

Writing Toolkits Overview

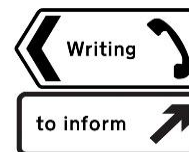


The Writing Toolkits provide year-group specific guidance to support teachers in planning high-quality writing that aligns clearly with the National Curriculum expectations for each stage. Each toolkit outlines only the objectives relevant to that particular year group, ensuring progression without exceeding 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.



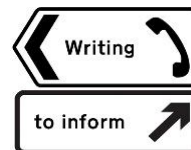
Recounts – Year 1



	National Curriculum Objectives	Devices
EXS	joining words and joining clauses using and sequencing sentences using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Using the suffix –ed where no change is needed in the root word (<i>past tense link</i>)	Write in chronological order Use time conjunctions to sequence sentences, e.g. <i>first, after that, next, finally</i>. Write sentences to describe events – <i>when, who, what and where</i> A conclusion sentence to summarise
GD	Write effectively and coherently for a range of purposes, addresses the reader, draws on their reading to inform structure and vocabulary (<i>logical sequence of events for chronology</i>) Deliberately select and manipulate grammar and vocabulary to impact the reader	Write in the past tense Use first person consistently: <i>we, us</i> for shared experiences; <i>I, me</i> for personal experiences.

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.

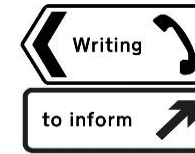
Recounts – Year 2



	National Curriculum Objectives	Devices
EXS	Using the suffix –ed where no change is needed in the root word (<i>past tense link</i>) Correct choice and consistent use of past tense throughout writing Expanded noun phrases for description and specification Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Write about real events Use commas to separate items in a list Use apostrophes to mark singular possession	Write in chronological order Use a range of time conjunctions to sequence sentences, e.g. <i>first, after that, next, finally</i>. Write detailed sentences to describe events – <i>when, who, what and where</i> Include feelings from the event A conclusion to summarise Use first person consistently: <i>we, us</i> for shared experiences; <i>I, me</i> for personal experiences. Use technical vocabulary for accuracy
GD	Write effectively and coherently for a range of purposes, drawing on their reading to inform the vocabulary and grammar of their writing. Make simple additions, revisions and proof-read to correct their own writing Use punctuation taught at key stage 1 mostly correctly	

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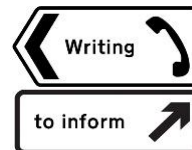
Recounts – Year 3



	National Curriculum Objectives	Devices
EXS	- Begin to use paragraphs as a way to organise my writing - Express time, place and cause using conjunctions and adverbs	- Organise text in a chronological sequence <u>Opening paragraph</u> to describe When? Who? Where? What? to create introductory sentences which capture the main event <u>Middle section</u> to expand opening and describe events in detail - A <u>conclusion</u> to round the text off, and show how it felt Paragraphs are organised to <u>sequence events</u> in chronological order
GD	- Draw on reading to inform vocabulary and grammar (paragraphs for cohesion and variety of conjunctions) - Deliberately select and manipulate grammar and vocabulary to impact on the reader (range of verb forms; varied use of sentence starters with verbs/adverbs/adverbials)	- Show feelings by describing settings, people, objects so the reader can see through the writer's eyes, using rich and varied vocabulary. - Use sentences of different types and lengths to vary the pace, combine information, create emphasis, effect – For example: - long and short sentences: - sentences with 'drop-in' phrases and clauses - a variety of sentence openers: - questions and exclamations: - Past tense is consistently used

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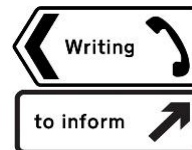
Recounts – Year 4



	National Curriculum Objectives	Devices
EXS	• Use of paragraphs to organise ideas around a theme • Use fronted adverbials • Use commas after fronted adverbials • Appropriate choice of pronoun or noun within and across a sentences to aid cohesion and avoid repetition • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases	• Organise recounts in chronological sequence: • <u>-Opening</u> to describe When? Who? Where? What? to create introductory sentences which capture the main event - A <u>middle section</u> to expand opening and describe events in detail - A <u>conclusion</u> to round it off, and show how it felt • Link themed paragraphs appropriately to: • <u>sequence events</u> • <u>add information</u>; <u>change direction</u>; <u>conclude</u> and <u>summarise</u>
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).	• Create first person recounts based on individual and shared experiences • Show feeling, emotions and attitudes by describing settings, people, objects so the reader can see through the writer's eyes, using rich and varied vocabulary. • Use sentences of different types and lengths to vary the pace, combine information, create emphasis, effect – For example: • long and short sentences: • sentences with 'drop-in' phrases and clauses • a variety of sentence openers • questions and exclamations • Past tense is used consistently

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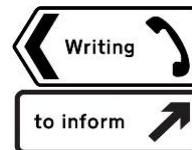
Recounts – Year 5



	National Curriculum Objectives	Devices
EXS	- Use relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun - Link ideas across paragraphs using adverbials of time and place or tense choice (e.g. past perfect) - Brackets, dashes or commas to indicate parenthesis	- Create recounts for a wide range of purposes with varying degrees of formality - Use recounts to explore alternative points of view - Organise recounts in chronological sequence: - <u>Opening</u> to describe When? Who? What? Where? - A <u>middle section</u> to expand opening and describe events in detail - A conclusion to round it off, and show how it felt Use and link paragraphs appropriately - Use banks of specific and technical vocabulary (<i>nouns, verbs, adjectives, subordinate clauses</i>) to <u>make meaning precise</u> and accurate - Create first person recounts based on individual and shared experiences - Show feelings, emotions and attitudes by describing settings, people, objects so the reader can see through your eyes, using rich and varied vocabulary. - Use direct speech appropriately Vary sentence structure, length and type, e.g. - <u>Complex sentences</u> to combine information effectively; <u>Sentences with lists of three</u>; <u>Conditional and hypothetical (if...then) sentences</u>; <u>Varied sentence openers</u>; <u>Relative clauses</u>
GD	- Write effectively and coherently for a range of purposes and audiences, drawing independently on their reading to inform their writing (e.g. language choices; structures to match purpose) - Demonstrating some confident and 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)	

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Recounts – Year 6



	National Curriculum Objectives	Devices
EXS	- Use of the passive to affect the presentation of information in a sentence - Link ideas across paragraphs using a wider range of cohesive devices	- Create recounts for a wide range of purposes with varying degrees of formality - Use recounts to explore alternative points of view - Organise recounts in chronological sequence: <u>Opening</u> to describe When? Who? What? Where? - A <u>middle section</u> to expand opening and describe events in detail - A conclusion to round it off, and show how it felt Use and link paragraphs appropriately
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) - 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	- Create and use banks of specific and technical vocabulary (<i>nouns, verbs, adjectives, subordinate clauses</i>) to <u>make meaning precise</u> and accurate - Create first person recounts based on individual and shared experiences - Show feelings, emotions and attitudes by describing settings, people, objects so the reader can see through your eyes, using rich and varied vocabulary. - Use direct and reported speech appropriately: Vary sentence structure, length and type, e.g. <u>Complex sentences</u> to combine information effectively; <u>Sentences with lists of three</u>; <u>Conditional and hypothetical (if...then) sentences</u>; <u>Varied sentence openers</u>; <u>Relative clauses</u>

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