

# Federation of Hoath and Chislet CE Primary Schools


## Writing Curriculum



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### Class 1 – Year R

<u>End Points by Term</u>	<p><b><u>Term 1</u></b></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Show a preference for a dominant hand</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p><b><u>Term 2</u></b></p> <p>Write some or all of their name.</p> <p>Write some letters accurately</p>	<p><b><u>Term 3</u></b></p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p><b><u>Term 4</u></b></p> <p>Form lower-case and capital letters correctly</p> <p>Write short sentences with words with known letter-sound correspondences and other familiar words.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><b><u>Term 5</u></b></p> <p>Write short sentences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p><b><u>Terms 6</u></b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>
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<u>Year R</u>	<p><u>Text Mapping</u></p> 	<p><u>Genres</u></p> <p>Writing opportunities throughout classroom linked to direct teaching of skills.</p>	<p><u>Non-negotiables</u></p> <p>Name writing</p> <p>Daily writing opportunities</p> <p>Teaching of correct letter formation</p> <p>Introduction of Pie Corbett Talk for Write</p>	<p><u>Writing aids</u></p> <p>Pencil grips</p> <p>Name cards</p> <p>Selection of writing resources and stimuli.</p>	<p><u>Handwriting</u></p> <p>Writedance gross motor skills with modern twist – Pen disco</p> <p>Topic patterns Practice</p> <p>Print. No lead ins etc</p>	<p><u>Assessments</u></p> <p>Independent writing T3 - T6</p>
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**Class 2 – Years 1 and 2**

English Texts	Year A	The Gruffalo Where The Wild Things Are Going On a Bear Hunt	The History of Toys The Days the Crayons Quit Toy Story	The Queens Knickers The Queens Hat Tiger Who Came to Tea	The True Story of the 3 Little Pigs The Three Little Wolves and The Big Bad Pig Who's Afraid of The Big Bad Book	Flat Stanley	East Your Greens Goldilocks Mr. Wolf's Pancakes					
	Year B	Dinosaurs Love Underpants Dear Dinosaur 100 Facts	Lost And Found Winters Sleep The Snowman Polar Express	Man On the Moon Bobs Ever Best Friend Whatever Next	Toby And the Great Fire of London You Wouldn't Want to be in The Tower of London	Meerkat Mail The Great Explorer	The Lighthouse Keepers Lunch Lucy And Tom at The Seaside					
Year 1 End Points by Term	<b><u>Term 1</u></b>	Compose sentences orally.  Tell and adult/peer about a personal experience.  Write about real events, maintaining form and purpose.  Compose poems orally.	<b><u>Term 2</u></b>	Compose basic sentences.  Write about a personal experience e.g <b>Weekend Write</b>  Write about real events, maintaining form and purpose.  Compose and write a basic sentence of poetry.	<b><u>Term 3</u></b>	Compose basic sentences with capital letters and full stops.  Write about the personal experience of somebody else, e.g <b>Sophie's mum in The Tiger Who Came To Tea.</b>  Write about real events, maintaining form and purpose.  Compose and write a basic sentence of poetry with capital letters and full stops.	<b><u>Term 4</u></b>	Compose accurate sentences.  Write about the personal experience of different characters e.g <b>Sophie and her mum in The Tiger Who Came To Tea.</b>  Write about real events, maintaining form and purpose.  Compose and write an accurate piece of poetry.	<b><u>Term 5</u></b>	Compose accurate sentences and use the drafting process to gather ideas  Write appropriate narratives about personal experiences or those of others, whether real or imagined, e.g <b>you if you joined them for tea.</b>  Write about real events, maintaining form and purpose.  Compose and write poetry in a different form and style.	<b><u>Term 6</u></b>	Compose written sentences. Use the drafting process to gather and write down ideas and key words.  Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.  Write about real events, maintaining form and purpose.  Compose and write poetry in a variety of forms.

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	<p>Check own writing with adult support.</p> <p>Identify a 'good word'</p>	<p>Read and check own writing with adult support.</p> <p>Identify a 'good word' and include in own writing.</p>	<p>Re-read own writing and check with adult support.</p> <p>Choose a 'good word' and a piece of punctuation to include in writing.</p>	<p>Re-read and check own writing</p> <p>Choose a 'good word' and punctuation to include in writing.</p>	<p>Re-read and check own writing. Proof read for errors.</p> <p>Evaluate word choice and punctuation, and edit using 'purple pen'</p>	<p>Re-read and check own writing. Proof read and edit using 'purple pen'.</p> <p>Evaluate word choice, grammar, and punctuation, and edit using 'purple pen'</p>
Year 2 End Points by Term	<p><b><u>Term 1</u></b></p> <p>Compose sentences orally. Use the drafting process to gather and write down ideas and key words.</p> <p>Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.</p> <p>Write about real events, maintaining form and purpose. Compose orally and write poetry together.</p> <p>Re-read and check own writing. Proof read for errors.</p>	<p><b><u>Term 2</u></b></p> <p>Compose sentences orally. Use the drafting process to gather and write down ideas and key words.</p> <p>Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.</p> <p>Write about real events, maintaining form and purpose.</p> <p>Re-read and check own writing. Proof read for errors.</p> <p>Evaluate word choice, grammar</p>	<p><b><u>Term 3</u></b></p> <p>Compose sentences orally. Use the drafting process to gather and write down ideas and key words.</p> <p>Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.</p> <p>Write about real events, maintaining form and purpose.</p> <p>Compose orally and write poetry in a set form.</p> <p>Re-read and check own writing. Proof read for errors.</p>	<p><b><u>Term 4</u></b></p> <p>Compose sentences orally. Use the drafting process to gather and write down ideas and key words.</p> <p>Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.</p> <p>Write about real events, maintaining form and purpose.</p> <p>Re-read and check own writing. Proof read for errors.</p> <p>Evaluate word choice, grammar</p>	<p><b><u>Term 5</u></b></p> <p>Compose sentences orally. Use the drafting process to gather and write down ideas and key words.</p> <p>Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.</p> <p>Write about real events, maintaining form and purpose.</p> <p>Re-read and check own writing. Proof read for errors.</p> <p>Evaluate word choice, grammar</p>	<p><b><u>Term 6</u></b></p> <p>Compose sentences orally. Use the drafting process to gather and write down ideas and key words.</p> <p>Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.</p> <p>Write about real events, maintaining form and purpose.</p> <p>Compose orally and write poetry in a variety of forms.</p> <p>Re-read and check own writing. Proof read for errors.</p>

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	Evaluate word choice, grammar and punctuation; make revisions.	and punctuation; make revisions.	Evaluate word choice, grammar and punctuation; make revisions.	and punctuation; make revisions.	and punctuation; make revisions.	Evaluate word choice, grammar and punctuation; make revisions.
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	<u>Text Mapping</u>	<u>Genres</u>	<u>Non-negotiables</u>	<u>Writing aids</u>	<u>Handwriting</u>	<u>Assessments</u>
Year 1 and 2		Simple description  Simple information text  Labels and captions  Simple narrative  Weekly recount	Name writing  Simple sentence with a capital and full stop	Pencil grips Word banks Talk tins Magpie board Selection of topic books	Topic patterns Practice  Year 1 start printing  At some point when pupils are ready – CT models pre-cursive. Lead in/out  Handwriting lessons (4x) in writing curriculum (several per week) separate pre-cursive on lines.  Find out.... off the line and off we go etc  More able group - handwriting to join	Independent big Write x 6

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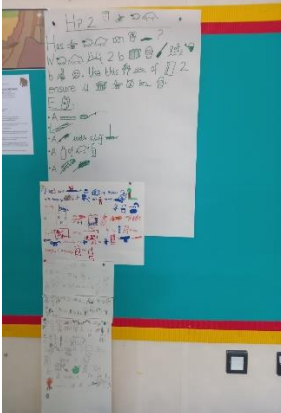
**Year 3**

<u>End Points by Term</u>	<p><b><u>Term 1</u></b> Evaluate own and others' writing, with direction; re-read and check own writing; make changes.</p> <p>Compose and rehearse sentences orally.</p> <p>Talk about initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose,</p> <p>Write simple beginning, middle, ending with support.</p> <p>Describe characters</p>	<p><b><u>Term 2</u></b> Evaluate own and others' writing, with direction; re-read and check own writing; make changes.</p> <p>Compose and rehearse sentences orally.</p> <p>Talk about initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose,</p> <p>Write simple beginning, middle, ending with support.</p> <p>Describe settings</p>	<p><b><u>Term 3</u></b> Evaluate own and others' writing, with direction; re-read and check own writing; make changes.</p> <p>Compose and rehearse sentences orally.</p> <p>Talk about initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose, with a few features of the genre being taught.</p> <p>Write simple beginning, middle, ending using frame.</p> <p>Describe setting and character</p>	<p><b><u>Term 4</u></b> Evaluate own and others' writing, with direction; re-read and check own writing; make changes.</p> <p>Compose and rehearse sentences orally.</p> <p>Talk about initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose, with a few features of the genre being taught.</p> <p>Write simple beginning, middle, ending using frame.</p> <p>Describe setting and character</p>	<p><b><u>Term 5</u></b> Evaluate own and others' writing, with direction; re-read and check own writing; make changes.</p> <p>Compose and rehearse sentences orally.</p> <p>Talk about initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose, and show some features of the genre being taught.</p> <p>With scaffold, organise sections broadly, within a theme.</p> <p>Describe characters, settings and /or plot in a simple way, with some interesting details.</p>	<p><b><u>Term 6</u></b> Evaluate own and others' writing, with direction; re-read and check own writing; make changes.</p> <p>Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose, and show some features of the genre being taught.</p> <p>Create chronological narratives; write in sequence.</p> <p>Write simple beginning, middle, ending.</p> <p>With scaffold, organise sections broadly, within a theme.</p> <p>Use headings and subheadings to aid presentation.</p> <p>Describe characters, settings and /or plot in a simple way, with some interesting details.</p>
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	<u>Text mapping</u>	<u>Genres</u>	<u>Non-negotiables</u>	<u>Writing aids</u>	<u>Handwriting</u>	<u>Assessments</u>
<u>Year 3</u>		Instructions Story Internal monologue Diary Formal speech Poem Free writing Newspaper report	Underlining dates and Los Editing Oral story telling	Word banks Talk tins Magpie board Selection of topic books Magic lines	Topic patterns Practice  Weekly handwriting lessons	Independent big Write x 6

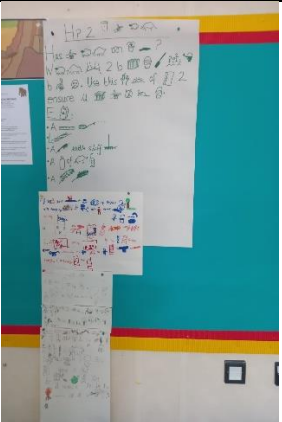
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### Year 4

End Points by Term	<b>Term 1</b> Discuss and develop initial ideas in order to plan and draft before writing. Write to suit purpose and with a growing awareness of audience, using some appropriate features. Organise writing into sections or paragraphs, including fiction and non-fiction. Appropriately use a range of presentational devices, including use of title and subheadings. Use dialogue, although balance between dialogue and narrative may be uneven. Describe characters, settings and plot, with some interesting details. Evaluate own and others' writing; proof read, edit and revise.	<b>Term 2</b> Discuss and develop initial ideas in order to plan and draft before writing. Write to suit purpose and with a growing awareness of audience, using some appropriate features. Organise writing into sections or paragraphs, including fiction and non-fiction. Appropriately use a range of presentational devices, including use of title and subheadings. Use dialogue, although balance between dialogue and narrative may be uneven. Describe characters, settings and plot, with some interesting details. Evaluate own and others' writing; proof read, edit and revise.	<b>Term 3</b> Discuss and develop initial ideas in order to plan and draft before writing. Write to suit purpose and with a growing awareness of audience, using some appropriate features. Organise writing into sections or paragraphs, including fiction and non-fiction. Appropriately use a range of presentational devices, including use of title and subheadings. Use dialogue, although balance between dialogue and narrative may be uneven. Describe characters, settings and plot, with some interesting details. Evaluate own and others' writing; proof read, edit and revise.	<b>Term 4</b> Discuss and develop initial ideas in order to plan and draft before writing. Write to suit purpose and with a growing awareness of audience, using some appropriate features. Organise writing into sections or paragraphs, including fiction and non-fiction. Appropriately use a range of presentational devices, including use of title and subheadings. Use dialogue, although balance between dialogue and narrative may be uneven. Describe characters, settings and plot, with some interesting details. Evaluate own and others' writing; proof read, edit and revise.	<b>Term 5</b> Discuss and develop initial ideas in order to plan and draft before writing. Write to suit purpose and with a growing awareness of audience, using some appropriate features. Organise writing into sections or paragraphs, including fiction and non-fiction. Appropriately use a range of presentational devices, including use of title and subheadings. Use dialogue, although balance between dialogue and narrative may be uneven. Describe characters, settings and plot, with some interesting details. Evaluate own and others' writing; proof read, edit and revise.	<b>Term 6</b> Discuss and develop initial ideas in order to plan and draft before writing. Write to suit purpose and with a growing awareness of audience, using some appropriate features. Organise writing into sections or paragraphs, including fiction and non-fiction. Appropriately use a range of presentational devices, including use of title and subheadings. Use dialogue, although balance between dialogue and narrative may be uneven. Describe characters, settings and plot, with some interesting details. Evaluate own and others' writing; proof read, edit and revise.
	<u>Text mapping</u>	<u>Genres</u>	<u>Non-negotiables</u>	<u>Writing aids</u>	<u>Handwriting</u>	<u>Assessments</u>
Year 4		Instructions Story Internal monologue Diary Formal speech Poem Free writing Newspaper report	Underlining dates and Los Editing Oral story telling	Word banks Talk tins Magpie board Selection of topic books Magic lines	Topic patterns Practice  Weekly handwriting lessons	Independent big Write x 6

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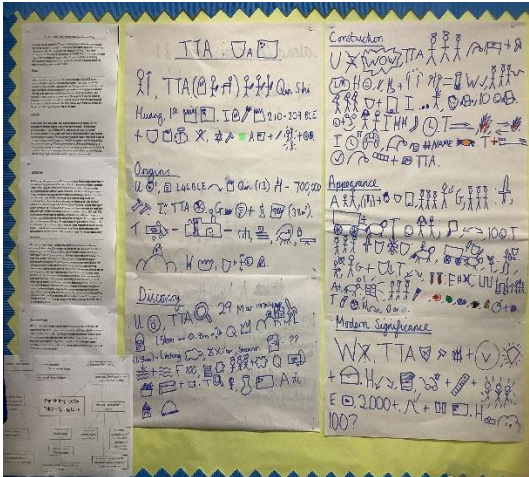
Points by Term	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>	<b><u>Term 5</u></b>	<b><u>Term 6</u></b>
	<p>Discuss and develop initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose using appropriate features.</p> <p>Organise writing into sections or paragraphs;</p> <p>Use a growing range of presentational devices, including use of title, subheadings and bullet points.</p> <p>Describe characters, settings and plot.</p> <p>Evaluate own and others' writing; with direction, proof read, edit and revise.</p>	<p>Discuss and develop initial ideas in order to plan and draft before writing.</p> <p>Find key words and ideas; begin to write a summary.</p> <p>Write to suit purpose using appropriate features.</p> <p>Organise writing into sections or paragraphs;</p> <p>Use a growing range of presentational devices, including use of title, subheadings and bullet points.</p> <p>Use dialogue to indicate character and event.</p> <p>Describe characters, settings and plot.</p> <p>Evaluate own and others' writing; with direction, proof read, edit and revise.</p>	<p>Discuss and develop initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose using appropriate features. May include humour or suspense.</p> <p>Organise writing into sections or paragraphs; (Joins between sections may need development; coverage within sections may vary.)</p> <p>Use an improving range of presentational devices, including use of title, subheadings and bullet points.</p> <p>Use dialogue to indicate character and event.</p> <p>Describe characters, settings and plot, with some precision.</p> <p>Evaluate own and others' writing; with direction, proof read, edit and revise.</p>	<p>Discuss and develop initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose using appropriate features. May include humour or suspense.</p> <p>Organise writing into sections or paragraphs; (Joins between sections may need development; coverage within sections may vary.)</p> <p>Use an improving range of presentational devices, including use of title, subheadings and bullet points.</p> <p>Use dialogue to indicate character and event.</p> <p>Find key words and ideas; begin to write a summary.</p> <p>Describe characters, settings and plot, with some precision.</p> <p>Evaluate own and others' writing; with direction, proof read, edit and revise.</p>	<p>Discuss and develop initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.</p> <p>Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)</p> <p>Use a range of presentational devices, including use of title, subheadings and bullet points.</p> <p>Use dialogue to indicate character and event.</p> <p>Describe characters, settings and plot, with growing precision.</p> <p>Evaluate own and others' writing; with direction, proof read, edit and revise.</p>	<p>Discuss and develop initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.</p> <p>Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)</p> <p>Use a range of presentational devices, including use of title, subheadings and bullet points.</p> <p>Use dialogue to indicate character and event.</p> <p>Describe characters, settings and plot, with growing precision.</p> <p>Find key words and ideas; begin to write a summary.</p> <p>Evaluate own and others' writing; with direction, proof read, edit and revise.</p>

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	<u>Text mapping</u>	<u>Genres</u>	<u>Non-negotiables</u>	<u>Writing aids</u>	<u>Handwriting</u>	<u>Assessments</u>
Year 5	<p>See reading curriculum guidance. All writing to come from reading.</p> 	<p>All within year – Diaries, Descriptions, Newspapers, Flashback stories, Myths, Letters – formal and informal, Reviews, Evaluations, Comparatives, Non-chronological reports, Instructions, Incident reports, Factfiles, Interviews,</p>	<p>Cursive handwriting in pen Editing line left between work All work to be edited by child in purple prior to marking Independently checking off targets</p>	<p>ACE dictionaries – dyslexia diagnosis Magpie books Magpie displays Personal spellcheckers – dyslexia diagnosis Talk tins Clicker 8 Computer Scribe</p>	<p>Topic patterns Practice</p> <p>No pen until year 5 – fully cursive and consistent with limited spelling mistakes</p> <p>Handwriting practice in portfolios</p>	<p>Independent big Write x 6</p>

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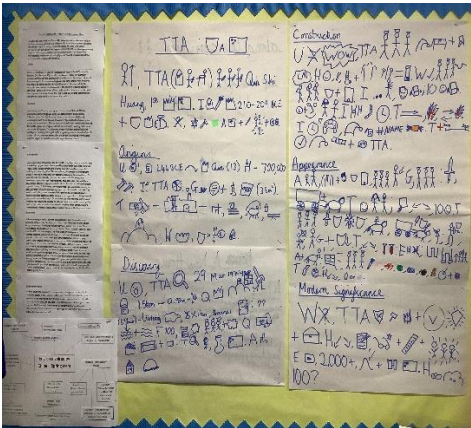


	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>End Points by Term</b>	<p>Discuss and develop ideas; routinely use the drafting process before and during writing.</p> <p>Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.</p> <p>Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.</p> <p>Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.</p> <p>Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Describe characters, settings and atmosphere, with some precision.</p> <p>Summarise longer passages, when required.</p> <p>Evaluate own and others' writing; proof read, edit and revise.</p>	<p>Discuss and develop ideas; routinely use the drafting process before and during writing.</p> <p>Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.</p> <p>Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.</p> <p>Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.</p> <p>Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Describe characters, settings and atmosphere, with some precision.</p> <p>Summarise longer passages, when required.</p>	<p>Discuss and develop ideas; routinely use the drafting process before and during writing.</p> <p>Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.</p> <p>Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.</p> <p>Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.</p> <p>Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Describe characters, settings and atmosphere, with some precision.</p> <p>Summarise longer passages, when required.</p>	<p>Discuss and develop ideas; routinely use the drafting process before and during writing.</p> <p>Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.</p> <p>Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.</p> <p>Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.</p> <p>Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Describe characters, settings and atmosphere, with some precision.</p> <p>Summarise longer passages, when required.</p>	<p>Discuss and develop ideas; routinely use the drafting process before and during writing.</p> <p>Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.</p> <p>Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.</p> <p>Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.</p> <p>Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Describe characters, settings and atmosphere, with some precision.</p> <p>Summarise longer passages, when required.</p>	<p>Discuss and develop ideas; routinely use the drafting process before and during writing.</p> <p>Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.</p> <p>Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.</p> <p>Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.</p> <p>Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Describe characters, settings and atmosphere, with some precision.</p> <p>Summarise longer passages, when required.</p>

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		Summarise longer passages, when required.  Evaluate own and others' writing; proof read, edit and revise.	Evaluate own and others' writing; proof read, edit and revise.	Evaluate own and others' writing; proof read, edit and revise.	Evaluate own and others' writing; proof read, edit and revise.	required.  Evaluate own and others' writing; proof read, edit and revise.
	<u>Text mapping</u>	<u>Genres</u>	<u>Non-negotiables</u>	<u>Writing aids</u>	<u>Handwriting</u>	<u>Assessments</u>
<b>Year 6</b>	See reading curriculum guidance. All writing to come from reading.  	All within year	Cursive handwriting in pen Editing line left between work All work to be edited by child in purple prior to marking Independently checking off targets	ACE dictionaries – dyslexia diagnosis Magpie books Magpie displays Personal spellcheckers – dyslexia diagnosis Talk tins Clicker 8 Computer Scribe	Topic patterns Practice  No pen until year 5 – fully cursive and consistent with limited spelling mistakes  Handwriting practice in portfolios	Independent big Write x 6