Whole school Writing curriculum: Progression of knowledge, skills and understanding

Year A

Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Genre	**Narrative**	**Poetry**	**Non Fiction**	**Narrative**	**Non Fiction**	**Poetry**
Mulberry Tree	**The Enchanted Woodland**	**Once Upon A Time**	**Are We There Yet?**	**Dangerous Dinosaurs**	**Do Cows Drink Milk?**	**On The Beach**
Reception	Narrative	Lists	Narrative Stories with a familiar setting	Information texts Lists & Instructions Narrative	Information texts Recounts	Recount Information text Narrative
Sentence Features **Story language**	Oral retelling of events using time words and past tense Simple sentence recounting the story spoken and then written	Use of simple sentence structures.	Use of simple sentence structures. Simple sentence recounting the story spoken and then written	Simple sentence recounting the story spoken and then written Caption Writing - Creating Facts	Caption Writing - Creating Facts Use of time conjunctions at the start	Use of simple sentence structures. Caption Writing - Creating Facts Use of time conjunctions at the start
Year 1	Narrative Instructions	Narrative Non -fiction Poetry - seasons	Recounts Traditional Tales	Dictionaries Information Texts Narratives	Information texts Narrative	Narrative Poetry - silly stuff Performance poetry
Sentence Features **Story language**	Use of simple sentence structures. Size adjectives **big, small, enormous** **big, bigger, biggest** Emotion adjectives **sad, angry, cross, happy** Pronouns: I, she, he, they Prepositions **up, down, into, out, to, onto** Time references **once upon a time, one day, happily ever after** Use of simple sentence structures. Imperative verbs to start sentences Lists	Use of simple sentence structures. Size adjectives **big, small, enormous** **big, bigger, biggest** Emotion adjectives **sad, angry, cross, happy** Pronouns: I, she, he, they Prepositions: up, down, into, out, to, onto. Time references **once upon a time, one day, happily ever after** Use of time conjunctions at the start Imperative verbs to start sentences Lists	Use of time conjunctions at the start. Size adjectives **big, small, enormous** **big, bigger, biggest** Emotion adjectives **sad, angry, cross, happy** Pronouns **I, she, he, they** Prepositions **up, down, into, out, to, onto** Time references **once upon a time, one day, happily ever after**	Use of time conjunctions at the start. Size adjectives **big, small, enormous** **big, bigger, biggest** Emotion adjectives **sad, angry, cross, happy** Pronouns **I, she, he, they** Prepositions **up, down, into, out, to, onto** Time references **once upon a time, one day, happily ever after**	Use of time conjunctions at the start. Use of simple sentence structures. Size adjectives **big, small, enormous** **big, bigger, biggest** Emotion adjectives **sad, angry, cross, happy** Pronouns **I, she, he, they** Prepositions **up, down, into, out, to, onto** Time references **once upon a time, one day, happily ever after**	Size adjectives **big, small, enormous** **big, bigger, biggest** Emotion adjectives **sad, angry, cross, happy** Pronouns **I, she, he, they** Prepositions **up, down, into, out, to, onto** Time references **once upon a time, one day, happily ever after** Use of simple sentence structures. Lists.

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Grammatical Features	Noun Consistent Past tense Adjectives Adventurous vocabulary Noun Imperative verbs Present tense verbs Adjectives Time conjunctions to show chronological order	Noun Consistent Past tense Adjectives Adventurous vocabulary Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together Noun Consistent Past tense Adjectives Adventurous vocabulary	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together Noun Consistent Past tense Adjectives Adventurous vocabulary	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together Noun Consistent Past tense Adjectives Adventurous vocabulary	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together Noun Consistent Past tense Adjectives Adventurous vocabulary	Noun Consistent Past tense Adjectives Adventurous vocabulary Noun Consistent Past tense Adjectives Adventurous vocabulary
Punctuation	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I					

Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Genre	**Narrative**	**Poetry**	**Non Fiction**	**Narrative**	**Non Fiction**	**Poetry**
Apple Tree	**Magnificent Monarchs**	**Bright Lights, Big City**	**Paws, Claws & Whiskers**	**Moon Zoom!**	**Muck, Mess & Mixtures**	**Street Detectives**
Year 1	Narrative Instructions	Narrative Non -fiction Poetry - seasons	Recounts Traditional Tales	Dictionaries Information Texts Narratives	Information texts Narrative	Narrative Poetry - silly stuff Performance poetry
Sentence Features **Story language**	Use of simple sentence structures. Size adjectives **big, small, enormous** **big, bigger, biggest** Emotion adjectives **sad, angry, cross, happy** Pronouns **I, she, he, they** Prepositions **up, down, into, out, to, onto** Time references **once upon a time, one day, happily ever after** Use of simple sentence structures. Imperative verbs to start sentences Lists	Use of simple sentence structures. Size adjectives **big, small, enormous** **big, bigger, biggest** Emotion adjectives **sad, angry, cross, happy** Pronouns **I, she, he, they** Prepositions **up, down, into, out, to, onto** Time references **once upon a time, one day, happily ever after** Use of time conjunctions at the start Imperative verbs to start sentences Lists	Use of time conjunctions at the start. Size adjectives **big, small, enormous** **big, bigger, biggest** Emotion adjectives **sad, angry, cross, happy** Pronouns **I, she, he, they** Prepositions **up, down, into, out, to, onto** Time references **once upon a time, one day, happily ever after**	Use of time conjunctions at the start. Size adjectives **big, small, enormous** **big, bigger, biggest** Emotion adjectives **sad, angry, cross, happy** Pronouns **I, she, he, they** Prepositions **up, down, into, out, to, onto** Time references **once upon a time, one day, happily ever after**	Use of time conjunctions at the start. Size adjectives **big, small, enormous** **big, bigger, biggest** Emotion adjectives **sad, angry, cross, happy** Pronouns **I, she, he, they** Prepositions **up, down, into, out, to, onto** Time references **once upon a time, one day, happily ever after**	Size adjectives **big, small, enormous** **big, bigger, biggest** Emotion adjectives **sad, angry, cross, happy** Pronouns **I, she, he, they** Prepositions **up, down, into, out, to, onto** Time references **once upon a time, one day, happily ever after** Use of simple sentence structures. Lists.
Grammatical Features	Noun Consistent Past tense Adjectives Adventurous vocabulary Noun Past tense verbs Time conjunctions to show chronological order Coordinating conjunctions to join sentences together Consistent Past tense Adventurous vocabulary					
Punctuation	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I					

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Year 2	Information texts Fact writing Descriptive writing Letter	Instructions Lists Traditional Tales Poems from a theme Invitations	Diary writing Fact writing Non-chronological reports Descriptive Writing	Extended Stories Letter Character settings Significant authors Poetry - calligrams	Information texts Instructions Diary Poetry - using senses to perform	Non chronological reports Descriptive writing Stories from different cultures Recounts
Sentence Features **Story language**	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Simple adverbs to express how to do an action Noun phrases to describe **Story Language** **Adverbs** **Story Starters** **Story Endings** **Power of 3**	Imperative verbs used for clarity Simple adverbs to express how to do an action Noun phrases to describe Simple adverbs to express how to do an action Noun phrases to describe **Story Language** **Adverbs** **Story Starters** **Story Endings** **Power of 3** Simple adverbs to express how to do an action Noun phrases to describe	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Simple adverbs to express how to do an action Noun phrases to describe **Story Language** **Adverbs** **Story Starters** **Story Endings** **Power of 3**	Simple adverbs to express how to do an action Noun phrases to describe **Story Language** **Adverbs** **Story Starters** **Story Endings** **Power of 3** Simple adverbs to express how to do an action Noun phrases to describe	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Simple adverbs to express how to do an action Noun phrases to describe	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Simple adverbs to express how to do an action Noun phrases to describe **Story Language** **Adverbs** **Story Starters** **Story Endings** **Power of 3**
Grammatical Features	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives First and Third person Generalising words - many, most, some. Use of technical vocabulary					
Punctuation	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list					

Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Genre	**Narrative**	**Poetry**	**Non Fiction**	**Narrative**	**Non Fiction**	**Poetry**
Cherry Tree	**Ancient Civilisation**	**Rocks, Relics, & Rumbles**	**Urban Pioneers**	**Through The Ages**	**Muck, Mess & Mixtures**	**One Planet, Our World**
Year 2	Information texts Fact writing Descriptive writing Letter	Instructions Lists Traditional Tales Poems from a theme Invitations	Diary writing Fact writing Non-chronological reports Descriptive Writing	Extended Stories Letter Character settings Significant authors Poetry - calligrams	Information texts Instructions Diary Poetry - using senses to perform	Non chronological reports Descriptive writing Stories from different cultures Recounts
Sentence Features **Story language**	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Simple adverbs to express how to do an action Noun phrases to describe **Story Language** **Adverbs** **Story Starters** **Story Endings** **Power of 3**	Imperative verbs used for clarity Simple adverbs to express how to do an action Noun phrases to describe Simple adverbs to express how to do an action Noun phrases to describe **Story Language** **Adverbs** **Story Starters** **Story Endings** **Power of 3** Simple adverbs to express how to do an action Noun phrases to describe	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Simple adverbs to express how to do an action Noun phrases to describe **Story Language** **Adverbs** **Story Starters** **Story Endings** **Power of 3**	Simple adverbs to express how to do an action Noun phrases to describe **Story Language** **Adverbs** **Story Starters** **Story Endings** **Power of 3** Simple adverbs to express how to do an action Noun phrases to describe	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Simple adverbs to express how to do an action Noun phrases to describe	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Simple adverbs to express how to do an action Noun phrases to describe **Story Language** **Adverbs** **Story Starters** **Story Endings** **Power of 3**
Grammatical Features	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives First and Third person Generalising words - many, most, some. Use of technical vocabulary					
Punctuation	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list					

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Focus Genre	Narrative	Poetry	Non Fiction	Narrative	Non Fiction	Poetry
Year 3	Narrative Instructions	Explanation Instructions Non Chronological reports Non fictions Texts Performance poetry	Stories with familiar settings Non chronological reports	Diary Adventure stories Language play Poetry - Narratives	Adventure stories playscripts Non chronological reports	Persuasive Diary Shape Poetry NarrativeLanguage play
Sentence Features **Story language**	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses **Story Language Simile and Metaphor** **Adverbs** **Accurate Action Verbs** **Power of 3** Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses **Story Language Simile and Metaphor** **Adverbs** **Accurate Action Verbs** **Power of 3** Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Story Language Simile and Metaphor Adverbs Accurate Action Verbs Power of 3 Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses **Story Language Simile and Metaphor** **Adverbs** **Accurate Action Verbs** **Power of 3** Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses **Story Language Simile and Metaphor** **Adverbs** **Accurate Action Verbs** **Power of 3** Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses
Grammatical Features	Adverbs of time. Adverbs of place. Adverbs of manner. Adverbs to show how often. Nouns and pronouns used for clarity and cohesion A wider range of conjunctions . Correct use of simple present, present progressive and present perfect. Fronted adverbials Implied second person					
Punctuation	Apostrophes to mark singular and plural possession. Commas in a list. Commas after fronted adverbials Inverted commas if using quotations Brackets					

Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Genre	**Narrative**	**Poetry**	**Non Fiction**	**Narrative**	**Non Fiction**	**Poetry**
Horse-chestnut Tree	**Invasion**	**Misty Mountain, Winding River**	**Time Traveller**	**Traders and Raiders**	**Gallery Rebels**	**Interconnected World**
Year 4	Stories from imaginary worlds Explanation Texts	Newspapers Diary Myths and Legends Poetry - creating imagery	Debate Explanation Persuasive Non Chronological reports	Stories from other cultures Poetry - based on a model	Stories which raise issues Explanation	Non Chronological text Poetry - performing Persuasive
Sentence Features **Story language**	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses **Story Language Simile and Metaphor** **Adverbs** **Accurate Action Verbs** **Power of 3** Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Rhetorical questions Turning opinion into fact Emotive language	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Story Language Simile and Metaphor Adverbs Accurate Action Verbs Power of 3 Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses **Story Language Simile and Metaphor** **Adverbs** **Accurate Action Verbs** **Power of 3** Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses **Story Language Simile and Metaphor** **Adverbs** **Accurate Action Verbs** **Power of 3** Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses
Grammatical Features	Adverbs of time. Adverbs of place. Adverbs of manner. Adverbs to show how often. Nouns and pronouns used for clarity and cohesion A wider range of conjunctions . Correct use of simple present, present progressive and present perfect. Fronted adverbials Implied second person					
Punctuation	Apostrophes to mark singular and plural possession. Commas in a list. Commas after fronted adverbials Inverted commas if using quotations Brackets					

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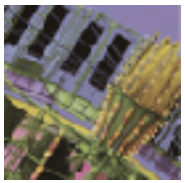
Year 5	Narrative Non chronological report Poetry	Persuasive writing Narrative	Poetry Narrative Recount Biography	Myths legends and fables Playscripts Persuasive writing Letters	Poetry - performance Recounts Persuasion	Poetry Non Chronological reports Auto Biographical
Sentence Features **Story language**	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length **Simile and Metaphor** **Adverbs for Frequency or Subtlety** **Repetition** **Personification** Variation in sentence length to support cohesion Use of passive and active Comparative sentences	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length **Simile and Metaphor** **Adverbs for Frequency or Subtlety** **Repetition** **Personification** Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the reader	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence structures and wider range of examples of: **Simile and Metaphor** **Adverbs for Frequency or Subtlety** **Repetition** **Personification** Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the reader	Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the reader Variation in sentence structures and wider range of examples of: **Simile and Metaphor** **Adverbs for Frequency or Subtlety** **Repetition** **Personification**	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the reader	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the reader
Grammatical Features	More complex examples of: Adverbs of time, Adverbs of place, Adverbs of manner, Adverbs to show how often. Modifiers used to intensify or qualify. Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise. Fronted adverbials, Implied second person. Use of modal verbs. Tense changes according to the purpose Reported speech as well as direct speech					
Punctuation	Brackets Dashes Colons Semi-colons					

Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Genre	**Narrative**	**Poetry**	**Non Fiction**	**Narrative**	**Non Fiction**	**Poetry**
Oak Tree	**A Child's War**	**Sow, Grow and Farm**	**Fun at the Fair** 	**Maafa**	**Gallery Rebels**	**Investigating Our World**
Year 5	Narrative Non chronological report Poetry	Persuasive writing Narrative	Poetry Narrative Recount Biography	Myths legends and fables Playscripts Persuasive writing Letters	Poetry - performance Recounts Persuasion	Poetry Non Chronological reports Auto Biographical
Sentence Features **Story language**	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length **Simile and Metaphor** **Adverbs for Frequency or Subtlety** **Repetition** **Personification** Variation in sentence length to support cohesion Use of passive and active Comparative sentences	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length **Simile and Metaphor** **Adverbs for Frequency or Subtlety** **Repetition** **Personification** Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the reader	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence structures and wider range of examples of: **Simile and Metaphor** **Adverbs for Frequency or Subtlety** **Repetition** **Personification** Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the reader	Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the reader Variation in sentence structures and wider range of examples of: **Simile and Metaphor** **Adverbs for Frequency or Subtlety** **Repetition** **Personification**	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the reader	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the reader
Grammatical Features	More complex examples of: Adverbs of time, Adverbs of place, Adverbs of manner, Adverbs to show how often. Modifiers used to intensify or qualify. Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise. Fronted adverbials, Implied second person. Use of modal verbs. Tense changes according to the purpose Reported speech as well as direct speech					
Punctuation	Brackets Dashes Colons Semi-colons					

Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Genre	**Narrative**	**Poetry**	**Non Fiction**	**Narrative**	**Non Fiction**	**Poetry**
Year 6	Narrative Poetry Diaries Procedural Instructions	Fiction Genres &Short Stories Fantasy stories Letters Poetry	Biography Explanation Persuasive Letters Balanced arguments	Newspaper reports Diaries Playscripts Poetry	Explanation narrative - short story Biography	Poetry Non chronological report Newspaper - linked to play
Sentence Features **Story language**	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length **Active and Passive** **Modifiers for intensity** **Repetition** **Personification** Variation in sentence length to support cohesion Use of passive and active Comparative sentences	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length **Active and Passive** **Modifiers for intensity** **Repetition** **Personification** Variation in sentence length to support cohesion Use of passive and active Comparative sentences	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Use of passive and active Sentences are generalised to categories the information Concession and condescension are used to impact the reader Variation in sentence length to support cohesion	Sentences are generalised to categories the information Concession and condescension are used to impact the reader Variation in sentence length to support cohesion Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses **Active and Passive** **Modifiers for intensity** **Repetition** **Personification**	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses **Active and Passive** **Modifiers for intensity** **Repetition** **Personification** Sentences are generalised to categories the information Concession and condescension are used to impact the reader Variation in sentence length to support cohesion	Sentences are generalised to categories the information Concession and condescension are used to impact the reader Variation in sentence length to support cohesion
Grammatical Features	More complex examples of: Adverbs of time, Adverbs of place, Adverbs of manner, Adverbs to show how often. Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect. Fronted adverbials, Implied second person, Use of modal verbs, Text changes according to the text type					
Punctuation	Brackets Dashes Colons Semi-colons					

Year A

Progression Plan

It is our intent that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing, vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types (including areas of fiction, non-fiction and poetry).
We recognise the importance of fostering a culture where pupils take pride in their writing; write clearly and accurately; and modify their structure and language choices to suit a variety of audiences, purposes and contexts.
To support pupils in moving towards independent writing at the age-related standard, we provide a wide range of writing stimuli, including the use of film and imagery; modelled, shared and guided writing; peer conferencing; and group discussion. These rich and varied set of learning opportunities support pupils in becoming confident and enthusiastic learners across all areas of the curriculum.
At St Andrews Primary School, we want writing to equip our pupils with the necessary tools to communicate effectively and to provide them with the skills to become lifelong creative writers.

	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Composition	**Planning** • Say aloud what they are going to write about. **Drafting** • Compose a sentence orally before they write it. **Evaluating & Editing** • Discuss what they have written with the teacher and other pupils.	**Planning** • Jot down key words and new vocabulary. • Say aloud what they are going to write about. **Drafting** • Compose a sentence orally before they write it. **Evaluating & Editing** • Re-reading what they have written to check that it makes sense. • Discuss what they have written with the teacher and other pupils. **Read aloud their writing clearly enough to be heard by their peers and the teacher.**	**Planning** • Plan or say aloud what they are going to write. • Write down ideas/key words including new vocabulary. **Drafting** • Encapsulate what they want to say sentence by sentence. • Write narratives about personal experiences and those of others. **Evaluating & Editing** • Evaluate their writing with the teacher and other pupils. • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently. • Proof read to check for errors in spelling, grammar and punctuation. **Read aloud what they have written so that the meaning is clear.**	**Planning** • Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar. **Drafting** • Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures. • Organise paragraphs around a them. • Create settings, characters and plots. **Evaluating & Editing** • Assess the effectiveness of their own and other's writing suggesting improvements. • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns. • Proof read for spelling and punctuation errors. **Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.**	**Planning** • Identify the audience and purpose of the writing and select the appropriate form. • Note and develop initial ideas, drawing on reading and research, where necessary. **Drafting** • Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. • Precise longer passages. • Use a range of devise to build cohesion within and between paragraphs. • Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. **Evaluating & Editing** • Assess the effectiveness of their own and other's writing • Propose changes to grammar and vocabulary and punctuation to enhance effects and clarify meaning. • Ensure that consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and vary agreement when using singular and plural. • Proof read for spelling and punctuation errors. **Perform their own compositions, using appropriate intonation, volume and movements so that the meaning is clear.**
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e letters that are formed in similar ways) and to practise these.	Correctly form all lower-case letter correctly. Formation of capitals and digits 0-9 using the correct size and orientation. Use consistent spacing between words. Begin to use diagonal and horizontal strokes to join letters.	Horizontal and diagonal strokes needed to join letters. Increase consistency, legibility and quality of handwriting.	Writing legibly, fluently and with increased speed. Choosing writing style for the task.

Year A

Progression in Narrative
EYFS to Year 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening to and reading a range of stories on page and screen which provoke different responses: • **Story structure** • **Viewpoint: author; narrator** • **Character & dialogue** • **Setting**	* 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. * Be aware that books have authors; someone is telling the story. * 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.	* Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events. * 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. * Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; 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. * Settings can be familiar or unfamiliar and based on real-life or fantasy. Respond by making links with own experience and identify story language used to describe imaginary settings.	* Identify the sequence: opening – something happens –events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at character's actions and their consequences. * Begin to understand elements of an authors style, e.g. books about the same character or common themes; * Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; 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.	* Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language or music or camera angle to set scenes, build tension, create suspense. * Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions; notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters.- * Identify examples of a character telling the story in the 1st person; make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story; identify examples of stereotypical characters; make judgements about a characters actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue. * Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension.	* Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth. - * Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) do you agree with the way that the problem was solved? Understand that the author or director creates characters to provoke a response in the reader, (e.g.) sympathy, dislike; discuss whether the narrator has a distinctive „voice" in the story. * Identify the use of figurative and expressive language to build a fuller picture of a character; look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; explore the relationship between what characters say and what they do – do they always reveal what they are thinking? * Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. Look for evidence of the way that characters behave in different settings.	* Recognise that story structure can vary in different types of story and that plots can have high and low points; 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. Analyse more complex narrative structures and narratives that do not have a simple linear chronology, (e.g.) parallel narrative time slip * Authors have particular styles and may have a particular audience in mind; discuss the authors perspective on events and characters, (e.g.) the consequences of a character's mistakes – do they get a second chance? ; authors perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly; check whether the viewpoint changes at all during the story; explore how the narration relates to events. * 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 readers expectations; recognise that characters may have different perspectives on events in the story.	* 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; make judgements in response to story endings. * Look at elements of an authors style to identify common elements and then make comparisons between books; consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change and be manipulated, (e.g.) a different character takes over the story- telling, the story has 2 narrators– talk about the effect that this has on the story and the readers response. * Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. in parody; 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. * Different episodes (in story and on film) can take place in different settings; discuss why and how the scene changes are made and how they effect the characters and events.

Year A

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating stories orally, on page and screen, that will impact on listeners and readers in a range of ways: • **Telling stories** • **Writing**	* 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.	* 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 and use ideas from reading for some incidents and events.	* Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listeners interest; tell own real and imagined stories; explore characters feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group. * Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.	* Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. * Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.	* Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. * Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Some time later..., Suddenly...,.; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood.	* Plan and tell stories to explore narrative viewpoint, (e.g.) re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. * Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. * 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.) portray events happening simultaneously; Meanwhile…**/**; extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.	* Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. * Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; 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. * Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; Vary narrative structure when writing complete stories, (e.g.) start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative.

Year A

Progression in Recount
EYFS to Year 6

EYFS	Year 1/Year 2	Year 3/Year 4	Year 5	Year 6
* 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 such as retelling, substituting or extending, leading to simple independent writing.	* Describe incidents from own experience in an audible voice using sequencing words and phrases such as then after that * Listen to other recounts and ask relevant questions. * Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. * Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.	* Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. 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 ensuring agreement in the use of pronouns. * Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader Include recounts when creating paper or screen based information texts.	* Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. As he was running away he noticed…, possible supporting illustrations, degree of formality adopted and use of connectives. * Use the language features of recounts including formal language when recounting events orally. * 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.	* 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. * Use the language conventions and grammatical features of the different types of text as appropriate.

Year A

Progression in Poetry
EYFS to Year 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading poetry **1) Subject matter and theme** **2) Language use** **3) Style** **4) Pattern**	* Listen to poems being read and talk about likes and dislikes –including ideas or puzzles, words, and patterns	* Discuss own response and what the poem is about * Talk about favourite words or parts of a poem * Notice the poems pattern	* Talk about own views, the subject matter and possible meanings * Comment on which words have most effect, noticing alliteration * Discuss simple poetry patterns	* Describe the effect a poem has and suggest possible interpretations * Discuss the choice of words and their impact, noticing how the poet creates sound effects by using alliteration, rhythm or rhyme and creates pictures using similes • Explain the pattern of different simple forms	* Describe poems impact and explain own interpretation by referring to the poem; * Comment on the use of similes and expressive language to create images, sound effects and atmosphere; * Use similes to build images and identify clichés in own writing; * Write free verse; use a repeating pattern; experiment with simple forms * Discuss the poems form and suggest the effect on the reader	* Discuss poets possible viewpoint, explain and justify own response and interpretation; * Explain the use of unusual or surprising language 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	* Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes * explain the impact of figurative and expressive language, including metaphor; * comment on poems structures and how these influence meaning
Performing poetry **1) Use of voice 2) Presentation**	* Join in with class rhymes and poems * Copy actions	* Perform in unison, following the rhythm and keeping time * Imitate and invent actions	* Perform individually or together; speak clearly and audibly. * Use actions and sound effects to add to the poems meaning	* Perform individually or chorally; vary volume, experimenting with expression and use pauses for effect * Use actions, voices, sound effects and musical patterns to add to a performance	* Vary volume, pace and use appropriate expression when performing * Use actions, sound effects, musical patterns and images to enhance a poems meaning * Use language playfully to exaggerate or pretend	* Vary pitch, pace, volume, expression and use pauses to create impact; * Use actions, sound effects, musical patterns, images and dramatic interpretation	* Vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form * Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT
Creating poetry **1) Original playfulness with language and ideas** **2) Detailed recreation of closely observed experience 3) Using different patterns**	* Enjoy making up funny sentences and playing with words; * Look carefully at experiences and choose words to describe; * Make word collections or use simple repeating patterns	* Invent impossible ideas, e.g. magical wishes; * Observe details of first hand experiences using the senses and describe; * List words and phrases or use a repeating pattern or line.	* Experiment with alliteration to create humorous and surprising combinations; * Make adventurous word choices to describe closely observed experiences; * Create a pattern or shape on the page; use simple repeating phrases or lines as models	* Invent new similes and experiment with word play * Use powerful nouns, adjectives and verbs; experiment with alliteration * Write free verse; borrow or create a repeating pattern	* Use language playfully to exaggerate or pretend * Use similes to build images and identify clichés in own writing * Write free verse; use a repeating pattern; experiment with simple forms	* Invent nonsense words and situations and experiment with unexpected word combinations; * use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing; * write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour	* Use language imaginatively to create surreal, surprising, amusing and inventive poetry; * Use simple metaphors and personification to create poems based on real or imagined experience; * Select pattern or form to match meaning and own voice

Year A

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Research Skills	* Track the words in text in the right order, page by page, left to right, top to bottom * Learn order of alphabet through alphabet books, rhymes and songs	* Pose questions before reading non-fiction to find answers. * Secure alphabetic letter knowledge and order and use simplified dictionaries. * Initially with adult help and then independently, choose a suitable book to find the answers by orally predicting what a book might be about from a brief look at both front and back covers, including blurb, title, illustrations. Read and use captions, labels and lists. * Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter. * Record information gleaned from books, (e.g). as lists, a completed chart, extended captions for display, a fact file on IT.	* Pose and orally rehearse questions ahead of writing and record these in writing, before reading. Recognise that non- fiction books on similar themes can give different information and present similar information in different ways. * Use contents pages and alphabetically ordered texts (e.g.) dictionaries, encyclopaedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries * Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and sub-headings to speculate what a book might be about and evaluate its usefulness for the research in hand. * Scan a website to find specific sections e.g. key words or phrases, subheadings. Appraise icons, drop down menus and other hyperlinks to speculate what it might lead to and evaluate its usefulness for the research in hand. * Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopaedia. * Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequ * ent writing	* Before researching, orally recall to mind, existing knowledge on the subject and reduce the options for enquiry by posing focused questions. Compose questions to ask of the text. * Have a secure understanding of the purpose and organisation of the dictionary (i.e. know the quartiles of the dictionary, m lies around halfway mark, t towards the end). Use second place letter to locate and sequence in alphabetical order. Understand the term definition; use dictionaries to learn or check the definitions of words and a thesaurus to find synonyms. * Begin to use library classification to find reference materials and scan indexes, directories and IT sources to locate information quickly and accurately. Recognise the differences in presentation between texts e.g. between fiction and non-fiction, between books and IT-based sources, between magazines, leaflets and reference texts. * Within a text, routinely locate information using contents, index, headings, sub-headings, page numbers, bibliographies, hyperlinks, icons and drop down menus. Find and mark the key idea in a section of text. Make clear notes by identifying key words, phrases.	* Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. * Routinely use dictionaries and thesaurus and use 3rd and 4th place letters to locate and sequence words in alphabetical order. * Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences (to appraise their usefulness in supporting the reader to gain information effectively. Collect information from a variety of sources. * Identify how paragraphs are used to organise and sequence information. Mark and annotate headings, key sentences and words in printed text or on screen. * Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form.	* Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. * Use dictionaries and other alphabetically ordered texts efficiently. * Appraise potentially useful texts quickly and effectively. Evaluate texts critically by comparing how different sources treat the same information. Begin to look for signposts that indicate the reliability of a factual source. * Locate information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings +IT equivalent; skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding. * Sift through passages for relevant information and present ideas in note form that are effectively grouped and linked. Use simple abbreviations while note taking. Understand what is meant by in your own words and when it is appropriate to copy, quote and adapt. Make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk.	* Having pooled information on a topic, construct and follow a plan for researching further information. Routinely appraise a text quickly, deciding on its value, quality or usefulness. * Evaluate the status of source material, looking for possible bias and comparing different sources on the same subject. Recognise (when listening or reading) rhetorical devices used to argue, persuade, mislead and sway the reader. Evaluate the language, style and effectiveness of examples of non-fiction writing such as periodicals, reviews, reports, leaflets. * Read examples of official language such as consumer information and legal documents. Identify characteristic features of layout such as use of footnotes, instructions, parentheses, headings, appendices and asterisks. Understand the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Year A

Information texts	* Distinguish between writing and drawing and write labels for pictures and drawings. * Attempt writing for various purposes, using features of different forms, e.g. lists, stories and instructions	* Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. * Independently choose what to write about, orally rehearse, plan and follow it through.	* Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. * Draw on knowledge and experience of texts in deciding and planning what and how to write. * Maintain consistency in non-narrative, including purpose and tense * Create an alphabetically ordered dictionary or glossary of special interest words. * Design and create a simple ICT text	* Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report. * Decide how to present information and make informed choices by using structures from different text types. * Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books. * Use computer to bring information texts to published form with appropriate layout, font etc. * Create multi-media information texts. * Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others. * Summarise orally in one sentence the content of a passage or text, and the main point it is making.	* Fill out brief notes into connected prose. * Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. * Begin to use graphic organisers as a tool to support writing up of information * Develop and refine ideas in writing using planning and problem-solving strategies * Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices.	* Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. * Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. * Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount. * create multi-layered texts, including use of hyperlinks, linked web pages * Record and acknowledge sources in own writing. * Summarise a passage, chapter or text in a specific number of words. * Read a passage and retell it in your own words	* In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. * Establish, balance and maintain viewpoints * Use the conventions and language of debate when orally rehearsing a balanced argument. * Revise own non-fiction writing to reduce superfluous words and phrases. * Discuss and explain differences in the use of formal language and dialogue * Listen for language variations in formal and informal contexts * Identify the ways spoken language varies

Year A

Progression in Non Chronological Reports
EYFS to Year 6

EYFS	Year 1	Year 2	Year 3	Year 4/Year 5	Year 6
* 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. * 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.	* Find out about a subject by listening and following text as information books are read, 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 in own experience, (e.g.) food, pets. * Write a simple non-chronological report by writing sentences to describe aspects of the subject.	* After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. * 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 B'setc. * 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.	* Analyse a number of report texts and note their function, form and typical language features: - introduction indicating an overall classification of what is being described - use of short statement to introduce each new item - language (specific and sometimes technical) to describe and differentiate - impersonal language - mostly present tense Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spider-gram to organise the information. * Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. * Analyse broadcast information to identify presentation techniques and notice how the language used signals change. * Teacher demonstrates how to write non-chronological report using notes in a spider gram; draws attention to importance of subject verb agreements with generic participants (e.g.) family is…., people are… * Write own report independently based on notes from several sources. *	* 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 spider gram is appropriate for representing the information. * Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs * Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. * Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.	* Secure understanding of the form, language conventions and grammatical features of non-chronological reports. * 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.

Year A

Progression in Explanation Texts
EYFS to Year 6

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
* 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 or another's motives; why and how they made a construction.	* 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.	* After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. * After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately. * Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. * Following other practical tasks, produce a simple flowchart or cyclical diagram independently.	* Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. * Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.	* Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an infor- mation book might contain examples of all these forms of text or a combination of these forms * Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. * Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing: **purpose**: to explain a process or to answer a question **structure**: introduction, followed by sequential explanation, organised into paragraphs **language features**: usually present tense; use of connectives of time and cause and effect; use of passive voice **presentation**: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering * After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.	* Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections. * Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if…then, might, when the…) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate. * In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.	* Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. * Use the language conventions and grammatical features of the different types of text, as appropriate.

Year A

Progression in Persuasion Texts
Year 3 to Year 6

Year 3	Year 4	Year 5	Year 6
* Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. * Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. * 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.	* 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. * Analyse how a particular view can most convincingly be presented, e.g. 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 * 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, linguistic devices such as puns, jingles, alliteration, invented words * Both orally and in and writing to 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. * Use writing frames if necessary to back up points of view with illustrations and examples * To present a point of view both orally and in writing,(e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to * the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.) * Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples * Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument,	* 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. * Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information * From reading, to collect and investigate use of persuasive devices such as words and phrases * Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state * Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points * Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.) * Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.	* 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 (using ICT and multi- modality where and when appropriate) - anticipating possible objections - harnessing the known views, interests and feelings of the audience o tailoring the writing to formal presentation where appropriate * Overall, participate in whole class debates using the conventions and language of debate including standard English. In oral and written texts help to build the ability to 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.

Year A

Progression in Instructional and Procedural Texts
EYFS to Year 6

EYFS	Year 1	Year 2	Year 3	Year 4/Year 5	Year 6
* Listen to and follow single instructions, and then a series of two and three instructions * Give oral instructions when playing. * Read and follow simple classroom instructions on labels with additional pictures or symbols. * Attempt to write instructions on labels, for instance in role play area	* Listen to and follow a single more detailed instruction and a longer series of instructions. * Think out 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 two consecutive instructions independently	* Listen to and follow a series of more complex instructions. * Give clear oral instructions to members of a group. * 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: - statement of purpose, list of materials or ingredients, sequential steps, - direct/imperative language - use of adjectives and adverbs limited to giving essential information o emotive/value-laden language not generally used * As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game	* Read and follow instructions. * Give clear oral instructions to members of a group. * Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them 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 out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. * Write clear written instructions using correct register and devices to aid the reader.	* In group work, give clear oral instructions to achieve the completion of a common 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).	* Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text as appropriate.

Year A

To present neatly & to present writing							
EYFS			**Pebble 1**	**Pebble 2**	**Pebble 3**	**Milestone 1 (KS1)**	
30-50 months Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control.	**40-60+ months** Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.	**Early Learning Goals** Handle equipment and tools effectively, including pencils for writing. **Exceeding** Hold paper in position, use preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.	Hold a pencil or similar using a palmer grasp to make marks. Use a tripod grip to make marks drawings lines, circles and patterns using gross motor movements (possibly with support) Indicate to adult what symbols or marks communicate.	Form recognisable letters, mostly correctly formed, showing increased control over the size, shape and orientation of letters. Write name with appropriate use of lower and upper case letters. 'Read' what has been written to adult.	Write letters that are clearly shaped and correctly orientated. Produced legible handwriting despite inconsistencies in orientation, size and use of upper and lower case letters. Read aloud writing to adult.	Sit correctly and hold a pencil correctly. Begin to form lower case letters correctly Form capital letters Form digits 0-9 Understand letters that are formed in similar ways. Form lower case letters of consistent size. Begin to join some letters Write capital letters and digits of consistent size. Use spacing between words that reflects the size of the letters. Read aloud writing clearly enough to be heard by peers and the teacher. Read aloud writing with some intonation.	

To present neatly & to present writing							
Pebble 4	**Pebble 5**	**Pebble 6**	**Milestone 2 (LKS2)**	**Pebble 7**	**Pebble 8**	**Pebble 9**	**Milestone 3 (KS2)**
Form handwriting that is legible. Read aloud and explain writing to known adults.	Form capital and lower case letters in consistent ways and of consistent size. Read aloud writing to a partner with some intonation.	Form handwriting that is legible, of consistent size and joined. Present work clearly with the intent of engaging the reader.	Join letters, deciding which letters are best left unjoined. Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. Read aloud writing to a group or whole class, using appropriate intonation.	Produce writing that is consistently correctly formed. Present work clearly with the intent of engaging the reader.	Produce writing that is consistently correctly formed and quickly produced. Use different voices for different characters. Sustain the attention of listeners by using expression.	Produce writing that is neat, joined, legible and quickly produced. Tell a story in an appropriate tone.	Write fluently and legibly with a personal style. Perform compositions, using appropriate intonation and volume.

Year A

To spell correctly						
EYFS			**Pebble 1**	**Pebble 2**	**Pebble 3**	**Milestone 1 (KS1)**
30-50 months Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.	40-60 months Gives meaning to marks they make as they draw, write and paint. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things, such as labels and captions. Attempts to write short sentences in meaningful contexts.	**Early Learning Goals** Use phonic knowledge to write words matching their spoken sounds. Write some irregular common words. Write simple sentences which can be read. Some words are spelt correctly, others are phonetically plausible. **Exceeding** Spell phonically regular words of more than one syllable as well as many irregular but high-frequency words. Use key features of narrative in their own writing.	Distinguish one sound from another.	Write simple regular words and make plausible attempts at longer or more complex words. Hear and say short vowel sounds in a word and use phonological knowledge to sound out CVC words (e.g. c-a-t, cat)	Correctly spell some common words and use phonic strategies to spell phonetically plausible words. Demonstrate emerging knowledge of simple word roots, suffixes and inflectional endings in spellings (e.g. 'ed', 'ing', etc)	Spell words containing 40+ learned phonemes Spell common exception words (the, said, one, two, and the days of the week) Name letters of the alphabet in order. Use letter names to describe spellings of words. Add prefixes and suffixes, learning the rule for adding -s, and -es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks) Use the prefix un- Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. Use spelling rules Write simple sentences dictated by the teacher. Spell by segmenting words into phonemes and represent them with the correct graphemes. Learn some new ways to represent phonemes. Spell common exception words correctly. Spell contraction words correctly (can't., don't) Add suffixes to spell longer words (-ment, -ness, -ful, and -less) Use the possessive apostrophe (single (e.g. the girl's book)) Distinguish between homophones and near-homophones.

To spell correctly							
Pebble 4	**Pebble 5**	**Pebble 6**	**Milestone 2 (LKS2)**	**Pebble 7**	**Pebble 8**	**Pebble 9**	**Milestone 3 (KS2)**
Spell accurately high - frequency and common polysyllabic words.	Use a simple dictionary to find unknown words.	Spell correctly less common exception words. Write simple sentences using known words and punctuation.	Use prefixes and suffixes and understand how to add them. Spell further homophones. Spell correctly often misspelt words. Place the possessive apostrophe accurately in words with regular plurals (e.g, girls', boys') and in words with irregular plurals (e.g. children's) Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Consistently apply spelling patterns and rules learned.	Spell words with complex regular patterns correctly.	Spell words accurately including irregular words.	Use prefixes, applying guidelines for adding them. Spell some words with silent letters (knight, psalm, solemn) Distinguish between homophones and other words that are often confused. Use knowledge or morphology and etymology in spelling and understand that some words need to be learned specifically. Use dictionaries to check spelling and meaning of words. Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. Use a thesaurus.

Year A

To punctuate accurately						
EYFS			**Pebble 1**	**Pebble 2**	**Pebble 3**	**Milestone 1 (KS1)**
			Make marks or symbols in the preferred method of communication.	Use full stops occasionally.	Use some full stops and capital letters (e.g. for names and the pronoun I)	Leave spaces between words. Use the word 'and' to join words and sentences. Begin to punctuate using a capital letter for the names of people, places, the days of the week and the pronoun I. Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation ,arks, question marks, commas for lists and apostrophes for contracted forms. Use sentences with different forms, statement, question, exclamation and command. Use extended noun phrases to describe and specify (e.g. the blue butterfly) Use subordination (when, if, that or because) Use coordination (or, and, but) Use some features of standard written English Use the present and past tenses correctly, including the progressive form.

To punctuate accurately							
Pebble 4	**Pebble 5**	**Pebble 6**	**Milestone 2 (LKS2)**	**Pebble 7**	**Pebble 8**	**Pebble 9**	**Milestone 3 (KS2)**
Use apostrophes to indicate possession (e.g. Anne's cat)	Develop sentences with more than one clause using conjunctions.	Use punctuation mainly correctly and consistently (full stops, capital letters, commas, speech marks, and question marks) Write dialogue in direct speech using speech marks appropriately.	Develop understanding of writing concepts by: extending the range of sentences with more than once clause by using a wider range of conjunctions, including when, if, because, although. Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials Indicate grammatical and other features by using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech.	Write dialogue in direct or reported speech using speech marks appropriately.	Use correct punctuation to make the sequence of events or ideas coherent and clear to the reader.	Accurately use a range of punctuation to clarify meaning and to add emphasis or detail.	Develop understanding of writing concepts by recognising vocabulary and structures that appropriate for formal speech and writing, including subjunctive forms. Using passive verbs to affect the presentation of information in a sentence. Using the perfect form of verbs to mark relationships of time and cause, using expanded noun phrases to convey complicated information concisely. Using model verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing. Using hyphens to avoid ambiguity. Using brackets, dashes, or commas to indicate parenthesis. Using semi-colons, colons, or dashes to mark boundaries between independent clauses. Using a colon to introduce a list, punctuating bullet points consistently.

Year A

To write with purpose, To organise writing appropriately & To use paragraphs

EYFS			Pebble 1	Pebble 2	Pebble 3	Milestone 1 (KS1)
30-50 months Can copy some letters, e.g. letters from their name.	**40-60+ months** **Begins** to form recognisable letters. **Uses** a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	**Early Learning Goals** **Handle** equipment and tools effectively, including pencils for writing. **Exceeding** They are beginning to be able to write on lines and control letter size.	Produce meaningful marks or symbols associated with own name, spoken words, actions, images and events. Understand that marks and symbols convey meaning. Convey simple meaning from own symbols or marks.	Demonstrate awareness that writing can have a range of purposes. Show understanding of how text is arranged on the page. Retell narratives in the correct sequence and say what writing 'says'.	Write statements to communicate meaning to the reader, making some use of appropriate vocabulary. Develop ideas in writing, using appropriate vocabulary in short sections. Write about one topic to communicate meaning to the reader.	Say first and then write to tell others about ideas. Write for a variety of purposes. Plan by talking about ideas and writing notes Use some of the characteristic features of the type of writing use. Write, review and improve. Re-read writing to check it makes sense. Use the correct tenses Organise writing in line with its purpose. Write about more than one idea. Group related information.

To write with purpose, To organise writing appropriately & To use paragraphs

Pebble 4	Pebble 5	Pebble 6	Milestone 2 (LKS2)	Pebble 7	Pebble 8	Pebble 9	Milestone 3 (KS2)
Write with imagination using some descriptive language. Use connectives to clarify ideas. Use pronouns to avoid repeating names mainly consistently. Sequence sentences and organise writing logically.	Choose words for variety or interest, adding adjectives and adverbs to create interest. Choose more adventurous vocabulary and use words for effect. Use appropriate layouts and key features of different forms of writing in independent writing. Use titles and headings appropriately. Organise points in a sensible order and sustain and develop ideas in a logical way.	Write to inform or entertain the reader. Review work and improve aspects following feedback. Use connectives to develop ideas and to add detail and interest. Use consistent verb tenses. Organise sentences into paragraphs of related information. Create paragraphs of related sentences.	Write for a wide range of purposes, using the main features identified in reading. Use techniques used by authors to create characters and settings. Compose and rehearse sentences orally Plan, write, edit and improve. Use organisational devices such as headings and sub-headings. Use the perfect form of verbs to mark relationships of time and cause. Use connectives that signal time, shift attention, inject suspense and shift the setting. Organise paragraphs around a theme. Sequence paragraphs.	Sustain writing and develop writing in logical and interesting ways. Consider the purpose for which work was intended. Use pronouns, tenses and connectives correctly and consistently in narrative and non-narrative texts. Organise ideas into paragraphs that develop ideas effectively.	Convey meaning clearly in a range of forms for different reasons and purposes. Use a more formal writing style when appropriate to task. Organise simple and complex sentences into paragraphs that support the reader's understanding.	Adapt writing style to the audience. Produce writing appropriate to task and audience. Summarise and add supporting ideas and arguments to written work. Use paragraphing and correct punctuation to make the sequence of events or ideas coherent and clear to the reader.	Identify the audience for writing Choose the appropriate form of writing using the main features identified in reading. Note, develop and research ideas Plan, draft, write, edit and improve. Guide the reader by using a range of organisational devices, including a range of connectives. Choose effective grammar and punctuation, and propose changes to improve clarity. Ensure correct use of tenses throughout a piece of writing. Write paragraphs that give the reader a sense of clarity. Write paragraphs that make sense if read alone. Write cohesively at length.

Year A

To use imaginative description & To use sentences appropriately						
EYFS			Pebble 1	Pebble 2	Pebble 3	Milestone 1 (KS1)
			Make marks that communicate meaning. Link marks, symbols or letters to form phrases.	Create writing that communicates meaning and 'read' what is written. Use a small written selection of words or symbols and use 'and' to connect key words and phrases to create simple short sentences.	Use increased details to engage the reader. Use wider vocabulary and, occasionally, more ambitious word choices. Compose sentences, using simple punctuation and basic connectives.	Use adjectives to add detail. Use names of people, places and things. Use well-chosen adjectives. Use nouns and pronouns for variety. Use adverbs for extra detail. Write so that other people can understand the meaning of sentences. Sequence sentences to form a short narrative. Convey ideas sentence by sentence. Join sentences with conjunctions and connectives. Vary the way sentences begin.

To use imaginative description & To use sentences appropriately							
Pebble 4	Pebble 5	Pebble 6	Milestone 2 (LKS2)	Pebble 7	Pebble 8	Pebble 9	Milestone 3 (KS2)
Demonstrate imagination by including detail. Use basic grammatical structures within sentences that usually have correct subject/ verb agreement.	Demonstrate imagination by using descriptive language. Develop more complex sentences from simple sentences. Demonstrate evidence of well-chosen phrases.	Sustain and develop ideas in logical and interesting ways. Create characters and describe key features. Understand terms such as alliteration, onomatopoeia and similes. Use pronouns, tenses and connectives correctly and consistently in narrative and non-narrative texts. Write grammatically complex sentences.	Create characters, settings and plots. Use alliteration effectively Use similes effectively. Use a range of descriptive phrases including some collective nouns. Use a mixture of simple, compound and complex sentences. Write sentences that include: conjunctions, adverbs, direct speech, punctuated correctly, clauses, adverbial phrases.	Choose adventurous vocabulary to add detail and build descriptions. Use compound and complex sentences to develop and extend meaning.	Use words for effect. Produce writing that is varied and interesting using vocabulary to create effects. Use apostrophes and parenthesis in a variety of ways.	Use words precisely, including imaginative vocabulary, to communicate ideas. Use a range of sentence structures and varied vocabulary to create effects.	Use the techniques that authors use to create characters, settings and plots. Create vivid images by using alliteration, similes, metaphors and personification. Interweave descriptions of characters, settings and atmosphere with dialogue. Write sentences that include: relative clauses, modal verbs, relative pronouns, brackets, parenthesis, a mixture of active and passive voice. A clear subject and object, hyphens, colons, and semi colons and bullet points.

Year A

To analyse writing							
EYFS			Pebble 1	Pebble 2	Pebble 3	Milestone 1 (KS1)	
			Convey simple meaning from own symbols or marks.	Copy-write, showing increased control over size, shape, and orientation of letters.	Writing draws more on the characteristics of spoken language and shows some basic characteristics of narrative/non-narrative forms.	Discuss writing with teacher and other pupils. Use and understand grammatical terminology in discussing writing. Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. Use and understand grammatical terminology in discussing writing. Verb, tense, (past & present), adjective, noun, suffix, apostrophe, comma.	

To analyse writing							
Pebble 4	Pebble 5	Pebble 6	Milestone 2 (LKS2)	Pebble 7	Pebble 8	Pebble 9	Milestone 3 (KS2)
Use and understand grammatical terms: vowel consonant pronoun possessive pronoun	Use and understand grammatical terms: vowel consonant pronoun possessive pronoun	Use grammatical terminology when discussing writing and reading conjunction preposition prefix	Use and understand grammatical terminology when discussing writing and reading. **Year 3** Word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. **Year 4** Pronoun Possessive pronoun adverbial	Respond personally to writing referring to aspects of language. Identify key features, themes and characters and select sentences, phrases and relevant information to support own views	Identify different layers of meaning in writing and comment on their significance and effect. Retrieve and collate information from a range of sources. Summarise a range of information from different sources.	Provide personal responses to writing, referring to aspects of language, structure and themes in justifying own views. Shows awareness of writing's thematic, structural and linguistic features.	Use and understand grammatical terminology when discussing writing and reading. Year 5 Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. Year 6 Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.