



Writing Breadth Map

Year 1	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower case letters in the correct direction Form digits 0-9 Understand which letters belong to which handwriting families and to practise these 	<ul style="list-style-type: none"> Form capital letters Understand which letters belong to which handwriting families and to practise these Begin to form lower case letters in the correct direction 	<ul style="list-style-type: none"> Understand which letters belong to which handwriting families and to practise these Begin to form lower case letters in the correct direction
Spelling In Writing	<ul style="list-style-type: none"> Write from memory some simple sentences dictated by teacher that include words using the words taught Apply simple spelling rules learnt within phonics lessons 	<ul style="list-style-type: none"> Write from memory some simple sentences dictated by teacher that include words using the words taught Apply simple spelling rules learnt within phonics lessons 	<ul style="list-style-type: none"> Write from memory some simple sentences dictated by teacher that include words using the words taught Apply simple spelling rules learnt within phonics lessons
Composition	<ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Read their writing aloud so that they can be heard by their peers and the teacher Leaving spaces between words 	<ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read their writing aloud so that they can be heard by their peers and the teacher Joining words and clauses using 'and' 	<ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read their writing aloud so that they can be heard by their peers and the teacher
Grammar	<ul style="list-style-type: none"> Use capital letters for names and the pronoun 'I' Separation of words with spaces 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives Use capital letters for names of people and places and for the pronoun 'I' 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives Use capital letters for names of people, places and days of the week and for the pronoun 'I'
Punctuation	<ul style="list-style-type: none"> Sentence demarcation (.) 	<ul style="list-style-type: none"> Sentence demarcation (. and ?) 	<ul style="list-style-type: none"> Sentence demarcation (. and !)



Writing Breadth Map

	<ul style="list-style-type: none"> Begin to punctuate sentences using a capital letter and a full stop. 	<ul style="list-style-type: none"> Begin to punctuate sentences using a capital letter and a full stop or question mark 	<ul style="list-style-type: none"> Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
Year 2	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> Start using some of the horizontal and diagonal strokes needed to join letters Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> Start using some of the horizontal and diagonal strokes needed to join letters Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 	<ul style="list-style-type: none"> Start using some of the horizontal and diagonal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
Spelling In Writing	<ul style="list-style-type: none"> Apply spelling rules learnt in phonics lessons to their own writing 	<ul style="list-style-type: none"> Apply spelling rules learnt in phonics lessons to their own writing 	<ul style="list-style-type: none"> Apply spelling rules learnt in phonics lessons to their own writing
Composition	<ul style="list-style-type: none"> Write narratives about fictional characters Write for different purposes Planning or saying out loud what they are going to write about Writing down ideas and/or key words Encapsulating what they want to say, sentence by sentence when planning Rereading to check that their writing makes sense Proofreading to check for errors in punctuation, spelling and grammar Reading aloud what they have written with appropriate intonation to make their meaning clear. 	<ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence when planning Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proofreading to check for errors in punctuation, spelling and grammar Reading aloud what they have written with appropriate intonation to make their meaning clear 	<ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional) Write about real events Write Poetry Write for different purposes Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence when planning Evaluating their writing with the teacher and other pupils Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proofreading to check for errors in punctuation, spelling and grammar



Writing Breadth Map

		<ul style="list-style-type: none"> Using expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> Reading aloud what they have written with appropriate intonation to make their meaning clear.
Grammar	<ul style="list-style-type: none"> Sentence demarcation Some features of written standard English 	<ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command Use the present and past tenses correctly and consistently including the progressive form Commas in a list Suffixes to form new words (-ful, -er, -ness) 	<ul style="list-style-type: none"> Subordination (using when, if, that, or because) and co-ordination (using or, and or but)
Punctuation	<ul style="list-style-type: none"> Learning to use capital letters, full stops, exclamation marks and question marks correctly 	<ul style="list-style-type: none"> Apostrophes for singular possession Learning to use capital letters, full stops, exclamation marks, question marks, commas for lists and apostrophes for singular possession correctly 	<ul style="list-style-type: none"> Apostrophes for omission Learning to use capital letters, full stops, exclamation marks, question marks, commas for lists and apostrophes for singular possession and omission correctly
Year 3	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> Increase the legibility, consistency, and quality of my handwriting. I understand which letters, when adjacent to one another, are best left un-joined I use the diagonal and horizontal strokes that are needed to join letters 	<ul style="list-style-type: none"> Increase the legibility, consistency, and quality of my handwriting. I understand which letters, when adjacent to one another, are best left un-joined I use the diagonal and horizontal strokes that are needed to join letters 	<ul style="list-style-type: none"> Increase the legibility, consistency, and quality of my handwriting. I understand which letters, when adjacent to one another, are best left un-joined I use the diagonal and horizontal strokes that are needed to join letters
Spelling In Writing	<ul style="list-style-type: none"> I use the first two or three letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> I spell words with additional prefixes and suffixes and understand how to add them to root words (from nouns using super, anti, auto) I correctly spell word families based on common words (solve, solution, solver) Identify the root word in longer words. 	<ul style="list-style-type: none"> I can recognise and spell additional homophones (he'll/heel/heal) I make comparisons from a word already known to apply to an unfamiliar word. I spell identified commonly misspelt words from the Year 3 and 4 word list.
Composition	<ul style="list-style-type: none"> I write a non-narrative using simple organisational devices such as headings and sub-headings. 	<ul style="list-style-type: none"> I make improvements by proposing changes to grammar and vocabulary to improve consistency (the accurate use of pronouns in sentences/tenses) 	<ul style="list-style-type: none"> I identify structure, grammatical features, and use of vocabulary for effect in texts.



Writing Breadth Map

	<ul style="list-style-type: none"> In narrative writing, I develop resolutions and endings. 	<ul style="list-style-type: none"> I look at and discuss different models of writing, taking account of purpose and audience. I plan my writing by discussing and recording ideas (timeline, flowchart. Spider diagram, jottings) I write a narrative with a clear structure, setting, characters and plot. I suggest improvement to my writing through assessing the writing with peers and through self-assessment. 	<ul style="list-style-type: none"> I compose sentences using a wider range of structures linked to the grammar objectives. (e.g. tenses – including present perfect/subordinate clauses/co-ordinating conjunctions) I begin to organise paragraphs around a theme (supported by planning then moving to independence)
Grammar	<ul style="list-style-type: none"> I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing (when, if, because, although) I recognise and use determiners 'a', 'an' and 'the' appropriately (an apple; a house, the yellow car) 	<ul style="list-style-type: none"> I use the perfect form of verbs instead of the simple past (I have written it down so we can check what he said/he has worked hard) I understand the purpose of adverbs I use adverbs effectively in my writing I use conjunctions, adverbs, and prepositions to express time and cause (the next thing, next, soon, so, before, after, during, in, because of) 	<ul style="list-style-type: none"> Word choices are adventurous and carefully selected to add detail and to engage the reader Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials.
Punctuation	<ul style="list-style-type: none"> I begin to use inverted commas for some direct speech punctuation. 	<ul style="list-style-type: none"> I use apostrophes for possession with increasing accuracy including plural possession. 	<ul style="list-style-type: none"> Commas are sometimes used to mark clauses and phrases.
Year 4	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> I use the diagonal and horizontal strokes that are needed to join letters. I understand which letters, when adjacent to one another, are best left unjoined – b/p/s/x 	<ul style="list-style-type: none"> I increase the legibility, consistency, and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. 	
Spelling In Writing	<ul style="list-style-type: none"> I use the first two or three letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> I spell words with additional prefixes and suffixes and understand how to add them to root words. (ation, ous, ion, ian) 	<ul style="list-style-type: none"> I recognise and spell additional homophones (accept/except; whose/who's; whether/weather; peace/piece; medal/meddle)



Writing Breadth Map

		<ul style="list-style-type: none"> I use plural 's' and possessive 's' correctly. (The girls were playing football. The girls' football boots. The girl's football boots.) 	<ul style="list-style-type: none"> I spell identified commonly misspelt words from the Year 3 and 4 word list.
Composition	<ul style="list-style-type: none"> I write from memory simple dictated sentences that include words and punctuation taught. My narrative writing is organised into clear sequences with more than a basic beginning, middle and end. 	<ul style="list-style-type: none"> I write a narrative with clear structure, setting, characters and plot. I include key vocabulary and grammar choices that link to the style of writing (e.g. scientific words/historical words/words that fit with the context, e.g. science fiction) 	<ul style="list-style-type: none"> I begin to open paragraphs with topic sentences and organise them around a theme. (Boxing up method independently; five-part story volcano; chunking their writing into paragraphs – they then use this to ensure they have accurate paragraphs and know how to demarcate them My endings are developed and close the narrative appropriately relating to the beginning or a change in a character.
Grammar	<ul style="list-style-type: none"> I use a range of sentences with more than one clause – through use of conjunctions – using the conjunction in different places I use a wider range of conjunctions, such as, although, however, despite, as well as. I use the correct article 'a' or 'an' My sentences are often opened in different ways to create effects. 	<ul style="list-style-type: none"> I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency e.g. commas after fronted adverbials, accurate use of pronouns, realising a spelling is incorrect and changing it. 	<ul style="list-style-type: none"> I use expanded noun phrases with modifying adjectives e.g. The strict teacher with curly hair. I use adverbs and prepositions to express time, place, and cause. I build cohesion within paragraphs through controlled use of tenses, subordinating and co-ordinating conjunctions I use standard English for verb inflections – instead of spoken forms (we were instead of we was, or I did instead of I done. He is instead of he's
Punctuation	<ul style="list-style-type: none"> All my sentences are correctly demarcated. 	<ul style="list-style-type: none"> I use the apostrophe for omission and possession I secure the use of punctuation in direct speech – including a comma after the reporting clause (The conductor shouted, "Sit down!") 	<ul style="list-style-type: none"> I almost always use commas for fronted adverbials.
Year 5	Autumn	Spring	Summer



Writing Breadth Map

Handwriting	<ul style="list-style-type: none"> I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether or not to join specific letters. I choose the writing implement that is best suited for a task. 		
Spelling In Writing	<ul style="list-style-type: none"> I form verbs with prefixes, for example dis, de, mis, over and re. I use the first three or four letters of a word to check spelling I begin to proof-read my work for spelling and punctuation errors. 	<ul style="list-style-type: none"> I spell some words with silent letters I convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify I distinguish between homophones and other words which are often confused. 	<ul style="list-style-type: none"> I can spell identified commonly misspelt words from Year 5 and 6 word list.
Composition	<ul style="list-style-type: none"> My writing shows that I aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade. I organise my writing into paragraphs to show different information or events (TIP TOP – Time, Place, Topic, Person Speaking) 	<ul style="list-style-type: none"> I link ideas with paragraphs connecting with adverbs and adverbials for time, place or how. I develop characters through action, description, and dialogue I add well-chosen detail to interest the reader 	<ul style="list-style-type: none"> My settings are used to not only create atmosphere, but also to indicate a change. Models from my reading are often used or integrated into my writing I manage shifts in time and place effectively and guide the reader through my text.
Grammar	<ul style="list-style-type: none"> I ensure the correct and consistent use of tense throughout a piece of writing I start sentences in different ways I use a thesaurus for alternative word choices. 	<ul style="list-style-type: none"> I use stylistic devices to create effects in writing e.g. simile, metaphor, personification I use modal verbs or adverbs to indicate degrees of possibility I use relative clauses beginning with who, which, where, when, whose, that or with an implied I suggest changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> I use the perfect form of verbs to mark relationships of time and cause e.g. She has gone on holiday and is not back yet. The coach has left without you because you have just arrived late.
Punctuation	<ul style="list-style-type: none"> I use commas to clarify meaning or avoid ambiguity in writing. 	<ul style="list-style-type: none"> I use colons to introduce a list I use inverted commas and other punctuation to accurately indicate direct speech. 	<ul style="list-style-type: none"> I use brackets, dashes, or commas to indicate parenthesis.



Writing Breadth Map

Year 6	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> I produce legible joined handwriting and develop my own personal fluent joined handwriting style. 		
Year 5/6 list.	<ul style="list-style-type: none"> I use a range of spelling strategies not just phonics I use a dictionary to check spelling/meaning I proof read and edit my work to check for spelling and punctuation errors (Year 3 and 4 and 5 and 6 word lists) I ensure I use the correct homophone (See year 5/6 homophone list) I spell most words with silent letters. 	<ul style="list-style-type: none"> I change verbs into nouns by adding suffixes (sion, tion, ment) 	<ul style="list-style-type: none"> I make sure that I can spell the vast majority of words that appear in the
Composition	<ul style="list-style-type: none"> I use a thesaurus to develop word understanding and build a bank of antonyms and synonyms. 	<ul style="list-style-type: none"> I use paragraphs correctly so that each one has a clear topic and has a signal of change in time, place, or event (TIP TOP) I adapt the grammar and vocabulary used in my writing to suit the audience and purpose (choose the appropriate form and register/structure/layout) I create atmosphere and describe settings – I use antonyms and synonyms to enhance the description. I describe and integrate dialogue to convey character and advance the action (use of inverted commas mostly correct) I add detail to my writing by using expanded noun phrase to add precision, detail, and qualification. 	<ul style="list-style-type: none"> My second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader. My writing is evaluated as a matter of course and proof reading ensures a high level of accuracy.



Writing Breadth Map

<p>Grammar</p>	<ul style="list-style-type: none"> • I use the correct tense throughout a piece of writing • I use modal verbs mostly appropriately to suggest degrees of possibility • I add precision, detail and qualification using prepositional phrases and adverbs • I effectively draft my work so that I enhance meaning and adapt my grammar choices for effect 	<ul style="list-style-type: none"> • I use a range of cohesive devices, including adverbials within and across sentences and paragraphs. • I ensure correct subject/verb agreement in singular and plural • I use a wide range of clause structures, sometimes varying their position within a sentence • I use structures typical of very formal speech (Subjunctive forms – If I were/Were they to come or question tags – He is your friend. Isn't he?) 	<ul style="list-style-type: none"> • I use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability, and certainty. • I use a range of verb forms to create more subtle meanings • I use the passive voice to present information with a different emphasis. • My vocabulary choices are imaginative, and words are used precisely and appropriately to create impact and enhance meaning.
<p>Punctuation</p>	<ul style="list-style-type: none"> • I can mostly use commas correctly to mark phrases and clauses - clarity 	<ul style="list-style-type: none"> • I make some correct use of a further range of punctuation across a range of writing. • I can use punctuation for parenthesis, mostly correctly. 	