



Based on my experience of building and running Fightin' Writin' Workshops, I believe that they offer the opportunity to build on these areas of the writing curriculums. Some areas (indicated in blue) will be covered naturally as part of the workshops. Those objectives highlighted as pink can be covered as part of the process and Fightin' Writin' Workshops lend themselves to these objectives.

	Covered naturally	Opportunity to cover
Lower Key Stage 2		
Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures		
Organising paragraphs around a theme		
In narratives, creating settings, characters and plot		
Assessing the effectiveness of their own and others' writing and suggesting improvements		
Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear		
Using the present perfect form of verbs in contrast to the past tense		
Using conjunctions, adverbs and prepositions to express time and cause		
Using fronted adverbials		
Upper Key Stage 2		
Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own		
Selecting 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		
Using a wide range of devices to build cohesion within and across paragraphs		



Assessing the effectiveness of their own and others' writing		
Ensuring the consistent and correct use of tense throughout a piece of writing		
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear		
Using passive verbs to affect the presentation of information in a sentence		
Using expanded noun phrases to convey complicated information concisely		
Using modal verbs or adverbs to indicate degrees of possibility		
Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun		
End of Key Stage 2		
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader		
In narratives, describe settings, characters and atmosphere		
Integrate dialogue in narratives to convey character and advance the action		
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately		
Use a range of devices to build cohesion		
Use verb tenses consistently and correctly throughout their writing		
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		
Key Stage 3		
Writing for a wide range of purposes and audiences, including: Stories, scripts, poetry and other imaginative writing		
Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form		

	Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing		
	Considering how their writing reflects the audiences and purposes for which it was intended		
	Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness		
	Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects		
	Using Standard English confidently in a range of formal and informal contexts, including classroom discussion		
Key Stage 4			
A05	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences		
A05	Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts		
A06	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.		