Millbrook Writing Overview

Year Group	Structure and Organisation
R	Write for different purpose – list, recount, story – with an notable difference in layout
	A simple sentence can be read without the support of an adult
1	Use a simple structure in their writing, e.g. beginning, middle and end, or instructions written in the correct order
	Writing can be read without the support of an adult
	They can write several sentences about an idea
2	Begin to use an appropriate opening and ending
	Appropriate presentational features used for some different text types
	Start to show an awareness of paragraphs
	Use language that signals time, e.g. then, after, before
	Make simple additions, revisions and corrections to their own writing
3	An opening or closing used
	The main features of the text type are used, e.g a story has a beginning, middle and end and a non-chron. report has an intro, some points under sub-headings, and an end statement
	Initial part of the text is often more organised than the latter part of the text
	A basic introduction is attempted, followed by some main ideas
	Sub-headings can guide paragraphs in non-fiction work
	Paragraphs beginning to be used
	Writing is sequenced but not always consistent
4	The layout attempts to organise key ideas, e.g. the use of main and sub-headings, separate closing remarks, or distinguish between different speakers
	Ideas are structured logically and the writing is drawn to a conclusion
	There is clear progression through the points of a text
	Introductory sentences are elaborated upon by further points
	Clear story structure with build-up and climax
	In narrative, paragraphs are attempted for a change in action, setting and time - Paragraphs based around a theme in non-fiction
5	Clear introduction established with writing drawing to a defined conclusion
	Shifts in time and place help shape story and guide reader through the text
	Paragraphs link to planning formats ….Story mountain planning linking to structure of paragraphs
	Uses paragraphing to show shifts in time and place to shape a story
	Sub-divide text appropriately i.e. uses bullet points, sub headings, introductory phrases
	More controlled use of paragraphs to group ideas
	Introductory sentences are elaborated upon by further points
	Devises used to build cohesion across paragraphs e.g.. ..Secondly….. As well as being….However,
6	Appropriate conventions (including layout) are used independently
	Ideas are sustained and developed in a logical way – the direction of the planning is evident
	Writing is balanced and shows developing reasoning of points – the full range of subject matter is covered well
	A non-fiction paragraph will have an introductory sentence, followed by approximately 3 points. Each of these points may involve 2 or more sentences, the use of examples and connectives to guide the reader
	Clear Links are made between paragraphs in non-fiction writing - 'As mentioned previously'
	In narrative writing, evidence of manipulation of time for effect, e.g. start a story with a character reflecting on what has already passed
	Paragraphs are used to structure plot, showing shifts of time, scene, action, mood or person
	Start to experiment with less conventional story structures e.g. use of flashback

Millbrook Writing Overview

Year Group	Audience and Purpose
R	Write for different purpose – list, recount, story
	Say who their writing is for and why they are writing it
1	Choose the best words to write down their ideas
	Some words might be more interesting, linked to the context, e.g. the dark dungeon when writing about castles
	Try to put their ideas into writing for an audience, e.g. labels for a class display or a diary entry for the Fire of London
	Can read their writing back to themselves, starting to self-correct
2	Stories have strong openings, e.g. either describing the setting or the character
	Use story language… Many years ago or One hot summer's day…..
	Add simple description to characters and settings
	Writing is lively and can hold a reader's interest
	Think about the different styles needed for different types of writing
	Start to use comments and questions to show a point of view
	Can maintain the correct form throughout a piece of writing, including tense and person
	Use headings and sub-headings
	Set out a letter appropriately
	Know who their writing is for - intended audience
3	Begin to add physical description of characters and setting
	Beginnings of narrative are more lively and can capture the reader's interest
	Basic elements of story structure are present e.g. an opening, more than one character and two or more events in chronological sequence and a logical ending
	Begin to express an opinion
	Writer has control of their writing and is aware of the reader
	They are beginning to know how to write to different audiences for different purposes
	Some evidence of viewpoint is established
	Humour ..surprise… or suspense may be in the writing
4	Is beginning to add physical description of characters and setting
	Beginnings of narrative are more lively and can capture the readers interest
	Basic elements of story structure are present e.g.: an opening, more than one character and two or more events in chronological sequence and a logical ending
	Use of show, not tell, to develop a character - how they look, speak, react, and talk . ..He clenched his fists …tells you he was…
	Considers what the reader needs to know to understand the story –maybe some background information
	Introduction of the term genres to describe narratives
	Starting to use some stylistic devices e.g. simile, alliteration
	They are beginning to know how to write to different audiences for different purposes
	Begin to express an opinion
	Writer has control of their writing and is aware of the reader
	Use topic sentences to open paragraphs
5	Writing suggests insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader
	Setting is used to create mood
	Characterisation is evident through direct and reported speech
	Identify genre of narrative being written
	Starting to use stylistic devices e.g. simile, metaphor, alliteration, personification
	The writer considers the needs of the reader and provides background information
	Can use some of the 'Tricks of the Trade' for a given style to ensure that the style of writing is evident
	Viewpoint established but not always maintained
	Writing is fluent and imaginative with ideas being extended and developed but not always sustained

	Can address the reader in their writing
6	Reference to characters, events and settings is varied to avoid repetition
	Interaction between characters through action, description and characters responses is evident
	Use of setting and weather can be used as a background to character's situation
	Clear understanding of the range of genres and narratives
	Secure use of stylistic devices, e.g. simile, metaphor, alliteration, personification
	An introduction which establishes context and purpose of the piece and attempts to engage the reader's attention
	Clear and consistent viewpoint/tone is established and controlled
	Stylistic devices are used to engage the audience e.g. repetition for effect, direct address to audience
	Can write in a given style, i.e. they know the 'Tricks of the Trade' for that genre
	Writing is well paced
	Clear understanding of the range of genres and narratives

Millbrook Writing Overview

Year Group	Choice of language
R	Use words and phrases that are familiar from other stories, such as once upon a time
	Use a simple adjective to describe a character, object or setting
1	Use words and phrases that are familiar from other stories, such as once upon a time
	Use a range of adjectives to describe
	Choose an appropriate verb for a character's actions
2	Use interesting adjectives to describe people, objects and setting
	Use interesting verbs and adverbs to describe actions
	Use appropriate words to support the text type e.g. match the language to the story types
	Some evidence of simple similes e.g. It was as yellow as the sun
3	Use interesting adjectives to describe people, objects and settings
	Some evidence of similes
	Details are included where necessary
	Vocabulary can still be a little limited and key words are often used too frequently
	Some evidence of verbs qualified by adverbs and adverbial phrases
4	Some evidence of verbs qualified by adverbs and adverbial phrases
	Considering the quality of verbs selected for a purpose
	Details are included where necessary
	Use of varied and interesting vocabulary, especially phrases picked up through reading
	Noun phrases are expanded when necessary, or more appropriate nouns selected
	Starting to use a thesaurus to find alternative words
5	Well-chosen words and phrases to engage the reader and support purpose – these may still be well known to the writer from other text examples or class lists
	Words are chosen for a deliberate effect
	Details are included to add interest, persuade or direct
	Confidently uses a thesaurus
6	Attempts to use adventurous vocabulary that contributes to the effectiveness of the writing – e.g. using a thesaurus to seek out an effective (and appropriate) alternative
	Assertive use is made of the characteristic language of the chosen text type
	Vocabulary is varied, imaginative and appropriate including use of technical and specific words
	Explore how changing the language changes the meaning of a passage or tone

Millbrook Writing Overview

Year Group	Grammar
R	Begin to use capital letters and full stops with increasing accuracy
	Identify exclamation and questions marks in a text
	Start to use simple tense choices
	Starting to recognise if their writing makes sense
1	Write their words and phrases into sentences that make sense most of the time
	Use full stops at the end of sentences without support more consistently
	Use capital letters at the start of sentences all the time, and for the names of people, places and the days of the week and months of the year
	Can self-correct reading their work back with a little prompting
	Beginning to use question marks and exclamation marks
	Use the grammatical terminology in English Appendix 2
2	Experiment with ways to join sentences, e.g. when, because ,while, so and use them to link ideas
	Begin to use subordination, e.g. If ,so ,while, though and since
	Sometimes starting sentences in different ways
	In a non-chronological report, the present tense can be maintained
	Write a piece and use pronouns to link ideas, e.g. I, we, me, they, she, he
	Use of some adverbials
	Some use commas in a list
	Capital letters full stops securely
	Exclamation marks as necessary
	Question marks as necessary
	Use the grammatical terminology in English Appendix 2
3	Beginning to use a wide range of subordinate conjunctions to extend simple sentence structure – e.g. after, if, because, since, until
	Sentences sometimes begin in a different way, e.g. using an adverb (e.g. Nervously, she walked into the room) or phrases (e.g. Without a doubt, this was the best party ever)
	Beginning to show some variety in sentence structure, e.g. using a mixture of short sentences with longer ones
	Can maintain the past tense in a piece of narrative
	Full stops and capital letters mostly accurate
	Capital letters are often used for proper nouns
	Includes examples of direct speech with speech marks
	Usually uses commas in a list
	Beginning to proof-read for spelling and punctuation errors
	Use the grammatical terminology in English Appendix 2
4	Within sentences, subjects and verbs agree, e.g. she was sharing, rather than they was sharing
	Verb tenses are accurate and consistent across a range of text types
	Pronouns are used to avoid repetition
	Sentences are grammatically accurate, giving relevant and precise information rather than waffling
	Sentence structure is varied by the use of adverbials in different positions (include FRONTED)
	Inverted commas are used accurately for speech
	Range of subordinate conjunctions are used
	Connectives are used to link ideas, to contrast and to explain
	Sentences demarcated accurately, even when sentence structure varies
	Starting to use commas for separating clauses, although not always accurately
	Commas are always used in a list
	Full stops, capital letters, exclamation marks and question marks are used with increased frequency and accuracy
	Capital letters are always used for proper nouns
	Use of apostrophe for omission and possession
	Use the grammatical terminology in English Appendix 2

Millbrook Writing Overview

5	Clauses are joined in a variety of ways (e.g. because, which, although, however)
	Complex sentences sometimes clarify relationships in time and place , e.g. meanwhile, during, while, until, following
	Range of adverbials in different places
	Longer and more complex sentences are attempted
	Tense choice is usually appropriate
	Use of connectives and phrases to build cohesion across paragraphs
	In speech, uses new line for new speaker and starting to use full range of punctuation as well as speech marks, e.g. Help me to move this, he said, as it is so heavy.
	Correct use of apostrophe for omission and possession
	Some use of commas to mark phrases or clauses accurately
	Some use of brackets, dashes and commas for information in parenthesis
	Basic punctuation is present and secure
	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
	Introduction of colon to introduce a list
	Use the grammatical terminology in English Appendix 2
6	A subordinate clause is added accurately to the text to give reasons or to explain
	Some further control of complex sentences is evident showing an understanding of how clauses can be manipulated to achieve different effects
	Varied and different types of sentence with connectives used appropriately, imposing order and control on the sentence
	Pronouns and tenses are consistently accurate throughout all pieces of writing
	Secure use of commas to mark phrases or clauses within a sentence
	Begins to use a wider range of punctuation e.g. dashes or semi-colons
	Punctuation within a sentence is always accurate
	Layout of dialogue is 100% accurate
	Using semi-colons, colons or dashes to mark boundaries between independent clauses.
	Use of techniques to create formal effects in speech and writing – e.g. don't becomes do not.
	Can make a decision when to use brackets, dashes or commas to add parenthesis
	Use the grammatical terminology in English Appendix 2

Millbrook Writing Overview

Year Group	Handwriting
R	Use clearly-identifiable letters to communicate meaning
1	Letters are usually clearly shaped and correctly orientated
1	Identify letter shapes as letter families
1	Correctly orientate numbers 0-9
2	Form lower-case letters of the correct size relative to one another
2	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
2	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
2	Use spacing between words that reflects the size of the letters
3	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
3	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
4	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
4	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
5	Write legibly, fluently and with increasing speed (in a neat, cursive style)
5	Choose which shape of a letter to use when given choices and decide whether or not to join specific letters
5	Choose the writing implement that is best suited for a task
6	Write legibly, fluently and with increasing speed (in a neat, cursive style)
6	Choose which shape of a letter to use when given choices and decide whether or not to join specific letters
6	Choose the writing implement that is best suited for a task