



XII Apostles RCPS – Writing Outcomes Document

Year Group	Topic	Outcomes	Key Vocabulary	Further Vocabulary
Reception	All About Me Superheroes & People Who Help Us Houses & Homes Terrific Tales Come Outside Under the Sea	Children at the expected level of development will: <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; 	To recognise, understand and use the following key vocabulary accurately: alphabet, letter	letter, word, sentence, full stop
Year Group	Purposes for writing	Outcomes	Key Vocabulary	Further Vocabulary
Year 1	Discussing Recounting Describing Informing Entertaining Instructing Children experience writing for different audiences and purposes in different forms -eg letters, diaries	<p>Spell common exception words Spell the days of the week Name the letters of the alphabet in order Begin to form lower-case letters correctly Form capital letters Form digits 0-9 To understand how words combine to make sentences and must include verbs and nouns Leave spaces between words To demarc sentences using full stops and Capital letters To use capital letters for names and for the personal pronoun I Join words and clauses using 'and' Sequence sentences to form short narratives</p> <p>GREATER DEPTH Form all lower-case and capital letters correctly To demarc sentences using full stops and capital letters accurately and consistently</p>	To recognise, understand and use the following key vocabulary accurately: letter, sentence, capital letter, full stop, verb, noun	word, singular, plural, clause punctuation, question mark, exclamation mark, adjective



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		<p>To write simple sentences accurately and consistently</p> <p>To join words and clauses using 'and' consistently and accurately</p> <p>To be secure with all higher level 5 phonics</p>		
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Year 2	<p>Explaining</p> <p>Persuading</p> <p>Recounting</p> <p>Informing</p> <p>Entertaining</p> <p>Reporting</p> <p>Instructing</p> <p>Children experience writing for different audiences and purposes in different forms -eg letters, diaries, poetry, weather report, postcard</p>	<p>Form lower-case and capital letters of the correct size relative to one another</p> <p>Spell many common exception words</p> <p>Use appropriate demarcation punctuation: full stops, capital letters and question marks</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>Use spacing between words that reflects the size of the letters</p> <p>Use present and past tense correctly</p> <p>GREATER DEPTH</p> <p>To write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>To make simple additions, revisions and proof-reading corrections to their own writing</p> <p>To use the punctuation taught at key stage 1 mostly correctly</p> <p>To spell most common exception words</p> <p>To add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)</p>	<p>To recognise, understand and use the following key vocabulary accurately:</p> <p>adverb, adjective, tense, apostrophe, comma</p>	<p>noun, noun phrase</p> <p>statement,</p> <p>question,</p> <p>exclamation,</p> <p>command</p> <p>compound, suffix</p> <p>verb tense (past, present)</p>



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		To use the diagonal and horizontal strokes needed to join some letters		
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Year 3	<p>Entertaining Describing Recounting Informing Persuading Instructing Explaining</p> <p>Children experience writing for different audiences and purposes in different forms -eg story writing, poetry, play scripts, debating</p>	<p>Spell words which are often misspelt from the Y3-4 list Use the possessive apostrophe accurately with regular plurals Use appropriate handwriting joins, including choosing unjoined letters To begin to organise paragraphs around a theme Use a range of conjunctions to extend sentences with more than one clause Begin to use conjunctions, adverbs and prepositions to express time, cause & place Begin to use fronted adverbials Begin to use and punctuate direct speech Use extended noun phrases Suggest improvements, including changes to grammar and vocabulary to improve consistency Develop detail of characters, settings and plot in narratives</p> <p>GREATER DEPTH To use fronted adverbials including a comma after them Use conjunctions, adverbs and prepositions to express time, cause & place, mostly correctly To organise paragraphs around a theme, mostly correctly Use a range of conjunctions to extend sentences with more than one clause, mostly correctly Use Standard English forms for verb inflections instead of local spoken forms, mostly correctly</p>	<p>To recognise, understand and use the following key vocabulary accurately: preposition, conjunction, subordinate clause, inverted commas, direct speech</p>	<p>word family, prefix clause, consonant, consonant letter vowel, vowel letter</p>

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Year 4	<p>Describing Recounting Persuading Informing Entertaining</p> <p>Children experience writing for different audiences and purposes in different forms -eg story writing, poetry, letter writing, biography</p>	<p>Spell words which are often misspelt from the Y3-4 list Use the possessive apostrophe accurately with regular & irregular plurals Use appropriate handwriting joins, increasing the consistency & quality To organise paragraphs around a theme Use a range of conjunctions to extend sentences with more than one clause, correctly and accurately Use conjunctions, adverbs and prepositions to express time, cause & place Use fronted adverbials appropriately, including adding a comma after them Use and punctuate direct speech correctly Use extended noun phrases, including with prepositions Choose nouns and pronouns for clarity and cohesion Develop detail of characters, settings and plot in narratives Use Standard English forms for verb inflections instead of local spoken forms</p> <p>GREATER DEPTH Use a range of conjunctions to extend sentences with more than one clause, consistently and accurately Use direct speech to begin to develop character, setting & plot To organise paragraphs around a theme consistently and accurately Begin to use conjunctions, adverbs and prepositions to build cohesion in writing To select appropriate vocabulary to develop meaning and interest</p>	<p>To recognise, understand and use the following key vocabulary accurately: determiner, pronoun, possessive pronoun, adverbial, possessive apostrophe</p>	<p>preposition, conjunction, subordinate clause, inverted commas, direct speech,</p>

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Year 5	<p>Discussing Describing Persuading Recounting Informing Entertaining</p> <p>Children experience writing for different audiences and purposes in different forms -eg story writing, poetry, letter writing, debating,</p>	<p>Spell words which are often misspelt from the Y5-6 list Select appropriate grammar and vocabulary to change or enhance meaning Develop setting, atmosphere and character, including through dialogue Use a range of cohesive devices Use the correct tense consistently throughout a piece of writing Ensure correct subject and verb agreement Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Use relative clauses Use adverbials of time, place and number for cohesion Use commas to clarify meaning or avoid ambiguity Use brackets, dashes and commas to indicate parenthesis Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>GREATER DEPTH Write effectively for different purposes and audiences, beginning to select language that shows good awareness of the reader Integrate dialogue in narratives to begin to convey character and advance the action Use the range of punctuation taught at key stage 2 sometimes correctly Begin to use a range of devices to build cohesion within and across paragraphs Use verb tenses mostly consistently and correctly throughout their writing</p>	<p>To recognise, understand and use the following key vocabulary accurately: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash</p>	<p>cohesion, ambiguity subject, object synonym, antonym</p>



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		Select vocabulary and grammatical structures that reflect what the writing requires		
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Year 6	<p>Entertaining Recounting Persuading Informing Explaining Instructing</p> <p>Children experience writing for different audiences and purposes in different forms -eg story writing, poetry, letter writing, debating, biography</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately Use a range of devices to build cohesion within and across paragraphs Use verb tenses consistently and correctly throughout their writing Use the range of punctuation taught at key stage 2 mostly correctly Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Maintain legibility in joined handwriting when writing at speed</p> <p>GREATER DEPTH</p>	To recognise, understand and use the following key vocabulary accurately: active, passive, hyphen, colon, semi-colon, cohesion	subject, object synonym, antonym ellipsis, bullet points



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		<p>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</p> <p>Distinguish between the language of speech and writing³ and choose the appropriate register</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>Use the range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</p>		
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