1. To understand and use the writing process in order to plan what to write.	2. To write for a range of different purposes and audiences	3. To accurately and consistently use a wide range of punctuation within their writing.	4. To make conscious additions and edits to improve writing.	5. To discuss, explore and use a variety of vocabulary appropriately within different contexts.	6. To confidently express and explain relevant ideas and feelings articulately across a range of contexts	7. To maintain legibility in joined handwriting when writing at speed and spell most words accurately.
• Knows the purpose of a range of writing. • Selects the appropriate form and audience of their writing, using similar writing models to aid them with support. • Develops initial ideas by drawing on reading and research with support. • Plans effectively the plot, characters and structures of their own narrative. • Writes narratives, considering how authors have developed characters and settings in what pupils have read, listened to with support.	• Selects the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different text types with support. • Begins to increase stamina for writing longer precise pieces of writing. • Uses further organisational and presentational devices to structure text and to guide the reader with support [for example, headings, bullet points, underlining]. • Creates an atmosphere and uses dialogue to develop the setting, action and characters within narratives. • Integrates dialogue in narratives to convey character and advance the action with support. • Develops organisational and presentational devices to structure non- narrative text - which help guide the reader with support. • Uses a range of devices to build cohesion within and across paragraphs. • Draws with increasing independently on what they have read as models for their own writing. • Skims and scans text so that research is effective.	• Uses commas to clarify meaning or avoid ambiguity in writing with support. • Uses brackets, dashes or commas to indicate parenthesis with support. • Uses hyphens to avoid ambiguity with support. • Uses semicolons, colons or dashes to mark boundaries between independent clauses with support. • Uses a colon to introduce a list with support. Uses bullet points consistently with support.	• Evaluate and edit own and peers work proposing • changes which enhance the effect and clarify the meaning of the text with support. • Ensures the correct use of tense throughout a piece of writing • Ensures correct subject and verb agreement with support.	• Selects vocabulary and grammatical structures that suit formal and informal writing with support. • Uses a dictionary and thesaurus to check the meaning of words and expand vocabulary with increased independence. • Uses modal verbs or adverbs to indicate degrees of possibility with support. • Uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun with support. • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms with support. • Uses passive verbs to affect the presentation of information in a sentence with support. • Uses the perfect form of verbs to mark relationships of time and cause with support. • Uses expanded noun phrases to convey complicated information.	• Compares the structure of different stories to discover how they differ in pace, build up, sequence and resolution with support. • Analyses the features of a good opening/ ending with support.	• Uses further prefixes and suffixes. • Spells some words with 'silent' letter [for example, knight, psalm, solemn] • distinguishes between homophones and other words which are often confused • Uses knowledge of morphology and etymology in spelling. • Uses dictionaries to check the spelling and meaning of words with support. • Writes legibly, fluently and with increasing speed.

Belonging, Courage, Curiosity, Kindness, Perseverance, Respect

Growing Minds, Kind Hearts, Rooted in Love

'Rooted and Grounded in Love' (Ephesians 3:16)