

Year 1 English Writing Yearly Overview

	Autumn 1 Ourselves	Autumn 2 Toys	Spring 1 North to South	Spring 2 Dinosaurs	Summer 1 Growing: Animals and Plants	Summer 2 Under the Sea
	<p><u>SPAG covered this half term</u></p> <ul style="list-style-type: none"> - Using a capital letters form names of people, places, the days of the week and the personal pronoun 'I' - Leaving spaces between words - Learning to spell common exception words - Learning to segment to spell phonetically regular words 	<p><u>SPAG covered this half term</u></p> <ul style="list-style-type: none"> - Joining words and joining clauses using 'and' - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - Learning to spell common exception words - Learning to segment to spell phonetically regular words 	<p><u>SPAG covered this half term</u></p> <ul style="list-style-type: none"> - Learning the grammar for Year 1 in English Appendix 2: ing, ed, s, es - Learning to spell common exception words - Learning to segment to spell phonetically regular words 	<p><u>SPAG covered this half term</u></p> <ul style="list-style-type: none"> - Learning the grammar for Year 1 in English Appendix 2: suffixes er, est compound - Syllables - Learning to spell common exception words - Learning to segment to spell phonetically regular words 	<p><u>SPAG covered this half term</u></p> <ul style="list-style-type: none"> - Learning the grammar for Year 1 in English Appendix 2: prefix un - Learning to spell common exception words - Learning to segment to spell phonetically regular words 	<p><u>SPAG covered this half term</u></p> <ul style="list-style-type: none"> - Compound words and revision - Learning to spell common exception words - Learning to segment to spell phonetically regular words
Week 1	RWI	RWI	RWI	RWI	RWI	RWI
Week 2	RWI	RWI	RWI	Letter Writing - Dinosaur Writing Assessment	RWI	RWI
Week 3	RWI	RWI	RWI	RWI	RWI	Poetry - Commotion in the Ocean Writing Assessment
Week 4	RWI	RWI	Storytelling - Polar bear, polar bear what can you hear? Writing Assessment	RWI	Storytelling - Jack and the Beanstalk—Innovation Writing Assessment	RWI
Week 5	RWI	Compare and Contrast Report Writing Assessment	RWI	RWI	RWI	RWI
Week 6	All About Me Report Writing Assessment	RWI	RWI	RWI	RWI	RWI
Week 7		RWI				RWI

Within every unit of work, these objectives will also be taught:

Composition

- ⇒ To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.
- ⇒ To start to engage readers by using adjectives to describe.
- ⇒ To say out loud what they are going to write about.
- ⇒ To compose a sentence orally before writing it.
- ⇒ To sequence sentences to form short narratives.
- ⇒ To discuss what they have written with the teacher or other pupils.
- ⇒ To reread their writing to check that it makes sense and to independently begin to make changes.
- ⇒ To read their writing aloud clearly enough to be heard by their peers and the teacher.

Transcription (taught as separate skills then embedded within English units of work):

- ⇒ To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.
- ⇒ To sit correctly at a table, holding a pencil comfortably and correctly.
- ⇒ To form digits 0-9.
- ⇒ To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 2 English Writing Yearly Overview

	Autumn 1 Homes	Autumn 2 Emergency	Spring 1 Travel and Transport	Spring 2 Space	Summer 1 Cornwall & Around the World	Summer 2 Seaside
Week 1	RWI	RWI	Storytelling - All Change Immersion SPAG Capital letters Full stops Co-ordinating conjunctions	Storytelling- Whatever Next! Immersion SPAG Adjectives Noun phrases	Storytelling - Mousehole Cat Immersion SPAG Verbs Adverbs Expanded noun phrases	Storytelling - The Story of Pirate Tom Immersion SPAG Expanded noun phrases
Week 2	RWI	RWI	Storytelling - All Change Imitation	Storytelling - Whatever Next! Imitation	Storytelling - Mousehole Cat Imitation	Storytelling - The Story of Pirate Tom Imitation
Week 3	RWI	RWI	Storytelling - All Change Innovation / Invention	Storytelling - Whatever Next! Innovation	Storytelling - Mousehole Cat Innovation / Invention	Storytelling - The Story of Pirate Tom Innovation / Invention
Week 4	RWI	RWI	Factual Report - Vehicles SPAG Subordinating conjunctions Statement sentences	Storytelling - Whatever Next! Invention	Persuasive Text - Cornwall Leaflet SPAG Exclamation sentences	Newspaper Report - Tom's Discovery of Treasure SPAG Exclamation sentences
Week 5	RWI	RWI	Factual Report - Vehicles	Explanation- How? - Winding Toy SPAG Question sentences	Explanation- Why? - Mevagissey Feast Week SPAG Question sentences	Newspaper Report - Tom's Discovery of Treasure
Week 6	SPAG—Compound words lesson Poetry Writing Assessment	RWI	Instructions - Model Vehicles SPAG Commas in a list Command sentences Writing Assessment	SPAG—Suffixes Poetry Writing Assessment	Explanation- Why? - Mevagissey Feast Week SPAG Apostrophes for possession and contracted forms Writing Assessment	Compare and Contrast Report - Seaside Now and Then SPAG Past and present tense
Week 7		RWI Writing Assessment				Compare and Contrast Report - Seaside Now and Then Poetry Writing Assessment

Within every unit of work, these objectives will also be taught:

Composition

- ⇒ To write narratives about personal experiences and those of others (real and fictional).
- ⇒ To write about real events.
- ⇒ To write simple poetry.
- ⇒ To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.
- ⇒ To encapsulate what they want to say, sentence by sentence.
- ⇒ To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.
- ⇒ To reread to check that their writing makes sense and that the correct tense is used throughout.
- ⇒ To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).
- ⇒ To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.
- ⇒ To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.
- ⇒ To read aloud what they have written with appropriate intonation to make the meaning clear.

Transcription (taught as separate skills then embedded within English units of work):

- ⇒ To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- ⇒ To form lower case letters of the correct size, relative to one another.
- ⇒ To use spacing between words that reflects the size of the letters.
- ⇒ To begin to use the diagonal and horizontal strokes needed to join letters.

Year 3 English Writing Yearly Overview



	Autumn 1 Stone Age to Iron Age	Autumn 2 Stone Age to Iron Age	Spring 1 Cornwall	Spring 2 Cornwall	Summer 1 Ancient Egyptians	Summer 2 Ancient Egyptians
Week 1	The Lion and The Mouse - Storytelling	How to Wash a Woolly Mammoth - Instructions	The Magic Paintbrush - Storytelling	Cornish Myths - Storytelling	Cinderella/Egyptian Cinderella - Storytelling	Tomb Discovery in the Valley of the Kings - Storytelling
Week 2	The Lion and The Mouse - Storytelling SPAG Powerful Verbs Punctuation	How to Wash a Woolly Mammoth - Instructions SPAG Imperative Verbs Adverbs Prepositions	The Magic Paintbrush - Storytelling SPAG Inverted Commas - Direct Speech Subordinating Conjunctions Recap Adjectives and Adverbs	Cornish Myths - Storytelling SPAG Fronted Adverbials Expanded Noun Phrases	Cinderella/Egyptian Cinderella - Storytelling SPAG Exciting Adjectives Fronted Adverbials	Tomb Discovery in the Valley of the Kings - Storytelling SPAG Inverted Commas - Direct Speech Ambitious word choices to add detail.
Week 3	The Stone Age Boy - Storytelling	Prehistoric Life - Factual Report	The Magic Paintbrush - Storytelling	Cornish Myths - Storytelling	Cinderella/Egyptian Cinderella - Storytelling	Tomb Discovery in the Valley of the Kings - Storytelling
Week 4	The Stone Age Boy - Storytelling SPAG Paragraphs (then in all texts hereafter) Past and Present Tense	Prehistoric Life - Factual report SPAG Headings and Sub-headings Co-ordinating Conjunctions	Growing Plants - Explanation - How? SPAG Subordinating Conjunctions	Newspaper Report - Cornish Event SPAG Past Tense Range of Punctuation	The River Nile - Explanation - Why? SPAG Subordinating Conjunctions	Egyptian Life v Modern Life - Compare and Contrast SPAG Headings and Sub-headings Present Perfect Tense Compare & Contrast Language
Week 5	Poetry	Hanukkah - Play Script SPAG Common and Proper Nouns	Poetry	Newspaper Report - Cornish Event	Poetry	Egyptian Life v Modern Life - Compare and Contrast
Week 6	The Stone Age Boy - Storytelling	Hanukkah - Play Script	Persuasive Writing - Come to Cornwall SPAG Nouns and Pronouns	Recount - Trip to Wheal Martyn SPAG Past Tense Range of Punctuation	Tomb Raiders - Discussion	Egyptian Life v Modern Life - Compare and Contrast
Week 7		Poetry - Winter Poetry SPAG Similes Adjectives				Other SPAG Apostrophes A or An Covered in SPAG/Spellings sessions Prefixes and Suffixes Homophones Word Families

Within every unit of work, these objectives will also be taught:

Composition

- ⇒ To begin to use ideas from their own reading and modelled examples to plan their writing.
- ⇒ To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.
- ⇒ To compose and rehearse sentences orally (including dialogue).
- ⇒ To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- ⇒ To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).
- ⇒ To make deliberate ambitious word choices to add detail.
- ⇒ To begin to create settings, characters and plot in narratives.

Transcription (taught as separate skills then embedded within English units of work):

- ⇒ To use a neat, joined handwriting style with increasing accuracy and speed. To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.
- ⇒ To use the first two or three letters of a word to check its spelling in a dictionary.

Year 4 English Writing Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ancient Greece	Ancient Greece	Mountain to Sea	Mountain to Sea	Romans	Romans
Week 1	Storytelling - Mythical Creatures SPAG Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.	Playscripts - Greek Myths SPAG Using conjunctions, adverbs and prepositions to express time and cause	Storytelling - Duffy's Lucky Escape SPAG Punctuating direct speech	Newspaper Reports - Boscastle flooding SPAG Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Storytelling - Romans SPAG Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Explanation (why) - Why did the Romans invade? SPAG Using conjunctions, adverbs and prepositions to express time and cause
Week 2	Storytelling - Mythical Creatures	Playscripts - Greek Myths	Storytelling - Duffy's Lucky Escape	Newspaper Reports - Boscastle flooding	Storytelling - Romans	Explanation (why) - Why did the Romans invade?
Week 3	Storytelling - Mythical Creatures	Playscripts - Greek Myths	Storytelling - Duffy's Lucky Escape	Recount - Edmund Hillary climbing Everest SPAG Experiment with sentences with more than one clause.	Storytelling - Romans	Diary - Roman Gladiator SPAG Using the present perfect form of verbs in contrast to the past tense
Week 4	Storytelling - Mythical Creatures	Instructions - Making mythical spells SPAG Using commas after fronted adverbials	Persuasive Writing - Pollution SPAG Using fronted adverbials	Recount - Edmund Hillary climbing Everest	Biography-Julius Caesar SPAG Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Diary - Roman Gladiator
Week 5	Factual Reports -- Mythical Creatures SPAG Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Instructions - Making Mythical Spells	Persuasive Writing - Pollution	Poetry - Rivers SPAG Using conjunctions, adverbs and prepositions to express time and cause	Non-chronological report - Roman Gods SPAG Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Instructions - Making a Roman Shield SPAG Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements
Week 6	Factual Reports -- Mythical Creatures	Poetry - Olympic Haiku	Explanation (how) - The Water Cycle SPAG Using conjunctions, adverbs and prepositions to express time and cause	Poetry - Rivers	Non-chronological report - Roman Gods	Letter - From the battlefield SPAG Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
Week 7		Description - Own Mythical Creature SPAG Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases				SPAG Lesson Use apostrophes for singular and plural possession. Covered in SPAG/Spellings sessions Prefixes and Suffixes Homophones Word Families

Within every unit of work, these objectives will also be taught:

Composition

- ⇒ To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- ⇒ To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.
- ⇒ To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.
- ⇒ To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- ⇒ To write a range of narratives that are well- structured and well-paced.
- ⇒ To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.
- ⇒ To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.
- ⇒ To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.

Transcription (taught as separate skills then embedded within English units of work):

- ⇒ To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
- ⇒ To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.

Year 5 English Writing Yearly Overview

	Autumn 1 Invaders	Autumn 2 Invaders	Spring 1 Inspirational Artists	Spring 2 Inspirational Artists	Summer 1 Ancient Benin	Summer 2 Ancient Benin
Week 1	Poetry - How Happy SPAG Proper Nouns	Newspaper Reports - Invasions of Anglo-Saxons SPAG Adverbs	Storytelling - The Magic Paintbrush SPAG Prepositions	UK Study - St Piran's Day SPAG Determiners	Storytelling - Goggle Eyed Goats SPAG Pronouns & Possessive Pronouns	Explanation (why) - Why Ancient Benin was invaded SPAG Adverbials & Fronted Adverbials
Week 2	Myths and Legends - Beowulf SPAG Adverbs of Possibility	Newspaper Reports - Invasions of Anglo-Saxons SPAG Degrees of Possibility - Modal Verbs	Storytelling - The Magic Paintbrush SPAG More Prefixes	Diary Entry - The Blue Umbrella SPAG More Suffixes	Storytelling - Goggle Eyed Goats SPAG Word Families	Explanation (why) - Why Ancient Benin was invaded SPAG Dictionary Work
Week 3	Myths and Legends - Beowulf SPAG Converting Nouns and Adjectives into Verbs - Suffixes -ate, -ise, -ify	Storytelling - How to Train Your Dragon SPAG Verb Prefixes dis-, de-, mis-, over-, re-	Storytelling - The Magic Paintbrush SPAG Coordinating Conjunctions	Diary Entry - The Blue Umbrella SPAG Subordinating Conjunctions	Storytelling - Goggle Eyed Goats SPAG Subordinate Clauses	Explanation (how) - How Ancient Benin changed SPAG Relative Clauses
Week 4	Myths and Legends - Beowulf SPAG Tenses: Past & Present Progressive and Present Perfect	Storytelling - How to Train Your Dragon SPAG Verb Inflections & Standard English	Storytelling - The Magic Paintbrush SPAG Using Inverted Commas (Changing the Position of the Reporting Clause)	Compare and Contrast - Early and Late Picasso/Compare Artists SPAG Linking Paragraphs with Adverbials	Debate/Discussion - Should children have to do homework?	Persuasive writing - letters: The Queen visit SPAG Editing & Evaluating
Week 5	Myths and Legends - Beowulf SPAG Possessive Plural Apostrophes	Storytelling - How to Train Your Dragon SPAG Using Inverted Commas	Poetry - Inspirational Poems SPAG Parenthesis - Brackets	Compare and Contrast - Early and Late Picasso/Compare Artists SPAG Direct and Indirect (Reported) Speech	Fables - Aesop's Fables SPAG Parenthesis - Commas	Persuasive writing - Event Advertising Posters SPAG : Parenthesis - Dashes
Week 6	Factual Report - Science and space SPAG Expanded Noun Phrases (expanded by the addition of modifying adjectives, nouns and prepositional phrases)	Play script - Christmas SPAG Assess & Review	UK Study - Writing for a purpose SPAG Commas for Meaning and Clarity	Instructions - Making propeller driven dragsters SPAG Assess & Review	Fables - Aesop's Fables SPAG Homophones	Persuasive writing - Leaflets - Visitor Attractions SPAG Assess & Review
Week 7		Play Script - Christmas				Persuasive writing - Leaflets Visitor Attractions

Within every unit of work, these objectives will also be taught:

Composition

- ⇒ To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- ⇒ To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- ⇒ To proofread longer passages, removing unnecessary repetition or irrelevant details.
- ⇒ To consistently link ideas across paragraphs.
- ⇒ To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.
- ⇒ To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.
- ⇒ To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.
- ⇒ To regularly use dialogue to convey a character and to advance the action.
- ⇒ To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.

Transcription (taught as separate skills then embedded within English units of work):

- ⇒ To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.
- ⇒ To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.
- ⇒ To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.

Year 6 English Writing Yearly Overview



	Autumn 1 Heroes	Autumn 2 Heroes	Spring 1 The Environment	Spring 2 The Environment	Summer 1 The Second World War	Summer 2 The Second World War
Week 1	Diary Entry - Captain Scott The Terra Nova Expedition SPAG How words are related by meaning as synonyms and antonyms [for example, big, large, little].	Newspaper Report - Emily Davidson SPAG Punctuation of bullet points to list information	Persuasive letter writing - Environmental SPAG The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]	Narrative writing - Trash SPAG Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	Narrative writing - The Day Her Life Changed Forever Goodnight Mr Tom SPAG Review Year 3-5 objectives	Persuasive writing - Propaganda posters SPAG Review Year 3-5 objectives
Week 2	Diary Entry - Captain Scott The Terra Nova Expedition SPAG To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.	Narrative writing - Adventure Stories Cecil Buckley SPAG Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).]	Persuasive letter writing - Environmental SPAG The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	Narrative writing - Trash SPAG Review Year 3-5 objectives	Narrative writing - The Day Her Life Changed Forever Goodnight Mr Tom SPAG Review Year 3-5 objectives	Persuasive letter writing - Writing to families to persuade them to take on an evacuee SPAG Review Year 3-5 objectives
Week 3	Instructions - How to Survive in the Antarctic in Victorian Times SPAG Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Narrative writing- Adventure Stories Cecil Buckley SPAG To use the perfect form of verbs to mark relationships of time and cause.	Discussion text - Is climate change the most important issue facing mankind? SPAG Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.	Narrative writing - Trash SPAG Review Year 3-5 objectives	Narrative writing - The Day Her Life Changed Forever Goodnight Mr Tom SPAG Review Year 3-5 objectives	Persuasive letter writing - Writing to the government for an increase in rations SPAG Review Year 3-5 objectives
Week 4	Explanation (Why) - Why did Amundsen beat Scott in the race to the pole? SPAG Use of the colon to introduce a list and use of semi-colons within lists	Narrative writing- Street Child SPAG How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	Discussion text - Is climate change the most important issue facing mankind?	Narrative writing - Trash SPAG Review Year 3-5 objectives	SATs	Playscripts—WWII SPAG Review Year 3-5 objectives
Week 5	Explanation (Why) - Why did Amundsen beat Scott in the race to the pole?	Narrative writing - Street Child	Poetry - The Amazing Tree, The Magic Box, Deforestation SPAG Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	Factual Report - Recycling in Cornwall SPAG Review Year 3-5 objectives	Compare and Contrast Report - Life as a civilian in the city vs in the countryside during World War 2 SPAG Review Year 3-5 objectives	Playscripts—WWII SPAG Review Year 3-5 objectives
Week 6	Newspaper Report - Captain Webb swimming the English Channel SPAG Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Narrative writing - Street Child	Explanation (How) - How living things are classified (Science)	Factual Report - Recycling in Cornwall SPAG Review Year 3-5 objectives	Compare and Contrast Report - Life as a civilian in the city vs in the countryside during World War 2 SPAG Review Year 3-5 objectives	Poetry - War themed SPAG Review Year 3-5 objectives
Week 7		Poetry - Victorian Poetry				Play Script - WWII SPAG Review Year 3-5 objectives

Within every unit of work, these objectives will also be taught:

Composition

- ⇒ To note down and develop initial ideas, drawing on reading and research where necessary.
- ⇒ To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- ⇒ To use a wide range of devices to build cohesion within and across paragraphs.
- ⇒ To habitually proofread for spelling and punctuation errors.
- ⇒ To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- ⇒ To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
- ⇒ To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).
- ⇒ To distinguish between the language of speech and writing and to choose the appropriate level of formality.
- ⇒ To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Transcription (taught as separate skills then embedded within English units of work):

- ⇒ To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.
- ⇒ To write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;
 - choosing the writing implement that is best suited for a task.
- ⇒ To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).