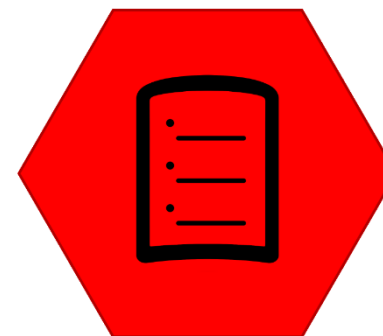


Barley Croft Primary School



Whole School Writing Progression Map

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Birth to 3 Years 40 - 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Transcription

- Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes - Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word - Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother - Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page;	- Spell words containing the 40+ phonemes, common exception words and days of the week - Name letters of the alphabet - Add suffix -s and -es to create plural nouns/3rd person singular for verbs - Use prefix un- - Use -ing, -ed, -er and -est where root word remains unchanged - Write from memory simple sentences dictated by the teacher - Sit correctly, at table holding pencil correctly - Begin to form correctly-oriented lower-case letters, capital letters and digits 0-9	- Learn alternative spelling phonemes - Spell common exception words, contractions and homophones - Use the possessive apostrophe (singular) - Add suffixes -ment, -ness, -ful, -less, -ly - Form lower-case letters of correct size and proportion - Start using diagonal/horizontal strokes to join and know which are best left unjoined - Write capital letters of the right size, orientation and	- Use a wider range of prefixes and suffixes super-, anti-, auto-, -er, -ful, -less, -est, -ly - Spell a wide range of homophones - Spell words that are often misspelt - Use possessive apostrophe for plurals - Use a dictionary to spell words correctly - Write from memory simple sentences dictated by the teacher - Use the diagonal and horizontal strokes needed to join letters - Know which letters are best left unjoined	- Use a further range of prefixes and suffixes super-, anti-, auto-, dis-, mis-, -er, -ful, -less, -est, -ly - Spell a wide range of homophones - Spell words that are often misspelt - Use possessive apostrophe for plurals - Use a dictionary to spell words correctly - Write from memory simple sentences dictated by the teacher - Use the diagonal and horizontal strokes needed to join letters - Know which letters are best	- Use a more extensive range of suffixes and prefixes de-, dis-, mis-, over-, re-, -ate, -ise, -ify - Spell some words with silent letters - Continue to distinguish between homophones and other words that are often confused - Use knowledge of morphology and etymology as a strategy for spelling - Use dictionaries to check spelling and meaning of new words (using first 3 letters) - Use a Thesaurus - Write legibly, fluently and with increasing speed - Choose the writing implement best suited to the task	- Accurately use an extensive range of suffixes and prefixes - Spell words with silent letters - Confidently distinguish between homophones and other words that are often confused - Confidently use knowledge of morphology and etymology as a strategy for spelling - Use dictionaries to check spelling and meaning of new words (using first 3 letters) - Use a Thesaurus - Write legibly, fluently and with increasing speed - Choose the writing implement best suited to the task
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	writes 'm' for mummy" - Writes some or all of his/her name - Writes some letters accurately - Can form lower-case and capital letters correctly - Reads individual letters by saying the sounds for them - Is able to spell words by identifying the sounds and then writing the sound with letter/s - Is able to say a sound for each letter in the alphabet and at least 10 digraphs - Spells words by identifying sounds in them and representing the sounds with a letter or letters - Writes recognisable		proportion - Use correct spacing between letters and words - Write from memory simple sentences dictated by the teacher	Increase the legibility, consistency and quality of handwriting	left unjoined Increase the legibility, consistency and quality of handwriting		
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	letters, most of which are correctly formed Writes simple phrases and sentences that can be read by others.						
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Grammar and Punctuation

Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	- Leave spaces between words - Use punctuation for sentences using capital letter, full stop, question mark and exclamation mark - Use "and" to join words and clauses - Use capital letter for names of people, places, days of the week and pronoun I	- Use commas in lists - Use apostrophes for the contracted form - Use apostrophes for singular possession - Use sentences with different forms: - statements - commands - questions - exclamations - Use expanded noun phrases - Use present/past tense including progressive - Use subordination (when, if, that, because) - Use co-ordination (or, and, but, so) - Use some features of Standard English	- Use wider range of subordinating conjunctions (before, after, while, when, if, because, although) - Use present perfect verb tense (I have seen) - Express time, place and cause using conjunctions (when, before, after, while, because) - Express time, place and cause using adverbs (then, next, soon, therefore) - Express time, place and cause using prepositions (before, after, during, in, because of) - Punctuate direct speech with inverted commas - Use the forms a or an according to whether the next word begins with a consonant or a vowel	- Choose nouns/pronouns accurately for clarity and cohesion - Use fronted adverbials (adverbs, phrases and subordinate clauses) - Use commas after fronted adverbials - Use an apostrophe for plural possession - Punctuate direct speech with inverted commas - Know the difference between Standard/non-Standard English	- Use relative clauses with relative pronouns who, which, where, whose, that, when - Indicate possibility using adverbs (maybe, possibly, perhaps, definitely) and modal verbs (shall, may, might, must, could etc) - Build cohesion within a paragraph - Link ideas across paragraphs using adverbials of time, place and number or by varying tense - Indicate parenthesis using brackets, dashes and commas - Use commas to clarify meaning/avoid ambiguity - Use expanded noun phrases for accuracy.	- Use active/passive voice for effect. - Use perfect form to indicate time/cause. - Use hyphens to avoid ambiguity. - Use colons to introduce a list and mark boundaries between clauses. - Use semi-colons in a longer list and to mark boundaries between clauses. - Punctuate bullet points consistently. - Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis). - Identify formal/informal structures e.g. question tags, subjunctive form
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Language and Vocabulary	- Engages in extended conversations about stories, learning new vocabulary. - Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment. - Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences. - Can read some letter groups that each represent one sound and say the sounds for them. - Can read a few common exception words.	- Use vocabulary from stories (eg fairy tales) to increase vocabulary in their own writing. - Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts) - Change meaning of adjectives/verbs using prefix un	- Recognise and use simple recurring literary language in stories and poems - Discuss and clarify meanings of new words, making links to known vocabulary - Use drama and role-play to identify with and explore characters - Use suffixes -ful, -less, -ness, -ly, -er and -est to form and modify nouns, adjectives and adverbs	- Use similar writing to identify and understand vocabulary and language ("magpie" words and phrases to use in own writing) - Create characters, setting and plot - Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration - Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses - Discuss words and features of texts that capture the reader's interest	- Broaden range of figurative language to include metaphors, personification and repetition - Begin to interweave character, setting, plot and dialogue	- Use knowledge of language from stories, plays and poetry to improve the effectiveness of their writing - Select some language and vocabulary to reflect their understanding of audience and purpose - Become familiar with the language of writing eg figurative language, imagery, style and effect - Develop characters, settings and atmosphere using language and vocabulary from reading/books - Integrate dialogue to advance action and convey character - Evaluate how authors use language and consider effect on the reader	- Confidently use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing - Select appropriate language and vocabulary to reflect their understanding of audience and purpose - Confidently use the language of writing eg figurative language, imagery, style and effect - Further develop characters, settings and atmosphere using language and vocabulary from reading/books - Confidently integrate dialogue to advance action and convey character - Confidently evaluate how authors use language and
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	matched to the school's SSP. • Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • Can read words consistent with his/her phonic knowledge by sound-blending.					• Use dictionaries (and thesauruses) to check meaning of new words.	consider effect on the reader • Use dictionaries (and thesauruses) to check meaning of new words.
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Plan, Draft, Edit and Evaluate

• Re-reads what they have written to check that it makes sense. • Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words.	• Say out loud what they are going to write about • Compose sentences orally before writing • Re-read what they have written to check it makes sense • Discuss what they have written with teacher/pupils	• Plan/say aloud what they are going to write, sentence by sentence • Write down key ideas/words/ vocabulary • Evaluate own writing with teacher/other pupils • Re-read for sense and verb tense consistency • Proof-read for errors in spelling, grammar and punctuation	• Draw on examples of writing (structure, vocabulary and grammar) when planning their own work • Discuss and record some ideas • Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure • Assess own and others' writing, suggesting improvements • Suggest changes to grammar and vocabulary • Proof-read work for spelling and punctuation errors	• Draw on examples of writing (structure, vocabulary and grammar) when planning their own work • Discuss and record ideas more accurately • Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure • Assess own and others' writing, suggesting improvements • Suggest changes to grammar and vocabulary • Proof-read work for spelling and punctuation errors	• Use dictionaries to check the spelling and meaning of words • Identify audience and purpose when writing • Note and develop initial ideas drawing on reading • Select appropriate grammar and punctuation and understand how these can change/enhance meaning • Assess effectiveness of own and others' writing • Propose changes to grammar, punctuation and vocabulary to enhance meaning/ effectiveness • Choose the appropriate register (formal/informal)	• Use dictionaries to check the spelling and meaning of words • Identify audience and purpose when writing • Note and develop initial ideas drawing on reading • Select appropriate grammar and punctuation and understand how these can change/enhance meaning • Assess effectiveness of own and others' writing • Propose changes to grammar, punctuation and vocabulary to enhance meaning/ effectiveness • Choose the appropriate register (formal/informal)
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Text Structure and Features	- Understands that print has meaning. - Understands that print can have different purposes. - Understands that we read English text from left to right and from top to bottom. - Understands the names of different parts of the book. - Understands page sequencing. - Anticipates, where appropriate, key events in stories. - Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary.	- Become familiar with and retell key stories, fairy stories and traditional tales - Recognise and join in predictable phrases and use these in their writing - Sequence sentences to form short narratives	- Draw on a wide range of stories, poems, plays and information books and understand their features - Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales - Recognise simple, recurring language and discuss favourite words and phrases - Understand the structure of non-fiction books - Write for different purposes including narratives (real and fictional), real events and poetry - Structure and sequence ideas orally and (where appropriate) through drama and role-play	- Build on KSI – draw on a range of stories, poetry, plays, myths, legends, non-fiction and reference books - Retell stories orally - Begin to recognise themes eg good over evil, use of magical devices - Be exposed to books that are structured in different ways - Begin to understand how language, structure, vocabulary, grammar and presentation contribute to meaning - Begin to use paragraphs around a theme - Begin to build cohesion within a paragraph - Write for a range of purposes	- More confidently draw on a wide range of stories, poetry, plays, myths, legends, non-fiction and reference books - Retell stories orally using key vocabulary linked to the text - Recognise themes eg good over evil, use of magical devices - Be exposed to a range of books that are structured in different ways - Identify how language, structure, vocabulary, grammar and presentation contribute to meaning - Organise paragraphs around a theme - Build cohesion within a paragraph - Gain confidence to link ideas across	- Summarise and present familiar stories in their own words - Summarise main ideas from more than one paragraph using evidence - Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing - Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure - In fiction, consider how authors develop character and setting - Be exposed to wide range of books including myths, legends, fairy stories,	- Confidently summarise and present familiar stories in their own words - Confidently summarise main ideas from multiple paragraphs using evidence - Refine and use knowledge of language and structure gained from stories, plays, poetry, and non-fiction in their writing - Confidently demonstrate understanding of audience and purpose through choice of grammar, vocabulary and structure - In fiction, thoughtfully consider how authors develop character and setting

				• Start to link ideas across paragraphs using adverbials of time, place and number or by varying tense • Locate information using contents, index and glossaries • Use simple organisational devices eg. headings, sub-headings	paragraphs using adverbials of time, place and number or by varying tense • Confidently locate information using contents, index and glossaries • Confidently use simple organisational devices eg. headings, sub-headings	modern fiction, fiction from literary heritage and books from other cultures • Evaluate how authors use language and consider effect on the reader • Use a range of devices to build cohesion within and across paragraphs • Use further organisational and presentational devices to structure text	• Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures • Critically evaluate how authors use language and consider effect on the reader • Use a wide range of devices to build cohesion within and across paragraphs • Confidently use the full range of organisational and presentational devices to structure text
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[illegible]

Year 1/2

	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.	Sentences using simple pronouns and conjunctions.
	Imperative verbs start sentences e.g. spread, slice, cut.	Subject/verb sentences e.g. He was... They were... It happened...	Subject/verb sentences e.g. He was... They were... It happened...	Subject/verb sentences e.g. He was... They were... It happened...	Subject/verb sentences e.g. He was... They were... It happened...	Subject/verb sentences e.g. He was... They were... It happened...	Subject/verb sentences e.g. He was... They were... It happened...	Subject/verb sentences e.g. I think... We want...
	Sentences do not include pronouns and are written impersonally.	Some modal verbs introduced e.g. would, could, should.	Some modal verbs introduced e.g. would, could, should.	Some modal verbs introduced e.g. would, could, should.	Some modal verbs introduced e.g. would, could, should.	Some modal verbs introduced e.g. would, could, should.	Some modal verbs introduced e.g. would, could, should.	Some modal verbs introduced e.g. would, could, should.
	Imperative verbs are used to begin sentences.	Use simple adverbs e.g. quickly, slowly.	Use simple adverbs e.g. quickly, slowly.	Use simple adverbs e.g. quickly, slowly.	Use simple adverbs e.g. quickly, slowly.	Use simple adverbs e.g. yesterday, today.	Use simple adverbs e.g. quickly, slowly.	Use simple adverbs e.g. yesterday, today.
	Use simple adverbs e.g. slowly, quickly.	Use simple noun phrases e.g. large tiger.	Use simple noun phrases e.g. large tiger.	Use simple noun phrases e.g. large tiger.	Use simple noun phrases e.g. large tiger.	Use simple noun phrases e.g. red shoes.	Use simple noun phrases e.g. red shoes.	Use simple noun phrases e.g. red shoes.
	Use simple noun phrases e.g. long stick.			Uses rhetorical questions.	Uses rhetorical questions.			
			Uses ambitious adjectives.	Uses ambitious adjectives.				
	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
	1, 2, 3, 4, 5	First	___ are...	It was / It will	but	On Monday...	First	Dear, From,
	First	Next	___ is...	Brilliant	because	People felt...	Next	I like
	Next	After	They are...	Best	some people like...	First	After	I went
	After	Finally	The different...	Exciting	some people feel...	Next	Finally	I saw
	Cut	The best part was	This is a ___	The most	some people believe...	After	When he/she was born...	It was
	Move	The worst part was	There are ___	Super	other people like...	When	When he/she was five years old...	My favourite
	Fold	I liked	These can be grouped...	Fantastic	other people feel...	Then	An interesting thing about...	There was
	Stir	I didn't like		Great	other people believe...	So		Next Then First After
	Paint	Afterwards	They like to	Now you can	I am going to...	But		And, but, so, when
	First of all	After that	They can	Try	In fact...	It was...		Sir/Madam.



	<i>To start with</i> <i>Firstly</i> <i>Lastly</i> <i>Finally</i> <i>Carefully</i> <i>Gently</i> <i>Slowly</i> <i>Softly</i>	<i>When</i> <i>Suddenly</i> <i>Just then</i> <i>Next</i> <i>Much later</i> <i>I found it interesting when</i> <i>I didn't expect</i>	<i>It can</i> <i>Like many</i> <i>I am going to</i> <i>There are two sorts of</i> <i>They live in</i> <i>The ___ have but the ___ have ___</i>	<i>The biggest</i> <i>The greatest</i> <i>The longest</i> <i>The tallest</i> <i>I think that</i> <i>I believe that</i> <i>Extraordinary</i> <i>Remarkable</i>	<i>It seems...</i> <i>To sum this up... The opposite view of this is...</i> <i>Not everyone agrees with this...</i>	<i>The scene was...</i> <i>Many passers by...</i> <i>Some children / people were...</i> <i>Shocking</i> <i>Auful</i> <i>Amazing</i> <i>Afterwards...</i>	<i>A fact about... He/she will be remembered for...</i> <i>As a child...</i> <i>As a teenager...</i> <i>At a young age...</i> <i>Many years later...</i> <i>His/Her life was...</i> <i>He/She became...</i>	<i>Yours Sincerely</i> <i>Yours Faithfully</i> <i>Later</i> <i>Afterwards</i> <i>Eventually</i> <i>I would like to...</i> <i>We felt...</i>
<i>Year 3/4</i>	Instructions	Recount	Non-chronological report	Persuasion	Balanced argument	Newspaper	Biography (Not applicable)	Letter
	Text Structure	Text Structure	Text Structure	Text Structure	Text Structure	Text Structure	Text Structure	Text Structure
	A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of sub-headings.	Clear introduction. Points about subject/issue Organised into paragraphs	Clear introduction. Points about subject/issue Organised into paragraphs	Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place.	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place.
	A set of ingredients and equipment needed are outlined clearly. Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. Friendly tips/suggestions are included to heighten	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events.	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly into key ideas.	Sub-heading used to organise texts. Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading	Sub-heading used to organise texts. Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading	Topic sentences. Some newspaper layout features included. A bold eye-catching headline. Clear introduction and conclusion. Links between key ideas. Who, what,	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events.	Topic sentences. Some letter layout features included. Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas.

the engagement. E.g. This dish is served best with a dash of nutmeg.	Elaboration is used to reveal the writer's emotions and responses.	Sub-headings are used to organise information. E.g. Qualities, body parts, behaviour.	Topic sentences	Topic sentences	where, when and why, is clear to orientate reader. Paragraphs for key ideas. All newspaper layout features included. Bold, eye-catching headline, including alliteration.	Elaboration is used to reveal the writer's emotions and responses.	All letter layout features included.
Sentence	Sentence	Sentence	Sentence	Sentence	Sentence	Sentence	Sentence
Simple sentences with extra description. Some complex sentences using when, if, as etc. e.g. When the glue dries, attach the paperclip.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs could/might	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will
Variation in sentence structures e.g. While the pastry cooks... As the sauce thickens...	Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.	Adverbials e.g. When the caterpillar makes a cocoon...	Adverbials e.g. When they have a problem, we played after tea.	Adverbials e.g. When they have a problem, we played after tea.	Adverbials e.g. As the police arrived, the crowd scattered.	Adverbials e.g. When she arrived at the scene, the doctors told her exactly what happened.	Adverbials e.g. When they have a problem, we played after tea.
Include adverbs to show how often e.g. additionally, frequently, rarely.	Variation in sentence structures e.g. While we watched the sealion show...	Variation in sentence structures e.g. While the eggs hatch female penguins...	It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy.	It was scary in the tunnel.	Variation in sentence structures e.g. While the witness was distracted... As the police arrived...	Variation in sentence structures e.g. While she watched	It was scary in the tunnel. Variation in sentence structures e.g. While we were at the park... As we arrived...

		Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me to....	Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use technical vocabulary to show the reader the writer's expertise.	Variation in sentence structures e.g. While we were at the park... As we arrived... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a...?	Start sentences with verbs e.g. imagine, consider, enjoy. Variation in sentence structures e.g. While we were at the park... As we arrived... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. Have you ever considered the impact of...?	Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language e.g. fabulous, showcase inspired him/her to....	Include adverbs to show how often e.g. additionally, frequently, rarely.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to Continue by... Carry on... Do this until... Stop when...	Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to Later on... Before long... At that very moment... At precisely... When this was complete...	The following report... They don't It doesn't Sometimes Often Most This report will... The following information... Usually Normally Even though Despite the fact As a rule	Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy I believe that	I will begin by... Maybe... Firstly... Many people are concerned that... I wonder... Sometimes It could be argued that... Therefore... My overall feeling/opinion is... An example of this is... It is clear that... I intend to...	While, if, as, when Witnesses felt... He reported that... He also claimed that... She went on to state that... He continued by... Hours later... Unfortunately Fortunately John Smith (64), a retired community officer said... Within minutes...	During his/her early life... Soon afterwards... Sometimes he... Strangely... One of the most remarkable facts about... His/her greatest achievement was... In his /her early years... By the time he/she had...	While, if, as, when I would like to inform you that... It has come to my attention that... Thank you for... I hope that... As I stated earlier... Referring to... This is an unfortunate... I would be grateful if... It is with regret that...

	When you have done this... Try not to... Avoid...	I was gripped by.. I felt overwhelmed when.. I was personally affected by... This has changed how I feel about...		It seems to me that It is clear that Is it any wonder that...? Furthermore Implore you to consider Inevitably Finally In conclusion In summary The evidence presented.. Have you ever thought about...? Do you think that...? Fed up with...?	On the other hand... In addition... It is surprising that... On balance... Finally, I would like to add... My next point concerns... Furthermore Having looked at both sides, I think...because... Having considered the arguments for and against... Whilst...	The school confirmed that... She claimed that. He continued by informing us that... Police were...	In his/ her final years... What is clear is that... Even though he/she was not popular at the time In many ways, it wasn't until... He/She might have been... His/Her one regret was that...	I look forward to hearing from you in due course. Use modal verbs e.g. should, would, could
Year 5/6	Instructions	Recount	Non-chronological report	Persuasion	Balanced argument	Newspaper	Biography	Letter
	Text Structure	Text Structure	Text Structure	Text Structure	Text Structure	Text Structure	Text Structure	Text Structure
	Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using <u>flair and humour.</u>	Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the	Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalised sentences are used to categorise and sort	Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information.	Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both viewpoints (for and against) are	Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns.	Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the	Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritised information. Purpose of letter clear and transparent for reader.

	Consolidate work from previous learning.	reader about time, place and personal response. An experience revealing the writer's perspective. Well-constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance.	information for the reader Purpose of the report is to inform the reader and to describe the way things are. Formal and technical language used throughout to engage the reader. The report is well-constructed and answers the reader's questions. Information is prioritised according to importance.	Viewpoint is transparent for reader. Emotive language used throughout to engage the reader. Arguments are well-constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.	transparent for reader. Emotive language used throughout to engage the reader. Arguments are well-constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.	Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive. Newspaper is well-constructed that answers the reader's questions. Information is prioritised according to importance. Headlines include puns.	reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective. Formal language used throughout to engage the reader. Letter well-constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.
	Sentence	Sentence	Sentence	Sentence	Sentence	Sentence	Sentence
	Sentence length varied e.g. short/long. Wide range of subordinating conjunctions e.g. whilst, until, despite. Modifiers are used to intensify or qualify e.g. insignificant	Sentence length varied e.g. short/long. Active and passive voice used deliberately to heighten engagement e.g. Giraffes left the enclosure.	Sentence length varied e.g. short/long. Active and passive voice used deliberately to heighten engagement e.g. The eggs were removed from the beach.	Sentence length varied e.g. short/long. Active and passive voice used deliberately to heighten engagement e.g. the café chairs were broken.	Sentence length varied e.g. short/long. Active and passive voice used deliberately to heighten engagement e.g. the café chairs were broken.	Sentence length varied e.g. short/long. Active and passive voice used deliberately to heighten engagement e.g. the café chairs were broken.	Sentence length varied e.g. short/long. Active and passive voice used deliberately to heighten engagement e.g. Giraffes left the enclosure. Active and passive voice used deliberately to heighten engagement e.g. the café chairs were broken.

	amount, exceptionally. Sentence length and type varied according to purpose. Subordinate clauses use to clarify writers position e.g. If the temperature gets too high... Expanded noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals. Prepositional phrases used cleverly e.g. In the event of overcooking...	Wide range of subordinate conjunctions e.g. whilst, until, despite. Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions... Expanded noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.	Wide range of subordinate conjunctions e.g. whilst, until, despite. Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions... Expanded noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.	Wide range of subordinate conjunctions e.g. whilst, until, despite. Complex sentences that use well-known expressions. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statement are used to change the reader's opinion. E.g. you will never need to... Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions... Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...	Wide range of subordinate conjunctions e.g. whilst, until, despite. Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident...	Wide range of subordinate conjunctions e.g. whilst, until, despite. Complex sentences that use well known expressions. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Verb forms are controlled and precise. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of their actions... Complex noun phrases used to add detail. Prepositional phrases used cleverly.	Wide range of subordinate connectives e.g. whilst, until, despite. Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions... Complex noun phrases used to add detail. Prepositional phrases used cleverly.	Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well-known expressions. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writers position e.g. As a
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		<i>Prepositional phrases used cleverly, e.g. In the event of a fire...</i>	<i>Prepositional phrases used cleverly, e.g. In the event of a fire...</i>	<i>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</i> <i>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</i> <i>Prepositional phrases used cleverly, e.g. In the event of a blackout...</i>	<i>Prepositional phrases used cleverly, e.g. In the event of a blackout...</i>	<i>Expanded noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</i> <i>Prepositional phrases used cleverly, e.g. In the event of a fire...</i>	<i>consequence of your actions...</i> <i>Expanded noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</i> <i>Prepositional phrases used cleverly, e.g. In the event of a fire...</i>
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Don't forget to.. Be careful of.. Don't worry about.. Concentrate on.. At this point.. Whilst that is.. Focus on.. Try to make sure that.. When you do, don't.. I would suggest.. Many people at this stage...	As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt.. In a flash.. Presently Meanwhile In conclusion The experience overall.. They are unusually They are rarely	The information presented will.. Some experts believe.. Many specialists consider.. Firstly, I will.. It can be difficult.. Unlike Despite Although Like many They are rarely.. They are never...	It strikes me that.. There is no doubt that.. I am convinced that It appears In my opinion Surely only a fool would consider In addition Furthermore Moreover My evidence to support this is On balance..	It strikes me that.. My intention is to.. To do this I will.. As I see it.. It appears to me.. Naturally.. It is precisely because.. Subsequently.. Doubtless.. Nevertheless.. In stark contrast..	Until this is resolved.. Unfortunately.. Chaos ensued.. Many panicked when.. He disputed.. She refused to accept that.. The parents agreed that.. Witnesses.. Pupils emphasised.. They spoke to...	In (insert year) at the age of...he / she.. The time came for.. In his/her later years.. Once he/she had.. Nobody is sure why.. In spite of.. His/Her lasting legacy is that..	I appreciate.. Whilst we were waiting.. Your concern.. Until this is resolved.. Despite speaking to the duty manager.. This is a disgrace.. Unfortunately.. Many other people also.. I am delighted to inform you that..

		They are never.. Generally Be careful if you Frequently, they... I will attempt to... It can be difficult to... More than half... Less than half...	They are unusually... Generally Be careful if you Frequently, they... I will attempt to... It can be difficult to... More than half... Less than half...	Just think how... Now you can... For the rest of your life... Unbelievable Incredible It appears that... There can be no doubt that... It is critical... Fundamentally... How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example... I would draw your attention to... I would refer to... On the basis of the evidence presented... Phenomenal Unique Unmissable You will be... Take a moment to... Isn't it time to...? Worried about...	On the contrary, Contrary to this position... It would seem logical... Let us consider the impact... In conclusion... The evidence presented leads me to conclude... I will present... Following that I will... One argument for this is that... ...fundamentally flawed... I would counter this view... It seems plausible to... Moreover... The evidence to support this is... It surprises me that... It is my conviction... Finally, I would like to add...	In addition to this... The impact of... Despite continued efforts... Subsequently... The appointed spokesperson... In addition... Mrs Hedges emphasised... Tragic... Crisis situation of epic proportions... Many parents refused to accept... The horror... Politicians also spoke of how...	Please do not hesitate to contact me... An early response would be greatly appreciated... Please accept my... I wish to express... The impact of... Despite continued efforts... Subsequently...
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EYFS		
Autumn	Spring	Summer
<u>Fiction</u> Goldilocks and the Three Bears The Gingerbread Man	<u>Fiction</u> Lost and Found by Oliver Jeffers The Very Hungry Caterpillar by Eric Carle	<u>Fiction</u> The Lighthouse Keeper's Lunch by Ronda and David Armitage
<u>Non-Fiction</u> Instructions - how to deliver Christmas presents	<u>Non-Fiction</u> Jack and the Beanstalk Instructions - How to grow a bean Non-Chronological report - Penguins	<u>Non-Fiction</u> Recount - Our Community walk Non-Chronological report - Police Officers Recount - A day at the seaside

Year 1/2 - Year A		
Autumn	Spring	Summer
<u>The Colour Monster by Anna Llenas</u> Poetry - writing to entertain	<u>Rosie Revere Engineer by Andrea Beaty</u> Narrative - innovation - writing to entertain	<u>Jack and the Flumflum Tree by Julia Donaldson</u> Narrative - writing to entertain
<u>The Tiger who Came to Tea by Judith Kerr</u> Narrative - writing to entertain	<u>The Egg by MP Robertson</u> 'How to look after a dragon' (fictional non-fiction) - instructions - writing to inform/entertain	<u>Sam's Hamburger by David Pelham</u> Narrative - writing to entertain
<u>Peter's Pebbles by Cherie Zamazing</u> Recount (Postcard) - writing to inform	<u>Zog by Julia Donaldson</u> Narrative - innovation - writing to entertain	<u>The Secret Sky Garden by Linda Sarah</u> Instructions - writing to inform - linked to plants
<u>[Meerkat Mail by Emily Gravett] to launch</u>		
<u>Smart about Sharks by Owen Davey</u> Non-Chronological report - to inform	<u>The Dragon Machine by Helen Ward</u> Instructions - writing to inform	<u>George's Marvellous Medicine by Roald Dahl</u> Instructions - writing to inform
<u>Lily and the Polar Bears by Jion Sheibani</u> Recount - writing to inform		

Year 1/2 - Year B		
Autumn	Spring	Summer
<u>Transition unit - It's OK to be Different by Todd Parr</u> <u>Who are You? By Smriti Halls & Ali Pye</u> - Autobiography / First Person Non-Chronological Report - writing to inform <u>Can I Build Another Me? By Shinsuke Yoshitake</u> - Design a robot and describe it - writing to inform <u>What the Ladybird Heard by Julia Donaldson</u> - Instructions - writing to inform <u>London - text TBC</u> - Non-Chronological Report - writing to inform <u>Gun Powder plot - text TBC</u>	<u>The Night Pirates by Peter Harris</u> - Narrative - retelling the story <u>The Dinosaur who Pooped a Pirate! by Dougie Poynter & Tom Fletcher</u> - Recount - diary in first person - writing to entertain <u>Juniper Jupiter by Lizzy Stewart</u> - Non-Chronological report - Superhero trademarks (cape, gloves, belt, boots etc) - writing to inform - Instructions (linked to D&T) - writing to inform	<u>Emma Jane's Aeroplane by Katie Haworth</u> - Diary entry - writing to inform & entertain - Narrative retelling - writing to entertain <u>Amelia Earheart</u> - Biography / Non-Chronological report - Writing to inform - Amelia Earheart's life and achievements TBC The Wright Brothers - linked to Project

Year 3/4 - Year A		
Autumn	Spring	Summer
<u>Inch and Grub by Alastair Chisholm</u> - Transition unit - Character description <u>Stone Age Boy by Satoshi Kitamura</u> - Recount - diary entry - writing to entertain & inform - Bake Stone-Age cookies - instructions - writing to inform <u>A Day in the Life of a Caveman, a Queen & Everything In-between by Jess Bradley and Mike Barfield</u> - Non Chronological report - writing to inform <u>Paolo, Emperor of Rome by Mac Barnett</u> - Narrative - retell and innovate - writing to entertain	<u>The Firework Maker's Daughter by Philip Pullman</u> - Informal letter - writing to inform - Newspaper report - writing to inform <u>Frank Einstein and the Anti-Matter Motor by Jon Scieszka</u> - Narrative - retell and innovate - writing to entertain <u>History's Biggest Show Offs by Andy Seed</u> - Biography - writing to entertain & inform	<u>Atlas of Adventures, Wonders of the World by Ben Handicott</u> - Non-Chronological report - writing to inform <u>Rain Player by David Wisniewski</u> - Recount - diary entry - writing to entertain & inform <u>The Chocolate Tree by Linda Lowery</u> 'Explode a moment' story writing

Year 3/4 - Year B		
Autumn	Spring	Summer
<u>A River by Marc Martin</u> - Transition unit - Diary entry - writing to entertain & inform <u>Stone Girl, Bone Girl: The Story of Mary Anning by Laurence Anholt</u> 'Explode a moment' - character description - Explanation of fossils - writing to inform <u>How to be an Anglo-Saxon by Scoular Anderson</u> - Instructions - writing to inform <u>Arthur and the Golden Rope by Joe Todd Stanton</u> - Narrative - retell - writing to entertain	<u>Tom's Magnificent Machines by Linda Sarah</u> - Fictional explanation - writing to inform and entertain <u>The Lost Happy Endings by Carol Ann Duffy</u> - Narrative - retell and innovate - Fairy Tale <u>The Wild Robot by Peter Brown</u> 'Explode a moment' - setting description - Newspaper report - writing to inform	<u>The Boy who Grew Dragons by Andy Shepherd</u> - Fictional instructions - writing to inform and entertain - a recipe for creating a dragon - Persuasive letter - writing to persuade <u>Fortunately, The Milk by Neil Gaiman</u> - Recount - diary entry - writing to entertain & inform <u>The Wolf's Secret by Myriam Dahman and Nicolas Digard</u> 'Explode a moment' - scene description - Non-Chronological report - writing to inform

Year 5/6 - Year A

Autumn	Spring	Summer
<u>PSHE text - transition unit</u> <u>Secrets of a Sun King by Emma Carroll</u> • Recount - diary entry - writing to entertain and inform • Narrative - writing to entertain • Trip Advisor review - writing to inform <u>Richard III</u> • Character Description <u>Cloud Tea Monkeys by Elspeth Graham and Mal Peet</u>	<u>The Magician's Elephant by Kate DiCamillo</u> • Narrative - setting description - writing to entertain • Formal letter - writing to inform • Memoir / biography - writing to inform	<u>The Great Kapok Tree by Lynne Cherry</u> • Non-Chronological report - animal • Formal letter • Discussion <u>Cloud Tea Monkeys by Elspeth Graham and Mal Peet</u>

Year 5/6 – Year B		
Autumn	Spring	Summer
<u>The Lion and the Unicorn by Shirley Hughes</u> • Informal letter – writing to inform • Recount – diary entry – writing to inform and entertain • Narrative – writing to entertain <u>My Secret War Diary by Flossie Albright</u> • Recount – diary entry – writing to inform and entertain <u>FARTHER</u> • Explanation – WW2 machine – writing to inform • Informal letter to Dad Space Race news bulletin <u>Goodnight Mister Tom</u>	<u>Fantastic Beasts</u> • Non-Chronological report – writing to inform <u>How to Live Forever</u> • Narrative – writing to entertain <u>Mary Anning</u> • Memoir / Biography – writing to inform <u>The Eleventh Trade by Alyssa Hollingsworth</u> or <u>Kick by Mitch Johnson</u> <u>Darwin's Dragons by Lindsay Galvin</u> <u>Moth: An Evolution Story by Isabel Thomas</u>	<u>Who Let the Gods Out? by Maz Evans</u> <u>The Sleeper and the Spindle by Neil Gaiman</u> <u>Leo and the Gorgon's Curse by Joe Todd Stanton</u>