



YEAR 1 – EXCEEDING WRITING

Terminology

Simile – ‘as’	Speech Bubble	Singular/Plural	Verb	Determiner	Exclamation Mark
Punctuation	Bullet Point	Adjective	Conjunction	Question Mark	

Working at Exceeding

Text Structure	Aut	Spr	Sum		Aut	Spr	Sum
I can plan using story maps or mountains				I can plan using a text map, grid...			
I can plan story openings around character(s), setting, time of day and type of weather				I understand there are 5 parts to a story; opening, build-up, problem/dilemma, resolution, ending			
I can write an introduction with an opening factual statement				I can write simple factual sentences around a theme			
				I can label diagrams			
I can use bullet points for instructions				I can write a concluding statement			

Sentence Construction	Aut	Spr	Sum		Aut	Spr	Sum
I understand and use different types of sentences; statements, questions, exclamations				I can use a range of simple conjunctions; and, or, but, so, because, so that, then, that, while, when, where			
I can use a range of openers; While... When... Where... -‘ly’ openers; Fortunately ... Sadly,...				I can write compound sentences using coordinating conjunctions; and/ or/ but/ so			
I can embellish simple sentences using adjectives				I can write complex sentences using ‘who’			
I can use repetition for rhythm				I can use repetition for description			

Word Structure/Language	Aut	Spr	Sum		Aut	Spr	Sum
I understand and can use determiners; the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these				I understand and use prepositions; inside, outside, towards, across, under			
I understand and can use alliteration				I use adjectives to describe			
I can use precise, clear language to give information				I can recognise a simile			
I understand how the prefix un- changes the meaning of verbs and adjectives				I use regular plural noun suffixes –s or -es			
				I can add suffixes to verbs, e.g. helping, helper, helped			

Punctuation	Aut	Spr	Sum		Aut	Spr	Sum
I always use capital letters for names				I always use a capital for the pronoun ‘I’			
I always use full stops correctly				I always use question marks correctly			
I know when to use exclamation marks				I can place speech words in speech bubbles			
I can use bullet points for lists							



YEAR 2 – EXCEEDING WRITING

Terminology

Subordinating Conjunction	Apostrophe – contraction & possession	Commas for description
Speech Marks/Inverted Commas	Suffix	Register

Working at Exceeding

Text Structure	Aut	Spr	Sum		Aut	Spr	Sum
I can plan using story map/mountain/grids				I securely plan using text mapping, box grids...			
I can plan an opening around character(s), setting, time of day and type of weather				I can write an ending that is a section rather than one final sentence, e.g. how the character is feeling...			
I understand 5 parts to a story with more complex vocabulary; Opening, Build-up, Problem/ Dilemma, Resolution, Ending				I can include devices to engage the reader, factual statement/ definition and opening question in my writing			
I group related ideas/facts, subheadings, lists, facts and diagrams				I consistently use present tense versus past tense throughout my texts			
Use the correct register for my audience				I have consistent use of verb tenses throughout			

Sentence Construction	Aut	Spr	Sum		Aut	Spr	Sum
I can use a variety of sentence openers, including – time conjunctions and adverbials				I can write complex sentences using drop in relative clause who/which			
I can use additional subordinating conjunctions: what/while/where/because/then/so that/if/to/until				I can use 'list of 3' for description, e.g. He wore old shoes, a dark cloak and a red hat			
I can vary sentence length for impact							

Word Structure/Language	Aut	Spr	Sum		Aut	Spr	Sum
I can use the prepositions; behind, above, along, before, between, after				I can use alliteration in my writing for effect e.g wicked witch, slimy slugs			
I can create a simile by comparing appropriate items				I can form adjectives using suffixes such as –ful, -less			
I can use an expanded noun phrase, e.g. the scary, old woman...				I can use adverbs for description, e.g. snow fell gently and...			
I can use adverbs for information, e.g. lift the pot carefully onto the tray				I can use generalisers for Information, e.g. Most dogs... Some cats...			
I can form a range of nouns using suffixes such as –ness, -er				I can use suffixes –er and –est to form comparisons of adjectives and adverbs			

Punctuation	Aut	Spr	Sum		Aut	Spr	Sum
I always accurately use commas to separate items in a list				I always accurately use apostrophes to mark singular possession			
I can use speech marks for direct speech and understand how to change indirect speech to direct speech				I use commas after –ly openers e.g. Fortunately, I use apostrophes to mark contracted forms in spelling			



YEAR 3 – EXCEEDING WRITING

Terminology

Prefix	Preposition	Direct Speech	Inverted Commas	Conjunction – coordinating and subordinating
Adverb	Consonant/ Vowel	Clause	Subordinate Clause	

Working at Exceeding

Text Structure	Aut	Spr	Sum		Aut	Spr	Sum
I confidently plan my story opening around character(s), setting, time of day and type of weather				I use paragraphs to organise ideas around a theme/related ideas			
I use paragraphs to organise my writing				I use appropriate vocabulary for my audience			
I use direct address to the reader				I use topic sentences to introduce paragraphs			
I use the formal register							

Sentence Construction	Aut	Spr	Sum		Aut	Spr	Sum
I use long sentences to add description or information				I can use imperatives to persuade			
I use short sentences for emphasis and making key points				I can select a n appropriate sentence opener to embellish a simple sentence			
I write compound sentences using the <u>coordinating conjunctions</u> ; for, nor, yet				I recognise compound sentences where ing starters have been used to subordinate			
I can drop in a <u>relative clause</u> using; who, whom, which, whose, that				I use powerful speech verbs for dialogue, e.g. “Hello,” she whispered.			

Word Structure/Language	Aut	Spr	Sum		Aut	Spr	Sum
I use the <u>prepositions</u> ; Next to, by the side of, in front of, during, through, throughout, because of				I can use a range of nouns formed from prefixes, e.g. auto... super... anti...			
I independently and correctly use determiners a or an according to whether the next word begins with a vowel				I use boastful language, e.g. magnificent, unbelievable, exciting!			
I use word families to generate new words, e.g. teacher - teach				I use more specific/ technical vocabulary to add detail			
				I use powerful verbs, e.g. stare, tremble, slither			

Punctuation	Aut	Spr	Sum		Aut	Spr	Sum
I use a colon before a list				I use ellipses to keep the reader hanging on			
I securely use inverted commas for direct speech				I use commas after fronted adverbials, e.g. Later that day,...			



YEAR 4 – EXCEEDING WRITING

Terminology

Subordinating Conjunction Pronoun	Coordinating Conjunction Tense – Past, Present, Future	Direct Speech Determiner/ Generaliser	Possessive Pronoun Subordinate Clause
Apostrophe – Plural Possession	Adverbial	Fronted Adverbial	Sentence types – question, statement, command, exclamation

Working at Exceeding

Text Structure	Aut	Spr	Sum		Aut	Spr	Sum
I can plan openings that use description, action or speech				I use paragraphs to organise each part of a story to indicate a change in place or a jump in time			
I can withhold information or detail to build suspense				My endings reflect on events or the characters			
I make appropriate choice of pronoun and noun across sentences to aid cohesion				I can link information within paragraphs using a range of conjunctions			
My concluding paragraphs include personal opinion, response, extra information.				I can add reminders, questions, warnings or encouragement to the reader			
I use logical organisation of my paragraphs							

Sentence Construction	Aut	Spr	Sum		Aut	Spr	Sum
I can use figurative language to enhance meaning				I use repetition to persuade, e.g. Find us to find the fun			
I know the difference between a coordinating and subordinating conjunction				I can use a subordinating conjunction to start a sentence and punctuate it correctly			
I use –'ed' clause as starters, e.g. Frightened by the sudden noise, Tom raced into the street...				I use adjectival phrases to enhance meaning e.g. The extremely tired lioness...			
I use adverbial clause to start a sentence e.g. Laughing loudly at the man, Jane...				I use sentences of 3 for action, e.g. Sam rushed down the road, jumped on the bus and sank in to the seat			
I use verb + adverb in speech, e.g. "Hello," she whispered, shyly							

Word Structure/Language	Aut	Spr	Sum		Aut	Spr	Sum
I use prepositions; at, underneath, since, towards, beneath, beyond				I use conditionals; could, should, would			
I use comparative and superlative adjectives, e.g. small... smaller...smallest				I know the grammatical difference between plural and possessive -s			

Punctuation	Aut	Spr	Sum		Aut	Spr	Sum
I use full punctuation for speech including; each new speaker on a new line, comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!				I use apostrophes to mark singular and plural possession as opposed to –s to mark a plural			
I use commas to mark clauses and to mark off fronted adverbials							



YEAR 5 – EXCEEDING WRITING

Terminology

Working at Exceeding

Text Structure	Aut	Spr	Sum		Aut	Spr	Sum
I can begin my story at any point in the action including flashback and reflection				I vary conjunctions within paragraphs to build cohesion			
I use change of place, time, person & action to link ideas across paragraphs				I use a variety of ways to open texts and draw readers in and make the purpose clear			
I can use flashbacks in my narrative				I write narratives with more than one problem to solve			
I write endings where characters reflect				I use a range of layouts suitable to text			
I write clear summaries at the end to appeal directly to the reader				I consistently maintain viewpoint through my writing			
				I express my own opinions clearly			

Sentence Construction	Aut	Spr	Sum		Aut	Spr	Sum
I use relative clauses beginning with; who, which, that, where, when, whose or an omitted relative pronoun				I develop complex sentences with main and subordinate clauses with full range of conjunctions			
I securely use compound sentences				I use elaborate adverbial phrases as starters			
I use action to extend a sentence that includes speech e.g. Walking over to the desk, he lifted the telephone and said "Make sure the car is waiting for me!"				I indicate degrees of possibility using modal verbs or adverbs			
				I use a range of sentence reshaping techniques			

Word Structure/Language	Aut	Spr	Sum		Aut	Spr	Sum
I convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)				I use verb prefixes (e.g. dis-, de-, mis-, over-, and re-)			
I can use complex terminology accurately				I can use onomatopoeia			
I can use personification				I can use metaphor			

Punctuation	Aut	Spr	Sum		Aut	Spr	Sum
Use inverted commas to indicate quotes				I use commas to clarify meaning or avoid ambiguity			
I use brackets and commas for parenthesis				I use brackets for additional information			
I use colons correctly							



YEAR 6 – EXCEEDING WRITING

Terminology

Active & passive voice	Subject & object	Hyphen	Synonym, antonym
Colon/ Semi-colon	Bullet Points	Ellipsis	Subjunctive

Working at Exceeding

Text Structure	Aut	Spr	Sum		Aut	Spr	Sum
I can choose vocabulary and grammar structures appropriate to a historical context e.g. creation stories				I can write a story with contrasting character viewpoints			
I use cliff hangers, flashbacks/forwards, time slips				I maintain plot consistently working from plan			
I have secure development of characterisation				I can manipulate a text layout for my purpose			
I use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions				I link ideas across paragraphs using a wider range of cohesive devices: semantic cohesion, grammatical connections and elision layout devices			
I appropriately use formal and informal styles of writing				I use different techniques to conclude texts			
				I can express balanced coverage of a topic			

Sentence Construction	Aut	Spr	Sum		Aut	Spr	Sum
I demonstrate secure use of simple/ embellished simple sentences				I use active and passive verbs to create effect and to affect presentation of information			
I use devices other than rhetorical questions to persuade e.g. exaggeration, quotes, evidence				I understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing			
I use expanded noun phrases to convey complicated information concisely				I demonstrate secure use of complex sentences			
				I demonstrate secure use of compound sentences			

Word Structure/Language	Aut	Spr	Sum		Aut	Spr	Sum
I build literary features to create effects				I know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing			
I understand how words are related as synonyms and antonyms							

Punctuation	Aut	Spr	Sum		Aut	Spr	Sum
I consistently use all previously learnt punctuation				I can use a dash for parenthesis			
I use semi-colons, colons and dashes to indicate a stronger subdivision of a sentence than a comma				I use consistent punctuation of bullet points to list information			
I understand how hyphens can be used to avoid ambiguity				I use colons to introduce a list and semi-colons within lists			