

Writing Toolkits Overview



The Writing Toolkits provide year-group specific guidance to support teachers in planning high-quality writing that aligns clearly with the National Curriculum expectations for each stage. Each toolkit outlines only the objectives relevant to that particular year group, ensuring progression without exceeding or dipping below the required standards. Teachers are encouraged to understand the prior year's objectives so that essential knowledge and skills can be built upon seamlessly in new learning sequences. The *Greater Depth* statements are taken directly from the Discovery Writing TAFs, ensuring consistency and clarity around mastery expectations.

The 'Devices' sections set out a clear, progressive development of features and stylistic conventions—covering cohesion, tone, vocabulary choice and structural features—guiding teachers in modelling and teaching the techniques pupils need to craft well-structured, purposeful and high-quality letters.



Narratives – Year 1



	National Curriculum Objectives	Devices
EXS	joining words and joining clauses using and sequencing sentences to form short narratives using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Introduction of question marks and exclamation marks Add suffixes using –ing, –ed, where no change is needed in the spelling of root words (<i>tenses</i>)	Understand story structure, recognising the stages of a story, i.e. <i>introduction, problem, resolution (ending)</i>. Include familiar characters and settings Sequence events clearly. Use the senses to describe what you can <i>see, hear, smell, touch/feel or taste</i> within a specific setting. Use adjectives and powerful verbs to help describe settings. Show my characters' thoughts and feelings in what they do.
GD	Write effectively and coherently for different purposes, drawing on their reading to inform vocabulary and grammar of their writing Deliberately select and manipulate grammar and vocabulary to impact the reader Add prefixes and suffixes to spell many words correctly Make simple edits and proof-reading corrections to own writing.	Occasional use of story phrases such as “<i>once upon a time</i>” or “<i>later that day</i>”

The objectives outlined in the **green EXS** section link directly to the National Curriculum expectations for the relevant year group and align with the Discovery Writing TAFs, while the **purple GDS** section reflects the greater depth statements within the Discovery TAFs.

Narratives – Year 2



	National Curriculum Objectives	Devices
EXS	Writing narratives about personal experiences and those of others (real and fictional) Using expanded noun phrases to describe and specify Use of conjunctions - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Correct choice and consistent use of present tense and past tense throughout writing Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use sentences with different forms: statement, question, exclamation, command Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Understand story structure, recognising the stages of a story, i.e. <i>introduction, build-up, problem, resolution (ending)</i>. Include familiar characters and settings which are described using adjectives. Sequence events clearly and show how one event leads to another. Use different sentence openers. Use the senses to describe what you can <i>see, hear, smell, touch/feel or taste</i> within a specific setting. - Use either 1st or 3rd person consistently, e.g. 1st – <i>I, me, my, mine, we, us, our;</i> 3rd – <i>her, his, he, she, their, they, it, them, etc</i> Use interesting adjectives, powerful verbs and appropriate adverbs to help describe settings and action. Show my characters' thoughts and feelings in what they do.
GD	Write effectively and coherently for different purposes, drawing on their reading to inform vocabulary and grammar of their writing Make simple additions, revisions and proof-read to correct their own writing. Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)	

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Narratives – Year 3



	National Curriculum Objectives	Devices
EXS	• Begin to use inverted commas to punctuate direct speech • Begin to use paragraphs as a way to group related material • using the present perfect form of verbs in contrast to the past tense • Express time, place and cause using conjunctions, adverbs or prepositions • create settings, characters and plot	• Understand story structure, recognising the stages of a story <i>introduction, build-up, problem, resolution, ending</i>. • Include some dialogue (<i>conversation</i>) between the main characters • Use speech verbs (including synonyms for 'said')
GD	• Write effectively and coherently for a range of purposed and audiences, drawing on their reading to inform structure and vocabulary choices (e.g. paragraphs used to organise content, variety of conjunctions appropriate for the form of writing) • Deliberately select and manipulate grammar and vocabulary to impact on the reader (e.g. range of verb forms appropriately used; varied use of sentence starters with verbs/adverbs/adverbials) • Use the full range of punctuation taught at KS1 and Year 3 mostly correctly • Evaluate to assess the effectiveness of writing and inform edits, and correct errors by accurately proof reading	• Use interesting adjectives, powerful verbs and appropriate adverbs to help describe settings and action (including using senses to support description) • Use expanded noun phrases for description and specification, using well-chosen adjectives to develop the settings and characters • Show characters' thoughts and feelings in what they say and do (rather than <u>just</u> telling the reader what they think and feel). • Start sentences in different ways.

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Narratives – Year 4



	National Curriculum Objectives	Devices
EXS	- Use fronted adverbials - Use commas after fronted adverbials - Use inverted commas and other punctuation to indicate direct speech (e.g. commas after reporting clauses <u>or</u> correct punctuation inside inverted commas). - Use the appropriate choice of nouns or pronouns within and across sentences to aid cohesion and avoid repetition: - I use apostrophes for plural possession, - Use noun phrases by the addition of modifying adjectives, nouns and preposition phrases. - Use paragraphs to organise ideas around a theme - Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases	- Include some dialogue (<i>conversation</i>) between the main characters to show their relationship - Use powerful speech verbs - Explain what the characters are doing (<u>when they are speaking</u>), using either 'as', 'while'/'whilst' <u>or</u> a verb - Use interesting adjectives, powerful verbs and appropriate adverbs to help describe settings and action. - Use expanded noun phrases and prepositional phrases for description and specification (including uses the senses)
GD	- Write effectively and coherently for a range of purposed and audiences, drawing on their reading to inform structure and vocabulary choices (e.g. paragraphs used to clearly organise content and aid cohesion) - Deliberately select and manipulate grammar and vocabulary to impact on the reader (e.g. precise use of vocabulary, contracting sentence length for impact, range of verb forms) - Use the full range of punctuation taught at Year 3/4 mostly correctly (including punctuation for speech, possessive apostrophe, commas after front adverbials). - Evaluate to assess the effectiveness of writing and inform edits, and correct errors by accurately proof-reading	- Develop the settings by using well-chosen adjectives and figurative language to help the reader picture the place, the mood and the atmosphere. Show characters' thoughts and feelings in what they say and do (rather than <u>just</u> telling the reader what they think and feel). - I use details to build up character descriptions and make the reader like or dislike them. Start sentences in different ways - for example, with an adverbial phrase (<i>how, when, where</i>). - Varied sentence lengths

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Narratives – Year 5



	National Curriculum Objectives	Devices
EXS	- Use brackets, dashes or commas to indicate parenthesis - Use commas to clarify meaning and avoid ambiguity. - Use relative clauses (<i>beginning with who, which, where, when, whose, that</i>) or an <i>omitted relative pronoun</i> - Use devices to build cohesion within and across paragraphs using <i>adverbials of time, place, number or tense choices (past perfect)</i>	- Use interesting adjectives, powerful verbs, appropriate adverbs, expanded noun phrases and prepositional phrases to help describe settings and action. - I develop the settings in my stories using well-chosen adjectives and figurative language to help the reader picture the place, the mood and the atmosphere I have in mind. Show characters' thoughts and feelings in what they say and do (rather than <u>just</u> telling the reader what they think and feel). - Develop characterisation by showing the reader (rather than <u>just</u> saying) what characters say and do and how they feel and react at different points in the story.
GD	- Draw on reading to inform vocabulary and grammar (language choices; structures to meet purpose) - Deliberately select and manipulate grammar and vocabulary to impact on the reader (multi-clause sentence structures varied for effect; punctuation choices supporting the reader) - Demonstrating some controlled application of different levels of formality - Use the full range of punctuation taught at LKS2 and Year 5 mostly correctly (including punctuation to mark parenthesis)	- Create mood/atmosphere by describing a character's response to a particular setting. - Create convincing characters and gradually <i>reveal more</i> as the story unfolds, through the way that they talk, act and interact with others. - Use dialogue at certain points in a story to: <i>explain plot, show character and relationships, convey mood or create humour</i>. - Use a range of relevant, powerful speech verbs - Say what the characters are doing (<u>when they are speaking</u>), using either 'as', 'while'/'whilst' <u>or</u> a verb - Use direct and reported (indirect) speech Vary the length of the sentences to create a particular effect

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Narratives – Year 6



	National Curriculum Objectives	Devices
EXS	- Link ideas across paragraphs using a wider range of cohesive devices (repetition, adverbials, ellipsis) - Use brackets, dashes or commas to indicate <i>parenthesis</i> - Use of the semi-colon, colon and dash to mark the boundary between independent clauses - Describe settings, characters and atmosphere - Integrate dialogue to convey character and advance the action	- I can use the past perfect tense as a cohesive device - Use interesting adjectives, powerful verbs, appropriate adverbs, expanded noun phrases and prepositional phrases to help describe settings and action. - I develop the settings in my stories using well-chosen adjectives and figurative language to help the reader picture the place, the mood and the atmosphere I have in mind. - Use changes of scene to move the plot on or to create a break in the action. Show my characters' thoughts and feelings in what they say and do (rather than <u>just</u> telling the reader what they think and feel). - Develop characterisation by showing the reader (rather than <u>just</u> saying) what characters say and do and how they feel and react at different points in the story. - Create mood/atmosphere by describing a character's response to a particular setting. - Create convincing characters and gradually <i>reveal more</i> as the story unfolds, through the way that they talk, act and interact with others. - Use dialogue at certain points in a story to: <i>explain plot, show character and relationships, convey mood or create humour.</i>, using a range of relevant, powerful speech verbs - Say what the characters are doing (<u>when they are speaking</u>), using either 'as', 'while'/'whilst' <u>or</u> a verb - Use direct and reported (indirect) speech Vary the length of the sentences to create a particular effect
GD	- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) - Distinguish between the language of speech and writing and choose the appropriate register - Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this - Use a range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use punctuation precisely to enhance meaning and avoid ambiguity	

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