



Malvern Wells CE Primary School

Writing Intended End Points: -

	Writing	Key Vocabulary
Year 1	<p>To write simple, coherent narratives about personal experiences (real or fictional) and those of others after discussion with the teacher.</p> <p>To write about real events, recording these simply and clearly.</p> <p>To write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar of writing.</p> <p>To use present and past tense mostly correctly and consistently.</p> <p>To use co-ordination (e.g., or / and / but) and some subordination (e.g., when / if / that /because) to join clauses.</p> <p>To demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.</p> <p>To segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and make phonically plausible attempts. To spell many common exception words.</p> <p>To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>
Year 2	<p>To write simple, coherent narratives about personal experiences (real or fictional) and those of others after discussion with the teacher.</p> <p>To write about real events, recording these simply and clearly</p> <p>To write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar of writing.</p> <p>To use present and past tense mostly correctly and consistently.</p> <p>To use co-ordination (e.g., or / and / but) and some subordination (e.g. when / if / that /because) to join clauses. To demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.</p> <p>To segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and make phonically plausible attempts.</p> <p>To spell many common exception words.</p> <p>To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>noun, noun phrase, statement, question, exclamation, command, adjective, verb, suffix, adverb, tense, apostrophe, comma, conjunction.</p>
Year 3	<p>To plan and record my ideas in different ways, including rehearsing sentences orally (including dialogue).</p> <p>To proofread for spelling and punctuation errors</p> <p>To show an increasing understanding of audience and purpose. To organise some of my ideas into paragraphs.</p> <p>To use conjunctions that signal time and shift the setting (e.g., meanwhile, later on, on the other side...)</p> <p>To create settings, characters and plot in narratives</p> <p>To use simple organisational devices, e.g., headings and sub-headings in non-narrative</p> <p>To draw on a varied and rich vocabulary to describe and specify. To begin to use figurative devices (e.g.: similes).</p> <p>To use an increasing range of sentence structures, sometimes using subordinate clauses.</p> <p>To use a range of conjunctions, adverbs and prepositions (including when, if, because, although, express time and cause).</p> <p>To use fronted adverbials in my writing, sometimes using a comma.</p> <p>To use inverted commas sometimes to indicate when someone is speaking.</p> <p>To use the simple present and past tense consistently, sometimes using the present perfect.</p> <p>To indicate possession sometimes using apostrophes.</p> <p>To place the possessive apostrophe in words with regular plurals.</p> <p>To use a range of nouns and pronouns to avoid repetition. To use the correct form of 'a' or 'an'.</p> <p>To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p>	<p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p>

<p>Year 4</p>	<p>To plan writing using the main features of a specific text type.</p> <p>To organise paragraphs around a theme and sequence them logically.</p> <p>To use conjunctions that signal time, shift attention, inject suspense and shift the setting.</p> <p>To use figurative language (similes and alliteration).</p> <p>To use adverbs / adverbials and prepositional phrases to express time and cause.</p> <p>To write sentences which begin with an adverb of time and place.</p> <p>To use a comma accurately when using a fronted adverbial.</p> <p>To use a subordinating conjunction to begin a sentence, e.g. using when, if, because, although.</p> <p>To use standard English verb inflections (I did vs I done and they were vs they was).</p> <p>To punctuate direct speech accurately, remembering to use a new line for each new speaker.</p> <p>To use the present perfect form of verbs. To write a sentence with more than one clause using when, if because and although.</p> <p>To accurately use apostrophes to indicate possession, including irregular plurals.</p> <p>To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>
<p>Year 5</p>	<p>To record and develop initial ideas, drawing on reading and research where necessary.</p> <p>To identify the audience and purpose of the writing, choosing the level of formality appropriate to my audience.</p> <p>To use expanded noun phrases to convey complicated information concisely.</p> <p>To use a thesaurus efficiently.</p> <p>To use a wide range of cohesive devices within paragraphs, e.g. then, after that, this, firstly, To use a wide range of cohesive devices across paragraphs, using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly] or tense choices [for example, he had seen her before].</p> <p>To use further organisational and presentational devices to structure text and guide the reader, e.g. headings, subheadings, captions,</p> <p>To integrate dialogue into my narratives to convey character and advance the action.</p> <p>To add figurative devices (metaphors, personification).</p> <p>To describe settings, characters and create atmosphere effectively by selecting appropriate grammar and vocabulary.</p> <p>To vary the way I structure my sentences, e.g. a complex sentence to add detail or improve cohesion, followed by a short sentence to add drama or tension.</p> <p>To create complex sentences and vary the way I structure these, e.g. using relative clauses, using co-ordinating and subordinating conjunctions accurately.</p> <p>To use commas to clarify meaning or avoid ambiguity.</p> <p>To indicate parenthesis, I am beginning to accurately use: · brackets · dashes · commas To maintain a consistent tense throughout a piece of writing.</p> <p>To proof-read for punctuation errors.</p>	<p>relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>
<p>Year 6</p>	<p>To note and develop initial ideas, choosing the level of formality appropriate to my audience.</p> <p>To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p> <p>To use a thesaurus to enhance the vocabulary used in writing.</p> <p>To use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. To effectively describe settings, characters and create atmosphere in narratives</p> <p>To use figurative devices effectively (similes, metaphors, personification, onomatopoeia).</p> <p>To integrate dialogue in narratives to convey character and advance the action.</p> <p>To use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</p> <p>To distinguish between informal and formal language and where they are appropriate.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately: -</p> <p>To use contracted forms in dialogues in narrative.</p> <p>To use passive verbs to affect how information is presented.</p> <p>To use modal verbs to suggest degrees of possibility.</p> <p>- To use subjunctive form as a formal device. To use verb tenses consistently and correctly throughout my writing.</p> <p>To use the range of punctuation taught at Key Stage Two mostly correctly, including colons, semi-colons, dashes, brackets, commas, hyphens, ellipsis.</p> <p>To punctuate direct speech accurately using inverted commas and other punctuation where necessary.</p>	<p>subject, object, modal verb active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>