Writing

First and foremost, our priority is to teach children to write accurate sentences which is fundamental to their future progress as writers. With access to quality texts, skillful modelling and time to apply their knowledge, pupils will develop expertise to write for different purposes. Other vital elements of our writing curriculum include a broad and rich vocabulary, accurate grammar, punctuation and spelling and cursive handwriting.

When planning writing always refer to:

Writing Document Number	What it is	Details
1	**Genres – whole school map**	An overview of what genres are taught in each year group
2	**Sentence progression skills**	What type of sentences are taught in each year group
3	**Composition, transcription, spelling & handwriting overview**	Outline of what is taught year by year
4	**Grammar & punctuation overview**	Outline of grammar and punctuation taught in each year group
5	**Genre progression documents**	Outlines of key features taught in all genres: 5a: Discussion writing (Years 5 & 6 only) 5b: Explanations 5c: Instructions 5d: Narrative 5e: Non-chronological reports 5f: Playscripts (key stage 2 only) 5g: Persuasion 5h: Poetry performance and writing 5i: Recounts

Writing: Progression of knowledge & Skills

The writing process must always include the following components

INTRODUCTION
Always plan time to: - Explore different types of texts by looking at real life examples - Identify the purpose of the genre - Identify the key features and structure so pupils understand each genre - Agree the audience and why you are writing it for them
MODELLING

This component must be well planned as the teacher must be the **'expert'**. This step must include:
- **Direct instruction**:
    o from the sentence progression ladder for your year group
    o main features of the genre
    o vocabulary that is specifically chosen for the genre
    o grammar, punctuation and spelling (linked to what has been taught in your short sessions)
    o drafting (including oral rehearsal) and editing
    This is a crucial part of the modelling process that must not be left to the end

TIME TO WRITE & EDIT
Pupils need adequate time to write for all stages of the writing process. During this time pupils should: - practice specific elements that have been modelled - have opportunities to work with a teacher, in a small group, where they will be guided and given feedback about their writing - edit their work *pupils will need guidance from teachers for this element*
PRESENTATION
All writing should be presented to a high standard in all books, written for a purpose and celebrated. Annually, pupils should have the opportunity to present their writing creatively through art & DT.

Writing: Progression of knowledge & Skills

WRITING DOCUMENT 1: GENRES – WHOLE SCHOOL MAP

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative		Story writing based on traditional tales	Fantasy writing linked to another culture	Historical narrative	Fables	Myths	Legends	Narratives to include: - Classic - Detective /crime - Flashbacks - link to different culture
		Story writing based on traditional tales with repeating patterns	Fiction within a familiar setting	Adventure writing linked to another culture	Fantasy writing linked to history including humour	Historical narrative including mystery	Narrative linked to another culture	
					Playscript including a dilemma	Playscript linked to another culture	Film script	Film/TV script linked to sci-fi
Non-fiction		Recount of a shared, recent event	Recount of shared event in a letter	Recount – diary writing	Recount – autobiography	Recount – newspaper report	Recount – autobiography or biography	Recount autobiography or biography or in role of character
				Persuasion in adverts		Persuasion in letters		Persuasion in a formal letter
		Instructions linked to science	Instructions linked to history		Instructions linked to science		Instructions linked to Art & DT or computing	

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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Non-chronological report: labels or sentences about drawings, models etc.	Non-chronological report linked to geography	Non-chronological report linked to history			Non-chronological report linked to science that compares and contrasts	Report writing
			Explanation linked to science	Explanation linked to another culture	Explanation		Explanation
						Discussion writing linked to PSHCE	Discussion writing
Poetry	Poems based on nursery rhymes with rhyming words	Poems based on traditional rhymes with rhyming couplets	Riddles and calligrams	Poems as couplets, Kennings and Cinquains	Poems with figurative language	Narrative poems in a classic styles linked to history	Poems such as Haikus and limericks and with figurative language

Writing: Progression of knowledge & Skills

WRITING DOCUMENT 2: SENTENCE PROGRESSION SKILLS

Autumn	Sentence Progression skills	Summer

	Autumn Term	Summer Term
YR	**Know what a sentence and clause is and that a sentence can be a single clause** The **dog** barked.	**Capital letters and full stops** **Subject & verbs identified in a clause/sentence** **(In EYFS – Y2 explain that a verb is an action word)** The **bird** ate the worm.
Y1	**Write subject & verb clause** The dog waited. **Simple sentence** The dog waited for his food.	**Add adjective to a clause/sentence** The hungry bird ate the worm. **Question mark** **Phrase** The tiny mouse, was reading, very tall, only occasionally
Y2	**Subject verb clause/sentence** The dog waited for his food. **Noun phrase (emphasise that it does NOT contain a verb)** A bank account, the hair brush, the dog. **Verbs 'To be' and 'To have' and all forms and tenses**	**Exclamation marks (be explicit that exclamation sentences start with 'how' and 'what')** <u>What</u> big teeth you have! <u>How</u> beautiful you look! **Adverbs** The hungry bird ate the worm quickly. **Compound sentences** The bird ate the worm and the mouse ran away.
Y3	**Subject, verb <u>object</u>** The man ate a <u>cream cake</u> **Main clause** The dog barked at the cat. **Compound sentences** The bird ate the worm and the mouse ran away.	**Adverbial phrases** In the morning, due to the train strike, **Paragraphs** *see below
Y4	**Subordinate clause (dependent clause)** I played out <u>until it went dark</u> **Paragraphs** *see below	**Complex sentences** I took my dog to the vet <u>because he was feeling sick</u>.

Writing: Progression of knowledge & Skills

Y5	Relative clause	Adverbs for degrees of possibility
	The dog, <u>who had three legs</u>, was looking old and shabby.	Certainly, definitely, maybe, possibly, clearly, obviously, perhaps, probably.
	Modal verbs	
	Can, could, will, would, shall, ought, should.	
Y6	**Passive Voice:** The meal was being eaten by the whole family.	
	Active: The whole family ate the meal.	****Subjunctive form:** <u>If I were</u> a millionaire, I'd buy a mansion.

Brief glossary – for more detailed definitions follow link	
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf	
Sentence	A sentence is a group of words that contain a complete thought. It contains a subject and a verb. A sentence can be a single clause or several clauses. A sentence begins with a capital letter and ends with a full stop.
Clause	A clause is a group of words that contains a **LINKED** subject and a verb that have a **relationship**
Subject	The subject of the clause or sentence is normally the noun or pronoun that is doing the action (performing the verb). It can be a person, place, thing or idea - ***Thomas*** *enjoyed the film.*
Noun	A person a place or a thing. There are common, proper, concrete, abstract and collective nouns.
Verb	A verb is a word that generally conveys an action, an occurrence, or a state of being. They make the nouns/pronouns act and interact with each other
Adjective	A word that describes a noun
Adverb:	A word that describes a verb
Phrase	A group of two or more words that work as a meaningful unit of writing within a sentence or clause. If the most important part of the phrase is an adjective, the phrase is an Adjective Phrase; if the most important part of the phrase is a noun, the phrase is a Noun Phrase, and so on
Noun Phrase	Includes one noun and adjectives used to describe it
Adverbial Phrase	A group of words that functions as an adverb. It does not contain a verb.
Object	An object is normally a noun, pronoun, or noun phrase which is involved in the action, but does not do the action eg Marie wrote a **poem.**
Determiner	A modifying word that introduces a noun: **one** dog, **my** dog
Article	A sub-set of determiners: **a, an, the**
Compound sentence	A sentence containing 2 or more independent clauses that are linked by a co-ordinating conjunction

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Co-ordination conjunction	Link parts of a sentence together e.g. **and, but, or**
*Paragraph	A section of writing which consists of one or more sentences grouped together, which deal with one subject or element of the writing as a whole.
Subordinate Clause	Typically introduced by a subordinating conjunction – **Therefore, Because, Although** - that forms part of and is dependent on a main clause
Complex sentence	A sentence containing one independent clause and at least one dependent clause
Relative clause	A special type of subordinate clause that modifies a noun often using the pronouns '**that**', '**which**', '**who**', '**whose**', '**where**' and '**when**'.
Modal Verbs	Verbs used to express ideas such as possibility, intention, obligation and necessity: **can/could, may/might, shall/should**
Passive Voice	When the subject of the sentence has something done to it by someone or something
Active Voice	When the subject of the sentence is performing the action
Subjunctive:	The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions *Top teaching tip on https://www.teachwire.net/news/how-to-teach-the-subjunctive-form/*

WRITING DOCUMENT 3: COMPOSITION, TRANSCRIPTION, SPELLING & HANDWRITING OVERVIEW

	Composition Taught through different writing genres	Transcription Taught daily using Sentence Progression ladder	Spelling	Handwriting
YR	Compose a sentence orally individually or as a group before they write it Say aloud what they are going to write about Write simple phrases and sentences that can be read by themselves and others	Write recognisable letters, most correctly formed Spell words by identifying sounds in them and represent the sounds with letters	Little Wandle	Little Wandle
Y1	Say aloud what they are going to write about Jot down key words and new vocabulary Compose a sentence orally before writing it Sequence sentences to form short pieces of writing Re-read what they have written to check it makes sense Discuss what they have written with others	All letters correctly formed Write simple sentences that are correctly punctuated Identify and correct errors Use question marks accurately in sentences	Little Wandle	Little Wandle
Y2	Plan or say aloud what they are going to write and write down main ideas/words including new vocabulary Write a sequence of sentences for a type of genre Re-read to check writing makes sense and that verbs tenses are accurate Read aloud using intonation so that the meaning is clear	All letters, including capitals, ascenders, descenders, correctly formed Start to join letters Write compound sentences Use exclamation marks accurately in sentences Proof-read to check for errors in spelling, grammar and punctuation	Essential Spelling Y2	Teach Handwriting Y2

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Y3	When planning writing, look at similar texts to understand and learn from the structure; consider the vocabulary and grammar Check for tense consistency Accurate use of pronouns Read aloud their own writing to a group or whole class, using intonation and controlling the volume so they can heard	Cursive handwriting is joined Paragraphs – how to set them out and sentences are around one theme Using commas and inverted commas Proofread for spelling and punctuation errors	Essential Spelling Y3	Teach Handwriting Y3
Y4	Plan writing to fit the genre Assess effectiveness of own and others' writing; suggest improvements Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures Adjust how they read their writing according to the situation (eg to younger pupils, to a large audience)	Cursive handwriting is joined Write complex sentences Accurately spell a range of conjunctions that can be used for compound sentences Punctuate dialogue accurately	Essential Spelling Y4	Teach Handwriting Y4
Y5	Adjust writing to suit the audience Use a range of devices to build cohesion within and between paragraphs Use organisational and presentational devices to structure text and to guide the reader (eg sub-headings, diagrams) Assess effectiveness of their own and others' writing Suggest changes to enhance effects and clarify meaning Precis longer passages	Cursive handwriting is joined Check grammar and punctuation is accurate Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural Proof-read for spelling and punctuation errors	Essential Spelling Y5	Teach Handwriting Y5

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	Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear			
Y6	Note and develop initial ideas, drawing on reading and research, where necessary Identify the audience and purpose of the writing and select the appropriate form Use a range of devices to build cohesion within and between paragraphs Use further organisational and presentational devices to structure text and to guide the reader (eg bullets, different writing styles) Assess effectiveness of their own and others' writing Suggest changes to enhance effects and clarify meaning Consider devices authors have used in different writing genres Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear	Cursive handwriting is joined Check all grammar and punctuation is accurate Ensure the consistent and correct use of tense throughout writing Ensure correct subject and verb agreement when using singular and plural Proof-read for spelling and punctuation errors	Essential Spelling Y6	Teach Handwriting Y6

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WRITING DOCUMENT 4: GRAMMAR & PUNCTUATION OVERVIEW

Reception		Year 1	
Grammar	**Punctuation**	**Grammar**	**Punctuation**
Sentence Clause	Capital letter Full stop Finger spaces Letter Capital letter for personal pronoun I	Simple sentence Subject Verb Subject & verb clause Phrase Adjective Simile Noun Proper Noun	Question mark

Year 2	
Grammar	**Punctuation**
Subject & verb sentence Noun phrase Verbs 'to be' and 'to have' and all forms and tenses Compound sentences Adverbs Alliteration Suffixes Tense: past and present	Exclamation mark Apostrophes to mark where letters are missing Commas to separate items in a list

Writing: Progression of knowledge & Skills

Year 3		Year 4	
Grammar	**Punctuation**	**Grammar**	**Punctuation**
Object Subject Main clause Compound sentences Adverbial phrases Paragraphs Conjunctions Prepositions Article: a, an, the Pronoun Prefix Metaphor	Inverted commas for direct speech Commas Apostrophe to mark singular possession	Subordinate clause Paragraphs Complex sentences Plural and possessive '-s' Determiner Possessive pronoun Collective nouns Antonyms & Synonyms Onomatopoeia	Inverted commas and other punctuation e.g. comma End punctuation within inverted commas Apostrophe to mark plural possession Commas after adverbial phrases at start of sentence

Writing: Progression of knowledge & Skills

Year 5	
Grammar	**Punctuation**
Relative clause Modal verb Adverbs for degrees of possibility Co-ordinating conjunction Past tense, past progressive, past perfect Reported speech Personification	Brackets, dashes or commas to indicate parenthesis Commas to clarify meaning or ambiguity

Year 6	
Grammar	**Punctuation**
Passive voice Active voice Subjunctive form Formal & informal speech	Ellipsis Hyphen Colon Semi-colon Bullet points

Writing: Progression of knowledge & Skills

Writing genres

5a: Discussion writing (Years 5 & 6 only)

5b: Explanations

5c: Instructions

5d: Narrative

5e: Non-chronological reports

5f: Playscripts (key stage 2 only)

5g: Persuasion

5h: Poetry performance and writing

5i: Recounts

5a: DISCUSSION WRITING – YEAR 5

Purpose	Type in Year 5
Explore differences between persuasion and discussion Separate paragraphs to summarise different sides of an argument Clarify strengths and weaknesses of different positions Signal personal opinion clearly Draw conclusion that is based on the evidence	Discussion linked to PSHCE
Features which should be included	- Use repetition for effect - Use a range of adverbials to draw out similarities and differences - Use modal verbs and adverbs to express possibility - Relative clauses - Brackets and dashes
Composition	- Range of sentence types and length for best effect - Use punctuation for parenthesis - Use pronouns and synonyms to avoid repetition
Grammar & Punctuation	- Relative clauses - Adverbs for degrees of possibility - Modal verbs - Co-ordinating conjunctions - Brackets, dashes or commas to indicate parenthesis - Commas to clarify meaning or ambiguity

5a: DISCUSSION WRITING – YEAR 6

Purpose		Type in Year 6
Set out opposing views in alternate sentences within paragraphs Refer to evidence in other texts to support the discussion Clarify strengths and weaknesses of different positions Communicate your personal opinion with developed reasons		Discussion (own choice)
Features which should be included	- Use range of cohesive devices to move between opposing views - Subject specific language and vocabulary used - Use repetition, adverbials, noun phrases - Use of passive to give tone of formality	
Composition	- Paragraphs are organised so opposing viewpoints are given equal weighting within and across paragraphs - Range of sentence types and length for best effect - Accurate reference to any evidence to support viewpoints - Use range of punctuation	
Grammar & Punctuation	- Passive voice - Subjunctive form - Hyphen, colon, semi-colon	

5b: EXPLANATION – RECEPTION

Purpose	Type in Reception
To talk about why things happen or how things work Use labels and captions on simple diagrams	
Features which should be included	- Oral rehearsal before written - Write words clauses to label diagrams
Composition	- Write word, clause or sentence to name something or give more information - Simple sentence structure using one independent clause - Include a subject and verb
Grammar & Punctuation	- Use finger spaces - Capital letter at beginning of sentence and names - Full stop at end of sentence

5b: EXPLANATION WRITING – YEAR 1

Purpose	Type in Year 1
To explain a simple process based on first hand experience	
Features which should be included	- Sentences stating what has happened or what is shown in a picture - Sentences include questions (and answers) - Some parts are developed using adjectives and similes
Composition	- Simple sentences including subject and verb - Adjectives to describe nouns - Capital letters for proper nouns - Similes using 'like'
Grammar & Punctuation	- Use question marks - Capital letter at beginning of sentence and names - Full stop at end of sentence

5b: EXPLANATION WRITING – YEAR 2

Purpose	Type in Year 2
Listen to an oral explanation of a process (which should be supported by flowchart, diagrams, pictures) Write series of sentences to explain the process	Explanation linked to science

Features which should be included	- A title to introduce the process - Use of noun phrases - Sentences sequenced in order so information is logically linked - Consistent use of tense throughout - Use of exclamations for effect
Composition	- Adverbs for effect - Use noun phrases to add detail - Compound sentences - Alliteration for emphasis - Similes to add emphasis
Grammar & Punctuation	- Use exclamation marks - Apostrophes for missing letters - Commas to separate items in a list

5b: EXPLANATION WRITING – YEAR 3

Purpose	Type in Year 3
Use notes to explain a process formally Use notes from presentation to write an expanded explanation	Explanation linked to another culture

Features which should be included	- Use paragraphs to group related information - Use suffixes and prefixes to develop meaning - Inverted commas for direct speech
Composition	- Use compound sentences
Grammar & Punctuation	- Compound sentences - Commas to separate clauses - Apostrophes to mark singular possession - Prepositions

5b: EXPLANATION WRITING – YEAR 4

Purpose		Type in Year 4
Take notes whilst listening to a reading or watching a film Plan explanation logically so reader understands process Interest reader by addressing them directly		Explanation (own choice)
Features which should be included	- Direct address, question to reader - Noun phrases expanded to give more detail - Adverbial phrases to elaborate on similarities - Use of antonyms or synonyms for detail or to avoid repetition	
Composition	- Paragraphs range in length - Use complex sentences	
Grammar & Punctuation	- Complex sentences - Commas to separate clauses - Apostrophes to mark singular possession - Antonyms & synonyms	

5b: EXPLANATION WRITING – YEAR 5

Purpose	Type in Year 5
Use subject specific vocabulary to inform reader eg technical words Use features to add interest eg charts and diagrams	
Features which should be included	- Use devices to aid sequencing eg at this point, after that, etc - Use a range of adverbials to draw out similarities and differences - Use modal verbs and adverbs to express possibility - Relative clauses - Brackets and dashes	
Composition	- Range of sentence types and length for best effect - Use punctuation for parenthesis - Use pronouns and synonyms to avoid repetition	
Grammar & Punctuation	- Relative clauses - Adverbs for degrees of possibility - Modal verbs - Co-ordinating conjunctions - Brackets, dashes or commas to indicate parenthesis - Commas to clarify meaning or ambiguity	

5b: EXPLANATION WRITING – YEAR 6

Purpose	Type in Year 6
Compare different types of explanations eg past or present tense; decide which will be used Use a variety of organisational features: direct appeal to audience, layout, careful vocabulary choices Use subject specific vocabulary accurately	Explanation (own choice)

Features which should be included	- Consistent tense - Subject specific language and vocabulary used - Paragraphs organised using cohesive devices such as repetition, adverbials, noun phrases - Use of passive to give tone of formality
Composition	- Paragraphs are organised so ideas are linked across and within paragraphs - Range of sentence types and length for best effect - Accurate use of organizational features eg bullets, diagrams, - Use range of punctuation
Grammar & Punctuation	- Passive voice - Subjunctive form - Hyphen, colon, semi-colon

5c: INSTRUCTION WRITING – RECEPTION

Purpose		Type in Reception
Retell how to do things in correct order		Oral instructions
Give oral instructions when playing or building an object		
Features which should be included	- Instructions given in correct order - Oral use of time connectives when giving instructions - Chances to 'test' instructions and make amendments - Write words / sentences to match pictures or sequences	
Composition	- Simple sentence structure using one independent clause - Include a subject and verb	
Grammar & Punctuation	- Use finger spaces - Capital letter at beginning of sentence and names - Full stop at end of sentence	

5c: INSTRUCTION WRITING – YEAR 1

Purpose		Type in Year 1
Read and follow short series of instructions in shared context		Shared writing of a set of instructions linked to history
Make amendments to instructions if needed		
Features which should be included	- Oral use of time connectives: first, next, after - Shared writing of simple sentences as commands - Pupils to add to shared writing independently	
Composition	- Simple sentences including subject and verb - Capital letters for proper nouns	
Grammar & Punctuation	- Capital letter at beginning of sentence and names - Full stop at end of sentence	

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5c: INSTRUCTION WRITING – YEAR 2

Purpose	Type in Year 2
Write instructions as part of a group and independently Use direct / imperative language Use adverbs to say how to perform an action Use time connectives	
Features which should be included	- Title to show what instructions are about - Use different verbs for similar actions: cut, chop, slice - Explore and generate negative commands: Do not open the oven door
Composition	- Adverbs to show how to do an action - Use noun phrases to add detail - Compound sentences
Grammar & Punctuation	- Use exclamation marks - Apostrophes for missing letters - Commas to separate items in a list

5c: INSTRUCTIONS WRITING – YEAR 3

Purpose		Type in Year 3
Read and following complex instructions Identify organisation features which make instructions easier to follow: numbers, bullets, diagrams etc Write clear instructions and test them out		Instructions linked to science
Features which should be included	- Informative title - Introductory paragraph to expand on title - Range of time connectives to sequence instructions	
Composition	- Instructions organised into blocks of writing depending on purpose - Use prepositions and conjunctions accurately	
Grammar & Punctuation	- Compound sentences - Inverted commas for direct speech - Commas to separate clauses	

5c: INSTRUCTION WRITING – YEAR 4

Purpose	Type in Year 4
Write a set of extended instructions Include an introductory and concluding paragraph	

Features which should be included	- Paragraphs should expand on instructional writing - Adventurous and descriptive adverbial phrases - Range of sentences including compound sentences
Composition	- Instructions organised in different ways but adhere to being sequenced correctly - Appropriate choice of pronoun or noun - Accurate use of articles
Grammar & Punctuation	- Compound sentences - Subordinate clauses and accurate use of commas - Apostrophes to mark singular possession

5c: INSTRUCTION WRITING – YEAR 5

Purpose		Type in Year 5
Write instructions with clear sections: equipment needed, procedure, additional advice etc Interweave use of diagrams or illustrations and link to written instructions		Instructions linked to Art & DT or computing
Features which should be included	- A range of organisational features - Relative clauses - Use of parenthesis or commas to clarify meaning or ambiguity - Modal verbs for emphasis	
Composition	- Reader is guided by organisational features - Range of sentence types and length for best effect - Range of grammar and punctuation is used for best effect	
Grammar & Punctuation	- Relative clauses - Modal verbs - Adverbs for degrees of possibility - Co-ordinating conjunctions	

5c: INSTRUCTION WRITING – YEAR 6

Purpose	Type in Year 6
Write instructions using different layout devices: sub-headings, columns, bullets, tables, etc. Interweave use of diagrams or illustrations and link to written instructions	
Features which should be included	- A range of organisational features - Use dash to mark boundary between independent clauses - Use of parenthesis or commas to clarify meaning or ambiguity - Colons to introduce a list - Semi-colons within lists and to add clarity
Composition	- Reader is guided by organisational features - Range of sentence types and length for best effect - Range of grammar and punctuation is used for best effect
Grammar & Punctuation	- Relative clauses - Modal verbs - Co-ordinating conjunctions - Hyphen, colon, semi-colon, dash

5d: NARRATIVE WRITING – RECEPTION

Purpose		Type in Reception
Orally retell familiar story using time words and past tense Write own story based on known traditional tale		Stories based on traditional tales and those with repeating patterns
Features which should be included	- Oral rehearsal before written - Write words or clauses to match to pictures of the story - Write own story based on traditional tale	
Composition	- Write word, clause or sentence to name something or give more information - Simple sentence structure using one independent clause - Include a subject and verb	
Grammar & Punctuation	- Use finger spaces - Capital letter at beginning of sentence and names - Full stop at end of sentence	

5d: NARRATIVE WRITING – YEAR 1

Purpose	Type in Year 1
Write own stories using language from familiar stories Stories have beginning, middle, end Stories have a main character Stories have and simple resolution	Fantasy story linked to another culture Story within a familiar setting

Features which should be included	- Plan which sets out the beginning, middle, end - Use story language 'Once upon a time …' ' One day …' - Use past tense
Composition	- Simple sentences including subject and verb - Adjectives to describe nouns - Capital letters for proper nouns - Similes using 'like'
Grammar & Punctuation	- Capital letter at beginning of sentence and names - Full stop at end of sentence

5d: NARRATIVE WRITING – YEAR 2

Purpose	Type in Year 2
Use past tense, 3rd person consistently Stories have setting and characters (adapted from known stories) Main event, followed by other events that lead to a resolution	Story linked to history Adventure story linked to another culture

Features which should be included	- More developed story language 'The next morning …' - Range of adverbs - Use of noun phrases to describe setting and characters - Sentences sequenced in chronological order indicated by time words - Consistent use of tense throughout - Use of exclamations for effect
Composition	- Adverbs for effect - Use noun phrases to add detail - Compound sentences - Alliteration for emphasis - Similes to add emphasis
Grammar & Punctuation	- Use exclamation marks - Apostrophes for missing letters - Commas to separate items in a list

5d: NARRATIVE WRITING – YEAR 3

Purpose	Type in Year 3
Stories to include a dilemma or conflict and a resolution Paragraphs to signal beginning, middle and end Use either 1st or 3rd person consistently One piece of dialogue between 2 characters Power of 3 for effect: eg 'He leaped from his horse, charged at the gate and raised his sword.'	Fables Fantasy story linked to history including humour
Features which should be included	- Paragraphs (between 3 – 5) - Includes direct speech between 2 characters - Similes and metaphors - Range of adverbs - Vocabulary that matches the type of story
Composition	- Use compound sentences - Adverbial phrases - Prepositional phrases to add detail
Grammar & Punctuation	- Compound sentences - Commas to separate clauses - Apostrophes to mark singular possession - Prepositions - Metaphors

5d: NARRATIVE WRITING – YEAR 4

Purpose	Type in Year 4
Stories to include: introduction, build up, climax or conflict, resolution Paragraphs introduced in different ways eg subordinate clause, different sentence lengths, etc. Dialogue used to develop story Story raises doubt and suspense	Myths Story linked to history including mystery

Features which should be included	- The introduction and resolution are clearly linked - Different paragraph lengths - Dialogue including accurate punctuation - A complication that confuses the reader
Composition	- Paragraphs start in different ways and range in length - Use complex sentences - Dialogue gives further information about the plot
Grammar & Punctuation	- Complex sentences - Commas to separate clauses - Apostrophes to mark singular possession - Speech punctuation

5d: NARRATIVE WRITING – YEAR 5

Purpose	Type in Year 5
Stories written for a particular audience eg younger child; language and content chosen appropriately Develop characterisation so the reader forms an opinion about the characters Setting is based on an actual place and is described in detail Use personification Use reported speech	Legends Story linked to another culture
Features which should be included	- Use a range of devices including power of 3, metaphor, similes, repetition, etc to inform the reader and sway their opinion - Use a range of adverbs for frequency or subtlety eg often, seldom, exactly, suspiciously, etc - Personification - Reported speech to move the story on
Composition	- Range of sentence types and length for best effect, including one word sentences - Use punctuation for parenthesis - Use pronouns and synonyms to avoid repetition - Consistent use of tense and person
Grammar & Punctuation	- Relative clauses - Adverbs for degrees of possibility - Modal verbs - Co-ordinating conjunctions - Brackets, dashes or commas to indicate parenthesis - Personification

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5d: NARRATIVE WRITING – YEAR 6

Purpose	Type in Year 6
Stories are well constructed and some raise intrigue eg first paragraph gives the resolution, etc. Dialogue used to move action on or to heighten empathy for a character Deliberate ambiguity is set up in the mind of the reader to be answered later on in the story Use both active and passive and subjunctive form	Narratives to include: - Classic - Detective /crime - Flashbacks - link to different culture

Features which should be included	- Range of story writing and cohesive devices used - Paragraphs of varying length and complexity - Dialogue and reported speech gives information or moves action on - Range of time connectives used to construct flashbacks
Composition	- Paragraphs are organised to confuse the reader - Range of sentence types and length for best effect - Modifiers for intensity: eg insiginificant amount, exceptionally, recently, etc. - Use range of a full range of punctuation
Grammar & Punctuation	- Passive and active voice - Subjunctive form - Hyphen, colon, semi-colon

Writing: Progression of knowledge & Skills

5e: NON-CHRONOLOGICAL REPORT WRITING – RECEPTION

Purpose	Type in Reception
Describe something or someone from picture, drawing Answer questions about the picture, drawing Write labels, captions and sentences for pictures or drawings	Non-chronological report: labels or sentences about drawings, models etc
Features which should be included	- Description matches object or person - Write words / sentences to describe pictures, what people do, what they like, etc
Composition	- Simple sentence structure using one independent clause - Include a subject and verb
Grammar & Punctuation	- Use finger spaces - Capital letter at beginning of sentence and names - Full stop at end of sentence

5e: NON-CHRONOLOGICAL REPORT WRITING – YEAR 1

Purpose	Type in Year 1
Collect information about something eg where they live, what the weather is like in another place, etc Share write an introduction to a report	Non-chronological report linked to geography

Features which should be included	- Factual information about a place or geographical aspect - Shared writing simple sentences to describe - Pupils to add to shared writing independently
Composition	- Simple sentences including subject and verb - Capital letters for proper nouns
Grammar & Punctuation	- Capital letter at beginning of sentence and names - Full stop at end of sentence

5e: NON-CHRONOLOGICAL REPORT WRITING – YEAR 2

Purpose	Type in Year 2
Research information from books or the internet Use information to write a report about a historical event or a person Organise information so sentences add to overall big picture	Non-chronological report linked to history
Features which should be included	- Title to show what report is about - Use noun phrases to describe detail - Use present tense - A list separated by commas
Composition	- Adverbs to describe an action - Compound sentences
Grammar & Punctuation	- Use exclamation marks - Apostrophes for missing letters - Commas to separate items in a list

5e: NON-CHRONOLOGICAL REPORT WRITING – YEAR 3

Purpose	Type in Year 3
Use subject specific vocabulary, sometimes technical Use language of comparison and contrast	
Features which should be included	- Informative title - Introductory paragraph to expand on title - Vocabulary matches the subject - Subject is compared to others
Composition	- Report organised into paragraphs (between 3 – 5) - Use prepositions and conjunctions accurately
Grammar & Punctuation	- Compound sentences - Commas to separate clauses and items in list

5e: NON-CHRONOLOGICAL REPORT WRITING – YEAR 4

Purpose	Type in Year 4
Gather notes from different sources about a subject Organise notes to write paragraphs with relevant information sequenced to build up a whole picture of the subject Reports to include some technical details	
Features which should be included	- Paragraphs organised with connected detail within each one - Fronted adverbials to draw out similarities eg 'Like most birds …' - Range of sentences including compound sentences
Composition	- Different aspects of information organised so reader gains more information as they read through report - Appropriate choice of pronoun or noun - Accurate use of articles
Grammar & Punctuation	- Compound sentences - Subordinate clauses and accurate use of commas - Apostrophes to mark singular possession

5e: NON-CHRONOLOGICAL REPORT WRITING – YEAR 5

Purpose		Type in Year 5
Reports that deal with two or more subjects that are compared Reports to use precise technical language to compare and contrast Explore both impersonal and personal styles in reports		Non-chronological report linked to science that compares and contrasts
Features which should be included	- Language to compare and contrast to highlight similarities and differences - Use pronouns and synonyms to avoid repetition - Relative clauses - Use of parenthesis or commas to clarify meaning or ambiguity - Modal verbs for emphasis	
Composition	- Reader gathers specific information on subjects - Range of sentence types and length for best effect - Range of grammar and punctuation is used for best effect	
Grammar & Punctuation	- Relative clauses - Modal verbs - Adverbs for degrees of possibility - Co-ordinating conjunctions	

5e: NON-CHRONOLOGICAL REPORT WRITING – YEAR 6

Purpose	Type in Year 6
Write reports which can be displayed and engages reader Use range of features eg sub-headings, diagrams, grids, etc Organise report with opening, paragraphs and conclusion Write both information and formal reports using appropriate vocabulary and style	Report writing
Features which should be included	- A range of organisational features - Use dash to mark boundary between independent clauses - Use of parenthesis or commas to clarify meaning or ambiguity - Colons to introduce a list - Semi-colons within lists and to add clarity - Diagrams and other visual features that provide information and are clearly labelled and appropriate placed
Composition	- Reader is guided by organisational features - Range of sentence types and length for best effect - Range of grammar and punctuation is used for best effect
Grammar & Punctuation	- Relative clauses - Modal verbs - Co-ordinating conjunctions - Hyphen, colon, semi-colon, dash

5f: PERSUASION– RECEPTION

Purpose		Type in Reception
To talk about how they respond to certain words, images eg looking at food makes them want to eat something		
Features which should be included	- Oral rehearsal before written - Write words clauses to label diagrams	
Composition	- Write word, clause or sentence to name something or give more information - Simple sentence structure using one independent clause - Include a subject and verb	
Grammar & Punctuation	- Use finger spaces - Capital letter at beginning of sentence and names - Full stop at end of sentence	

5f: PERSUASION WRITING – YEAR 1

Purpose		Type in Year 1
Through role-play explore what it means to persuade Think about what methods are effective: words, images, jingles, etc		
Features which should be included	- Sentences include questions (and answers) - Some parts are developed using adjectives and similes	
Composition	- Simple sentences including subject and verb - Adjectives to describe nouns - Capital letters for proper nouns - Similes using 'like'	
Grammar & Punctuation	- Use question marks - Capital letter at beginning of sentence and names - Full stop at end of sentence	

5f: PERSUASION WRITING – YEAR 2

Purpose		Type in Year 2
Explore different types of media used to persuade: posters, adverts, letters, etc.		Persuasion in adverts
Features which should be included	- Write an advert persuading others to buy something or visit somewhere - Use of adjectives and adverbs for effect - Use of noun phrases - Use of exclamations for effect	
Composition	- Adverbs for effect - Use noun phrases to add detail - Compound sentences - Alliteration for emphasis - Similes to add emphasis	
Grammar & Punctuation	- Use exclamation marks - Apostrophes for missing letters - Commas to separate items in a list	

5F: PERSUASION WRITING – YEAR 3

Purpose		Type in Year 3
Present a persuasive point of view in writing Link points and select style and vocabulary appropriate for reader		
Features which should be included	- Use paragraphs to group related information - Use suffixes and prefixes to develop meaning - Inverted commas for direct speech to add emphasis to persuade	
Composition	- Use compound sentences	
Grammar & Punctuation	- Compound sentences - Commas to separate clauses - Apostrophes to mark singular possession - Prepositions	

5f: PERSUASION WRITING – YEAR 4

Purpose		Type in Year 4
Present a persuasive point of view in writing Link points and select style and vocabulary appropriate for reader (eg child, parent, corporation)		Persuasion in letter
Features which should be included	- Speech with punctuation - Noun phrases expanded to give more detail - Adverbial phrases to elaborate on similarities - Use of antonyms or synonyms for detail or to avoid repetition	
Composition	- Paragraphs range in length - Use complex sentences - Use adverbs and conjunctions to justify a point	
Grammar & Punctuation	- Complex sentences - Commas to separate clauses - Apostrophes to mark singular possession - Antonyms & synonyms	

5f: PERSUASION WRITING – YEAR 5

Purpose		Type in Year 5
Read texts eg newspaper comment, headlines, fliers, etc) to compare writing Explore use of ambiguity, bias, half-truth; how opinion can be disguised to seem like fact		
Features which should be included	- Words and phrases noun phrases to support argument - Use a range of adverbials to stress a viewpoint - Use modal verbs and adverbs to express possibility - Relative clauses - Brackets and dashes	
Composition	- Range of sentence types and length for best effect - Use punctuation for parenthesis - Use pronouns and synonyms to avoid repetition	
Grammar & Punctuation	- Relative clauses - Adverbs for degrees of possibility - Modal verbs - Co-ordinating conjunctions - Brackets, dashes or commas to indicate parenthesis - Commas to clarify meaning or ambiguity	

5f: PERSUASION WRITING – YEAR 6

Purpose		Type in Year 6
Use different persuasive language techniques to deliberately influence the reader Develop a main point logically and effectively Anticipate possible objections; mitigate for these in your letter Include known views, popular opinion		Persuasion in a formal letter
Features which should be included	- Subject specific language and vocabulary used for effect and to persuade - Paragraphs organised using cohesive devices such as repetition, adverbials, noun phrases - Use of passive to give tone of formality	
Composition	- Paragraphs are organised so ideas are linked across and within paragraphs - Range of sentence types and length for best effect - Accurate use of organizational features eg bullets, diagrams, - Use range of punctuation	
Grammar & Punctuation	- Passive voice - Subjunctive form - Hyphen, colon, semi-colon	

Writing: Progression of knowledge & Skills

5g: PLAYSCRIPT WRITING – YEAR 3

Features	Type in Year 3
Short introduction outlining characters (maximum 4), time and location One scene where something happens and it gets resolved Simple playscript layout: character with colon – speech Accurate use of question and exclamation marks Each line gives information and moves the story on	Playscript including a dilemma

5g: PLAYSCRIPT WRITING – YEAR 4

Features	Type in Year 4
Introduction describing characters (maximum 6), time and location in detail Two scenes with further information before scene 2 to move the story on Simple playscript layout: character with colon – speech Use of stage directions to indicate where characters move Each line gives information and moves the story on	Playscript linked to another culture

5g: PLAYSCRIPT WRITING – YEAR 5

Features	Type in Year 5
Understand how to use stage directions, location details, costume information to support film production Main characters + 'extras' Script is written partly as a playscript for actors and partly as an information document for production Use of stage directions to indicate how characters say lines, interact with each other, gesture / facial and body reactions Each line gives information and moves the story on	Film script

5g: PLAYSCRIPT WRITING – YEAR 6

Features	Type in Year 6
Understand how to use stage directions, location details, costume information to support film production Main characters + 'extras' Script is written partly as a playscript for actors and partly as an information document for production Use of stage directions to indicate how characters say lines, interact with each other, gesture / facial and body reactions Dialogue between characters creates tension or empathy for the viewer	Film/TV script linked to sci-fi

Writing: Progression of knowledge & Skills

5h: POETRY PERFORMANCE & WRITING – RECEPTION

Features	Type in Year 3
Read, perform and learn range of nursery rhymes Recite and perform nursery rhymes with actions Notice patterns in the poems and use to share write own poems	Poems based on nursery rhymes with rhyming words

5h: POETRY PERFORMANCE & WRITING – YEAR 1

Features	Type in Year 1
Recite and perform poems in unison, following the rhythm and keeping time Create own actions for performance Explore rhyming words Write own rhyming couplets for a class poem	Poems based on traditional rhymes with rhyming couplets

5h: POETRY PERFORMANCE & WRITING – YEAR 2

Features	Type in Year 2
Recite and perform poems in small groups or independently Write riddles using question and exclamation marks accurately Understand what acrostic and calligram poetry is and write their own linked to topics	Riddles, acrostics and calligrams

Writing: Progression of knowledge & Skills

5h: POETRY PERFORMANCE & WRITING – YEAR 3

Features	Type in Year 6
Write own couplets using metaphors and adverbial phrases Read and comment on Kennings and Cinquains: talk about types of words, alliteration, rhythm and rhyme, similes Perform poems using actions, voices, sound effects and musical instruments Write own versions of poems based on those studied	Poems as couplets, Kennings and Cinquains

5h: POETRY PERFORMANCE & WRITING – YEAR 4

Features	Type in Year 4
Study some classic poetry Understand how the poet uses figurative language Look at free-verse and compare to rhyming verse Understand how onomatopoeia is used for effect and identify onomatopoeic words and phrases to use in own poetry Write own poems with figurative language and free verse Perform poems with appropriate expression	Poems with figurative language

Writing: Progression of knowledge & Skills

5h: POETRY PERFORMANCE & WRITING – YEAR 5

Features	Type in Year 5
Look at narrative poetry linked to history Identify the poetic features of the poetry Use a model to write own poems in a narrative style Understand the features of a Clerihew Write own Clerihew based on a historical figure Perform Clerihew for an audience with appropriate expression to entertain and humour	Narrative poems in a classic styles linked to history Clerihews

5h: POETRY PERFORMANCE & WRITING – YEAR 6

Features	Type in Year 6
Understand the structures of different types of poems Compare and contrast structured poems with modern verse Explain the impact of figurative language, including metaphor Use models to create own poems Decide how to present or perform poems for best effect	Poems such as Haikus and Limericks and with figurative language Modern verse

Writing: Progression of knowledge & Skills

5i: RECOUNT WRITING – RECEPTION

Purpose	Type in Reception
Retell events in time order Give an account of an event or experience	Recount of a shared event

Features which should be included	- Oral retelling of events using time words and past tense - Informally recount incidents in own life to others - Sequence pictures in order that they happened - Write words / sentences to match pictures or sequences
Composition	- Simple sentence structure using one independent clause - Include a subject and verb
Grammar & Punctuation	- Use finger spaces - Capital letter at beginning of sentence and names - Full stop at end of sentence

5i: RECOUNT WRITING – YEAR 1

Purpose	Type in Year 1
Retell events in time order Give an account of an event or experience Write in chronological order	Recount of a shared event in a letter

Features which should be included	- Writing includes a title linked to the content - Introductory sentence to show: who, what, when, where and why - Sentences show passing of time - Simple ending
Composition	- Simple sentences including subject and verb - Adjectives to describe nouns - Capital letters for proper nouns - Similes using 'like'
Grammar & Punctuation	- Use question marks - Capital letter at beginning of sentence and names - Full stop at end of sentence

5i: RECOUNT WRITING – YEAR 2

Purpose	Type in Year 2
Retell events in time order Give an account of an event or experience Write in chronological order using different time connectives	Write a diary entry
Features which should be included	- Clear introduction and ending - Introductory sentence to show: who, what, when, where and why - Sentences organised into chronological order - Correct use of present and past tense - Simple ending
Composition	- Adverbs to show how to do an action - Use noun phrases to add detail - Compound sentences - Alliteration for emphasis
Grammar & Punctuation	- Use exclamation marks - Apostrophes for missing letters - Commas to separate items in a list

5i: RECOUNT WRITING – YEAR 3

Purpose	Type in Year 3
Retell events about the writer or someone else Recount to include personal feelings, viewpoints Write in chronological order using adventurous time connectives	Write an autobiography

Features which should be included	- Introduction clearly sets out what text is about - Final paragraph includes personal viewpoint or feelings - Includes direct speech
Composition	- Recount organised into paragraphs (between 3 – 5) - Use pronouns accurately throughout the recount
Grammar & Punctuation	- Compound sentences - Inverted commas for direct speech - Commas to separate clauses - Apostrophes to mark singular possession

5i: RECOUNT WRITING – YEAR 4

Purpose	Type in Year 4
To give an account of an event or experience Recount to include time-shifts / be non-chronological Recount to include empathy	Write a newspaper report
Features which should be included	- Links between sentences and paragraphs to navigate reader - Paragraphs organised around key events - Writer adopts a viewpoint and conveys empathy - Final paragraph includes personal viewpoint or feelings - Includes direct speech
Composition	- Paragraphs navigate through time span non-chronologically - Use of possessive pronouns accurately throughout the recount
Grammar & Punctuation	- Compound sentences - Inverted commas for direct speech including punctuation - Subordinate clauses - Apostrophes to mark singular possession

5i: RECOUNT WRITING – YEAR 5

Purpose		Type in Year 5
Recount to inform, entertain or persuade Write in past tense using simple forms of past progressive and past perfect		Write a biography or auto-biography
Features which should be included	- Paragraphs organised around key events - Writer uses enquiry, information, creativity to inform and engage reader - Use of parenthesis or commas to clarify meaning or ambiguity	
Composition	- Paragraphs navigate reader - Range of sentence types and length for best effect - Use reported speech	
Grammar & Punctuation	- Relative clauses - Modal verbs - Adverbs for degrees of possibility - Co-ordinating conjunctions	

5i: RECOUNT WRITING – YEAR 6

Purpose		Type in Year 6
Recount to inform, entertain or persuade Use passive, active and subjunctive forms in writing		Write a biography or diary in role of character
Features which should be included	- Paragraphs vary in length - Writer uses feelings, empathy, viewpoints - Use of both informal and formal speech	
Composition	- Paragraphs navigate reader - Range of sentence types and length for best effect - Use formal and informal speech - Use range of punctuation	
Grammar & Punctuation	- Passive voice - Active voice - Subjunctive form - Formal & informal speech - Ellipsis, hyphen, colon, semi-colon	