**Key Stage 1**

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| **Objective** | **Learning Points** |
| WTS - Write sentences that are sequenced to form a short narrative (real or fictional)EXP - Write simple, coherent narratives about personal experiences and those of others (real or fictional) | * EXP writing needs to be coherent, not just sequenced. Coherence includes tense, text organisation, conjunctions, expanded noun phrases etc. It has to be understood by the reader.
* WTS needs to be sequenced clearly but does not need to show other elements of coherence.
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| EXP - Write simple, coherent narratives about personal experiences and those of others (real or fictional)GDS - Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing | * Moving to GDS requires effective writing – appropriate form for the purpose; engaging for the reader; making more precise choices.
* This requires real thought about the opportunities being given to pupils to write.
* Links to R.A.F.T.
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| EXP - Write about real events, recording these simply and clearly | * Children need to have opportunities for this – a recount of a real event is the easiest option for this.
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| EXP - use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses | * Children need to use a range of coordination and some subordination. Coordination should be secure.
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| GDS - Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly) | * Needs to be a range of suffixes (bracketed suffixes are only examples) with sufficient evidence that they are spelt correctly (only occasional errors). If a child uses a word with a root word from KS2, they should not be expected to spell the root word correctly, only the suffix.
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| GDS - Use the punctuation taught at key stage 1 mostly correctly. | * Includes (with only occasional errors or omissions): use of capital letters, full stops and question marks to demarcate sentences; use of exclamation marks; commas to separate items in a list; apostrophes for contraction; apostrophes to mark singular possession in nouns.
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**Key Stage 2**

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| **Objective** | **Learning Points** |
| EXP - write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. | * Some schools are trying to write too many genres/text types.
* Children need to write effectively so they must understand audience, purpose, features and tone – R.A.F.T.
* You must have evidence of non-narrative writing, e.g. explanation, instructions or non-chronological report about a thing (rather than an event).
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| EXP - Integrate dialogue in narratives to convey character and advance the action | * Must be integrated.
* Needs to be more than just a couple of lines.
* Opportunities for this need to be planned in specifically.
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| EXP - Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately | * Needs to be specific to the writing outcome – linked to R.A.F.T.
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| EXP - 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  | * The vast majority of children need to attain this. If using particular weakness you must have sufficient evidence to back yourself up and the school must have identified and done something about the weakness.
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| GDS - 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 (e.g. literary language, characterisation, structure) | * More specific than for EXP.
* Needs to engage and interest the reader.
* Needs to flow – not forced.
* An element of choice usually helps here.
* Specific opportunities have to be planned for this – e.g. writing from a different viewpoint; having a different audience.
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| GDS - Distinguish between the language of speech and writing and choose the appropriate register. GDS - Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. | * Specific opportunities have to be planned for this, e.g. two different characters (with different tones) relaying the events of an incident.
* Having a strong school focus on R.A.F.T. will help but children need to be taught how to show the nuances of it.
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| GDS - Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. | * Needs to be appropriate for the R.A.F.T. of the piece, not shoehorned in, e.g. you wouldn’t expect to find a semi-colon in an informal letter between two 10 year old friends.
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