

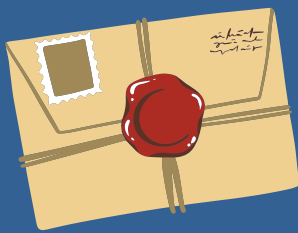
Writing Curriculum Map

In Y5, I can vary speech through placement of the speech tag both after and within speech can vary sentences openings e.g. conjunctions, prepositional phrases, adverbials, -ing verbs. I can use subordinate clauses to show condition (if, unless) and choice (whether) and can use modal verbs to show possibility - may, might, could. I use figurative language within settings, including simile, metaphor and personification to create atmosphere and can now use devices like animism, anthropomorphism and pathetic fallacy to create a sense of the writing genre. I can use ellipses, parenthesis, colons and semi-colons accurately for effect.



Y3

In Y3, I accurately punctuate speech using "" ! ? , and use this, sometimes with an action, to convey character. I use noun phrases, figurative language such as similes and senses to describe characters and settings and begin to create excitement and suspense. I use a range of ways to open my sentences, including adverbials, and begin to use relative pronouns (e.g. who) to add detail. I create excitement using a variety of sentence types (simple, compound, complex).



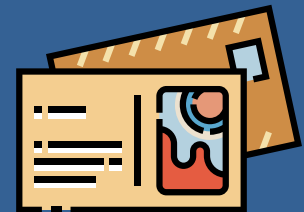
Y1

In Y1, I begin writing sentences using capital letters, finger spaces and full stops. I build upon these sentences by adding adjectives and the conjunctions and, so, but and because. I begin to use commas within a list and use a range of statements, commands, questions and exclamations.



EYFS

In Reception I will engage in lots of storytelling and role play which will help me talk about all the wonderful books we read. This in turn will give me lots of ideas for my own writing. I will learn to use my phonic knowledge to write words in ways which match their spoken sounds and I will learn how to write some common irregular words. I will learn to write simple sentences which I, and others, can read. I will learn to write for a range of purposes and begin to use formats such as letters, lists, labels and speech bubbles.



Y2

In Y2, I consider past, present and progressive tense when writing sentences. I use expanded noun phrases to add detail and conjunctions to explain e.g. because, so, as and 'if' to show consequences. I begin to extend my sentences using coordinating and subordinating conjunctions and use apostrophes to show possession. I begin to write direct speech.

Y4

In Y4, I organise paragraphs around a theme, using tense and speech punctuation with increased accuracy. I create cohesion in paragraphs using a topic sentence, accurate noun/pronouns and fronted adverbials and by structuring and building on ideas and I begin to extend my use of commas to include fronted adverbials, lists, subordinate and relative clauses. I can now use the plural possessive apostrophe.



Y6

In Y6, I can skillfully use a range of sentence types, grammatical skills, tense and punctuation to create a range of interesting texts which evoke a response within the reader. I use techniques such as flashbacks and foreshadowing and my writing is much more considered with a clear focus on the effect that I wish to have upon the reader.