Writing improvement matrix

Writing: Year 7

Year 7 Selected Framework objectives	Helpful teaching approaches See *Key objective banks* for more detailed guidance	Possible graduated pupil targets *Note*: targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.
7Wr2 Collect, select and assemble ideas in a suitable planning format. **7Wr5 Structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying resolution.** 7Wr6 Portray character, directly and indirectly, through description, dialogue and action. 7Wr7 Use a range of narrative devices to involve the reader, e.g. *withholding information*. 7Wr8 Experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm, rhyme. 7Wr9 Make links between their reading of fiction, plays and poetry and the choices they make as writers. **7Wr15 Express a personal view, adding persuasive emphasis to key points.** **Related QCA assessment focus: composition and effect** AF1 Write imaginative, interesting and thoughtful texts.	• Read, review and model text types through shared writing. • Use visual planning formats and model how to plan, using spider diagrams, thought webs, for and against boxes, card sorts. • Customise the target statements to focus self-improvement. • Keep the teaching focus on the objective. • Draw on reading through discussion. • Use card sorts with the elements of a story, give each group a different starting point to show that stories can be structured in different ways. • Use role-on-the-wall to explore characters: an outline which can be filled in with appropriate words and quotations.	**Process** • Use a planning format appropriate to task and purpose. • Recognise when it is appropriate to edit or redraft part or whole of a text. • Proofread carefully to minimise technical errors. • Choose and use effectively an appropriate form of presentation. *Note*: **The above examples are not incremental.** **Control of content** • Choose content relevant to the task. • Select ideas to interest the reader. • Add some description, detail or explanation to writing. • Make an individual standpoint clear when expressing a personal view. • Develop a range of ideas, points or arguments that will interest or influence the reader.
7Wr1 Plan, draft, edit, revise, proofread and present a text with readers and purpose in mind. **7Wr5 Structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying resolution.** **7Wr10 Organise texts in ways appropriate to their content, e.g. *by chronology, priority, comparison*, and *signpost this clearly to the reader*.** 7Wr17 Write informal advice, anticipating the needs, interests and views of the intended reader. **7Wr19 Write reflectively about a text, taking account of the needs of others who might read it.** **Related QCA assessment focus: composition and effect** AF2 Produce texts which are appropriate to task, reader and purpose.	• In shared reading of texts by pupils and published authors, demonstrate reading with a writer's eye. • In shared writing demonstrate, 'writing as a reader'. • Practise rereading in pairs and in guided work with the reader's reaction in mind. • Model text-marking and editing for particular readers. • Develop checklists for use by writing partners. • Focus on conclusions in fiction and non-fiction: look at examples in shared reading and model in shared writing.	**Text-related** • Plan an opening, know where the writing is going and how it will end. • Try out different types of opening and ending. • Shape stories using different narrative patterns. • Choose the appropriate form of writing and use some typical features of that form. • Choose the tone that best suits the task. **Reader-related** • Show an awareness of audience. • Match the style to the reader. • Try to anticipate the reader's reaction. • Use the right level of formality to suit the context and the reader.

Year 7 Selected Framework objectives	Helpful teaching approaches See *Key objective banks* for more detailed guidance	Possible graduated pupil targets *Note:* targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.
7S12 Organise ideas into a planned and coherent sequence of paragraphs, introducing, developing and concluding them appropriately. **7S13** **Revise the stylistic conventions of the main types of non-fiction.** **7S14** Recognise and use stylistic conventions of the main forms of writing used in subjects. **Related QCA assessment focus: text structure and organisation** AF3 Organise and present whole texts effectively, sequencing and structuring information, ideas and events.	• Demonstrate via card sorts how the same material can be organised in different ways. • Focus on topic sentences in shared work. • Give pupils content in order to focus on structure. • Use sequencing activities to analyse text structures. • Model the organisation of ideas in fiction and non-fiction.	**Text structure** • Know and use the range of text types. • Arrange ideas in a logical order. • Have a clear opening and ending. • Select an effective way of opening and ending. • Link the opening and the ending. **Organising paragraphs** • Organise main ideas into sections appropriate to the type of text. • Use paragraphs to organise writing in a logical way. • Link paragraphs clearly, using connectives.
7S8 **Recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader.** **7S9** Identify the main point in a paragraph, and how the supporting information relates to it. **7S10** Recognise how sentences are organised in a paragraph in which the content is not chronological. **7S11** Vary the structure of sentences within paragraphs to lend pace, variety and emphasis. **7W20** Expand the range of link words and phrases used to signpost texts, including links of time. **Related QCA assessment focus: text structure and organisation** AF4 Construct paragraphs and use some cohesion within and between linked paragraphs.	• Feature paragraphing in shared and guided writing. • Use starters to demonstrate the power of connectives to carry thoughts. • Use sequencing activities to develop understanding of paragraph structures. • Use writing partners armed with checklists of paragraph features. • In shared reading, draw attention to effective paragraphing. • Focus on the use of topic sentences during shared reading/writing.	• Introduce paragraphs with a topic sentence and group connected ideas together. • Avoid ambiguity through positioning pronouns correctly, using them consistently. • Expand the main points or ideas in the paragraph with details, points or examples. • Vary the length of paragraphs and connect ideas inside them in a logical way. • Use paragraphs to organise writing in a logical way. • Link paragraphs clearly, using connectives that signal the line of argument. • Begin and organise paragraphs in varied ways.
7S1 **Extend their use and control of complex sentences by recognising, using and exploring subordinate clauses of various types.** **7S2** Expand nouns and noun phrases in a variety of ways. **7S11** Vary structure of sentences within paragraphs to lend pace, variety and emphasis. **7S15** **Vary the formality of language in speech and writing to suit different circumstances.** **Related QCA assessment focus: sentence structure and punctuation** AF5 Vary sentences for clarity, purpose and effect.	• Review understanding of simple, compound and complex sentences in shared work. • Demonstrate the impact of sentence variety in shared reading and writing and display examples, e.g. starting with a non-finite verb, 'dropping in' subordinate clauses. • Be explicit about the demands of formal as opposed to informal writing and feature both in shared writing.	• Use conjunctions in addition to *and* and *but*. • Use simple noun phrases. • Use subordinate clauses and punctuate correctly. • Use compound and complex sentence structures. • Use conditional structures and expanded noun phrases. • Use sentences of different lengths. • Use subordinate clauses in different positions for effect. • Use noun phrases in different positions for effect. • Use the passive voice in formal writing.

Year 7 Selected Framework objectives	Helpful teaching approaches See *Key objective banks* for more detailed guidance	Possible graduated pupil targets *Note:* targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.
7S3 Use punctuation to clarify meaning, particularly at the boundaries between sentences and clauses. 7S4 Keep tense usage consistent and manage changes of tense so that meaning is clear. **Related QCA assessment focus: sentence structure and punctuation** AF6 Write with technical accuracy of syntax in phrases, clauses and sentences.	• Cover each type of punctuation via starters or in shared work and focus on particular features in subsequent marking and guided work. • Demonstrate how to manipulate tenses for effect, and revisit through starters. • Focus on the function of punctuation in carrying meaning. • Have poster-size definitions of punctuation marks with examples found by pupils. • Use writing partners to check on each others' use of punctuation.	**Punctuation** • Use some commas correctly within sentences. • Use commas to eliminate ambiguity. • Use inverted commas to mark speech. • Demarcate sentences accurately and use a range of punctuation to end sentences. • Use a range of punctuation accurately, including commas around clauses. **Syntax** • Use past, present and future tenses consistently. • Use varied tenses correctly, e.g. past, conditional. • Use modal verbs to reflect and question. • Use passive verb forms to make writing impersonal.
7Wr14 Define and deploy words with precision, including their exact implication in context. **Related QCA assessment focus: vocabulary and spelling** AF7 Select appropriate and effective vocabulary.	• Have 'words of the week' to explore for meaning and structure. • Teach about roots. • Make vocabulary a focus for starters. • Draw attention to vocabulary in shared and guided work.	• Select some vocabulary which is descriptive or which is suitable or specific to the task. • Use vocabulary which is appropriate to the task, genre, situation and reader. • Use fewer finite verbs. • Use a wider range of vocabulary to interest, surprise and influence the reader. • Use formal vocabulary to contribute to the objectivity of writing. • Use a wide range of vocabulary.
7W1 Correct vowel choices. 7W2 Pluralisation. 7W3 Word endings. 7W4 Prefixes. 7W5 The spellings of high-frequency words including common homophones. **7W8 Recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary.** 7W11 Identify words which pose a particular challenge and learn them by using mnemonics, multi-sensory reinforcement and memorising critical features. **Related QCA assessment focus: vocabulary and spelling** AF8 Spell most simple and common polysyllabic words accurately.	• Use the *Year 7 spelling bank* and the *Phonics Literacy Progress Unit* on CD-ROM. • Use the *Spelling Literacy Progress Unit* for 10-minute starter ideas. • Teach strategies for learning spellings and have spelling partners. • Use conventions to make best guesses. • Work with targeted groups to analyse and address their patterns of error. • Encourage use of personal spelling journals to record target words, investigations, learning strategies and mnemonics.	• Spell regular complex words accurately, e.g. learn and apply rules for doubling consonants when adding suffixes. • Spell irregular words accurately, e.g. learn, and apply rules and patterns for adding suffixes *-ible* and *-able*. • Spell with consistent accuracy, e.g. check work and locate possible misspellings of unfamiliar words, use a knowledge of spelling to make a best guess.

Writing: Year 8

Year 8 Selected Framework objectives	Helpful teaching approaches See *Key objective banks* for more detailed guidance	Possible graduated pupil targets *Note:* targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.
8S9 Adapt the stylistic conventions of the main non-fiction text types to fit different audiences and purposes. **8Wr5 Develop the use of commentary and description in narrative, e.g. by addressing the reader directly.** 8Wr8 Develop an imaginative or unusual treatment of familiar material or established conventions, e.g. updating traditional tales. 8Wr9 Experiment with presenting similar material in different forms and styles of poetry. 8Wr10 Organise and present information, selecting and synthesising appropriate material and guiding the reader clearly through the text, e.g. a technological process, an information leaflet. **8Wr11 Explain complex ideas and information clearly.** **Related QCA assessment focus: composition and effect** AF1 Write imaginative, interesting and thoughtful texts.	• Read, review and model all text types through shared writing. • Use visual planning formats and model how to plan, using spider diagrams and thought webs, for and against boxes, card sorts. • Use the target statements to focus self-improvement. • Keep the focus on the objective at text level. • Relate reading, through discussion, to writing. • Review conventional structures, and then experiment with alternatives. • After modelling, allocate different poetic forms to different groups and review via plenary.	**Process** • Use a planning format appropriate to task and purpose. • Recognise when it is appropriate to edit or redraft part or whole of a text. • Proofread carefully to minimise technical errors. • Choose and use effectively an appropriate form of presentation. *Note:* **The above examples are not incremental.** **Control of content** • Choose content relevant to the task. • Add some description, detail or explanation to your writing. • Select ideas to interest the reader. • Develop a range of ideas, points or arguments that will interest or influence the reader. • Make an individual standpoint clear when expressing a personal view.
8S9 Adapt the stylistic conventions of the main non-fiction text types to fit different audiences and purposes. 8Wr1 Experiment with different approaches to planning, drafting, proofreading and presenting writing, taking account of the time available. **8Wr2 Reread work to anticipate the effect on the reader and revise style and structure, as well as accuracy, with this in mind.** **Related QCA assessment focus: composition and effect** AF2 Produce texts which are appropriate to task, reader and purpose.	• In shared reading of texts by pupils and published authors, demonstrate reading with a writer's eye and highlight techniques used to guide the reader through the text. • Practise rereading in pairs and in guided work with the reader's reaction in mind. • Model text-marking and editing for particular readers. • Develop checklists for use by writing partners.	**Text-related** • Plan an opening, know where the writing is going and how it will end. • Try out different types of opening and ending. • Shape stories using different narrative patterns. • Choose the appropriate form of writing and use some typical features of that form. • Choose the tone that best suits the task. **Reader-related** • Match the style to the reader. • Try to anticipate the reader's reaction. • Use the right level of formality to suit the context and the reader. • Vary the level of formality in different parts of the text for effect.

Year 8 Selected Framework objectives	Helpful teaching approaches See *Key objective banks* for more detailed guidance	Possible graduated pupil targets *Note:* targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.
8S8 Know and use effectively the vocabulary, sentence grammar and stylistic conventions of the writing forms featured in specific subjects during the current year. **8Wr5 Develop the use of commentary and description in narrative, e.g. by addressing the reader directly.** **8Wr8** Develop an imaginative or unusual treatment of familiar material or established conventions, e.g. updating traditional tales. **8Wr9** Experiment with presenting similar material in different forms and styles of poetry. **8Wr14 Develop and signpost arguments in ways that make the logic clear to the reader.** **Related QCA assessment focus: text structure and organisation** AF3 Organise and present whole texts effectively, sequencing and structuring information, ideas and events.	• Demonstrate via card sorts how the same material can be organised in different ways. • Focus on topic sentences in shared work. • Give pupils content in order to focus on structure. • Use sequencing activities. • Model the organisation of ideas in fiction and non-fiction. • Use discussion to promote coherent thinking and appropriate structures. • Teach conventional structures, and then experiment with alternatives. • Engage in shared and guided work on making links between openings and endings. • In shared and guided writing, use texts written by pupils to focus on topic sentences and connectives.	**Text structure** • Use different ways of structuring texts for best effect. • Use text conventions in unusual ways. • Select an effective way of opening and ending. • Link the opening and the ending effectively. • Open and close the writing skilfully, selecting devices for impact on the reader and linking to ideas earlier in the text. • Lead up to the ending, making it more than a concluding sentence. • Include relevant evidence, quotations and references to support an argument. **Organising paragraphs** • Use paragraphs to organise the writing in a logical way. • Link paragraphs clearly, using connectives that signal a line of argument. • Link sections of the text and paragraphs in varied ways.
8S6 Explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed. **8S7** Develop different ways of linking paragraphs, using a range of strategies to improve cohesion and coherence. **Related QCA assessment focus: text structure and organisation** AF4 Construct paragraphs and use some cohesion within and between linked paragraphs.	• Feature paragraphing in shared and guided writing drawing attention to cohesion and coherence. • Use starters to demonstrate the power of connectives to carry thoughts. • Use sequencing activities to develop understanding of paragraph structures. • Use writing partners armed with checklists of paragraph features. • In shared reading, draw attention to effective paragraphing. • In shared reading show how paragraph structures differ between text-types.	• Introduce paragraphs with a topic sentence and group connected ideas together effectively. • Expand the main points or ideas in the paragraph with details, points or examples. • Avoid ambiguity through positioning pronouns correctly and using them consistently. • Vary the length of paragraphs and connect ideas inside them in a logical way. • Link paragraphs clearly, using connectives that signal a line of argument. • Begin and organise paragraphs in varied ways. • Structure paragraphs to create specific effects. • Link sections of the text and paragraphs in varied ways.
8S1 Combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity. **8S2** Explore the impact of a variety of sentence structures.	• Review understanding of simple, compound and complex sentences in shared work. • Demonstrate the impact of sentence variety in shared reading and writing and display examples. • Be explicit about the demands of formal as opposed to informal writing and feature both in shared writing. • Have pupils compare the sentence structures in different types of writing by different authors.	• Extend the use of subordinate clauses and punctuate most correctly. • Use a variety of compound and complex sentence structures accurately. • Use simple sentences for effect in both narrative and non-narrative writing. • Use conditional structures and expanded noun phrases. • Use subordinate clauses in different positions for effect. • Use noun phrases in different positions for effect. • Use sentences of different lengths and structures, including adverbial clauses in different positions. • Use sentences of different lengths and structures, including passive constructions. • Expand and condense noun phrases for effect. • Use a full range of sentence structures to create specific effects.

Year 8 Selected Framework objectives	Helpful teaching approaches See *Key objective banks* for more detailed guidance	Possible graduated pupil targets *Note*: targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.
8S3 Make good use of the full range of punctuation, including colons and semi-colons. 8S4 Explore the effects of changes in tense. 8S5 Recognise and exploit the use of conditionals and modal verbs when speculating, hypothesising or discussing possibilities. **Related QCA assessment focus: sentence structure and punctuation** AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.	• Cover each type of punctuation in starters or in shared work and focus on particular features in subsequent marking and guided work. • Demonstrate how to use pronouns appropriately, and revisit through starters. • Focus on the function of punctuation in carrying meaning. • Have poster-size definitions of punctuation marks, with examples found by pupils. • In shared reading work draw attention to the use and impact of the passive	**Punctuation** • Use commas correctly within sentences and inverted commas to mark speech. • Conclude all sentences accurately and use a range of punctuation. • Use a range of punctuation accurately, including commas around clauses. • Use semi-colons to balance ideas within a sentence. • Use a full range of punctuation to create specific effects. **Syntax** • Use past, present and future tenses consistently. • Use varied tenses correctly, e.g. past, conditional. • Use modal verbs to reflect and question. • Use passive verb forms to make writing impersonal.
8W3 Investigate lexical patterns in new vocabulary. 8W11 Appreciate the impact of figurative language in texts. 8Wr6 Experiment with figurative language in conveying a sense of character and setting. 8Wr7 Experiment with different language choices to imply meaning and to establish the tone of a piece. **Related QCA assessment focus: vocabulary and spelling** AF7 Select appropriate and effective vocabulary.	• Teach thesaurus use. • Exploit the possibilities of word deletion to focus on vocabulary, have groups remove selected words to create passages for others to read. • Investigate word origins. • Explore connotations of words in context. • Make vocabulary a focus for starters. • Draw attention to vocabulary in shared and guided work.	• Use vocabulary which is appropriate to the task, genre, situation and reader. • Use fewer finite verbs. • Use a wider range of vocabulary to interest, surprise and influence the reader. • Use formal vocabulary to contribute to the objectivity of writing. • Use a wide range of vocabulary to create specific effects. • Extend the range of abstract nouns used as an alternative to adjectives and adverbs.
8W2 Revise and remember high-frequency spellings. **8W6 Devise their own ways to improve their spelling, building on strategies from Year 7.** **Related QCA assessment focus: vocabulary and spelling** AF8 Spell most simple and common polysyllabic words accurately.	• Review spelling strategies based on looking, listening and learning. • Maintain pupils' positive images of themselves as spellers. • Use look, cover, write, check with spelling partners. • Mark diagnostically for spelling. • Focus on subject-specific terminology, especially that needed for critical writing.	• Spell regular complex words accurately, e.g. learn and apply rules for doubling consonants when adding suffixes. • Spell irregular words accurately, e.g. learn and apply rules and patterns for adding suffixes *-ible* and *-able*. • Spell with consistent accuracy, e.g. check work and locate possible misspellings of unfamiliar words, use knowledge of spelling to make a best guess.

Writing: Year 9

Year 9 Selected Framework objectives	Helpful teaching approaches See *Key objective banks* for more detailed guidance	Possible graduated pupil targets *Note:* targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.
9S7 **Analyse and exploit the stylistic conventions of the main types of non-fiction.** 9Wr13 Present a case persuasively enough to gain the attention and influence the responses of a specified group of readers. 9Wr15 Offer general advice or guidelines for action, adopting an impersonal style to suggest impartiality and authority. 9Wr16 **Present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinions.** **Related QCA assessment focus: composition and effect** AF1 Write imaginative, interesting and thoughtful texts.	• Through shared writing, model text types in relation to audience and purpose. • Use visual planning formats and model how to plan, using spider diagrams thought webs, for and against boxes, card sorts. • Use the target statements to focus self-improvement. • Relate reading to writing, through discussion of writers' uses of rhetorical devices. • Review conventional structures, and then experiment with alternatives. • Signal and demonstrate in shared work the power of introductions and conclusions.	**Process** • Use a planning format appropriate to task and purpose. • Recognise when it is appropriate to edit or redraft part or whole of a text. • Proofread carefully to minimise technical errors. • Choose and use effectively an appropriate form of presentation. ***Note:* The above examples are not incremental.** **Control of content** • Choose content relevant to the task. • Add some description, detail or explanation to the writing. • Select ideas to interest the reader. • Develop a range of ideas, points or arguments that will interest or influence the reader. • Make an individual standpoint clear when expressing a personal view. • Include varied views or perspectives in writing tailored to the reader.
9Wr1 Review their ability to write for a range of purposes and audiences, recognising strengths and identifying skills for further development. 9Wr3 **Produce formal essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed.** **Related QCA assessment focus: composition and effect** AF2 Produce texts which are appropriate to task, reader and purpose.	• In shared reading of texts by pupils and published authors demonstrate reading with a writer's eye. • Practise rereading in pairs and in guided work with the reader's reaction in mind. • Model text-marking and editing for particular readers. • Develop checklists for use by writing partners. • Practise writing within time constraints. • In shared and guided work, rehearse sentences aloud to familiarise pupils with formal phrasing. • Model revision techniques which include paying deliberate attention to concluding paragraphs.	**Text-related** • Plan an opening, know where the writing is going and how it will end. • Try out different types of opening and ending. • Shape stories using different narrative patterns. • Choose the appropriate form of writing and use some typical features of that form. • Choose the tone that best suits the task. • Use a variety of linguistic devices skilfully to match the purpose and context. **Reader-related** • Match the style to the reader. • Try to anticipate the reader's reaction. • Use the right level of formality to suit context and the reader. • Vary the level of formality in different parts of the text for effect. • Choose style and content carefully to appeal to different sub-groups of readers.

Year 8 Selected Framework objectives	Helpful teaching approaches See *Key objective banks* for more detailed guidance	Possible graduated pupil targets *Note:* targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.
9S4 Integrate speech, reference and quotation effectively into what they write. 9S5 Evaluate their ability to shape ideas rapidly into cohesive paragraphs. 9Wr4 Choose, use and evaluate a range of presentational devices, on paper and on screen. **9Wr9 Integrate diverse information into a coherent and comprehensive account.** 9Wr10 Explain the precise connections between ideas with clarity and an appropriate degree of formality. **Related QCA assessment focus: text structure and organisation** AF3 Organise and present whole texts effectively, sequencing and structuring information, ideas and events.	• Demonstrate via card sorts how the same material can be organised in different ways. • Focus on topic sentences in shared work. • Give pupils content in order to focus on structure. • Use sequencing activities. • Model the organisation of ideas in fiction and non-fiction. • Use discussion to promote coherent thinking and appropriate structures. • Teach conventional structures and then experiment with alternatives. • Engage in shared and guided work on making links between openings and endings. • Teach the different ways in which quotation and reference can be incorporated into writing.	**Text structure** • Use different ways of structuring texts for best effect. • Use text conventions in unusual ways. • Select an effective way of opening and ending. • Link the opening and the ending effectively. • Open and close the writing skilfully, selecting devices for impact on the reader and linking to ideas earlier in the text. • Include relevant evidence, quotations and references to suport your argument. **Organising paragraphs** • Use paragraphs to organise writing in a logical way. • Link paragraphs clearly, using connectives to signal a line of argument. • Link sections of the text and paragraphs in varied ways. • Vary the shape and length of paragraphs for impact. • Use paragraph order and divisions to create specific effects with the reader in mind.
9S6 Compare and use different ways of opening, developing, linking and completing paragraphs. **Related QCA assessment focus: text structure and organisation** AF4 Construct paragraphs and use some cohesion within and between linked paragraphs.	• Feature paragraphing in shared and guided writing paying special attention to cohesion. • Use starters to demonstrate the power of connectives to carry thoughts. • Use sequencing activities to develop understanding of paragraph structures. • Use writing partners armed with checklists of paragraph features. • In shared reading, draw attention to effective paragraphing.	• Use topic sentences in various positions for maximum effect. • Avoid ambiguity through positioning pronouns correctly, using them consistently. • Expand main points or ideas in the paragraph with details, points, or examples. • Vary the length of paragraphs and connect ideas inside them in a logical way. • Link paragraphs clearly, using connectives that signal a line of argument. • Begin and organise paragraphs in varied ways. • Structure paragraphs to create specific effects. • Link sections of the text and paragraphs in varied ways.
9S1 Review and develop the meaning, clarity, organisation and impact of complex sentences in their own writing. **9S3 Write with differing degrees of formality, relating vocabulary and grammar to context.** **9S9 Write sustained standard English with the formality suited to reader and purpose.** **Related QCA assessment focus: sentence structure and punctuation** AF5 Vary sentences for clarity, purpose and effect.	• Review understanding of simple, compound and complex sentences in shared work. • Demonstrate the impact of sentence variety in shared reading and writing and display examples. • Be explicit about the demands of formal as opposed to informal writing and feature both in shared writing. • Collect and display examples of formal and informal writing. • Compare the sentence structures in different types of writing and writing by different authors.	• Vary the position of noun phrases and clauses. • Expand and condense noun phrases for effect. • Extend the use of subordinate clauses and punctuate correctly. • Use variety of compound and complex sentence structures accurately. • Use simple sentences for effect in both narrative and non-narrative writing. • Use conditional structures and expanded noun phrases. • Use subordinate clauses in different positions for effect. • Use noun phrases in different positions for effect. • Use sentences of different lengths and structures, including adverbial clauses in different positions. • Use sentences of different lengths and structures, including passive constructions. • Expand and condense noun phrases for effect. • Use a full range of sentence structures to create specific effects.

Year 8 Selected Framework objectives	Helpful teaching approaches See *Key objective banks* for more detailed guidance	Possible graduated pupil targets *Note:* targets to be set as appropriate for groups or individuals and to be adapted to suit different types of reading.
9S2 Use the full range of punctuation to clarify and emphasise meaning for a reader. **9Wr3 Produce formal essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed.** **Related QCA assessment focus: sentence structure and punctuation** AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.	• Cover each type of punctuation in starters or in shared work and focus on particular features in subsequent marking and guided work. • Demonstrate how to use pronouns appropriately, and revisit through starters. • Focus on the function of punctuation in carrying meaning. • Have poster-size definitions of punctuation marks, with examples found by pupils. • Encourage the practice of proofreading, both pupils' own writing and that of others.	**Punctuation** • Use commas correctly within sentences and inverted commas to mark speech. • Conclude all sentences accurately and use a range of punctuation. • Use a range of punctuation accurately, including commas around clauses. • Use semi-colons to balance ideas within a sentence. • Use a full range of punctuation to create specific effects. **Syntax** • Use past, present and future tenses consistently. • Use varied tenses correctly, e.g. past, conditional. • Use modal verbs to reflect and question. • Use passive verb forms to make writing impersonal. • Use a wide variety of tenses and verb forms carefully chosen for interest, subtle shades of meaning and effect.
9W7 Recognise layers of meaning in the writer's choice of words. **Related QCA assessment focus: vocabulary and spelling** AF7 Select appropriate and effective vocabulary.	• Exploit the possibilities of word deletion by having groups create for other groups, texts with categories of words missing. • Focus on vocabulary. • Investigate word origins. • Explore connotations of words in context. • Make vocabulary a focus for starters. • Draw attention to vocabulary in shared and guided work.	• Select some vocabulary which is descriptive or which is suitable or specific to the task. • Use vocabulary which is appropriate to the task, genre, situation and reader. • Use a wider range of vocabulary to interest, surprise and influence the reader. • Use formal vocabulary to contribute to the objectivity of writing. • Extend the range of abstract nouns used as an alternative to adjectives and adverbs. • Use a wide range of vocabulary.
9W1 Review all aspects of spelling covered in Years 7 and 8 and continue to improve their spelling by applying knowledge of spelling conventions. **9W2 Spell accurately all high-frequency words and new terms from all subject areas.** 9Wr3 Produce formal essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed. **Related QCA assessment focus: vocabulary and spelling** AF8 Spell most simple and common polysyllabic words accurately.	• Review spelling strategies based on looking, listening and learning. • Maintain pupils' positive images of themselves as spellers. • Use look, cover, write, check with spelling partners. • Mark diagnostically for spelling. • Focus on subject-specific terminology, especially that needed for critical writing about literature. • Work with targeted groups to analyse and address their patterns of error.	• Spell regular complex words accurately, e.g. learn and apply rules for doubling consonants when adding suffixes • Spell irregular words accurately, e.g. learn and apply rules and patterns for adding suffixes *-ible* and *-able*. • Spell with consistent accuracy, e.g. check work and locate possible misspellings of unfamiliar words, use knowledge of spelling.