Key Stage 2 English Programme of Study

Strand: Writing across the curriculum

Range of experiences

Learners should be given opportunities to:

- write in response to good-quality speaking, listening and reading experiences
- write for a variety of purposes, *e.g. recount, instruct, inform, explain, persuade, discuss, present data, explain and interpret results, evaluate, express opinions, to convey feelings and ideas, to report, to imagine, to describe, to empathise*
- write in a range of continuous and non-continuous texts that include description, narration, exposition, argumentation, instruction and transactional forms, *e.g. letters, diaries, articles, reports, speeches, plays, scripts, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies and digital formats*, and to include first and third person narrative
- write for a range of real or imagined audiences, *e.g. peers, younger learners, teachers, family members, publications, local politicians*
- include poetic writing, using imagery and poetic devices, *e.g. rhyme, form*
- use a wide range of written and dynamic stimuli, *e.g. stories, picture books, poems, experiences, film, paintings, dynamic texts and music*
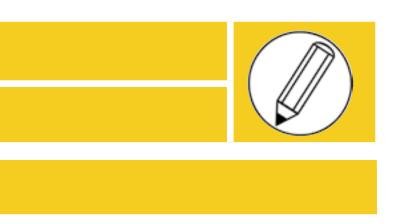- consider and evaluate their own work and that of others, *e.g. authors, peers*.

Key

Within the table, text taken from the LNF will appear as non-bold. Text that has been extended from the LNF or that is a new skill will appear as bold. The text is further identified by the following icons.

Extended skill ▲ **Programme of study skill ❖**

N.B.

In order to comply with accessibility and ledgibility, these tables have been designed to be printed at their optimum size of A3.

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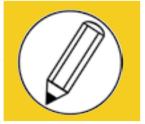
Strand: Writing across the curriculum

Elements	Aspects	Year 3 Learners are able to:	Year 4 Learners are able to:	Year 5 Learners are able to:	Year 6 Learners are able to:
Organising ideas and information	**Meaning, purposes, readers**	• write for different purposes and readers choosing words for variety and interest • include relevant details, information or observations in their writing • note down ideas to use in writing • use on-screen functions, *e.g. font, colour, cut, paste, size*, to present their work in ways to interest the reader and enhance meaning • review and improve sections of their work	• adapt what they write to the purpose and reader, choosing words appropriately, *e.g. descriptive, persuasive language* • explain main idea(s) with supporting details, including observations and explanations where relevant • gather ideas to plan writing • explore and use appropriately the different forms of writing on-screen to interact with others, *e.g. websites, e-mails, blogs* • improve writing, checking for clarity and organisation	• write with a clear purpose, showing consideration for the reader, *e.g. by choosing appropriate vocabulary and presentational devices* • expand upon main idea(s) with supporting reasons, information and examples • use techniques in planning writing, *e.g. mindmapping, sequencing, placemat activities* • explore the layout of web pages to create material using available tools • revise and improve writing, explaining why they have made changes	• adapt writing style to suit the reader and purpose, *e.g. formal style for unknown reader, simple style for younger readers* • write a comprehensive account of a topic or theme • use a range of strategies to plan writing, *e.g. notes, diagrams, flowcharts* • explore different ways to present work and use them appropriately, *e.g. moving image, slides, voice-over* • reflect on, edit and redraft to improve their writing
	Structure and organisation	• use a basic structure for writing • write using an introduction to the topic and a conclusion • present processes, event or reports in a clear sequence • use visual information if relevant, *e.g. labelled diagrams*	• use specific structures in writing, *e.g. tables, questionnaires* • write an introduction, develop a series of ideas and a conclusion • organise writing into logical sequences or sections by beginning to use paragraphs • use visual information, *e.g. illustrations, diagrams and graphs,* which are clear and relevant to the written text	• use features which show the structure of the writing, *e.g. sub-headings, captions* • write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion • use paragraphs, which have a main idea and related details • use images, graphs and illustrations which are clear, relevant and appropriate	• adapt structures in writing for different contexts, *e.g. reporting an event, investigation or experiment* • write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion • use paragraphs making links between them • use features and layout which are constructed to present data and ideas clearly

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Strand: Writing across the curriculum

Elements	Aspects	**Year 3** Learners are able to:	**Year 4** Learners are able to:	**Year 5** Learners are able to:	**Year 6** Learners are able to:
Writing accurately	**Language**	• use language appropriate to writing, including standard forms of English • use vocabulary related to the topic or subject context	• use language appropriate to writing, including standard forms of English • use subject-specific vocabulary independently	• use language appropriate to writing, including standard forms of English • use appropriate vocabulary, including subject-specific words and phrases	• use language appropriate to writing, including standard forms of English • use varied and appropriate vocabulary, including subject-specific words and phrases
	Grammar Punctuation Spelling Handwriting	• start sentences in a variety of ways • use adjectives and adverbs to expand simple sentences and phrases • use connectives for causation and consequence, *e.g. because, after* • use full stops, question marks, exclamation marks and commas for lists • spell plural forms, *e.g. -s, -es, -ies* • use past tense of verbs consistently, *e.g. consonant doubling before -ed* • use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, *e.g. most common polysyllabic words* • spell all high-frequency words correctly • produce legible handwriting and present work appropriately joining letters in some words.	• vary the order of words, phrases and clauses in sentences • use adjectival and adverbial phrases to add interest and precision • use connectives to show links within sentences • use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, *e.g. it's (it is)* • use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, *e.g. words with more complex patterns* • produce handwriting which is clear and legible and may be cursive.	• use different sentence structures, including complex sentences showing relationships of time, or cause, *e.g. before you start … , if you do this then …* • use conditionals to show hypotheses or possibilities, *e.g. if, might, could* • use the full range of punctuation to guide the reader in complex sentences, *e.g. commas, bullet points, speech marks and apostrophes for possession* • use a variety of strategies to spell words with complex regular patterns, *e.g. exercise, competition* • produce legible, cursive handwriting with increasing fluency.	• use varied sentence structures for emphasis and effect • use the full range of punctuation accurately to clarify meaning • use strategies to spell correctly polysyllabic, complex and irregular words • produce fluent and legible handwriting.

Key Stage 2 English Programme of Study

Strand: Writing across the curriculum

Elements	Aspects	Year 3 — Learners are able to:	Year 4 — Learners are able to:	Year 5 — Learners are able to:	Year 6 — Learners are able to:
Organising ideas and information	Meaning, purposes, readers	• use the characteristic features of simple continuous and non-continuous texts in their own writing using imagination where appropriate ❖ • choose and use a range of adventurous and imaginative vocabulary, spelling all high-frequency words correctly ❖ • give an opinion about their own personal work and that of others, reviewing and improving sections of their writing ❖	• use the characteristic features of an increasing range of continuous and non-continuous texts in their own writing, using imagination where appropriate ❖ • choose and use an increasing range of adventurous and imaginative vocabulary, choosing suitable strategies to spell words with more complex patterns correctly ❖ • begin to evaluate their own personal work and that of others, editing and improving their writing ❖	• use the characteristic features of continuous and non-continuous texts in their own writing, using imagination where appropriate and adapting their style to suit the audience and purpose ❖ • choose and use a wide range of adventurous and imaginative vocabulary and use a variety of strategies to spell words with complex regular patterns correctly ❖ • evaluate their own personal work and that of others, making appropriate recommendations for improvement and explaining why they have made changes ❖	• use the characteristic features of continuous and non-continuous texts in their own writing, using imagination where appropriate, adapting their style to suit the audience and purpose to engage the reader ❖ • choose and use a wide range of adventurous and imaginative vocabulary with increasing precision and use strategies to spell complex and irregular words correctly ❖ • evaluate their own personal work and that of others, editing and redrafting to improve the standard of writing ❖
Writing accurately	Grammar Punctuation Spelling Handwriting	• craft their writing by developing accuracy and begin to use the standard forms of English, *e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses,* correctly in a range of continuous and non-continuous writing. ❖	• craft their writing by further developing accuracy and begin to use the standard forms of English, *e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses,* in a range of continuous and non-continuous writing. ❖	• craft their writing by using the standard forms of English, *e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses,* correctly in a range of continuous and non-continuous writing with increasing accuracy. ❖	• craft their writing by using the standard forms of English, *e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses,* correctly in a range of continuous and non-continuous writing with few exceptions. ❖

Key Stage 3 English Programme of Study

Strand: Writing across the curriculum

Range of experiences

Learners should be given opportunities to:

- write in response to good-quality speaking, listening and reading experiences
- write for a variety of purposes, *e.g. recount, instruct, inform, explain, persuade, discuss, present data, explain and interpret results, evaluate, express opinions, to convey feelings and ideas, to report, to imagine, to describe, to empathise*
- write in a range of continuous and non-continuous texts that include description, narration, exposition, argumentation, instruction and transactional forms, *e.g. letters, diaries, articles, reports, speeches, plays, drama, leaflets, advertisements, posters, web pages, questionnaires, reviews, soliloquies and digital formats,* and to include first and third person narrative
- write for a range of real or imagined audiences, *e.g. peers, younger learners, teachers, family members, publications, local politicians*
- include poetic writing, using imagery and poetic devices, *e.g. rhyme, form*
- use a wide range of written and dynamic stimuli, *e.g. stories, poems, experiences, film, paintings, dynamic texts and music*
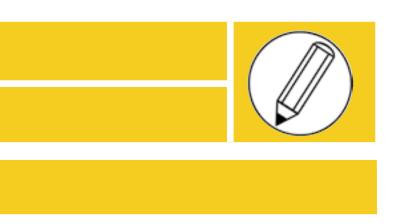- consider and evaluate their own work and that of others, *e.g. authors, peers.*

Key

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Key Stage 3 English Programme of Study

Strand: Writing across the curriculum

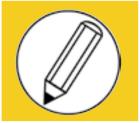| Elements	Aspects	Year 7 — Learners are able to:	Year 8 — Learners are able to:	Year 9 — Learners are able to:
Organising ideas and information	**Meaning, purposes, readers**	• write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose • explain ideas fully, showing implications and consequences • plan writing making choices about the best ways to present content for effect, *e.g. building a case for something, selecting details that help the reader understand* • use the tools and conventions of ICT to present information and data and to structure writing • identify areas for improvement in their writing, edit and redraft	• adapt presentation of material according to intended meaning and effect, *e.g. choice of how much detail needed to be convincing* • make connections and/or elaborate to ensure full coverage of topic • in planning writing make choices about content, structure, language, presentation to suit the purpose • choose the best ways to present writing using ICT in order to communicate clearly and effectively, *e.g. continuous prose for a detailed argument, hyperlinked pages for different information on a topic, moving graphics to show processes* • use criteria to identify ways to improve and then redraft	• use summary, discussion of issues, detailed explanations as appropriate to purpose • give due weight to evidence, sources, explanations and logic when covering a topic • plan appropriately to develop writing for different purposes and audiences • make imaginative choices about content and presentation of writing, using ICT with discrimination • improve writing through independent review and redrafting
	Structure and organisation	• adapt structures in writing for different contexts, *e.g. describe outcome, outline process or discuss an issue* • select and organise ideas and information to give a clear and full account • use paragraphs to organise longer pieces of writing into sections	• use whole-text structure to support and communicate meaning, *e.g. putting a summary at beginning or end, data in a report or appendix, use of contents page, chapters* • select, analyse and present ideas and information convincingly or objectively • organise longer pieces of writing making links within and between paragraphs	• choose and use whole-text structures to support meaning and communication for effect, *e.g. what are the best structures to successfully describe, explain, persuade?* • select structures to organise writing using appropriate features effectively • select, interpret and evaluate ideas and information convincingly or objectively • use paragraphs and sections to give coherence to longer pieces of writing

Key Stage 3 English Programme of Study

Strand: Writing across the curriculum

Elements	Aspects	**Year 7** Learners are able to:	**Year 8** Learners are able to:	**Year 9** Learners are able to:
Writing accurately	**Language**	• use impersonal language to convey ideas and information, *e.g. the interest is calculated by … , sharp scissors are necessary to …* • use varied and appropriate vocabulary accurately, including subject-specific words and phrases	• use the third person to convey ideas and information, *e.g. according to experts … , sources reveal that …* • use technical terms, language and expression consistent with the subject content	• use language to convey objectivity and impartiality, *e.g. there are several different ways to look at this topic …* • use a wide range of technical terms, language and expression consistent with the subject content
	Grammar Punctuation Spelling Handwriting	• use a wide range of sentence structures choosing connectives to make meaning clear • use the full range of punctuation accurately to clarify meaning, *e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly* • use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly • produce fluent and legible handwriting.	• write with grammatical accuracy, varying the length and structure of sentences to make meaning clear • use the full range of punctuation in order to clarify meaning, *e.g. semicolons, colons, quotation marks* • use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly • produce fluent and legible handwriting.	• write simple, compound and complex sentences with grammatical accuracy in their writing • use the full range of punctuation in order to clarify meaning, *e.g. semicolons, colons and parentheses* • use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly • produce fluent and legible handwriting.
Organising ideas and information	**Meaning, purposes, readers**	• **adapting style and register, use the characteristic features of a wide range of continuous and non-continuous texts in their own writing, using imagination where appropriate and sustaining the reader's interest** ❖ • **use a wide range of vocabulary imaginatively and precisely and use specific strategies to spell complex and irregular words correctly** ❖ • **reflect on their own personal work and that of others, making suggestions about how to improve** ❖	• **adapting style and register, use the characteristic features of a wide range of continuous and non-continuous texts in their own writing, using imagination where appropriate and sustaining the reader's interest** ❖ • **use a wide and varied vocabulary to create effects and use a range of strategies to spell words correctly** ❖ • **use a range of peer and self-assessment strategies to evaluate their own personal work and that of others** ❖	• **show control and coherence when using the characteristic features of a wide range of continuous and non-continuous texts in their own writing, using imagination where appropriate and sustaining the reader's interest** ❖ • **use a wide and varied vocabulary accurately and effectively to create effects** ❖ • **use a range of peer and self-assessment strategies effectively to evaluate their own personal work and that of others** ❖
	Grammar Punctuation Spelling Handwriting	• **craft their writing by using the standard forms of English grammar, *e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses*, with accuracy in a range of continuous and non-continuous writing for different purposes and audiences.** ❖	• **craft their writing by using the standard forms of English grammar, *e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses*, with accuracy in a range of continuous and non-continuous writing for different purposes and audiences.** ❖	• **confidently use the standard forms of English grammar, *e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses*, with accuracy in a range of continuous and non-continuous writing for different purposes and audiences.** ❖