Featherstone Wood Primary School Creative Curriculum

Stickability, communication, community values, risk-taking, reflectiveness, working collaboratively, independence, inquisitiveness.

Long Term Planning Writing

-KS1 National Curriculum	KS2 National Curriculum
Key Stage 1 Year 1 During year 1, teachers should build on work from the early years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. Understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling. Including common words containing unusual GPCs. Pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. Supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice. Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures. **Key stage 1 - year 2** By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. Be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency in reading. Finally, pupils should be able to retell some familiar stories. Focus on establishing pupils' accurate and speedy word-reading skills. Pupils listen to and discuss a wide range of stories, poems, plays and information books; including whole books. Pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell many of the words covered in year 1 correctly. They should also be able to make phonically plausible attempts to spell unfamiliar words. Finally, they should be able to form individual letters correctly, establishing good handwriting habits from the beginning. They should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, pupils are likely to be able to read and understand more	**Lower Key Stage 2 Year 3 and 4** Pupils should be able to read books written at an age-appropriate interest level. Reading them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Begin to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. Pupils should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. **Upper Key Stage 2 Year 5 and 6** Pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be

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complex writing than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word-reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Writing Statement of Intent:

At Featherstone Wood Primary school we believe that a quality Literacy (English) curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society

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Long Term Plan, Writing Curriculum
Featherstone Wood Primary School
2022-2023

	Beacon 1		Beacon 2		Beacon 3

Year 1	The pupil can, after discussion with the teacher:
	read own writing aloud clearly for others to hear and discuss
	   orally rehearse sentences and sequence them to form short narratives
	   join words and clauses with the conjunction 'and'
	   use past, present and future accurately in speech and begin to incorporate these in their writing
	   demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark
	   spell some Y1 common exception words* and the days of the week
	   segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way
	   form many letters and digits correctly, with some difference between upper and lower-case letters
	   use spaces between words
		Year 3	The pupil can:
			   write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)
			   create settings, characters and plot in narrative†
			   use speech punctuation correctly when following modelled writing
			   use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail
			   use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)
			   use the range of punctuation taught up to and including Y3 mostly correctly^ (e.g. apostrophes for possession, commas in lists)
			   spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,* using phonic knowledge and other knowledge of spelling such as
				Year 5	The pupil can:
					   write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)
					   in narratives, describe settings, characters and atmosphere†
					   begin to convey character and advance the action through dialogue, maintaining a balance of speech and description
					   select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)
					   use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing
					   use verb tenses consistently and correctly throughout most of their writing
					   use the range of punctuation taught up to and including Y5 mostly correctly^ (e.g. commas separating clauses; punctuation for parenthesis)
					   spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,* using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary
					   write legibly, fluently and with increasing speed

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		morphology, to spell words as accurately as possible
		    spell most common exception words*
		    increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)
		    join letters with diagonal and horizontal strokes where appropriate. 2			

	Vocabulary		**Vocabulary:**		**Vocabulary:**
	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark		preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')		modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 2	The pupil can, after discussion with the teacher,
	· write simple, coherent narratives about personal experiences and those of others (real or fictional)
	· write about real events, recording these simply and clearly
	· demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
	· use present and past tense mostly correctly and consistently
	· use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
		Year 4	The pupil can:
			    write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)
			    create settings, characters and plot in narrative†
			    use speech punctuation correctly most of the time
			    use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)
			    use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun
				Year Six	The pupil can:
					    write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
					    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 (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
					    use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

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	· segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
	· spell many common exception words* · form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters · use spacing between words that reflects the size of the letters.
			or pronoun to avoid repetition and adverbs to express time and cause)
			   use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)
			   use the range of punctuation taught up to and including Y4 mostly correctly^ (e.g. commas after adverbials; use of apostrophe)
			   spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,*
			and use phonics and morphology to spell words, beginning to use a dictionary to check spellings
			   write legibly and with increasing fluency, paying attention to size and spacing
			   maintain the use of joined handwriting2 throughout independent writing.
					use verb tenses consistently and correctly throughout their writing
					   use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
					   spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
					   maintain legibility in joined handwriting when writing at speed.2

	Vocabulary		Vocabulary		Vocabulary
	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma		determiner pronoun, possessive pronoun adverbial		subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

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Year 1 to Year 6

Autumn 1

Week	1	2	3	4	5	6	7
Nursery			Where's spot	Harvest – Non fiction	We're going on a Bear Hunt	Elmer's Weather	Funny Bones
Reception			Recognise simple repeatable story structures e.g. Once upon a time	Join in with repeated phrases, recognising a character is speaking.	Re-tell familiar stories Make predictions about story events and endings	Re-tell familiar stories Make predictions about story events and endings	What is an author, parts of the book.
	Whole School Unit: Coming To England (diversity)						
Year 1			Lists, labels and captions – Plenty of Love To Go Around	Narrative FEP 1a - Puffin Peter	Narrative FEP 1a - Puffin Peter	Buffer week/ publishing	Narrative FEP 1b – Stanley's Stick
Year 2			Narrative FEP 1: Frog and The Stranger	Narrative FEP 1: Frog and The Stranger	Buffer week/publishing	That rabbit belongs to Emily Brown: sentence structure	That rabbit belongs to Emily Brown: sentence structure
Year 3			Narrative FEP 1: Paper bag princess	Narrative FEP 1: Paper bag princess	Buffer week/publishing	Narrative/Non-Fiction FEP 2 alt: Walk with a wolf	Narrative/Non-Fiction FEP 2 alt:Walk with a wolf
Year 4			Narrative	Narrative	Buffer week/publishing	Narrative	Narrative

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			FEP 1: Arthur and the Golden Rope	Y4 FEP 1: Arthur and the Golden Rope		FEP 2: The king who banned the dark	FEP 2: The king who banned the dark
Year 5			Narrative FEP 1: Wolves in the Walls	Narrative FEP 1: Wolves in the Walls	Buffer week/publishing	Report FEP 2: Monsterology	Report FEP 2: Monsterology
Year 6			Narrative FEP 1: The Wisp	Narrative FEP 1: The Wisp	Buffer week/publishing	Non Chron FEP 2: Planetarium	Non Chron FEP 2: Planetarium

Autumn 2

	1	2	3	4	5	6	7
Nursery	Room on the Broom	Diwali – Non fiction	Kippers Windy day	The Gruffalo	Dear Santa	Stick man	
Reception	Recount events in their own life. Write own name	Break the flow of speech into words Write own name	Write own name Give oral explanations of why or how they can persuade or be persuaded.	Write own name Give oral explanations of why or how they can persuade or be persuaded.	Write own name Join in with class rhymes and poems.	Write own name Join in with class rhymes and poems.	Write own name Join in with class rhymes and poems.
Year 1	Narrative FEP 1b – Stanley's Stick	Buffer week/publishing	Instruction FEP 2: Gruffalo Crumble	Instruction FEP 2: Gruffalo Crumble	Buffer week/publishing	Jolly Christmas postman	Jolly Christmas postman

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Year 2	FEP 2: Scaredy Squirrel makes a friend	FEP 2: Scaredy Squirrel makes a friend	Buffer	Narrative FEP 3: Augustus and his smile	Narrative FEP 3: Augustus and his smile	Literacy shed – Christmas crayons	Literacy shed – Christmas crayons
Year 3	Spider and the Fly: Sentence Structure	Spider and the Fly: Sentence Structure	Spider and the fly: Sentence Structure	Narrative FEP 3: Mini Rabbit Not Lost	Narrative Y3 FEP 3 Mini Rabbit Not Lost	The Snowman Poem	The Snowman Poem
Year 4	Love That Book DEP Leon and the Place Between	Love That Book DEP Leon and the Place Between	Buffer /Publishing	Poetry Overheard on a Saltmarsh	Poetry Overheard on a Saltmarsh –hfl	Narrative Polar express read story /film. descriptive re-telling	Narrative Polar express read story /film. descriptive re-telling
Year 5	Report FEP 2: Monsterology	Narrative FEP 3: Cloud Tea Monkeys	Narrative FEP 3: Cloud Tea Monkeys	Buffer/Publishing	Instruction Visual Literacy (John Lewis Advert) Excitable Edgar	Poetry Twas the Night Before Christmas	Poetry Twas the Night Before Christmas
Year 6	Narrative FEP 3: Night of the Gargoyles	Narrative FEP 3: Night of the Gargoyles	Letters From A Lighthouse by Emma Carrol	Letters From A Lighthouse by Emma Carrol	Letters From A Lighthouse by Emma Carrol	Graphic Novel A Christmas Carol Charles Dickens	Graphic Novel A Christmas Carol Charles Dickens

Spring 1

	1	2	3	4	5	6	7

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Reception	Whole School Unit: Tango Makes 3	Look carefully at experiences and choose words to describe.	Describe characters from books.	Describe settings.	Describe characters from books. Describe settings	Use simple imperative verbs to persuade e.g. creating written rules
Year 1		Narrative FEP 3: Mr Big	Narrative FEP 3: Mr Big	Buffer/ Publishing	Narrative Wolf Won't Bite: Sentence Structure (to plan)	Narrative Wolf Won't Bite: Sentence Structure (to plan)
Year 2		Voices In The Park by Anthony Browne	Voices In The Park by Anthony Browne	Narrative DEP 1Rapunzel	Narrative DEP 1 Rapunzel	Narrative DEP 1 Rapunzel
Year 3		DEP Narrative The Finger Eater	DEP Narrative The Finger Eater	DEP: Narrative The Finger Eater	Poetry Kit's Magic Box	Buffer/ Publishing
Year 4		Report The day I swapped my dad for a goldfish (HFL)	Report The day I swapped my dad for a goldfish (HFL)	Buffer/ Publishing	Great Women who changed the world Great Women who saved the planet	Great Women who changed the world Great Women who saved the planet
Year 5		Love That Book The Promise	Love That Book The Promise	Love That Book The Promise	Biographies Stone Girl Bone Girl	Biographies Stone Girl Bone Girl
Year 6		Visual Literacy 'The Guardian's 3 Little Pigs	Visual Literacy 'The Guardian's 3 Little Pigs	Report Spiderwick Field Guide	Report Spiderwick Field Guide	Report Spiderwick Field Guide

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Spring 2

		1	2	3	4	5	6	7
Reception		Write labels and captions on simple diagrams.	Know that a sentences tells a whole idea and makes sense	Enjoy making up funny sentences.	Write simple sentences that can be read by themselves	Write simple sentences that can be read by themselves	Attempt own writing for various purposes.	Attempt own writing for various purposes.
Year 1		Narrative DEP: Mr Postmouse	Narrative DEP: Mr Postmouse	Buffer/ Publishing	Narrative Farmer Duck	Narrative Farmer Duck	Buffer/ Publishing	Poetry One Sliver Speck
Year 2		Love That Book Last Stop On Market Street	Love That Book Last Stop On Market Street	Report DEP 2: Great Fire of London	Report DEP 2: Great Fire of London	Report DEP 2: Great Fire of London	Report DEP 2: Great Fire of London	Poetry Blue Balloons and Rabbit Ears
Year 3		Fable DEP War and Peas	Fable DEP War and Peas	Fable DEP War and Peas	Buffer/ Publishing	Newspaper The True Story of The Three Little Pigs	Newspaper The True Story of The Three Little Pigs	Newspaper The True Story of The Three Little Pigs
Year 4		Roman Myths and Legends	Roman Myths and Legends	Roman Myths and Legends	Roman Myths and Legends	Explanation: Charlie Small and Until I Met Dudley	Explanation: Charlie Small and Until I Met Dudley	Explanation: Charlie Small and Until I Met Dudley

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Year 5	Poetry Visual Literacy The Lion Hunt	Poetry Visual Literacy The Lion Hunt	Poetry Visual Literacy The Lion Hunt	Narrative The Watertower/ Boy In The Tower	Narrative The Watertower/ Boy In The Tower	Narrative The Watertower/ Boy In The Tower	Narrative The Watertower/ Boy In The Tower
Year 6	The Rain Player by David Wisniewski	The Rain Player by David Wisniewski	The Rain Player by David Wisniewski	Fiction Genres (HFL)	Fiction Genres (HFL)	Fiction Genres (HFL)	Fiction Genres (HFL)

Summer 1

	1	2	3	4	5	6	7
	Whole School Unit: Little People (famous people diversity)						
Reception			Attempt to write short sentences in meaningful context e.g. I saw…	Write short stories and be aware of the listener.	Write sentences to match pictures.	Communicate opinions through simple written sentences e.g. I hope, I like.	Writes rhyming pairs of words.
Year 1			Contemporary Fiction: The Last Noo Noo	Contemporary Fiction: The Last Noo Noo	Instructions How to Wash a Woolly Mammoth	Instructions How to wash a Woolly Mammoth	Poetry Free-verse poetry

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Year 2			Instruction	Instruction	Buffer / Publishing	Narrative (Immigration) Here I Am by Patti Kim (to plan)	Narrative (Immigration) Here I Am by Patti Kim (to plan)
Year 3			Non chron report Pirates	Non chron report Pirates	Non chron report Pirates	The Pirate Ship by Quentin Blake (to plan)	The Pirate Ship by Quentin Blake (to plan)
Year 4			Playscripts: Alice In Wonderland	Playscripts: Alice In Wonderland	Playscripts: Alice In Wonderland	Playscripts: Alice In Wonderland	
Year 5			Hermelin Love That Book DEP	Hermelin Love That Book DEP	Non chron All Aboard The Discovery Express (to plan)	Non chron All Aboard The Discovery Express (to plan)	Non chron All Aboard The Discovery Express (to plan)
Year 6			Narrative Tales of Outer Suburbia	Narrative Tales of Outer Suburbia	Narrative Tales of Outer Suburbia	Action Stormbreaker	Action Stormbreaker

Summer 2

	1	2	3	4	5	6	7
Reception	Write simple sentences that can be read by others.	Write simple sentences that can be read by others.	Write a simple recount.	Write a simple recount.	Use imperative verbs in writing e.g, put, get	Write sentences to give	Write sentences to give

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						information. E.g. a fact file.	information. E.g. a fact file.
Year 1	Non-chron DEP Bats	Non-chron DEP Bats	Narrative Traction Man	Narrative Traction Man	Narrative Traction Man	The Proudest by Ibtihaj Muhammad	The Proudest by Ibtihaj Muhammad
Year 2	Explanation Monsters – An Owners Guide	Explanation Monsters – An Owners Guide	Explanation Monsters – An Owners Guide	Narrative The Journey	Narrative The Journey	Perfectly Norman (to plan)	Perfectly Norman (to plan)
Year 3	Love That Book; Atlas of Adventures	Love That Book Atlas of Adventures	Buffer/ Publishing	Report Pebble In My Pocket (to plan)	Report Pebble In My Pocket (to plan)	Report Pebble In My Pocket (to plan)	Poetry (Caribbean poetry)
Year 4	Narrative Mufara's Daughters	Narrative Mufara's Daughters	Narrative Hansel and Gretal by Anthony Browne	Narrative Hansel and Gretal by Anthony Browne	Narrative Hansel and Gretal by Anthony Browne	Narrative Early Chapter Book	Narrative Early Chapter Book
Year 5	**Non-Fiction**	**Non-Fiction**	**Non-Fiction**	David Attenborough Vocabulary development	David Attenborough Vocabulary development	Poetry The Highwayman	Poetry The Highwayman
Year 6	Macbeth	Macbeth	Macbeth	Macbeth	Macbeth	Poetry: Narrative-The Listeners	Poetry: Narrative- The listeners

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Progression

Year Group	Reading	Writing
Nursery	**Listening to and reading a range of stories on page and screen which provoke different responses:** Story sequence/plot - **Viewpoint** - Character - Setting	**Creating stories orally and on the page, that will impact on listeners and readers in a range of ways:** Oral retelling - *Writing*
Reception	Listen to stories being told and read. Know when a story has begun and ended. Recognise simple repeatable story structures and some typical story language, for example, '*Once upon a time…*' Be aware that books have authors; someone is telling the story. *Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books* Stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in the story by joining in, e.g. with a repeated phrase. Stories happen in a particular place; identify settings by referring to illustrations and descriptions	Main Learning: Use features of narrative Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play. Attempt own writing for various purposes, using features of different forms, including stories. Attempts to write own texts that show understanding of features typically found in books read .e.g. Dear Black beard, you are very mean./The wicked witch was bad. Retells aspects of well – known stories e.g. Once upon a time. / I'll puff and I'll puff.
	Grammar Focus **Grammar focus across year** Begins to break the flow of speech into words Write simple sentences that can be read by themselves and others. Attempts to write short sentences in meaningful contexts Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books e.g*. once upon a time*	
Year 1	**Listening to and reading a range of stories which provoke different responses:** **Story sequence/plot** - Viewpoint - **Character** - Setting	**Creating stories orally and on the page, that will impact on listeners and readers in a range of ways:** **Oral retelling** - *Writing*
T1	Consolidate understanding that stories have characters, settings and events. Discuss the significance of the title. Identify the main events. Increase awareness of grammatical structures. Recognise main characters.	Main Learning: Sentence structure Recount own experiences orally. Compose sentences orally. Use simple sentences to recount own experiences in writing.
T2	Recall the main events and recognise patterns in texts (e.g.) repeated phrases and refrains. Recognise story language. Recognise typical characters for example, good and bad characters in fairy stories and traditional tales;; recognise dialogue Notice familiar and unfamiliar settings and based on real-life or fantasy.	Main Learning: Sequencing sentences Innovate on patterns from a familiar story orally including some story language, and in writing. Write own version of a familiar story using a series of sentences to sequence events.
T3	Recognise the beginning, middle and end in stories. Recognise typical phrases for story openings and endings. Understand how written	Main Learning: Adding story language to sequenced sentences.

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	language can be structured to build surprise in narratives. Make predictions about events and endings. Make inferences on the basis of what characters have said or done. Identify the goal or motive of the main character and talk about how it moves the plot on; Notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud. Notice features of typical settings. Respond by making links with own experience and identify 'story language' used to describe imaginary settings. Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator.	Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) *then, next* etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set, include *good and bad characters* and use ideas from reading for some incidents and events.
	Grammar Focus across the year How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	
Year 2	**Listening to and reading a range of stories which provoke different responses:** Story sequence/plot - Viewpoint - Character - Setting	**Creating stories orally and on the page, that will impact on listeners and readers in a range of ways** *Oral telling-writing*
T1	Analyse the sequence of events in different stories using the structure: opening, something happens, events to sort it out, ending. Identify words and phrases used to link events. Predict endings. Identify common themes in traditional tales. Identify typical settings and make predictions about events that are likely to happen. Recognise simple recurring literary language in stories. Understand the difference between spoken and written language. Learn about characters by looking at what they say and do as well as their appearance.	Main Learning: Structuring events within a story. Re-tell a familiar story with events in sequence and including some dialogue and formal story language. Compose individual sentences orally and write them down. Imitate familiar stories by borrowing and adapting structures; Write own story in the style of a traditional tale, using typical settings, characters and events.
T2	Identify the sequence and why events take place in a particular order by looking at characters' actions and their consequences. Identify elements of an author's style, e.g. familiar characters, settings or common themes . Explore characterisation by looking at descriptions and actions and responding imaginatively. Make predictions about character's actions and look for evidence of change as a result	Main Learning: Characterisation Plan and tell a story based on own experience. Improvise and rehearse new dialogue between familiar characters. Explore characters' feelings and situations. Develop writing stamina. Plan and write own story about a familiar character, using the structure: opening, something happens, events to sort it out, ending. Describe characters and include dialogue.

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	of events. Make inferences on the basis of what is said and done.	
T3	Sustain interest in a longer narrative. Make predictions during reading. Discuss the sequence of events in books and how events are related. Track a character through a story and see how they change during the course of the story; Analyse pieces of dialogue for what it shows about characters. Look at the verbs used for speech and work out how the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. *sighed, shouted, joked.* Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.	Main Learning: Adding detailed description for interest. Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; Dramatise parts of own stories for class. Read aloud with appropriate intonation to make the meaning clear. Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Include descriptions of characters and setting and some dialogue. Use phrases drawn from story language to add interest, (e.g.) *she couldn't believe her eyes.*
	Grammar Focus Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling Apostrophes to mark singular possession in nouns [for example, the girl's name]	
Year 3	**Listening to and reading a range of stories which provoke different responses:** **Story sequence/plot** - Viewpoint - **Character** - **Setting**	**Creating stories orally and on the page, that will impact on listeners and readers in a range of ways:** Oral retelling - *Writing*
T1	Consolidate understanding of sequential story structure: Identify common features and themes in stories with familiar settings; analyse plots and suggest reasons for actions and events. Recognise that authors make decisions about how the plot will develop. Identify examples of a character telling the story in the 1st person; Notice the difference between 1st and 3rd person accounts;	Main Learning: Structuring narrative in paragraphs Tell stories based on own experience and oral versions of familiar stories; sequence events clearly and have a definite ending; Plan and write stories based on own experience using the structure (opening, dilemma/ conflict / problem, resolution, ending). Write an opening paragraph and further paragraphs for each stage of the story ensuring that sequence is clear. Use either 1st or 3rd person consistently;

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	Make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story; Identify with characters and make links with own experience when making judgements about their actions. Compare settings in different stories and analyse words and phrases used for description. Identify how settings are used to create atmosphere;	
T2	Identify common features and themes in different types of traditional story. Identify typical features of particular types of story, similar key incidents and typical phrases or expressions. Analyse and compare plot structure and identify formal elements in story openings and endings. Identify the range of conjunctions used to link events and change scenes. Recognise stock characters in particular types of story and typical settings. Predict what might happen from details stated. Identify conventions for punctuation and presentation of dialogue. Discuss what it reveals about characters' feelings, motives and relationships. Analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue. Draw inferences based on character's actions.	Main Learning: Characterisation and dialogue Plan and tell stories, varying voice and intonation to create effects and sustain interest. Role play include dialogue to set the scene and present characters; Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary. Plan and write complete stories using a familiar plot and altering characters or setting. Include a structured sequence of events organised into paragraphs. Describe new characters or settings. Include examples of patterned story language. Use conventions for written dialogue and include some dialogue that shows the relationship between two characters.
T3	Investigate common features, structure and typical themes and conventions in stories. Recognise common themes in what they read. Analyse structure by identifying the most exciting part of the story and plotting other events around it. Analyse the use of language to set scenes, build tension or create suspense. Discuss the author's techniques, e.g. using cliff-hangers at the end of chapters. Read and compare books by the same author and express a personal response, commenting on elements of style. Explore a problem for a character and demonstrate empathy when making judgements about their actions. With support, justify their views about what they have read. Comment on the effect of scene changes, e.g. moving from a safe to a dangerous place to build tension.	Main Learning: Use of vocabulary, sentence structure and dialogue for pace and detail. Plan stories orally; explore moral dilemmas for characters using drama. Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time. Include description of a typical setting and characters. Use written dialogue to move the plot on. Consolidate vocabulary and grasp of sentence structure.

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	Grammar Focus Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Introduction to inverted commas to punctuate direct speech	
<u>Year 4</u>	**Listening to and reading a range of stories which provoke different responses:** Story sequence/plot - Viewpoint - Character - Setting	**Creating stories orally and on the page, that will impact on listeners and readers in a range of ways:** Oral retelling - *Writing*
<u>T1</u>	Recognise the stages in a story and identify the introduction, build-up, climax or conflict and resolution. Notice how the passing of time is conveyed and key words and phrases used to introduce paragraphs or chapters. Identify the events that are presented in more detail and those that are skimmed over. Express responses to particular characters and identify techniques used by the author to persuade the reader to feel sympathy of dislike. Identify the use of figurative and expressive language to build a fuller picture of a character; Recognise the way that the setting effects characters' appearance, actions and relationships. Comment on differences between what characters say and what they do. Make deductions about the feelings and motives that might lay behind their words. Predict what might happen from details stated and implied. Draw inferences based on character's actions and justify with evidence. Look at the way that a setting is created using small details and longer descriptions. Note similarities and differences with children's own experiences.	Main Learning: Story structure – grouping ideas within a paragraph Plan and tell own versions of stories. Compose sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure. Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary. Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; Organise paragraphs around a theme. Include descriptive detail to evoke the setting and make it more vivid. Sequence events clearly and show how one event leads to another. Use details to build character descriptions and evoke a response; Enhance the effectiveness of what they write
<u>T2</u>	Review the structure and features of stories. Identify examples of figurative and expressive language to build a fuller picture of a character. Discuss characters' behaviour and actions and the extent to which they are changed by the setting. Independently justify their views about what they have read. Collect evidence from stories to build up a picture of a setting. Note examples of descriptive language, talk about the mood or atmosphere they create and make	Main Learning: Develop mood and atmosphere through using a range of vocabulary and sentence structures Re-tell a story using techniques to entertain the audience, e.g. gestures, repetition, traditional story openings and endings. Plan and write a longer story set using the structure: introduction, build-up, climax or conflict, resolution. Use paragraphs to organise and sequence the narrative and for more extended narrative structures; Include details of the setting, using figurative and expressive language to evoke mood and atmosphere. Build on the range and variety of grammar, vocabulary and narrative structures.

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		predictions about how characters will behave in such a place.	
T3		Analyse the structure and chronology of a story. Comment on the time covered in the story as a whole and discuss why some events are presented in more detail whilst others are skimmed over. Use age appropriate academic language. Look at the way that descriptive language and small details are used to build an impression of an unfamiliar place. Demonstrate an understanding of figurative language. Make predictions about how characters will behave in such a setting. Discuss the decisions that the author has made in setting up problems for the characters and choosing how to resolve them. Comment on the success of the writing and whether children agree or disagree with the way that the problem was solved. Look at the way that key characters respond to a problem and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected. Explore alternative outcomes to the main issue. Analyse dialogue and make judgements about the extent to which characters reveal their true feelings or motives. Identify and summarise main ideas drawn from more than one paragraph. Identify how language, structure and presentation contribute to meaning.	Main Learning: Develop characterisation in relation to setting and events Work in role to 'interview' story characters. Use improvisation to explore alternative actions and outcomes to a particular issue. Explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. Write in role as a character from a story. Plan and write a longer story where the central character faces a problem that needs to be resolved. Use a clear story structure. Use different ways to introduce or connect paragraphs, (e.g.) *Sometime later…, Suddenly…, Inside the castle…*; develop settings using adjectives and figurative language to evoke time, place and mood. Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail. Monitor whether their writing makes sense.
		Grammar Focus Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials		

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Year 5	Listening to and reading a range of stories which provoke different responses: **Story sequence/plot** - Viewpoint - **Character** - **Setting**	Creating stories orally and on the page, that will impact on listeners and readers in a range of ways: *Oral retelling* - *Writing*
T1	Map out texts showing development and structure and identify high and low points, links between sections, paragraphs and chapters. Compare in different stories. Authors have particular styles and may have a particular audience in mind; Explore aspects of an author's style by comparing themes, settings and characters in different stories. Look for evidence of narrative viewpoint*;* author's perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly. Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) *in response to particular experiences or over time*, what it shows about the character and whether the change met or challenged the reader's expectations. Review different ways to build and present a character, (e.g.) using dialogue, action or description and discuss children's response to particular characters. Investigate direct and reported speech. Summarise and present a story in their own words.	Main Learning: Write in a specific style using a given model Plan and tell stories demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; Write in the style of a particular author to complete a section of a story, add scenes, characters or dialogue to a familiar story; Enhance the effectiveness of writing as well as its accuracy. Experiment with different ways to open a story, e.g. dialogue, an important event. Plan and write a complete short story with an interesting story opening. Organise into paragraphs for build-up, climax or conflict, resolution and ending. Use language to create a particular comic or dramatic effect.
T2	Compare the structure and features of different versions of the same story, e.g. re-telling from different times or countries, adaptations for different age-groups. Notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Compare characters, settings, themes and other aspects of what they read. Identify the audience that the author had in mind for a particular story. Make inferences about the perspective of the author from what is written and what is implied. Discuss the author's perspective on events and characters, (e.g.) *the consequences of a character's mistakes – do they get a second chance?* Explore how narration relates to events. Check whether the viewpoint changes at all during the story; explore how the narration relates to events.	Main Learning: Adapt writing style for a specific audience exploring different viewpoints Plan and tell stories to explore narrative viewpoint (e.g.) re-tell a familiar story from the point of view of another character. Try adapting oral story-telling for a different audience, e.g. younger children. Reflect on the changes. Use similar writing as a model for their own. Plan and re-write a familiar story from an alternative point of view. Adapt writing for a particular audience; aim for consistency in character and style. e.g. a new version of a traditional tale for a younger audience. Reflect an understanding of the audience and purpose of writing by selecting appropriate grammar and vocabulary. Organise into paragraphs. Adapt sentence length and vocabulary to meet the needs of the reader.

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	Look for evidence of characters changing during a story and discuss possible reasons, what it shows about the character and whether the change met or challenged children's expectations. Recognise that characters may have different perspectives on events in the story; Review features of typical settings for different types of narrative. Identify examples of effective description which evoke time or place. Look at the author's use of language, (e.g.) literal and figurative language when describing settings. Use technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect.	
T3	Analyse the structure of more complex narratives, e.g. two parallel narrative threads, 'time slip' or non-linear chronology. Look at the way that the author signals a change in the narration time and place, reality to unreality and discuss the effect of seeing the story from different points of view. Look for evidence of the author's perspective and examples of them addressing the reader directly. Explore ways to change the narrative viewpoint within and across more than one text. Look at characters' appearance, actions and relationship and make deductions about differences in patterns of relationships and attitudes in comparison to children's own experience. Recognise that characters may have different perspectives on the story and explore different points of view. Look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact. Review ways to vary pace by using direct or reported speech at different points in a story. Look at examples of dialogue and degrees of formality and consider what this shows about relationships. Consider the time and place where a story is set and look for evidence of differences that will affect the way that characters behave or the plot unfolds.	Main Learning: Develop characterisation within a non-linear narrative structure Use improvisation and role-play to explore different characters' points of view. Re-tell a familiar story from the point of view of another character, using spoken language imaginatively to entertain and engage the listener. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, e.g. parallel narratives. (e.g.) portray events happening simultaneously *(Meanwhile…)*; extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; Experiment with the order of chapters or paragraphs to achieve different effects. Try varying pace by using direct and reported speech. Use dialogue to build character. Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Check for consistency in narrative voice when telling each part of the story.
	Grammar Focus Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	

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	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] or tense choices [for example, he had seen her before] dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	
<u>Year 6</u>	**Listening to and reading a range of stories which provoke different responses:** **Story sequence/plot** Viewpoint**: Character Setting**	**Creating stories orally and on the page, that will impact on listeners and readers in a range of ways:** Oral retelling - *Writing*
<u>T1</u>	Compare the structure and features of a range of stories. Look for different ways that information is revealed or events are presented, (e.g.) dreams, flashbacks, letters. Consider when a story was first published and discuss the audience that the author had in mind, e.g. children reading a classic text published in the last century. Recognise that the narrative viewpoint can be changed. Discuss the effect that this has on the story and the reader's/ viewer's response. Compare the way characters are portrayed in stories and film versions and comment on whether the film version matched what children had imagined when reading. Recognise that authors can use dialogue at certain points in a story to, (e.g.) *explain plot, show character and relationships, convey mood or create humour.* Compare settings in stories. Analyse changes of scene in stories, films and plays, Different episodes can take place in different settings; discuss why and how the scene changes are made and how they affect the characters and events;	Main Learning: Writing for effect - choice of sentence structure and vocabulary. Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. Transform narrative writing into a script and perform as a short dramatised scene. Plan and write a short story, e.g. modern re-telling of a classic play. Plan the plot, characters and structure quickly and effectively. Enhance the effectiveness of writing as well as accuracy. Use paragraphs to vary pace and emphasis. Describe a setting by referring to all the senses; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Reflect an understanding of how the selection of appropriate grammar and vocabulary can change and enhance meaning.
<u>T2</u>	Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made. Review more complex narrative structures and those with non-linear chronology. Consider how style is influenced by the intended audience and consider author's use of language. Consider how style is influenced by the time when they wrote. Identify ways to manipulate narrative viewpoint, e.g. by having a different character taking over the story-telling or the story has 2 narrators, and discuss the effect of this. Recognise that the narrator can change and be manipulated and talk about the effect that this has on the story and the reader's response.	Main Learning: Structuring narrative to create a specific effect. Use improvisation and role play to explore typical characters, setting and events in a particular fiction genre. Tell short stories in a particular genre to engage and entertain an audience. Plan and write a complete story in a particular genre with non-linear chronology, e.g. using flashbacks. Select features of narrative structure typical of the genre, (e.g.) starting an adventure story with a dramatic event and then providing background information. Arrange paragraphs carefully and use a range of connecting devices to signal that the narrative is moving back or forward in time (e.g.) *use two narrators to tell the story from different perspectives;* use the paragraph structure of non-linear narratives as a model for own writing.

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	Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. *in parody;* Analyse examples of dialogue that are typical of a particular genre. Analyse the author's use of language to evoke a sense of time and place and identify particular techniques such as using expressive of figurative language, describing a character's response, adding details of sights and sounds. Recognise that authors use language carefully to influence the reader's view of a place or situation.	Create a typical setting and characters for the genre using expressive language and building up small details. Consciously control structure in their writing and understand how the structure creates an effect. Plan and write a parody of a familiar story in a particular genre. Manipulate typical characters, settings and events to surprise and amuse the reader. Use a wide range of cohesive devices to build cohesion within and between paragraphs.
T3	Compare stories by the same author or on the same theme and make judgements in response to story endings, e.g. whether it was believable, whether dilemmas were resolved satisfactorily. Look at elements of an author's style to identify common elements and then make comparisons between books; Consider response to narrative voice when evaluating a book, e.g. sympathising with the narrator's point of view; agreeing judgements about other characters. Express opinions about favourite characters and discuss what makes them appealing. Compare and contrast different responses to the same character. Analyse dialogue at particular points in a story and summarise its purpose, (e.g.) to explain plot, show character or relationships etc.	Main Learning: Characterisation. Develop relationships through reactions to events and settings. Plan and write an extended story. Use techniques learned from reading, e.g. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; create mood and atmosphere by describing a character's response to a particular setting; use changes of scene to move the plot on or to create a break in the action; vary the pace by using sentences of different length and direct or reported speech. Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others. Understand nuances in vocabulary choice.
	Grammar Focus The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	
Moving Beyond	Explore the techniques and devices that writers use to develop character, viewpoint, and voice. Writing choices should extend beyond a simple choice between first and third person narration and include a range of narrative voices (e.g. (first-, second- and third-person narration and stream of consciousness – a form of first-person narration). Use of multiple narration to offer contrasting accounts of the same event or to drive the plot at alternate intervals would provide high levels of challenge in terms of sustaining and moving between viewpoints and in planning carefully so that plotlines remain credible and cohesion is achieved across different strands of narration. Alternatively, use of an omniscient narrator may provide commentary (judgment, rationale, sympathy etc.) on a central character and their actions/choices/situation. In exploring narrative voice, build on earlier work on plot, setting and characterisation. Use figurative language with increasing confidence, precision and originality. Create imagery in places that is detailed and evocative and avoids cliché (where appropriate). Some imagery may	

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	recur across a narrative (iconography of particular genres, refrains in dialogue or motifs). Vocabulary choices are consistent with the theme and mood of the writing. Experiment with form in terms of chronology (reverse chronology, cyclical structures, shifts in time and space in science fiction/fantasy) or by manipulating sentence or paragraph structures in surprising/unconventional ways.
	Grammar Focus Apply growing knowledge of vocabulary and grammar in writing. Recognise that non-finite clauses are those which do not contain a subject + verb: they contain an infinite verb with or without to, a verb + ing or a verb + ed. For example: -- Diving to the ground, James narrowly escaped the first round of fire. : verb + ing -- Overwhelmed by the kindness, Marie's gaze toured the room taking in every last detail. verb + ed -- To make it safe, Tina would have to test it before the big day: but who would volunteer?: To + infinitive. Refine expressions so that redundant words and phrases are kept to a minimum. (e.g. overuse of adjectives and adverbs); revises longer sentences and considers whether impact is enhanced e.g. He grabbed the gun vs. He quickly grabbed the gun.

Progression Recounts

Reception	Year 1	Year 2	Year 3
· Informally recount incidents in own life to other children or adults and listen to others doing the same ☐ Experiment with writing in a variety of play, exploratory and role-play situations ☐ Write sentences to match pictures or sequences of pictures illustrating an event ☐ Use experience of simple recounts as a basis for shared composition with an adult focusing on retelling, substituting or extending, leading to simple independent writing about a known event e.g. what they did on a school trip **Grammar focus** ☐ Break the flow of speech into words ☐ Write simple sentences that can be read by themselves and others ☐ Attempt to write short sentences in meaningful contexts e.g. *I saw………/I went………..*	· Describe incidents from own experience in chronological order using basic sequencing words and phrases, for example, *'then', 'after that'* ☐ Listen to other's recounts and ask relevant questions to find out more about the event being recounted ☐ Read personal recounts and begin to recognise generic structure, e.g. chronologically ordered sequence of events, use of time words like *first, next, after, when* ☐ Write simple first person recounts linked to events of interest/study or to personal experience, incorporating at least three chronological 'events' in order, maintaining past tense and consistent use of first person **Grammar Focus** ☐ Regular plural noun suffixes –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun ☐ Separation of words with spaces ☐ Introduce capital letters and full stops	· Discuss the sequence of events recounted in texts at a level beyond which they can read independently ☐ Collect a wider range of words and phrases to support chronology e.g. *next, when, after, before, finally, at the end of the day* ☐ Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event? ☐ Create simple timelines to record the order of events ☐ Write narratives about personal experiences and those of others, in role (real and fictional) **Grammar Focus** ☐ Explore and collect commonly used pronouns e.g. I, we, our ☐ Extend sentences using co-ordination (using or, and, but) ☐ Expand noun phrases for description and specification e.g. experiment with expanding noun phrases to provide factual detail for the reader, for example, *old toys, large room, enormous machines*	☐ Watch or listen to third person recounts such as news or sports reports on television, radio or podcasts and identify the sequence of main events ☐ Note the inclusion on relevant, but non-essential detail, to interest and engage the reader ☐ Continue to build banks of words supporting chronology, noting those that indicate specific timings e.g. *at 3pm, after two hours* ☐ Build banks of descriptive verbs to add detail and description; use well-chosen verbs in own recounts ☐ Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ☐ Write impersonal newspaper-style reports, e.g. about school events or an incident from a story including relevant, additional detail to add interest **Grammar Focus** ☐ Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because – see above]

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	☐ Join words and joining clauses using and ☐ Capital letters for names and for the personal pronoun I	☐ Use capital letters and full stops accurately e.g. explore the use of capitalisation for proper nouns used in recount texts, for example, **Butterfly Village, Hertfordshire, Greenbrook School** ☐ Use commas to separate items in a list e.g. explore how commas are used to separate adjectives in lists, for example, *a tall, grand building*	☐ Expressing time, place and cause using adverbs [for example, then, next, soon, therefore], ☐ Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. provide further detail through giving examples beginning with 'such as', 'like' e.g. ***The class learned about lots of new butterflies such as Tortoiseshell and Emperor.*** ☐ Introduction to paragraphs as a way to group related material e.g. ➤ explore the content of introductory paragraphs, identifying answers to the questions: What? Who? When? Where? Include this information concisely in own recounts e.g. ***Last week, class 3c travelled to Butterfly Village to find out more about these fascinating creatures.*** ➤ Write finishing lines for a final paragraph that indicate the conclusion of the recount, and include a simple summary e.g. ***The day ended with a talk by a butterfly expert. The whole class enjoyed a great day.***
<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>Moving Beyond</u>
☐ Explore and compare texts that recount the same event: evaluate and identify those that are more effective at engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspectives <u>Grammar Focus</u> ☐ Explore and manage the shift between past and present tense in recounts e.g. present tense to describe on-going events/topics/things, compared with past tense to recount the actual event e.g. ***Butterfly Village houses a vast array of butterfly species, some of which are very rare (present). Class 4G visited this intriguing attraction last week and were stunned by the number of natural wonders waiting to be discovered there (past).*** ☐ Fronted adverbials - explore general phrase/clause order in greater detail, for example, investigating how the information needed in the introductory sentence to orientate the reader (who? What? Where? When? etc) can be re-ordered to best hook the reader's interest	☐ Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader, reflecting on the level of formality required ☐ Practise writing recounts with word limits so that pupils are forced to consider the conciseness of their writing, whilst still trying to maintain the engagement of the reader **Grammar Focus** ☐ Explore the use of reported versus direct speech and compare the effect e.g. reported – for summing up opinions and glossing over detail; direct speech – for impact e.g. sharing a pertinent view or influential quote ☐ Explore the use of personal versus impersonal writing and decide when each is appropriate ☐ Explore recounts where the chronology is indicated by layout, paragraphing and ordering, rather than more obvious chronology words and phrases	☐ Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ ☐ Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary ☐ When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. **Grammar Focus** ☐ Use of the passive to affect the presentation of information in a sentence, for example, explore how passives can be used to create dramatic cliff hangers e.g. ***It was at that point that his life was thrown out of control.***	Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work. ☐ When writing biography, carry out independent research across a range of sources. ☐ Awareness of bias, reliability and veracity of sources informs choices in terms of material selected. ☐ Re-form notes into prose that provides fluid, engaging accounts of key events in lives of notable figures across the curriculum (significant figures in the fields of science, mathematics, religion). ☐ Quote directly and selectively from research, using appropriate referencing conventions. May quote to illuminate, give insight into contemporaneous perspectives, qualify impact of the subject's life and work or for emotional effect. ☐ Opening and closing lines of paragraphs support movement across the text *e.g.* ***The encounter affected him deeply and so he decided to focus his efforts on helping destitute children. In 1870, Barnardo opened his first shelter for homeless boys in Stepney Causeway…***

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☐ Use of paragraphs to organise ideas around a theme e.g. ➢ develop the final paragraph as a way of summarising the event in greater detail, for example, not simply stating the final event in the timeline, but providing an insight into the impact of the event on participants, or offering an insight into the future e.g. *'No doubt, year 5 children will continue to be amazed by this fascinating attraction for years to come.'* ➢ support pupils to begin selecting some words and phrases that support the 'theme' of the recount e.g. a positive event will use positive imagery/word choices throughout (to be developed in year 5) ☐ Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	☐ Read recounts which use less obvious chronological markers and decide how the author has decided on paragraph breaks ☐ Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun, for example, **e**xperiment with omitting the additional , non-restrictive detail (in the form of relative clauses) from recounts and consider the effect on engaging the reader ☐ Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] ☐ Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] ☐ Support pupils to begin selecting some words and phrases that support the 'theme' of the recount e.g. a positive event will use positive imagery/word choices throughout (begun in year 4) ☐ Dashes or commas to indicate parenthesis ➢ experiment with moving clauses and phrases around in the text, considering the impact on engaging the reader ☐ Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both ➢ Explore the use of short, simple sentences to summarise; orientate the reader; dramatic impact ➢ Explore the use of longer, complex sentences (with multiple clauses) to convey complex information	☐ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, for example, use connectives to create contrast concisely summarising the complexity of certain situations (e.g. of a negative experience with a positive) e.g. *His life was sent into turmoil, yet despite all of the uncertainty and danger surrounding him, he managed to stay positive.* ☐ Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] ➢ Explore how colons can be used to increase the impact of key quotations which give an insight into a person's motives and life choices e.g. *Throughout her life, her father's words remained with her: 'Reach for the stars!'* ➢ Explore how colons can be used to lead to a 'big reveal' of a person's actions e.g. *It was then that she made her most important decision: she quit university and established her own company.*	

Progression Instructions

Reception	Year 1	Year 2	Year 3
			• Read and follow increasingly complex instructions • Read and compare examples of instructional text, evaluating their effectiveness. • Analyse more complicated instructions and identify organisational devices which make them

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• Responds to instructions involving a two-part sequence • Give oral instructions when playing • Writes own name and other things such as labels, captions • Children follow instructions involving several ideas or actions **Grammar Focus:** • Write simple sentences which can be read by themselves and others following a practical activity .e.g. *'How to get ready for Red Nose Day' or 'How to look after a mini beast'.* • Use imperative verbs in both talk and writing e.g. *put, get*	· Listen to and follow a single more detailed instruction and a longer series of instructions ☐ Plan and give clear single oral instructions ☐ Routinely read and follow written classroom labels carrying instructions ☐ Read and follow short series of instructions in shared context ☐ Contribute to class composition of instructions with teacher scribing ☐ Write consecutive instructions independently **Grammar Focus:** How words can combine to make sentences Joining words and joining clauses using and Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I *Note: Many of the year 2 statements will need to be addressed in year 1 in order to ensure progression from FS in the context of this text type.*	Listen to and follow a series of more complex instructions • Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams • Analyse some instructional texts and note their function, form and typical language features: ➢ Include: a statement of purpose, list of materials or ingredients, sequential steps, ➢ Use direct/imperative language ☐ As part of a group with the teacher, compose a set of instructions with additional diagrams • Write extended instructions independently e.g. getting to school, playing a game **Grammar Focus:** ☐ Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. clarify instructions using subordination, for example, *Take the cake out of the oven when the top looks golden brown.* ☐ Expanded noun phrases for description and specification e.g. use expanded noun phrases to be specific about materials or equipment needed, for example, *a large bucket, sharp scissors, thick card* ☐ How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. ➢ write titles to show what the instructions are about, for example, *how to look after goldfish* ➢ generate synonyms for over-used imperative verbs, for example, *chop, slice, cut* ➢ explore and generate negative commands, for example, *Do not open the oven door* ☐ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences ☐ Commas to separate items in a list e.g. use commas to separate items in the 'materials/equipment needed' list	easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys • Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try these out with other children and evaluate their effectiveness • Independently write clear written instructions using simple devices to aid the reader **Grammar Focus:** ☐ Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] e.g. build on the range of conjunctions used in year 2 to extend instructions ☐ Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] e.g. through reading, build up and use a wide range of adverbs used to sequence instructions ☐ Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. through reading instructions written to give directions, build up and use a wide range of prepositions used to indicate and clarify position, for example, *under the bridge, around the pond, through the deep, dark woods* ☐ Introduction to paragraphs as a way to group related material e.g. explore instructions that have clear sections, for examples, introduction, equipment needed, procedure, additional advice, conclusions ☐ Headings and sub-headings to aid presentation
## Year 4	## Year 5	## Year 6	## Moving Beyond
Grammar Focus:			

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☐ Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] e.g. investigate instructions with differing levels of formality and decide on an appropriate register when writing their own, for example, *'Cook for 20 mins'* compared with *'Pop the cheesecake in the oven for 20 minutes'* ☐ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is essential ☐ Fronted adverbials [for example, Later that day, I heard the bad news.] e.g. ➢ use the conjunction 'if' to start complex sentences which give additional advice, for example, *'If the mixture separates, …'* ➢ compare the clarity of the instruction when the adverbial or subordinate clause is fronted, for example, *'Remove the cake from the oven when it turns golden brown' compared with 'When the cake turns golden brown, remove it from the oven'* ☐ Use of paragraphs to organise ideas around a theme e.g. write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusions ☐ Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. ➢ investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure greater clarity	• In group work, give clear oral instructions to achieve the completion of a complex task. • Follow oral instructions of increased complexity • Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness • Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes) • Compare these in terms of audience/purpose and form (structure and language features) • Write a set of extended instructions (using appropriate form and features) and test them out on other people, revise and try them out again **Grammar Focus:** ☐ Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun ☐ Brackets, dashes or commas to indicate parenthesis ☐ Use of commas to clarify meaning or avoid ambiguity e.g. ➢ identify effective examples of instructions and use these to study the nature of the sentence construction used ➢ note the use of relatively simple sentence constructions, which include a limited number of additional clauses and phrases ➢ note where sentences could have been combined to create a more sophisticated, complex construction, but where the author has chosen a more simplistic construction to aid the reader in following the steps ➢ practise simplifying overly complicated instructions by reducing the complexity of the sentence construction	☐ Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types ☐ Interweave the use of diagrams and illustrations, using these to take the place of text where a visual would make the instructions easier to follow e.g. *Diagram B shows you how to connect the wires* ☐ Use the language conventions and grammatical features of the different types of text as appropriate **Grammar Focus:** ☐ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase e.g. further explore the repetition of subject nouns in effective instructional texts (see year 4), rather than the use of pronouns which may cause confusion ☐ Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] e.g. experiment with using different layout devices and evaluate the effectiveness of these ☐ Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] ☐ Use of the colon to introduce a list and use of semi-colons within lists e.g. further explore the simplistic nature of sentence constructions in this text type (see year 5)	☐ Aside from continuing to develop the skills set out for year 6 in relation to more complex subjects (in terms of language and processes), it is unlikely that instructional writing will provide sufficient challenge to extend the most able in the primary setting ☐ Instructional writing embedded within another text type (such as a report or explanation) may serve as a suitable alternative

Progression Explanations			
Reception	**Year 1**	**Year 2**	**Year 3**

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Long Term Planning Writing

· Talk about why things happen and how things work; ask questions and speculate ◻ Listen to someone explain a process and ask questions ◻ Give oral explanations e.g. their own or another's motives; why and how they made a construction ◻ Explain own knowledge and understanding, and asks appropriate questions of others ◻ They develop their own explanations by connecting ideas and events ◻ Use labels and captions on simple diagrams e.g. parts of the body **Grammar focus:** ◻ Communicate ideas through simple sentences ◻ Show awareness of listener. ◻ Orally use joining words such as and, but, because, if e.g. explaining what happens if different fabric is put down a car ramp. *Adult asks 'If I put fabric down the ramp, what will happen to the*	· Read captions, pictures and diagrams on wall displays and in simple books that explain a process ◻ Draw pictures to illustrate a process and use the picture to explain the process orally ◻ Asks questions to extend their understanding and knowledge ◻ Write a series of sentences to explain a simple, process based on first-hand experience e.g. chicks hatching, life cycle of a frog **Grammar Focus:** ◻ How words can combine to make sentences ◻ Joining words and joining clauses using and ◻ Sequencing sentences to form short narratives e.g. *Chicks have a spike on their beak. This is called the egg tooth.* ◻ Separation of words with spaces ◻ Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences ◻ Capital letters for names and for the personal pronoun I	· Listen to and discuss a wide range of explanatory texts ◻ Draw on and use new vocabulary from reading explanatory texts ◻ After carrying out a practical activity e.g. experiment, investigation, construction task, contribute to creating a flowchart or cyclical diagram to explain the process ◻ After seeing and hearing an oral explanation of a process, explain the same process orally also using flowchart, language and gestures appropriately ◻ Read flowcharts or cyclical diagrams explaining other processes ◻ Following other practical tasks, produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced ◻ Write a series of sentences to explain the flowchart **Grammar Focus:** ◻ Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.*g.* build word banks of commonly used conjunctions in this text type: *Hedgehogs wake up in March or April when the weather is warmer and food is easier to find.* ◻ Expanded noun phrases for description and specification e.g. collect noun phrases from reading and use these to generating own examples; *some hibernating animals, the adult male frog* ◻ How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. ➢ explore titles of explanations texts and identify that they usually begin with 'how' or 'why' ➢ write general statements to introduce topics being explained e.g. *In the winter some animals hibernate* ◻ Correct choice and consistent use of present tense and past tense throughout writing e.g. know that explanations are usually written in the simple present tense, for example, *'Hedgehogs usually wake up again in the spring'.* ◻ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. practice generating their own titles for explanations texts, for example, *How do hedgehogs survive the winter? Why do we use bricks to build houses?*	◻ Read explanations as a whole class, in groups and individually ◻ Comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce that information in a different form, such as a diagram, or flow chart) ◻ Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography) ◻ Ensure relevant items are grouped together ◻ In formal presentations, explain processes orally using notes ◻ Write a series of extended sentences to explain a process ◻ Ensure relevant details are included and accounts ended effectively **Grammar Focus:** ◻ Expressing time, place and cause using conjunctions e.g. use a developing range of connecting adverbs to express cause, for example, *'…because the temperature begins to drop', '…so the hedgehog looks for a safe place to sleep.'* ◻ Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] e.g. use adverbs to express sequence, for example, *first, then, after that, finally* ◻ Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. *Hedgehogs make their nests under hedges and at the base of tree trunks. Hedgehogs build up their stores of fat during autumn.* ◻ Introduction to paragraphs as a way to group related material ◻ Headings and sub-headings to aid presentation
Year 4	**Year 5**	**Year 6**	**Moving Beyond**
			Once students move beyond Year 6 age related expectations, it is expected that these writing skills

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☐ Interest the reader by addressing them directly *(You'll be surprised to know that ... Have you ever thought about the way that ...?)* or by relating the subject to their own experience at the end *(So next time you see a pile of dead leaves in the autumn ...)* ☐ Read and analyse a range of explanatory texts, investigating and noting features of impersonal style (and noting when a personal tone is used) ☐ Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms ☐ Comment on, and justify views about, a range of explanatory texts ☐ Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do **Grammar Focus** ☐ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. ***When an animal dies, the soft part of the animal rots away. Millions of years later, the rock surrounding the skeleton rises to the Earth's surface.*** ☐ Fronted adverbials - note how these are usually used to specific a time or cause e.g. ***Millions of years later,… , When an animal or plant dies…, Consequently,…*** ☐ Use of paragraphs to organise ideas around a theme e.g. use the first paragraph to introduce what you will be explaining. Organise following paragraphs according to the stages of the process. Conclude by addressing the reader, for example, ***So now that you know about fossils, why don't you go on your very own fossil hunt!*** ☐ Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. investigate the use of nouns and pronouns in a text and note the use of the noun in the opening statement, followed by the pronoun, for example, ***In winter, hedgehogs hibernate. They make their nests under hedges.*** Decide on an appropriate balance between nouns and pronouns to aid clarity.	☐ Read and analyse a range of explanatory texts linked to other curriculum areas e.g. 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ☐ Teacher demonstration of how to research and plan a page for a reference book ☐ In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style **Grammar Focus:** ☐ Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. use relative clauses to add an extra layer of information, for example, ***Darwin, a famous evolutionist, studied the lifecycles of many animals.*** ☐ Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] ☐ Linking ideas across paragraphs using adverbials of time, place and number or tense choices	☐ Choose the appropriate form of writing and style to suit a specific purpose and audience ☐ Consider the difference between historical explanations (e.g. Roman army tactics) and explanations using the present tense (e.g. the water cycle) ☐ Investigate when a different tense is needed **Grammar Focus:** ☐ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. investigate how the subject noun is used repeatedly in more complex explanations to aid understanding (compare with simpler explanations where the noun is often replaced with a pronoun) ☐ Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work. ☐ Experiment with the form, for example write explanations of real-life situations that are in process (unfolding events in world news; a fictional project that is at a critical stage) ☐ Explain how events led to the current situation and then speculate/advise/instruct on how to proceed with /manage/resolve the situation ☐ Confident use of tense, adverbials and conjunctions move the writing from the past, through the present to the future **Grammar focus** ☐ Use modal verbs to recommend and assert e.g. ***it might be advisable…it should be relatively easy to…there may be an opportunity to…*** ☐ Use embedded phrases and clauses for succinctness e.g. ***The final stage, to be completed by June, will involve…*** ☐ Adverbial phrases link events according to chronology and cause e.g. ***Once this has happened….leading to…***

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Long Term Planning Writing

Progression Discussion

Reception	Year 1	Year 2	Year 3
· Experience and recognise that others sometimes think, feel and react differently from themselves ☐ Talk about how they and others might respond differently to the same thing e.g. like a particular picture or story when someone else doesn't ☐ Give oral explanations e.g. their own or another's preferences, e.g. what they like to eat and why ☐ Listen and respond to ideas expressed by others in discussion ☐ Initiate conversations, attend to and take account of what others say **Grammar Focus:** ☐ Communicate opinions through simple written sentences *e.g. I hope….I like…..I wish…* ☐ Show awareness of the listener ☐ Use the personal pronoun 'I' in discussions e.g. during a discussion about their age Matilda said, *'I'm 6 years old!'* ☐ In discussions, use joining words such as and, but, because to begin exploring thinking further *e.g. 'She's not 6, because she is younger than me and I'm only 5'.*	· Through talk and role play explore how others might think, feel and react differently from themselves and from each other ☐ In reading explore how different characters might think, feel and react differently from themselves and from each other ☐ Write a sentence (or more) to convey their opinion and a sentence (or more) to convey the contrasting opinion of another e.g. character from a book or peer in the class etc e.g. *I think that he should give the toy back. James thinks that he should keep the toy.* **Grammar Focus:** ☐ How words can combine to make sentences ☐ Join words and join clauses using 'and' e.g. use 'and' to begin exploring thinking further, for example, *' I would give the toy back and say sorry to the little girl'.* ☐ Sequences sentences to form short narratives ☐ Separates words with spaces ☐ Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences ☐ Capital letters for names and for the personal pronoun I	Through reading, role play, drama techniques and in life situations, recognise, that different people and characters from texts, have different thought/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself ☐ Write a series of sentences to convey their opinion, and a series of sentences to convey the contrasting opinion of another **Grammar Focus:** ☐ Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. use 'because' to extend reasoning, for example, *'I think that the wolf is naughty because he scares the little pigs'.* ☐ Correct choice and consistent use of present tense and past tense throughout writing e.g. discussions are written in the simple present tense ☐ How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. children generate questions for discussions following reading e.g. should the boy give the toy back? ☐ Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] e.g. use noun phrases to generalise, for example, *some people, everyone in the class, all the boys, most of the girls*	☐ Through reading, role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, or the different view of people writing to a newspaper.) In the process, draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence ☐ Write a traditional tale (or a scene from any narrative) from two key characters' perspectives, showing a contrast in viewpoint ☐ Write a summary statement/series of sentences expressing their own opinion on the characters viewpoints e.g. who was in the right/wrong and present reasons for their opinion **Grammar Focus:** ☐ Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] ☐ Introduction to paragraphs as a way to group related material e.g. ➢ write an introduction to show why you are debating the issue, for example, *'There is always a lot of disagreement about x and people's views vary a lot.'* ➢ group arguments for and arguments against in separate paragraphs ☐ Headings and sub-headings to aid presentation e.g. use headings to present arguments for and arguments against

Year 4	Year 5	Year 6	Moving Beyond
☐ In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced	☐ In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue	☐ Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument ☐ First explore orally and then write a balanced report of a controversial issue:	Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work. ☐ Independently select a controversial or concerted issue of particular interest:

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Long Term Planning Writing

☐ Through questioning and debate, continue to explore the expression of different views through discussion, role play and drama ☐ Give well-structured, and extended, justification for feelings and opinions **Grammar Focus** ☐ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. '*most people with a reasonable knowledge of the subject…*', '*all dogs with a history of violence…', 'all the sporty girls in the class…'* ☐ Fronted adverbials ☐ Use of commas after fronted adverbials e.g. use connecting adverbs/adverbials to present further justification of a point of view, for example, *furthermore, in addition, also* ☐ Use of paragraphs to organise ideas around a theme e.g. consider different sides of an argument, presenting them in separate paragraphs, and decide on a course of action/personal stance, summarising reasons in a final paragraph ☐ Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition *Use a range of nouns referring to the same subject e.g. many dog-owners argue that…they go onto state that…these animal lovers also make the point that…*	☐ Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama ☐ Consider and evaluate different viewpoints, noting when justifications for a particular viewpoint are strong or weak ☐ Through reading, identify the language , grammar, organisational and stylistic features of balanced written discussions which: – summarise different sides of an argument – clarify the strengths and weaknesses of different positions – signal personal opinion clearly – draw reasoned conclusions based on available evidence ☐ Plan, compose, edit and refine a balanced discussion presenting two sides of an argument following a debate **Grammar Focus:** ☐ Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. follow generic statements with more specific examples, for example, *' There are those however who disagree. Mr T Rexus, who is a well-respected palaeontologist, has argued instead that…'* ☐ Indicating degrees of possibility using adverbs [for example, perhaps, surely] e.g. use adverbs of possibility to help express a personal opinion in the final paragraph, for example, '*With the growing amount of evidence in this area, perhaps now is the time to accept the argument that…'* ☐ Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] e.g. build on the range of connecting adverbs/adverbials used in year 4 to present further justification of a point of view, for example, *moreover, besides which, additionally, similarly.*	o summarising fairly the competing views o analysing strengths and weaknesses of different positions o drawing reasoned conclusions where appropriate o using formal language and presentation as appropriate ☐ Experiment with setting out opposing views in separate paragraphs or as alternate points within a paragraph and consider impact ☐ Choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate. Sometimes diagrams, illustrations, moving images and sound may be used to provide additional information or give evidence **Grammar Focus:** ☐ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. build and use a range of connecting adverbs to move between opposing views, for example, *on the other hand, in contrast, alternatively, conversely, on the contrary, in opposition.* ☐ Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] e.g. end with a summary paragraph, using bullet points to present recommendations ☐ Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g. use colons to: introduce questions for discussion, for example,. '*the pressing issue now is: what should happen to….?'*; introduce a quotation to support a viewpoint, for example, '*supporters of this view often refer to the well-known proverb: 'treat others as you would wish to be treated'*; to prepare the reader for a revelation of the author's opinion in the final paragraph, for example, '*The final conclusion is therefore clear in my mind: animal testing must be banned immediately'.*	o Set out competing views clearly; may use some limited quotation o Using technical and formal language and presentation as appropriate ☐ Choose between setting out opposing views in separate paragraphs or as alternate points within a paragraph e.g. argument for, followed by argument against, and consider impact ☐ Make links throughout that guide the reader through the topic, providing clarification and explanation (in parenthesis and otherwise) when complexity demands it ☐ Offer a well-developed and convincing conclusion; provide justifications that draw from the text; summarise deciding factors accurately and succinctly whilst avoiding unnecessary repetition **Suggested Grammar Focus:** ☐ Develop confidence and versatility in using a variety of verb forms, including different tenses, modals and impersonal structures, to supports the analysis of points, eg contrast between current and future use, for example, *'Youths roaming wild can be a nuisance*; *once this rule has been introduced parents will have to control them'.* ☐ Use of the subjunctive mood to establish formality and an authoritative stance, for example, '*if we were to believe everything we read about young people…', 'Opponents suggest that this be done without delay.'* ☐ Pupils should be asked to consider whether this is the most effective way of expressing their ideas in terms of clarity and flow. Evaluating such choices reinforces work round audience and purpose.

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Progression Non-Chronological Report			
Reception	**Year 1**	**Year 2**	**Year 3**
· Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy?) Ask similar probing questions to elicit a fuller description from someone else. □ Links statements orally and sticks to a main theme or intention □ In a shared reading context read information books and look at/re-read the books independently □ Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations e.g. when being a dinosaur detective, a child wrote a report on fossils for the dinosaur museum **Grammar Focus** □ Break the flow of speech into words □ Write simple sentences, in meaningful contexts, that can be read by themselves and others	· Find out about a subject by listening and following the text as information books are read, or when watching a video □ Contribute to a discussion on the subject as information is assembled and the teacher writes the information □ Assemble information on a subject from their own experience e.g. food, pets □ Write a simple non-chronological report by writing sentences to describe aspects of the subject **Grammar focus** □ How words can combine to make sentences □ Joining words and joining clauses using and □ Sequencing sentences to form short narratives □ Separation of words with spaces □ Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences □ Capital letters for names and for the personal pronoun I	· After a practical activity, or undertaking some research in books or the web, take part in a discussion, generalising from repeated occurrences or observations □ Through reading, recognise that description is generally used for precision rather than to create an emotional response so imagery is not heavily used □ Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. □ Read texts containing information in a simple report format, e.g. *There are two sorts of x...; They live in x...; The As have x..., but the Bs etc.* □ Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas **Grammar focus** □ Use of the suffixes –er, -est in adjectives e.g. *Polar bears are the biggest carnivores of all.* □ Subordination (using when, if, that, because) and co-ordination (using or, and, but) □ Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] e.g. ➢ explore the difference between proper nouns and general nouns, and identify their use in this text type ➢ identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g. *scaly bodies* ➢ explore the inappropriateness of 'empty' adjectives which do not help the reader to learn more about the topic e.g. *pretty wings* ➢ collect and use examples of noun phrases to generalise e.g. *most butterflies, some insects, all hedgehogs*, and consider their meaning □ How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g.	□ Analyse a number of report texts and note their function, form and typical language features, e.g. - introduction indicating an overall classification of what is being described - use of short statement at the start of each paragraph to introduce each new topic - language (specific and sometimes technical) to describe and differentiate - impersonal language □ Explore, and begin to incorporate into their own writing, the language of comparison and contrast e.g. ➢ *They hibernate just like other bears. / All bees sting apart from the ….* (build up banks of other possible words/phrases e.g. *except for, including/not including, instead of*) ➢ revisit the use of –er and –est when formulating adjectives – see year 2 □ Turn notes into sentences grouping information □ Note how writing often moves from general to more specific detail □ Write (non-comparative) non-chronological reports, independently, including the use of organisational devices to aid conciseness, such as headings, based on notes from several sources **Grammar focus** □ Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] □ Expressing time, place and cause using adverbs [for example, then, next, soon, therefore], e.g. note the lack of use of 'adverbs of time' in this text type, drawing attention to the difference between recounts (which are structured chronologically) and non-chronological reports □ Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. ➢ collect and use examples of prepositional phrases to clarify physical features, for example,

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		➢ identify sentences in the opening paragraphs of simple reports that answer the questions: Who? What? When? Where? ➢ Begin reports by asking a direct question eg ***Have you ever heard of a hammerhead shark?*** ☐ Correct choice and consistent use of present tense and past tense throughout writing e.g. note how reports are written in the simple present tense (with the exception of historical reports, which can be studied in later year groups) and reflect this in their writing, for example, ***They like to build their nests ... It is a cold and dangerous place to live.*** ☐ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. explore the use of capitalisation for common and proper nouns in the context of reports, for example, ***Bees belong to a larger family of insects known as Apoidea.***	***Ants do not have lungs. They have tiny holes all over their body which they breathe through.*** ➢ include exploration of similes (using 'as' and 'like') and consider how these are used to specify rather than for literary effect, for example, ***Bees have tubes instead of mouths. The tube is like a straw.*** ***A polar bear's nose is as black as a piece of coal.*** ➢ include exploration of prepositions to clarify position, for example, ***Ants build their mounds in sand or soil.*** ☐ Introduction to paragraphs as a way to group related material e.g. organise information about a topic into obvious groupings, for example, appearance, feeding habits etc ☐ Headings and sub-headings to aid presentation
Year 4	**Year 5**	**Year 6**	**Moving Beyond**
	☐ Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information ☐ Consider using a question in the title to interest the reader (Vitamins – why are they so important?). ☐ Write short non-chronological comparative report focusing on clarity, conciseness and impersonal style ☐ Explore the use of a more personal style in some reports and use this in their own writing when appropriate e.g. So, next time you choose a pet, why not consider getting a dog. After all, everyone knows that a dog is a man's best friend. Grammar focus	☐ Write reports as part of a presentation on a non-fiction subject ☐ Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types ☐ Plan how information will be organised, e.g. choosing to use paragraph headings, a spidergram or a grid, depending on the nature of the information ☐ Approach the subjects and compose an opening, subsequent paragraphs and a conclusion that will attract the reader and capture their interest throughout **Grammar focus**	Aside from continuing to develop the skills set out for year 6 and year 5 in relation to more complex subjects (in terms of language and processes), it is unlikely that this form of writing will provide sufficient challenge to extend the most able in the primary setting. Sustained writing on a topic (for example deforestation) could be used to develop larger texts in which form is used to sustain interest, clarify complex ideas and help the reader navigate the text (through the use of graphic elements such as flowcharts or cycles). Research should support the use of more advanced technical terms, supported by definitions given in parenthesis and in glossaries.

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☐ Analyse a number of report texts and note their function, form and typical language features recognising that they are often written in the present tense

☐ Compare with some examples of reports written in the past tense, as in a historical report e.g. *Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.*

☐ Develop research and note-taking techniques

☐ Teacher demonstrates how to write non-chronological report using notes in a spidergram

☐ In reading, analyse a comparative and non-comparative reports and note the difference e.g. reports that deal with a single (albeit wide-ranging) topic, for example, British Birds, and those that deal with two or more topics for example, Frogs and Toads

☐ Write own non-comparative reports, based on notes from several sources, helping the reader to understand what is being described by organising or categorising information

Grammar focus

☐ Draw attention to importance of subject verb agreements e.g. *family is…., people are…*

☐ Note how writing often moves from general to more specific detail, exploring how determiners are used to indicate this shift in focus e.g. *Dogs have an exceptional sense of smell. A dog can pick up a scent from a significant distance away. The (breed of dog) is known to have the most sensitive sense of smell.*

☐ Explore how subordination and co-ordination can help the writer move from the general to the more specific within one sentence, for example, *Most bees are black or grey, but/however some are bright red, yellow or metallic green.*

☐ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. continue building banks of noun phrases used to generalise (see year 2)

☐ Fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities, for example, *'Like most birds, swallows like to…', 'As well as honeybees, …',' On the whole,…', 'Just like honeybees, bumble bees like to…'*

☐ Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

☐ e.g. explore how noun phrases are most commonly expanded using the pronouns 'which' and 'that' in this text type, for example, They have a long thin proboscis which is inserted into small flowers, such as Primroses, to drink nectar.

☐ explore the impact on clarity when these relative clauses are omitted

☐ Fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities and differences, forexample, 'Unlike other insects,…',

'Whereas bumble bees….,honey bees….',

'As well as honeybees, …',

'On the whole,…',

'Conversely…',

'While honeybees can often be found…, bumble bees…'

☐ Indicating degrees of possibility using adverbs e.g. explore the use of adverbs and adverbials to provide generalised information (these can provide a 'get-out clause' for the writer), for example, usually, commonly, mostly

☐ Brackets e.g. explore when the author chooses to parenthesise information using brackets and when the author uses a dash/comma instead and draw generalisations from this

☐ Dashes or commas to indicate parenthesis e.g.

☐ explore when commas are used to parenthesise relative clauses and when they are not

☐ begin to consider the difference between 'restrictive' (parenthesised) and 'non-restrictive' (non-parenthesised) clauses e.g. which contain information that is essential to meaning and information that is non-essential

☐ Use of the passive to affect the presentation of information in a sentence e.g. explore how the passive can be used to: avoid personalisation; avoid naming the agent of a verb; add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing, for example, *Sparrows are found in ... Sharks are hunted ... Gold is highly valued*

☐ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

☐ Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

☐ Use of the semi-colon, colon and dash to mark the boundary between independent clauses, for example, explore how the colon can be used to create different effects e.g.

☐ to lead the reader to a revelation of information e.g.

The relationship between these eco-systems is complex: each depends on the survival of the other.

There is a major advantage to this feature: it allows the…

☐ to introduce a quote/motto e.g.

There is an old, much-loved saying: 'A dog is a man's best friend.'

☐ Use of the colon to introduce a list and use of semi-colons within lists

☐ Punctuation of bullet points to list information

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◻ Use of paragraphs to organise ideas around a theme e.g. begin to explore more subtle paragraph breaks, or paragraph breaks within headed sections of reports and consider how the author organised the information ◻ Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. explore the need to repeat the noun in comparative reports so that the reader is able to follow the text with greater ease			

Progression Persuasion

Reception	Year 1	Year 2	Year 3
◻ Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways e.g. pictures of food that make them want to eat things ◻ Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening. ◻ Give oral explanations e.g. their or another's motives; why and how they can persuade or be persuaded. ◻ Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy ◻ Use simple imperative verbs to persuade e.g. creating written rules or labels, for example,	◻ Read captions, pictures, posters and adverts that are trying to persuade ◻ Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective ◻ Write simple examples of persuasion e.g. in the form of a letter to a character in a book Grammar focus: ◻ How words can combine to make sentences ◻ Joining words and joining clauses using and ◻ Sequencing sentences to form short narratives ◻ Separation of words with spaces	◻ As part of a wide range of reading, explore persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how ◻ Evaluate simple persuasive devices e.g. say which posters in a shop or TV adverts would make them want to buy something, and why ◻ Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama ◻ Write persuasive texts linked with topics relevant to children's current experience and motivations e.g. persuasive letter to Santa at Christmas, presentation to school council, persuasive letter to a character from a text	◻ Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally ◻ Through role play and drama explore particular persuasive scenarios e.g. a parent persuading a reluctant child to go to bed, and discuss the effectiveness of different strategies used ◻ Present a persuasive point of view in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader Grammar focus: ◻ Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] e.g.

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please don't touch, please don't break my model, keep away Grammar focus: ☐ Know that a sentence tells a whole idea and makes sense ☐ Awareness of listener ☐ Communicate ideas through simple written sentences e.g. *'Please don't break my model'* (label in the construction area / *'Please can I have a ……..'*(letter to Santa)	☐ Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences ☐ Capital letters for names and for the personal pronoun I	☐ Select information that supports the chosen viewpoint Grammar focus: ☐ Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. extend reasoning using subordination, for example, *Vote for me because…* ☐ Expanded noun phrases for description and specification e.g. *vote for me because I am a confident, helpful and kind boy.* ☐ How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. inclusion of an opening statement that presents the persuasive point of view, for example, *Greentrees Primary is the best school in the world.* ☐ Correct choice and consistent use of present tense and past tense throughout writing e.g. know that persuasion texts are written in the simple present tense ☐ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences ☐ Commas to separate items in a list e.g. list persuasive arguments, for example, *I think I should be school councillor because I like speaking in public, I have lots of good ideas and I listen to other people's ideas.*	☐ use logical rather than temporal adverbs/conjunctions to offer justification of a point of view, for example, You should buy this product so that you are the envy of all your friends The trainer is brightly coloured which means that you will be seen in the dark. ☐ use connecting adverbs to link persuasive points together and provide further justification, for example, I think that we should be allowed to keep the dragon as a pet because… Furthermore…Additionally…. ☐ Introduction to paragraphs as a way to group related material e.g. ☐ generate several reasons for a point of view ☐ group related persuasive points together
## Year 4	## Year 5	## Year 6	## Moving Beyond
☐ Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues) ☐ Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these ☐ From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader ☐ Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention,	☐ Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate ☐ Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact ☐ From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. ☐ persuasive noun phrases, e.g. 'not a single person…'	☐ Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: ☐ the expression, sequence and linking of points ☐ providing persuasive examples, illustration and evidence ☐ pre-empting or answering potential objections ☐ appealing to the known views and feelings of the audience ☐ Orally and in writing, construct effective persuasive arguments: ☐ using persuasive language techniques to deliberately influence the listener. ☐ developing a point logically and effectively ☐ supporting and illustrating points persuasively ☐ anticipating possible objections	Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work. ☐ Through reading and analysis of persuasive texts across a range of contexts, recognise how style and register may vary according to environment and audience ☐ Identify how persuasive devices and arguments are linked within and across paragraphs, taking careful note of how ideas are developed through reference chains e.g. the rainforest…this dwindling biome…the impact of its loss is incalculable ☐ Vary and manage paragraphs in a way that support whole structure of the text e.g. single

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linguistic devices such as puns, jingles, alliteration, invented words ☐ Assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting/school rules, using more formal language appropriately linking points persuasively and selecting style and vocabulary appropriate to the listener/reader ☐ Use graphs, images, visual aids to make the view more convincing Grammar focus: ☐ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. explore the use of expanded noun phrases in advertising, for example, *the beach with its mile long stretch of golden white sand…* *rich, velvety chocolate harvested from the heart of the Amazonian rainforest…* ☐ Fronted adverbials e.g. use a wider range of adverbs/adverbials (building on the range used in year 3) to link persuasive points together ☐ Use of paragraphs to organise ideas around a theme e.g. investigate where paragraphs move from the general to the specific, for example, *The hotel is very comfortable. The beds are soft, the chairs are made to support your back and all rooms have thick carpets.* ☐ *Consider organising paragraphs around persuasive points, and counter-arguments e.g. analyse how a particular view can most convincingly be presented,* ☐ *ordering points to link them together so that one follows from another* ☐ *how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments* ☐ *how a closing statement repeats and reinforces the original/opening statement or viewpoint, for example, All the evidence shows that…It's quite clear that…Having seen all that we offer you, there can be no doubt that we are the best.* ☐ *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. investigate how the same subject is referred to in many different ways in some persuasive texts, in order to make it sound more appealing or grand, for example, At The Mirage we*	'every right-thinking person would…' 'the real truth is…'; ☐ rhetorical questions, e.g. 'are we expected to…?' 'where will future audiences come from…?'; ☐ pandering, condescension, concession, e.g. 'Naturally, it takes time for local residents…'; ☐ deliberate ambiguities, e.g. 'probably the best…in the world' 'believed to cure all known illnesses' 'the professional's choice' (through the use of vague nouns) ☐ Draft and write individual, group and class persuasive extended texts for real purposes, presenting a clear point of view, commenting on emotive issues, and evaluating effectiveness ☐ Understand how persuasive writing can be adapted for different audiences e.g. a protest aimed at an audience who are already backing your cause, compared with a speech aimed at a neutral audience where greater justification of your point of view is required ☐ Combine persuasion with other text types e.g. instructions, discussion, explanation Grammar focus: ☐ Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. ☐ investigate examples of complex sentences, where information is layered up to add additional persuasive detail, and use in own writing, for example, The exquisite silk, which has been hand-stitched by expert weavers from India, glows with rainbow colours. ☐ Experiment with removing relative clauses from example texts and consider the effect ☐ Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] e.g. ☐ explore the use of adverbs of possibility and modal verbs in forming rhetorical questions, for example, Surely you would not want…? Can you imagine…? ☐ Explore which modal verbs are most commonly used in persuasive writing, for example, those that express certainly and offer a promise or commitment (must, can, will) ☐ Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	☐ harnessing the known views, interests and feelings of the audience ☐ tailoring the writing to formal presentation where appropriate ☐ In oral and written texts choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types and adapting, conflating and combining these where appropriate Grammar focus: ☐ Use of the passive to affect the presentation of information in a sentence e.g. ☐ explore how the passive can be used to gain support of an audience without dictating who should be responsible for making that action happen, therefore making the action seem less daunting, for example, 'the invaders must be stopped' ☐ consider how the alternative version (in the active voice) might not be so effective in harnessing the support of the audience, for example, 'we (or 'you') must stop the invaders' ☐ The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech], e.g. If I were prime minister, I would… ☐ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis e.g. collect examples of counter argument statements and practice writing their own, for example, 'although there are many that would argue that…, there are a growing number of critics who think that…' ☐ Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] ☐ Punctuation of bullet points to list information	sentence paragraphs to secure an argument, movement of focus from the general to the specific ☐ Orally and in writing, construct effective persuasive arguments: ☐ using a wide range of persuasive language techniques and modes of presentation to deliberately influence the listener e.g. counter argument, rhetorical techniques, for example, emotive words (starving children, destitute victims) alliteration (pressing problem) repetition/power of three (this is destroying habitats; this is destroying food chains; this is destroying lives) personal pronouns for direct address/assuming a shared view (we, you) ☐ building up points for emphasis ☐ illustrating with carefully chosen, relevant examples ☐ pre-empting possible objections and take account of conflicting agendas through compromise, precautionary measures, checks and balances e.g. Pupils will not be allowed to enter the vicinity of the pool unless accompanied by an adult ☐ sparing, effective use of exaggeration, emotive language, flattery and plausible statistics ☐ subject-specific technical vocabulary to enhance credibility ☐ Oral presentations take full account of the audience ☐ Voice and gesture is used for emphasis and to sustain interest throughout Suggested grammar focus: ☐ Use of a range of verb forms e.g.: o conditionals to establish a polite tone, for example, We were wondering if we could… o modal verbs to convey likelihood/degree of certainty, for example, immediate action must be taken…, this could be the single greatest opportunity… o the passive voice to establish an authoritative and/or impersonal tone, for example, this issue has been left to unresolved for too long…, the benefits have been thoroughly established… o the subjunctive mood to further demonstrate formality, for example, if we were to take collective responsibility… Use of these forms should not impact upon clarity. Good writing will depend on selective use that supports the overall intention of the text.

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will make your taste buds tingle…this 5 star restaurant is world famous…our beautiful bistro…	☐ Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] ☐ Brackets, dashes or commas to indicate parenthesis ☐ Use of commas to clarify meaning or avoid ambiguity e.g. explore how much additional information can be added to a sentence, without compromising meaning, and how these sentences can be used to overwhelm the reader's senses, for example, *'This decadent chocolate treat, flavoured with bitter-sweet cherry liquor - which is made with care in the Alps - will not only satisfy your hunger, but will no doubt wake up your taste buds, giving them a well-earned break from their usual, boring flavours'.*		

Progression Poetry

Reception				Year 1				Year 2				Year 3			
Reading poetry	**Vocabulary, grammar and punctuation**	**Performing Poetry:-**	**Creating Poetry:**	**Reading poetry**	**Vocabulary, grammar and punctuation**	**Performing Poetry:-**	**Creating Poetry:**	**Reading poetry**	**Vocabulary, grammar and punctuation**	**Performing Poetry:-**	**Creating Poetry:**	**Reading poetry**	**Vocabulary, grammar and punctuation**	**Performing Poetry:-**	**Creating Poetry:**
listen to poems being read and talk about likes and dislikes including ideas or puzzles, words, and	extend vocabulary, especially by grouping and naming, explaining the meaning and sounds of new words	☐ join in with class rhymes and poems, ☐ copy actions	☐ enjoy making up funny sentences and playing with words; ☐ look carefully at experiences and choose words to describe; ☐ make word	☐ discuss own response and what the poem is about; ☐ talk about favourite words or parts of a poem; ☐ notice the poem's pattern ☐ be aware of a significant	☐ use noun phrases ☐ use description e.g. adjectives and adverbs ☐ Regular plural noun suffixes –s or –es [for example, dog,	☐ perform in unison, following the rhythm and keeping time ☐ imitate and invent actions ☐ read aloud clearly enough to be heard	☐ invent impossible ideas, e.g. magical wishes; ☐ observe details of first hand experiences using the senses and describe; ☐ list words and phrases	☐ talk about own views, the subject matter and possible meanings; ☐ comment on which words have most effect, noticing alliteration ☐ discuss simple	☐ formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] ☐ formation of	☐ perform individually or together ☐ use actions and sound effects to add to the poem's meaning ☐ read aloud with appropriate intonation to make the	☐ experiment with alliteration to create humorous and surprising combinations; ☐ make adventurous word choices to describe closely observed	☐ describe the effect a poem has and suggest possible interpretations; ☐ discuss the choice of words and their impact, noticing how the poet creates 'sound	☐ formation of nouns using a range of prefixes [for example super–, anti–, auto–] ☐ word families based on common words, showing how words	☐ formation of nouns using a range of prefixes [for example super–, anti–, auto–] ☐ word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] to add to a performance	☐ invent new similes and experiment with word play; ☐ use powerful nouns, adjectives and verbs; experiment with alliteration;

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pattern s			collectio ns or use simple repeatin g patterns ☐ writes rhyming pairs of words	poet and be able to join in with some of their poems	dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun ☐ Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	by peers and teachers		poetry patterns ☐ be aware of more than one significant poet and recite one or more of their poems (or sections of their poems)	adjectives using suffixes such as –ful, –less ☐ use of the suffixes –er, –est in adjectives ☐ expanded noun phrases for descriptio n and specificati on [for example, the blue butterfly, plain flour, the man in the moon]	meaning clear	experience s; ☐ create a pattern or shape on the page; use simple repeating phrases or lines as models	effects' by using alliteration, rhythm or rhyme and creates pictures using similes; ☐ explain the pattern of different simple forms ☐ be aware of two or moresignifi cant poets, recite one or more of their poems (or sections of their poems) and begin to express a preference	are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]		☐ create own free verse poetry ☐ write own examples of kennings, tankas, haikus

Year 4				Year 5				Year 6				Moving Beyond			
Reading poetry	**Vocabular y, grammar and punctuation**	**Performi ng Poetry:-**	**Creating Poetry:**	**Reading poetry**	**Vocabul ary, grammar and punctuat ion**	**Performi ng Poetry:-**	**Creating Poetry:**	**Reading poetry**	**Vocabula ry, grammar and punctuati on**	**Performi ng Poetry:-**	**Creating Poetry:**	**Reading poetry**	**Vocabular y, grammar and punctuatio n**	**Performing Poetry:-**	**Creating Poetry:**
☐ describe poem's impact and explain own interpretati on by referring to the poem; ☐ comment on the use of similes and expressive	☐ describe poem's impact and explain own interpretatio n by referring to the poem; ☐ comment on the use of similes and expressive language to create	☐ vary and control volume and tone, pace and use appropri ate expressi on when performing	☐ use language playfully to exagger ate or pretend; ☐ use similes to build images and identify clichés in	☐ discuss poet's possible viewpoint, explain and justify own response and interpretati on; ☐ explain the use of unusual or surprising language	☐ Convertin g nouns or adjective s into verbs using suffixes [for example, –ate; –ise; –ify]	☐ vary pitch, pace, volume, expressio n and use pauses to create impact; ☐ use movemen t, sound effects, musical patterns,	☐ invent nonsense words and situations and experimen t with unexpecte d word combinati ons; ☐ use carefully observed details	☐ interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes ☐ explain the impact	☐ how words are related by meaning as synonyms and antonyms [for example, big, large, little].	☐ vary pitch, pace volume, rhythm and expressio n in relation to the poem's meaning and form ☐ use movement	☐ use language imaginativ ely to create surreal, surprising, amusing and inventive poetry; ☐ use simple metaphors	build upon work in year 6 ☐ identify themes in a poets work or across a particular movement ☐ identify variations in perspective and how	☐ is able to comment on the impact achieved through the use of line breaks, verse structures and punctuatio n marks e.g. to mark the	☐ as set out in year 6. ☐ contextualises/effe ctively introduces and concludes a performance. ☐ tells a story, recounts an experience or develops an idea, choosing and changing the mood, tone and	☐ uses extended or multi-layered imagery with fidelity to theme and subjects ☐ imitates and innovates on

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language to create images, sound effects and atmosphere; ☐ discuss the poem's form and suggest the effect on the reader ☐ be aware of a range of significant poets (both contemporary and classic), recite one or more of their poems (or sections of their poems) and begin to express a preference	images, sound effects and atmosphere; ☐ discuss the poem's form and suggest the effect on the reader ☐ be aware of a range of significant poets (both contemporary and classic), recite one or more of their poems (or sections of their poems) and begin to	☐ use actions, sound effects, musical patterns and images to enhance a poem's meaning	own writing; ☐ create own free verse poetry ☐ write own examples of riddles based on models provided	choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; ☐ explore imagery including metaphor and personification; ☐ compare different forms and describe impact ☐ be aware of a range of significant poets (both contemporary and classic), recite one or more of their poems (or sections of their poems) and begin to express a preference, justifying own views		images and dramatic interpretation when performing both their own poetry, and that of others	and apt images to bring subject matter alive; avoid cliché in own writing; ☐ create own free verse poetry ☐ write raps/spoken word poetry on topics relevant to the children's interests/ motivations (possibly link with work on persuasion e.g. writing protests – see persuasion progression paper)	of figurative and expressive language, including metaphor; ☐ comment on poems' structures and how these influence meaning ☐ be aware of a wide range of significant poets (both contemporary and classic, including Shakespeare), recite one or more of their poems (or sections of their poems) and begin to express a preference, justifying own view points		, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT when performing both their own poetry, and that of others	personification to create poems based on real or imagined experience; ☐ select pattern or form to match meaning and own voice ☐ create own free verse poetry	these are reflected in language used and through poetic devices ☐ name poetic devices accurately and is able to draw some conclusions about how they support the poet's intent ☐ recognise the weight given to language choice in poetry; interrogates images thoroughly and identifies layers of meaning ☐ identify some similarities and differences in related works e.g. writing ona theme, poets working in a particular culture or socio-economic background. ☐ recognise	passage of time, a change in perspective or mood, a shift from the experiential to the reflective. ☐ uses meta-language to support analysis and evaluation (e.g. personification, repetition, alliteration, assonance, metaphor, simile, syllable, rhythm, rhyme, half-rhyme, line, stanza, verse)	pace of delivery for particular effect	shared forms and structures; brings to bear the discipline of a particular form to a range of subjects e.g. conversation poems (personal meditation on a subject using blank verse) ☐ develops an imaginative or unusual treatment of familiar material or established conventions, e.g. a sonnet based on

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												the conventions of some poetic forms e.g. sonnet, haiku, ballad and explore how a particular text adheres to or deviates from established conventions.			