

CUSP Writing

Welcome to
Open Classrooms
EYFS



In our classrooms

What will you see?

A short, teacher-led literacy carpet session based on their reading topic book; communication and language; speaking and listening.

The carpet session will be followed by free flow activities and a writing focus activity to connect learning from the carpet session.

EYFS



How does CUSP work within the EYFS?

What does writing look like in the EYFS?

Writing, in both Nursery and Reception is completed through structured story times.

A key text is shared every week, which informs our literacy carpet sessions.

The children are introduced to key, new vocabulary from the book and are encouraged to use this in their play during free flow.



Foundational Knowledge

For each area of learning, granular detail about what pupils should know and be able to do as they move through the phases of the EYFS

The 'end points'



Structured Storytime

The core texts that will introduce pupils to the language, ideas and concepts that they will need to secure at different points through the EYFS

The 'hook'



Opportunities and Experiences

Ideas for how pupils will embed the foundational knowledge through direct teaching, guided activity and independent play

The 'menu'



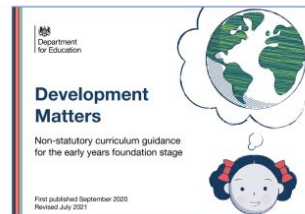
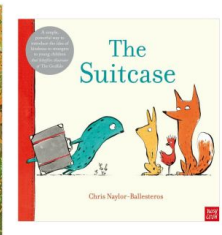
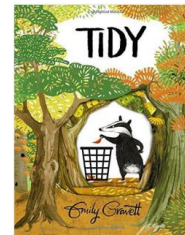
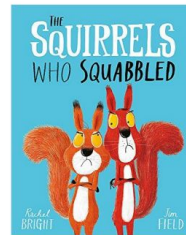
How does CUSP work within the EYFS?

What is a CUSP reading spine?

CUSP has a wonderful and well researched reading spine. It is vibrantly diverse with many world-renowned authors, illustrators and main characters from diverse backgrounds.

It focuses on the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and well-being.

Our books are both cross curricular and topical - based on a season, cultural event or key area of learning with the EYFS curriculum.



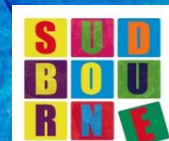
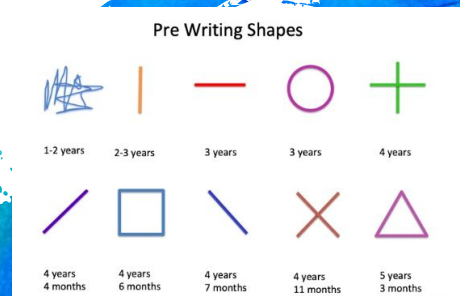
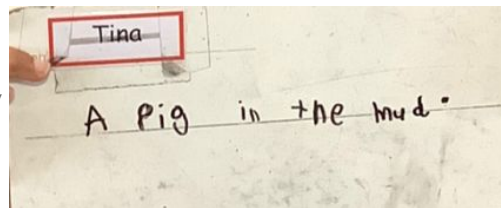
How does CUSP work within the EYFS?

What else might I see?

Reading and writing are inextricably linked. You may see lots of mark making, where children are beginning to ascribe meanings to the marks they make.

They may also be transcribing their ideas from the carpet session, or other thought processes, into writing.

They will be supported to use their phonetic knowledge to write sounds, words, captions, phrases and sentences based on the story they are reading at carpet time. This supports children to make cross-curricular links in their learning.



How does CUSP work within the EYFS?

What do you mean by making cross-curricular links ?

Here is an example of an Art and Design reading book from the CUSP reading spine. It has strong links with literacy, language, communication, maths, PSED (personal, Social and Emotional Development), PD (physical development) and other areas from within the EYFS.



Foundational Knowledge

Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours. Recognise and create different patterns (up to 1/2/3 patterns) using loose parts and shapes. Describe patterns using correct vocabulary. Name at least two different artists (Mondrian).



A writing focus activity can range from retelling a narrative to writing a letter based on the book or even a caption for an art picture.

EYFS

Rich mathematics

+

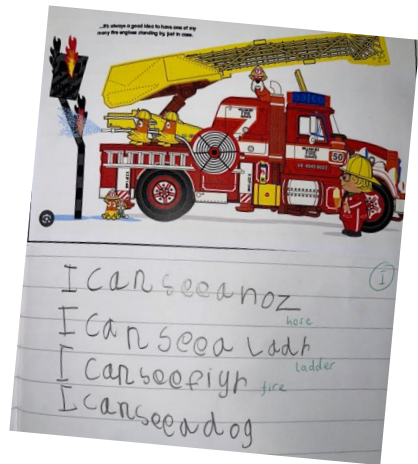
Exemplary Phonics



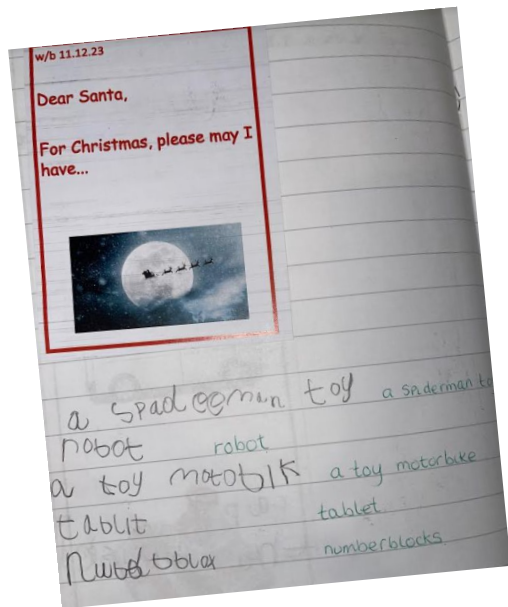
Structured Storytime

How does CUSP work within the EYFS?

What is the end goal?



Dynamic tripod grip gives ultimate control and articulation of the pencil.

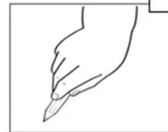


ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

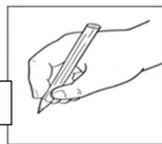
Palmer grip



Pronate grip



Dynamic tripod grip



Static tripod grip

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

CUSP Writing

Welcome to Open Classrooms Phase 1

Apply

These sentences are not complete. Add a verb and write the complete sentence.

It was late in the afternoon and the sky — an orange colour.

Some water — to — ice.

All sentences contain a verb.

It was late in the afternoon and the sky turned an orange colour. ✓ Some water turn to clear ice. ✓ I left the beach when it turned dark. ✓

In our classrooms

What will you see?

Year 1

A teacher-led writing session on the Autumn 2 topic of Instructional Writing.

Children will be planning how to make a sandwich via creating a diagram. They will be challenged to write a list of ingredients and resources needed.

This week is focusing on the prerequisites needed to write an independent set of instructions such as fronted adverbials.



What will you see?

Year 2

A teacher-led writing session on the Autumn 2 topic of story structures - narrative retelling.

Children will be introduced to the planning structure of a narrative; characters; settings; key events; resolution.

Following on from this, children will be retelling a familiar traditional tale using adverbs and adjectives.

In our classrooms

What does CUSP look like in the classroom?

Here is an overview of our writing topics in year 3.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1 2025 - 2026	(Y3)	(Y3)	(Y3)	(Y3)	(Y3)	(Y3)
Y3	Week 1 CUSP Strong Start Poetry on a theme (emotions) 1 Wk First Person Narrative	Flexible Block 1 Wk Formal Letters to Complain 2 Wks Dialogue Through Narratives	Third Person Narrative (animal stories) 3 Wks Non-Chronological Reports 3 Wks	Advance Instructional Writing 1 Wk cont... Flexible Block 1 Wk First Person Narrative descriptions	Third Person Narrative (animal stories) 3 Wks Flexible Block 1 Wk Formal Letters to	Dialogue Through Narratives (Historical Stories) 3 Wks Poetry on a theme (emotions) 1 Wk
		from other cultures) 1 Wk Flexible Block 1 Wk		Enrichment 1 Wk		

In our classrooms

What does CUSP look like in the classroom?

Here is an overview of our writing topics in year 4.

Phase 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 2 2024 - 2025 Y4	(Y4) <i>Week 1</i> <i>CUSP Strong Start</i> Poems which explore form 1 Wk Persuasive Writing (adverts) 1 Wk First Person Diary Entries 2 Wks <i>Flexible Block</i> <i>1 Wk</i>	(Y4) Critical Analysis of Narrative Poetry 2 Wks Third Person Adventure Stories 3 Wks News Report 2 Wks <i>Flexible Block</i> <i>1 Wk</i>	(Y4) Stories from Other Cultures 3 Wks Persuasive Writing (adverts) 2 Wks	(Y4) Third Person Adventure Stories 3 Wks Poems which explore form (Enrichment) 1 Wk <i>Flexible Block</i> <i>1 Wk</i>	(Y4) Stories from Other Cultures 3 Wks First Person Diary Entries 2 Wks <i>Flexible Block</i> <i>1 Wk</i>	(Y4) Critical Analysis of Narrative Poetry 3 Wks News Reports 2 Wks Explanatory Texts 2 Wks <i>Flexible Block</i> <i>1 Wk</i>







In our classrooms

What does CUSP look like in the classroom?

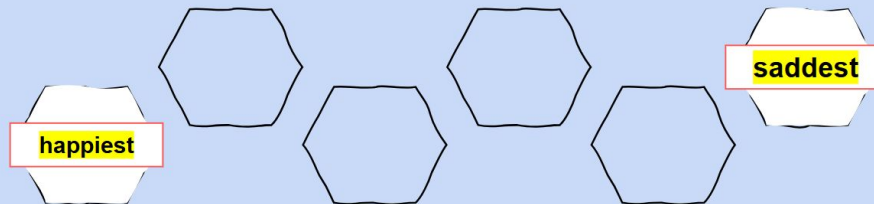
A typical learning sequence follows this order.

A whole class key vocabulary challenge is completed after each connect slide.

Learning Sequence: Y2 Simple retelling of a narrative (Block A)

Part: 1/3	Focus: explicit teaching of the grammatical structures and text conventions required				
 Connect	 Explain	 Example	 Attempt	 Apply / Challenge	

Vocabulary – connect



Connect the two words above by building a 'pathway' of other words.

In our classrooms



Connect



Explain



Example



Attempt



Apply



Challenge

Connect - prior knowledge to prime the memory and build secure schemas

Explain - the new knowledge, encouraging rehearsal

Example - model the new knowledge using the worked examples

Attempt - practise taught content

Apply - thinking hard tasks to apply disciplinary knowledge

Challenge - promote deeper thinking, elaboration and integration

In our classrooms

What else might I see?

Children thinking really hard, orally rehearsing their sentences or discussing ideas with their partners. They may also be using RWI sound mats to sound out their words.

Children will transition from the carpet to their tables, when it is time for independent work. They may work in groups as well as independently.

You may also see children using a pencil or pen, developing their cursive writing or practising on a whiteboard.

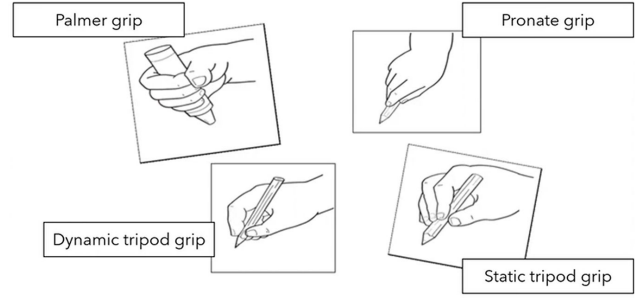
Speed Sounds Set 2



Speed Sounds Set 3



ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.



Dynamic tripod grip gives ultimate control and articulation of the pencil.

In our classrooms

What is the end goal?

To be at age-related expectations, children should be doing all of these bullet points consistently by the end of their respective years, 1/2.

Year 1

Working at the expected standard – After discussion with the teacher can:

- Write varied sentences in order to create short narratives and non-fiction texts.
- Use some features of different text types.
- Begin sentences with a capital letter some of the time.
- Use full stops to end a sentence some of the time.
- Use some adjectives to describe.
- Use the conjunction 'and' to link ideas and sentences.
- Use capital letters for names, places, the days of the week and the personal pronoun 'I'.
- Begin to use question marks and exclamation marks.
- Spell most words containing previously taught phonemes and GPCs accurately.
- Spell most Y1 common exception words and days of the week accurately
- Use -s and -es to form regular plurals correctly.
- Use the prefix 'un'.
- Add the suffixes -ing, -ed, -er and -est to some root words
- Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.
- Use finger spaces between words.

Year 2

Working at the expected standard – After discussion with the teacher can:

- Write simple narratives and about real events.
- Use **full stops and capital letters for most sentences** and use question marks (?) when needed.
- Use **adjectives** in expanded noun phrases to describe. (e.g. the huge, crumbling castle)
- Stay in **past or present tense** for most of a piece of writing.
- Use conjunctions **and, but or so** (for coordination) and **when, if and because** (for subordination) in sentences.
- Sound out words into phonemes (sounds) and choose the correct letters, **spelling many words correctly**.
- Spell **many common exception words**
- Use **apostrophes to spell some contractions** (e.g. don't, didn't, I'm, couldn't, they're, it's)
- Make sure **capital letters are the correct size** (bigger than most lower case letters) and direction.
- Use spaces between words.

CUSP Writing

Welcome to Open Classrooms Phase 2

Monday 15 January 2024

Ingredients for Success: Y3 Third person narrative (Block A)

Ingredient	Example	My work shows ...	My teacher thinks ...
Use past tense to maintain the third person.	They had then watched with delight from behind the glass as she and the other small birds swung like acrobats the blue tit retreated ...		✓
Use past tense to maintain the past tense.			✓
Write a clear and simple story	Use a story map or boxing up to help plan the six parts of your story		✓
Deliberately select vocabulary that helps build appropriate atmosphere.	heavy, iron grey bitterly cold cold tightened its grip on the garden		✓
Use a range of descriptive devices to describe characters and settings.	adjectives, expanded noun phrases adverbs, prepositions similes / metaphors		✓
Demonstrate secure use of the following punctuation: capital letters and full stops inverted commas for direct speech commas in lists.	A fully grown human appeared and tipped a small pile of crumbs and fruit pieces onto the flat surface of the bird table, calling, "Dinner time! Come and get it, my feathered friends." It had been a long, harsh winter.		✓
Visible content			

A rainbow crossed the clear, blue sky looking like X paradise. The panda was chewing its way through hundreds of bamboo shoots. The soil was wet and muddy, perfect to ~~live on~~ live on. In the distance, there was a cat shaped ~~figure~~ figure but it had a tall roof and massive trees. Looking for those bamboo shoots while trying to herd the her new born to sleep had mother felt exhausted ^{and} near to passing out.

Getting worried her and her cub walked jither into the forest getting ^{scared} ~~scary~~. Although she felt like every time they were ^{travelling} ~~leaving~~ further into the forest the closer the figure came. The mother felt anxious, for her cub's safety. Running with on her back her cub on the middle of her back ^{riding} ~~riding~~ to safety, knowing night was coming. ^{to rest} ~~to rest~~ they found a ^{place} ~~place~~ where they could ^{to rest} ~~to rest~~ think what it will happen in the day time.

In our classrooms

What will I expect to see?

Year 3/4

A teacher-led writing session on the Autumn 2 topic of **Third Person Adventure Stories**.

Teaching will be focusing on the use of fronted adverbials at the beginning of sentences. It will also encompass a range of fronted adverbials that depict time, place and manner.

Hillary will be focusing on how speech can be used to develop characters in a narrative.

Children will be provided with a stimuli, orally rehearse their ideas with their peers and then transcribe their ideas into a short paragraph.



In our classrooms

What does CUSP look like in the classroom?

Here is an overview of our writing topics for cycle 1.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1 2025 - 2026 Y3	(Y3) <i>Week 1 CUSP Strong Start</i> Poetry on a theme (emotions) 1 Wk First Person Narrative Descriptions 2 Wks Non-Chronological Reports 3 Wks	(Y3) <i>Flexible Block 1 Wk</i> Formal Letters to Complain 2 Wks Dialogue Through Narratives (Historical Stories) 3 Wks Performance Poetry (including poems from other cultures) 1 Wk <i>Flexible Block 1 Wk</i>	(Y3) Third Person Narrative (animal stories) 3 Wks Non-Chronological Reports 3 Wks Advance Instructional Writing 1 Wk	(Y3) <i>Advance Instructional Writing 1 Wk cont....</i> <i>Flexible Block 1 Wk</i> First Person Narrative descriptions 2 Wks Performance Poetry (Including poetry from other cultures)	(Y3) Third Person Narrative (animal stories) 3 Wks <i>Flexible Block 1 Wk</i> Formal Letters to Complain 2 Wks	(Y3) Dialogue Through Narratives (Historical Stories) 3 Wks Poetry on a theme (emotions) 1 Wk Advanced Instructional Writing 2 Wks
				Enrichment 1 Wk		

In our classrooms

What does CUSP look like in the classroom?

Here is an overview of our writing topics for cycle 2 - this academic year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 2 2024 - 2025	(Y4)	(Y4)	(Y4)	(Y4)	(Y4)	(Y4)
Y4	<p><i>Week 1</i> <i>CUSP Strong Start</i></p> <p>Poems which explore form 1 Wk</p> <p>Persuasive Writing (adverts) 1 Wk</p> <p>First Person Diary Entries 2 Wks</p> <p><i>Flexible Block</i> <i>1 Wk</i></p>	<p>Critical Analysis of Narrative Poetry 2 Wks</p> <p>Third Person Adventure Stories 3 Wks</p> <p>News Report 2 Wks</p> <p><i>Flexible Block</i> <i>1 Wk</i></p>	<p>Stories from Other Cultures 3 Wks</p> <p>Persuasive Writing (adverts) 2 Wks</p>	<p>Third Person Adventure Stories 3 Wks</p> <p>Poems which explore form (Enrichment) 1 Wk</p> <p><i>Flexible Block</i> <i>1 Wk</i></p>	<p>Stories from Other Cultures 3 Wks</p> <p>First Person Diary Entries 2 Wks</p> <p><i>Flexible Block</i> <i>1 Wk</i></p>	<p>Critical Analysis of Narrative Poetry 3 Wks</p> <p>News Reports 2 Wks</p> <p>Explanatory Texts 2 Wks</p> <p><i>Flexible Block</i> <i>1 Wk</i></p>







In our classrooms

What does CUSP look like in the classroom?

A typical learning sequence follows this order.

A whole class key vocabulary challenge is completed after each connect slide.

Learning Sequence: Year 4: Third person adventure stories (Block A)

Part: 1/3	Focus: explicit teaching of the grammatical structures and text conventions required			
 Connect	 Explain	 Example	 Attempt	 Apply / Challenge 



Vocabulary – reason

Put these words in order according to their strength of meaning.

often

occasionally

frequently

always

sometimes



In our classrooms



Connect



Explain



Example



Attempt



Apply



Challenge

Connect - prior knowledge to prime the memory and build secure schemas

Explain - the new knowledge, encouraging rehearsal

Example - model the new knowledge using the worked examples

Attempt - practise taught content

Apply - thinking hard tasks to apply disciplinary knowledge

Challenge - promote deeper thinking, elaboration and integration

In our classrooms

What else might I see?

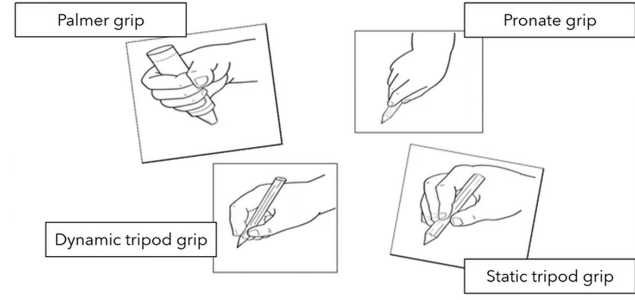
Children thinking really hard, orally rehearsing their sentences or discussing ideas with their partners. They may also be using RWI sound mats to sound out their words.

Children may work with an adult or completely independently. They may ask their peers for advice.

You may also see children using a pencil or pen, developing their cursive writing or practising on a whiteboard.



ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.



Dynamic tripod grip gives ultimate control and articulation of the pencil.

In our classrooms

What is the end goal?

To be at age-related expectations, children should be doing all of these bullet points consistently by the end of Year 3.

Working at the expected standard – After discussion with the teacher can:

- Write simple narratives and about real events with an understanding of purpose and audience
- Begin to organise writing into paragraphs
- Use **full stops and capital letters question marks and exclamation marks.**
- Use **adjectives** in expanded noun phrases to describe. (e.g. the huge, crumbling castle)
- Use **commas** in lists and **apostrophes** to show possession and contractions accurately.
- Use **inverted commas in direct speech.**
- Begin to use **conjunctions, adverbs and prepositions** to show time, place and cause.
- Use **subordinate clauses.**
- Use **'a' or 'and'** correctly most of the time.
- Spell many words with **prefixes and suffixes** correctly (e.g. in-, dis-, anti-, -ly, -ous, -ation)
- Spell some **homophones** correctly (e.g which and witch)
- Spell some of the Year 3 and Year 4 Spelling words correctly.
- To use consistent joined handwriting most of the time.

In our classrooms

What is the end goal?

To be at age-related expectations, children should be doing all of these bullet points consistently by the end of Year 4.

Working at the expected standard – After discussion with the teacher can:

- Write simple narratives and non-fiction pieces with **consistent and appropriate structure**.
- Write narratives with a clear **beginning, middle and end** and coherent plot.
- **Proof-read confidently** recognising and amending where verbs and subjects don't agree or inconsistent tenses.
- Consistently organise writing into **paragraphs around a theme**.
- Maintain an **accurate tense** throughout a piece of writing.
- Use Standard English **verb inflections** accurately, e.g 'we were' rather than 'we was', 'I did' rather than 'I done'
- Use **full** range of punctuation from previous year groups accurately including direct speech.
- Use **adjectives** in expanded noun phrases with prepositional phrases. (e.g. The ferocious dragon with the shiny scales.)
- Use **nouns or pronouns** appropriately to aid cohesion and avoid repetition e.g. he, she, they, it.
- Use **fronted adverbials**, e.g. As quick as a flash, Last weekend; usually demarcated with commas.
- Use **conjunctions, adverbs and prepositions** to show time, place and cause.
- Spell all words with **prefixes and suffixes** correctly (e.g. in-, dis-, anti-, -ly, -ous, -ation)
- Spell **homophones** correctly (e.g which and witch)

- Spell all of the Year 3 and Year 4 Spelling words correctly.
- To use consistent joined handwriting.

CUSP Writing

Welcome to Open Classrooms Phase 3

Lvory flames gave the blackened trees an eerie alabaster glow as Lucy Gray tangoed amongst the merlot heat, all the while calling out. "Queequeg!" every step. Wildlife scattered in panic everywhere every animal everywhere from a coochaboo on a flaring branch to a harmless snake around Lucy Gray's leg. She caressed the thing, knowing as long as she was intact, the serpent wouldn't bite.

16.1.24
A frightened whimper sounded from a nearby bush. The orange flurry of a porcupine scampered over to his mother, dodging the mahogany-colored tongues and crawling under the dusty smoke.

Lucy Gray creaked his face, speaking in a low voice. "Aren't you the cake with the cream? Smart dog. Now Mum and Cook are back home in the lake. We need to get there before the kochaboo sings and it's over, okay? We find them, come on."

Queequeg looked delighted to be given a task, and set about sniffing his way past the ^{red} fire & twisting like a organism fighting for its share of the planet. Everyone seemed too fast to Lucy Gray, like the world sped up and she had been left behind in the dust. Her snake had now wrapped itself along her hand a verdant blue glove.

The storm came on before its time. They wended up an under the ^{body} clouds. And men a hill did the girl, dog snake drink and finally reached the lake. Wood was they

In our classrooms

What will you see?

Year 5

A teacher-led writing session on the Autumn 2 topic of myths and Legends.

Children will be writing their own resolution to the myth using their plans written last week. The focus today will be relative clauses.

This week is focusing using the plan to conclude the outcome of their own myth.



What will you see?

Year 6

A teacher-led writing session on the Autumn 2 topic of Poems that create Images and Explore Vocabulary.

Children will be adding verses uses puns and word play.

This week the focus is on features of a poem, performing and adding further verses of their own.

Relative clauses add information to sentences by using a relative pronoun, such as who, what or which.

In our classrooms

What does CUSP look like in the classroom?

Here is an overview of our writing topics for cycle 1

Phase 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1 2024 - 2025	(Y5)	(Y5)	(Y5)	(Y5)	(Y5)	(Y5)
Y5	Third person stories set in another culture 3 Wks	Dialogue in Narrative (first person myths and legends) 3 Wks	Third person stories set in another culture 3 Wks	Playscripts (Shakespeare Retelling) 1 Wk	Playscripts 2 Wks	Balanced Arguments 2 Wks
	Formal Letter of Application 2 Wks	Poems which explore form 1 Wk	Formal Letter of Application 2 Wks	Biography 3 Wks	Dialogue in Narrative (First Person Myths and Legends) 3 Wks	Biography 3 Wks
	Poems that use word play Wk 1	Balanced Argument 2 Wk	Playscripts (Shakespeare Retelling) 1 Wk	Poems that use word play (Enrichment) Wk 1	Flexible Block 1 Wk	Poems which explore form (Enrichment) 1 Wk
	Flexible Block 2 Wk	Flexible Block 1 Wks				

In our classrooms

What does CUSP look like in the classroom?

Here is an overview of our writing topics for cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 2 2025 - 2026	(Y6)	(Y6)	(Y6)	(Y6)	(Y6)	(Y6)
Y6	Flexible Block 1 Wk Autobiography 2 Wks	First Person Stories with a Moral 2 Wks Flexible Block 1 Wk	Flexible Block 1 Wk Extended First Person Narrative (adventure stories)	News Report 1 Wk cont... Autobiography 2 Wks	Extended First Person Narrative (adventure stories) 3 Wks Flexible Block	Discursive Writing and Speeches 2 Wks Shakespeare's Sonnets
	Discursive Writing and Speeches 2 Wks Poems that Create Images and Explore Vocabulary 1 Wk Flexible Block 1 Wk	Poems that create Images and Explore Vocabulary (Enrichment) 1 Wk Explanatory Texts 2 Wks Flexible Block 2 Wks	3 Wks Explanatory Texts 2 Wks News Report 1 Wk	First Person Stories with a Moral 2 Wks	1 Wk News Report 2 Wks	1 Wk Shakespeare's Sonnets 1 Wk (Enrichment)

In our classrooms








What does CUSP look like in the classroom?

A typical learning sequence follows this order.

A whole class key vocabulary challenge is usually completed after each connect slide.

Learning Sequence:

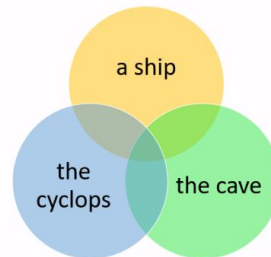
Y6 Poems that create images and explore vocabulary – war poetry (Block A)

Part: 1/1	Focus: explicit teaching of the grammatical structures and text conventions required						
 Connect	 Explain	 Example	 Attempt	 Apply / Challenge	 What success looks like		

1. Explore the themes and conventions of a poem.

Connect

Sort the adjectives to show which noun phrase(s) they could be used to describe.



In our classrooms



Connect



Explain



Example



Attempt



Apply



Challenge

Connect - prior knowledge to prime the memory and build secure schemas

Explain - the new knowledge, encouraging rehearsal

Example - model the new knowledge using the worked examples

Attempt - practise taught content

Apply - thinking hard tasks to apply disciplinary knowledge

Challenge - promote deeper thinking, elaboration and integration

In our classrooms

What might I see?

Children thinking really hard, orally rehearsing their sentences or discussing ideas with their partners.

Children may work with an adult or completely independently. They may ask their peers for advice.

You may also see children using a pencil or pen, developing their cursive writing or practising on a whiteboard.



Key Performance Indicators

What is the end goal?

To be at age-related expectations, children should be doing all of these bullet points consistently by the end of Year 5.

Working at the expected standard – After discussion with the teacher can:

- Write engagingly for a range of purposes with **consistent and appropriate structure** and organisation depending on audience and purpose.
- **Proof-read confidently** recognising and amending unnecessary repetition or irrelevant details.
- Consistently organise writing into **paragraphs around a theme** that are usually suitably linked.
- Use **dialogue** to convey a character and advance action.
- Use full range of punctuation from previous year groups accurately.
- Select and use appropriate organisational and presentational devices as needed e.g. **headings, bullet points, underlining**.
- Use **commas to clarify meaning and avoid ambiguity accurately**.
- Use a wider range of linking words/phrases between sentences to build cohesion including **time adverbials** (later), **place adverbials** (nearby) and number (secondly).
- Use **relative clauses** beginning with a **relative pronoun** (who, which, where, when, whose, that) e.g. Amin, who was the team captain, had already scored an amazing goal.
- Use **brackets, dashes or commas** to begin to indicate parenthesis.
- Use **adverbs** and **modal verbs** to indicate degrees of possibility (surely, perhaps, should, might, etc).
- Spell many **verb prefixes** correctly, e.g. deactivate, overturn, misconduct, etc.
- Convert nouns or adjectives into verbs using **suffixes**, e.g. designate, classify, criticise, etc.
- Spell many complex **homophones** correctly, e.g. affect/effect, practice/practise

- Spell many of the Year 5/6 Spelling words correctly.
- To use consistent, legible joined handwriting with increasing speed.

Key Performance Indicators

What is the end goal?

To be at age-related expectations, children should be doing all of these bullet points consistently by the end of Year 6.

Working at the expected standard (end of KS2)

- **Write effectively for a range of purposes and audiences**, selecting language that shows good awareness of the reader (e.g. using **first person** in a diary; **direct address** in instructions or persuasive writing)
- In narratives, **describe settings, characters and atmosphere**
- Integrate **dialogue in narratives** to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using **contracted forms in dialogues** in narrative; **using passive verbs** to affect how information is presented; using **modal verbs** to suggest degrees of possibility)
- Use a range of devices to build cohesion (e.g. **conjunctions, adverbials of time and place, pronouns, synonyms**) within and across paragraphs
- Use **verb tenses consistently** and correctly throughout their writing
- Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- Spell correctly most year 5 and 6 spelling list words and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Write at speed with legible joined handwriting.