



Characteristics of a Writer

At St Luke's Ce Primary School

We are writers...

At St. Luke's we have...

- To plan writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- note and develop initial ideas, drawing on reading and research where necessary
- write narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- precise longer passages
- use a wide range of devices to build cohesion within and across paragraphs
- use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- assess the effectiveness of their own and others' writing
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensure the consistent and correct use of tense throughout a piece of writing
- ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

End of EYFS	End of KS1	END OF KS2
<ul style="list-style-type: none"> ◆ <u>develop positive attitudes towards forwriting by:</u> ◆ adult scribing own stories and personalrecounts ◆ begin to write narratives about personal experiences and those of others (real andfictional) ◆ begin to write about real events / write shorthymes / write for different purposes e.g. shopping lists, letters sometimes with adult support ◆ <u>consider what they are going to writebefore beginning by:</u> ◆ being supported to think about what they aregoing to write about through models and reading stimulus ◆ be supported to write down ideas and/or keywords, including new vocabulary ◆ say out loud/hold in their head what they wantto say, sentence by sentence ◆ <u>make simple additions, revisions andcorrections to their own writing by:</u> ◆ read aloud with an adult to check their workmakes sense 	<ul style="list-style-type: none"> • ◆ <u>develop positive attitudes towards and stamina for writing by:</u> <ul style="list-style-type: none"> ◆ write narratives about personal experiences and those of others (realand fictional) ◆ write about real events / write poetry / write for different purposes ◆ <u>consider what they are going to write before beginning by:</u> <ul style="list-style-type: none"> ◆ plan or say out loud what they are going to write about ◆ write down ideas and/or key words, including new vocabulary ◆ encapsulate what they want to say, sentence by sentence ◆ <u>make simple additions, revisions and corrections to their own writing by:</u> <ul style="list-style-type: none"> ◆ evaluate their writing with the teacher and other pupils ◆ re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ◆ proof-read to check for errors in spelling, grammar and punctuation[for example, ends of sentences punctuated correctly] ◆ read aloud what they have written with appropriate intonation to make te meaning clear 	<ul style="list-style-type: none"> ◆ <u>plan their writing by:</u> <ul style="list-style-type: none"> ◆ identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ◆ note and develop initial ideas, drawing on reading and research wherenecessary ◆ write narratives, considering how authors have developed charactersand settings in what pupils have read, listened to or seen performed ◆ <u>draft and write by:</u> <ul style="list-style-type: none"> ◆ select appropriate grammar and vocabulary, understanding how suchchoices can change and enhance meaning ◆ in narratives, describing settings, characters and atmosphere andintegrating dialogue to convey character and advance the action ◆ precise longer passages <ul style="list-style-type: none"> ◆ use a wide range of devices to build cohesion within and acrossparagraphs ◆ use further organisational and presentational devices to structure textand to guide the reader [for example, headings, bullet points, underlining] ◆ <u>evaluate and edit by:</u> <ul style="list-style-type: none"> ◆ assess the effectiveness of their own and others' writing <ul style="list-style-type: none"> ◆ propose changes to vocabulary, grammar and punctuation to enhanceeffects and clarify meaning ◆ ensure the consistent and correct use of tense throughout a piece ofwriting ◆ ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing andchoosing the appropriate register.

