



English Progression Document

Writing Progression

Implementation

Writing is an important part of our curriculum and is an integral part of all of our lessons. At Brenzett CEP Primary we teach writing through:

Ensuring writing is purposeful: Each writing unit is planned in accordance with the national curriculum objectives, whilst considering the purpose of writing. High-quality texts are the focus of our discrete English lessons. Where possible ICT will be used, to improve children's communication skills and to give a different platform to present / perform their work. The use of Power of Reading strategies ensures a consistent and systematic approach to teaching the skills of writing across all cohorts. This also means that children know what to expect when they change classes. At the end of each writing sequence, children use what they have learnt to produce a 'polished' piece of writing that they have edited and redrafted into a finalised version.

A rigorous and consistent spelling approach is used: The school uses Spelling Frame to ensure progression against the National Curriculum from Year 1 through to Year 6.

Grammar and punctuation rules are taught both discretely and as part of English sequences of work to fit to the writing genre. In their medium-term planning, teachers carefully match the national curriculum objectives to writing genres, to ensure that new terminology being taught, can be applied in context.

Vocabulary: children are taught new vocabulary to ensure that children's vocabulary is continually improved, reviewed and an embedded part of their writing

Handwriting: As part of the RWI phonics programme, correct letter formation is taught and practiced each day. When children reach Year 1, they are taught to use cursive handwriting.

This document contains the writing skills that the children should be taught throughout their time at Brenzett School. The first section covers the spelling, punctuation and grammatical skills that the children should learn in each year of their time at school. The next section covers the skills that should be taught within each genre, depending on which year group the child is in.

Writing Skills

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<p>Children handle equipment and tools effectively, including pencils for writing.</p> <p>Children write in print.</p>	<p>Sit correctly at the table, holding pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Understand which letters belong to which handwriting 'families' and practise these.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capitals of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Write digits of the correct size and orientation.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. • Choosing the writing implement that is best suited for the task. 	<p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. • Choosing the writing implement that is best suited for the task.

<p style="text-align: center;">Writing: Punctuation and Grammar</p>	<p>Write simple sentences which can be read by themselves and others.</p>	<p><u>Word Level</u> Regular plural noun suffixes ‘-s’ or ‘-es’</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words.</p> <p>How the prefix ‘-un’ changes the meaning of verbs and adjectives.</p>	<p><u>Word Level</u> Formation of nouns using suffixes such as ‘-ness’, ‘-er’ and by creating compound words</p> <p>Formation of adjectives using suffixes such as ‘-ful’ and ‘-less’</p> <p>Use of the suffixes ‘-er’, ‘-est’ in adjectives The use of the suffix ‘-ly’ to turn adjectives into adverbs.</p>	<p><u>Word Level</u> Formation of nouns using a range of prefixes.</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel.</p> <p>Word families based on common words, showing how words are related in form and meaning. E.g. solve/solution.</p>	<p><u>Word Level</u> The grammatical difference between plural and possessive –s.</p> <p>Standard English forms for verb inflections instead of local spoken forms e.g. we were/we was.</p>	<p><u>Word Level</u> Converting nouns or adjectives into verbs using suffixes e.g. ‘-ate’, ‘-ise’, ‘-ify’ Verb prefixes e.g. dis-, de-, mis-, over-, re.</p>	<p><u>Word Level</u> The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. find out/discover, ask for/request.</p> <p>How words are related by meaning as synonyms and antonyms e.g. big, large, little.</p>
		<p><u>Sentence Structure</u> How words can combine to make sentences. Joining words and joining sentences using and.</p>	<p><u>Sentence Structure</u> Subordination (using when, if, that, because) and coordination (using or, and, or, but).</p> <p>Expanded noun phrases for description and specification (e.g. the</p>	<p><u>Sentence Structure</u> Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after,</p>	<p><u>Sentence Structure</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly</p>	<p><u>Sentence Structure</u> Relative clauses beginning with who, which, where, why, whose, that *** an omitted pronoun.</p> <p>Indicating degrees of possibility using adverbs (e.g.</p>	<p><u>Sentence Structure</u> Use the passive voice to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and</p>

			blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	during, in, because)	hair). Fronted adverbials (e.g. Later that day, I heard bad news).	perhaps, surely) or modal verbs (e.g. might, should, will, must).	structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they to come ' in some very formal writing and speech).
Writing: Punctuation and Grammar		<u>Text structure</u> Sequencing sentences to form short narratives.	<u>Text structure</u> Correct choice and consistent use of the present tense and past tense throughout handwriting. Use of the progressive form of verbs in the present and past tense to mark actions in progress	<u>Text structure</u> Introduction to paragraphs as a way to group related material. Headings and subheadings to aid presentations. Use of the present perfect form of verbs instead of the simple past. (e.g. He has gone out to play contrasted with He went out to play)	<u>Text structure</u> Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.	<u>Text structure</u> Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before).	<u>Text structure</u> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis. Layout devices, such as headings, sub headings,

							columns, bullets, tables, to structure text.
		<u>Punctuation</u> Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I.	<u>Punctuation</u> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	<u>Punctuation</u> Introduction to inverted commas to punctuate direct speech.	<u>Punctuation</u> Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession. Use of commas after fronted adverbials.	<u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity	<u>Punctuation</u> Use of semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of the semi-colon within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity.
		<u>Terminology</u> <ul style="list-style-type: none"> • Letter, capital letter • Word, singular, plural • Sentence • Punctuation mark, full stop, question mark, exclamation mark 	<u>Terminology</u> <ul style="list-style-type: none"> • noun, noun phrase • statement, question, exclamation, command • compound, suffix • adjective, adverb, verb • tense (past, present) • apostrophe, comma 	<u>Terminology</u> <ul style="list-style-type: none"> • preposition, conjunction • word family, prefix • clause, subordinate clause • direct speech • consonant, consonant letter 	<u>Terminology</u> <ul style="list-style-type: none"> • determiner • pronoun, possessive pronoun • adverbial 	<u>Terminology</u> <ul style="list-style-type: none"> • modal verb, relative pronoun • relative clause • parenthesis, bracket, dash • cohesion, ambiguity 	<u>Terminology</u> <ul style="list-style-type: none"> • subject, object • active, passive • synonym, antonym • ellipsis, hyphen, colon, semi-colon, bullet points.

				vowel, vowel letter • inverted commas (or speech marks)			
Writing: Composition	Write simple sentences which can be read by themselves and others.		Develop positive attitudes towards and stamina for writing by writing: • narratives about personal experiences and those of others (real and fictional) • about real events • poetry • for different purposes				
		<u>Plan writing</u> Say out loud what they are going to write about.	<u>Plan writing</u> Plan or say out loud what they are going to write about. Write idea and/or key words including new vocab.	<u>Plan writing</u> Discuss writing similar to that which they are planning to write in order, use of vocabulary and grammar taught. Discuss and record ideas.	<u>Plan writing</u> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.	<u>Plan writing</u> Identify audience and purpose, selecting appropriate form. Note and develop initial ideas. In writing narratives, consider how authors have developed characters and settings.	<u>Plan writing</u> Identify audience and purpose, selecting appropriate form and use other similar writing as a model. Note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, consider

Writing: Composition							how authors have developed characters and settings in what pupils have read, listened to and seen performed.
		<u>Drafting & writing</u> Compose a sentence orally before writing.	<u>Drafting & writing</u> Encapsulate what they want to say, sentence by sentence.	<u>Drafting & writing</u> Compose and rehearse sentences orally, progressively building a varied and rich vocabulary.	<u>Drafting & writing</u> Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.	<u>Drafting & writing</u> Select appropriate grammar and vocab,	<u>Drafting & writing</u> Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.
		Sequence sentences to form short narratives	Encapsulate what they want to say, sentence by sentence.	Begin to organise paragraphs around a theme.	Organise paragraphs around a theme.	Begin to use a wide range of devices to build cohesion within and across paragraphs.	Use a wide range of devices to build cohesion within and across paragraphs.
							Precise longer paragraphs.
				In narratives, begin to create settings, characters and plot.	In narratives, create settings, characters and plot.	In narratives, describe settings, characters and atmosphere. Begin to integrate dialogue.	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character

							and advance the action
Writing: Composition				In non-narrative material, begin to use simple organisational devices.	In non-narrative material, use simple organisational devices such as headings and sub-headings.	Use further organisational devices to structure text and guide the reader	Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).
			Make additions, revision and corrections to their own writing by: <ul style="list-style-type: none"> • Evaluating their own writing with the teacher or other pupils. • Rereading to check it makes sense and that verbs to indicate time are used correctly and consistently, including 	Evaluate and edit: <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar and vocabulary to improve consistency 	Evaluate and edit: <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar and vocabulary to improve consistency, including the 	Evaluate and edit: <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. 	Evaluate and edit: <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning.

			verbs in the continuous form.		accurate use of pronouns in sentences.	<ul style="list-style-type: none"> • Ensure the consistent and correct use of tense throughout a piece of writing. 	<ul style="list-style-type: none"> • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
		Re-read what they have written to check that it makes sense.	Proof read to check for errors in spelling, grammar and punctuation.	Proof read for spelling and punctuation errors.	Proof read for spelling and punctuation errors.	Proof read for spelling and punctuation errors.	Proof read for spelling and punctuation errors.
		Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.	Read aloud their writing with appropriate intonation to make the meaning clear.	Read aloud their writing, to a group or whole class, using appropriate intonation.	Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, using appropriate intonation and volume	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Progression of Writing Genres

Each year group will cover all the genres listed below across an academic year.

EYFS have implemented drawing club – this follows a 3 day cycle – character, setting, adventure

Cycle 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Eyfs expectations	<p>Can say the initial sound in a word.</p> <p>Uses some recognisable letter shapes when writing own name.</p> <p>Can orally segment some simple cvc words.</p>	<p>Can segment and spell cvc words, linked to their phonics session.</p> <p>Writes their own name, cvc words and labels using phonetically plausible graphemes.</p> <p>Writes some lower case letters correctly.</p> <p>Uses some upper case letters, e.g. for own name, Mum and Dad.</p>	<p>Writes most lower case letters correctly using a tripod grip.</p> <p>Writes some upper case letters correctly</p> <p>Can match graphemes and phonemes to those taught.</p> <p>Is starting to write simple captions, lists, celebration cards and attempts writing for a range of purposes.</p>	<p>Says the sound for each grapheme and digraphs linked to phonics scheme.</p> <p>Uses finger spacing between words.</p> <p>Read sentences/ writing back to an adult.</p> <p>Spells some tricky words.</p> <p>Is starting to write short sentences.</p>	<p>Confidently and independently segment and spell a range of words linked to their known phonics and now writes for a range of purposes, e.g. invitations, weekend news, simple stories, simple description of a character, letters, captions for pictures and messages.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
1/2	<p>Holiday recount – personal experience summer holiday</p> <p>The 3 little pigs – narrative,</p>	<p>Claude in the city – character descriptions, newspaper reports on museum robbery</p>	<p>The day the crayons quit - Letters Major Glad and Major Dizzy – diary from the view of the</p>	<p>The boy, the mole, the fox and the horse – recounts / posters</p> <p>An interview with Tiger - interviews</p>	<p>Jack and the beanstalk – narrative, create alternative ending. Instruction writing -</p>	<p>What the ladybird heard at the seaside – narrative, setting descriptions,</p>

	<p>descriptions</p> <p>The 3 little wolves – Diary – recount from pigs perspective</p> <p>Poetry - acoustic</p>	<p>The Jolly postman – letter – write to Santa</p> <p>Poetry - kennings</p>	<p>toy solders</p> <p>The lost toy museum – instructions – how to make a toy</p>	<p>Poetry - shape</p>	<p>beans</p> <p>Cleaner world – instructions and persuasion</p>	<p>wanted posters</p> <p>Night pirates – biography – Famous pirates letters</p> <p>Recounts – school trip</p>
3/4	<p>The Firework maker’s daughter –</p> <p>Narrative – description and paragraphs</p> <p>Develop character profile for Lila</p> <p>Diary – recount of Lila’s views on her future.</p> <p>Job advert– persuasion – firework maker</p>	<p>Ug –</p> <p>Descriptions (character and setting)</p> <p>Letter – information, telling Ug about life today</p> <p>Persuasion – balanced argument – what of the story of Ug is fact and fiction</p>	<p>The Great Kapok tree</p> <p>Narrative – write a similar story</p> <p>Biography – significant person relating to rainforest/ environment</p> <p>Newspaper – destruction of the rainforest</p>	<p>Escape from Pompeii-</p> <p>Non – chronological report – volcano</p> <p>Newspaper – events of Pompeii</p> <p>Narrative – write a prediction for what happens next</p>	<p>Iron Man –</p> <p>Narrative – mystery</p> <p>Diary/log book</p> <p>Poetry</p>	<p>Ada’s Violin –</p> <p>Instructions – how to make a recycled instrument</p> <p>Poetry</p> <p>Biography – Modern Musicians</p>
5/6	<p>Kaspar Prince of Cats</p> <p>-</p> <p>Non-chronological report – Mountains</p> <p>Persuasive speech – roles and responsibilities within the class</p> <p>Recount – from the perspective of Kaspar</p>	<p>War Horse</p> <p>Poetry – WW1 themed</p> <p>Newspaper article – WW1</p> <p>Description – trench life</p> <p>Christmas retell – Christmas day trench football match</p>	<p>Holes</p> <p>Instructions – survival guide for Camp Green Lake</p> <p>Character descriptions – Holes characters</p> <p>Narrative – speech to advance the narrative</p>	<p>Goodnight Mr Tom</p> <p>Letter – writing home as an evacuee</p> <p>Balanced argument – should evacuees have been sent away?</p>	<p>Wonder</p> <p>Recount – as characters from Wonder</p> <p>Biography</p> <p>Poetry</p>	<p>The Boy in the Girls’ Bathroom</p> <p>Diary entry – from the perspective of Bradley</p> <p>Speech – end of year speeches</p>

Cycle 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Eyfs expectations	<p>Can say the initial sound in a word.</p> <p>Uses some recognisable letter shapes when writing own name.</p> <p>Can orally segment some simple cvc words.</p>	<p>Can segment and spell cvc words, linked to their phonics session.</p> <p>Writes their own name, cvc words and labels using phonetically plausible graphemes.</p> <p>Writes some lower case letters correctly.</p> <p>Uses some upper case letters, e.g. for own name, Mum and Dad.</p>	<p>Writes most lower case letters correctly using a tripod grip.</p> <p>Writes some upper case letters correctly</p> <p>Can match graphemes and phonemes to those taught.</p> <p>Is starting to write simple captions, lists, celebration cards and attempts writing for a range of purposes.</p>	<p>Says the sound for each grapheme and digraphs linked to phonics scheme.</p> <p>Uses finger spacing between words.</p> <p>Read sentences/ writing back to an adult.</p> <p>Spells some tricky words.</p> <p>Is starting to write short sentences.</p>	<p>Confidently and independently segment and spell a range of words linked to their known phonics and now writes for a range of purposes, e.g. invitations, weekend news, simple stories, simple description of a character, letters, captions for pictures and messages.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
1/2	<p>Holiday recount – personal experience</p> <p>The Gigantic turnip – narrative, describe settings</p> <p>Goldilocks and the 3 bears – letter from Goldilocks to the bear</p> <p>Poetry - riddles</p>	<p>Guy Fawkes – Non chronological reports</p> <p>Great Fire of London - newspaper reports</p> <p>Samuel Pepys – Diary of events</p>	<p>The Hodgeheg - Narrative, information posters</p> <p>Library lion- persuasive argument</p> <p>Nonsense poems</p>	<p>The story of black rock – narrative writing- setting descriptions</p> <p>Once upon a school day – Recount of a new adventure</p>	<p>The Fox and the Star – Narrative writing</p> <p>Look up – non fiction reports</p>	<p>Paddington – Letter writing</p> <p>The Kings Pants - biography</p> <p>The Queens Knickers - poetry</p>
3/4	<p>Charlie and the chocolate factory</p> <p>Narrative – descriptions</p>	<p>Ice Trap! - Biography – Shackleton</p> <p>Non- chronological</p>	<p>Secrets of the Sun King</p> <p>Letters – formal and non formal</p>	<p>Tales in tents</p> <p>Instructions – how to put a tent up</p> <p>Poetry</p>	<p>Oh Mayan gods</p> <p>Narrative – character descriptions</p>	<p>Rhythm of the rain</p> <p>Narrative – personal</p>

	Newspaper reports – golden tickets Instructions – making a chocolate treat	report – animal Dairy writing Poetry	Narrative - Character descriptions Newspaper report		Non- chronological report Information leaflet Instructions – create new game	Persuasive writing Biography - environmentalist Poetry
5/6	Coming to England Persuasive campaign – roles and responsibilities within the class Biography – Floella Benjamin Narrative	Who let the Gods out? Non-chronological report – Greek Gods and Goddesses Poetry – remembrance Narrative – speech to advance the narrative	Kensuke’s Kingdom Instructions – survival guide for Kensuke’s Island Recount – first person as Michael at one point in the story Book review – reviewing Kensuke’s Kingdom Non-chronological report – Oceans	Night Bus Hero Diary entry – informally, as Hector in detention Newspaper report – missing statues and landmarks in London	Clockwork Description – using figurative language Fantasy narrative – based on Clockwork Poetry – based on Clockwork	Wolf Brother Narrative – retell of chapter 1 (punctuating speech) Speeches – end of year speech Non-chronological report – Circulatory system (Science link)

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instructions	Lists of instructions linked to actions or procedures e.g. baking.	<p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative e.g. sift the flour.</p> <p>Use of numbers or bullet points to signal order.</p>	<p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</p>	<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p>	<p>Consolidate work from previous learning.</p>

<p>Recount – experiences, diary, police reports, sports reports</p>	<p>Labelling posters or writing about experiences.</p>	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went... I saw...</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using connectives that signal time.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer’s emotions and responses.</p>	<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer’s perspective.</p>	<p>The report is well constructed and answers the reader’s questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>
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<p>Non-Chronological Reports</p>	<p>Writing about experiences or truffle moments.</p>	<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p>	<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... .</p> <p>Main ideas organised in groups.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of sub-headings.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Sub-headings are used to organise information. E.g. Qualities, body parts, behaviour.</p>	<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalized sentences are used to categorise and sort information for the reader.</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>
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<p>Letters</p>	<p>Writing short letters to others, using envelopes.</p>	<p>Ideas grouped in sentences in time sequence.</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques – time related words.</p>	<p>Clear introduction.</p> <p>Points about the visit/issue.</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences. Some letter layout features included.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All letter layout features included.</p>	<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritized information.</p> <p>Purpose of letter clear and transparent for reader.</p> <p>Formal language used throughout to engage the reader.</p>	<p>Letter well-constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>
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<p>Persuasion - Purpose: advert, leaflet, argument</p>		<p>Ideas are grouped together for similarity.</p> <p>Writes in first person.</p>	<p>Brief introduction and conclusion.</p> <p>Written In the present tense.</p> <p>Main ideas organised in groups.</p>	<p>Clear introduction.</p> <p>Points about subject/issue.</p> <p>Organised into paragraphs.</p> <p>Sub-heading used to organise texts.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheading Topic sentences</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>View point is transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>
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<p>Biography</p>	<p>Writing about themselves.</p>	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. He went... She travelled</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using connectives that signal time.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>
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<p>Balanced Argument – Purpose: Speech, Essay, Letter</p>		<p>Ideas are grouped together for similarity.</p> <p>Writes in first person.</p>	<p>Brief introduction and conclusion.</p> <p>Written with an impersonal style</p> <p>Main ideas organised in groups.</p>	<p>Clear introduction.</p> <p>Points about subject/issue</p> <p>Organised into paragraphs</p> <p>Sub-heading used to organise texts.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheading</p> <p>Topic sentences</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Both viewpoints are transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>
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<p>Newspaper</p>	<p>Writing wanted or missing posters.</p>	<p>Ideas grouped in sentences in time sequence.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Beginning describes what happened</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques – time related words.</p> <p>A photo with a caption.</p>	<p>Clear introduction.</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some newspaper layout features included.</p> <p>A bold eye-catching headline.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the newspaper.</p> <p>Who, what, where, when and why information is clear to orientate the reader.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All newspaper layout features included.</p> <p>Bold eye-catching headline which includes alliteration.</p>	<p>Developed introduction and conclusion using all the newspaper's layout features.</p> <p>Paragraphs developed with prioritised information into columns.</p> <p>Subheadings are used as an organisational device.</p> <p>Formal language used throughout to engage the reader.</p> <p>Quotations are succinct/emotive.</p>	<p>Newspapers well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p> <p>Headlines include puns.</p>
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<p>Story</p>	<p>Orally saying or writing stories of others and their own.</p> <p>Understanding through tales toolkit that there is a character, setting, problem and finally a solution (fiction).</p>	<p>Beginning or end of narrative signalled e.g. one day</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The wolf was hiding.</p> <p>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p>	<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p>	<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis</p>	<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p>	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p>
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Poetry

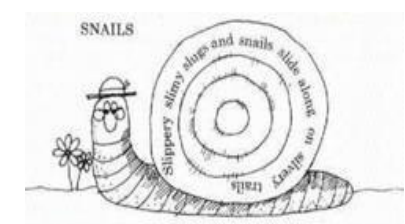
<p>Poetry</p>	<p>Links statements and sticks to a main theme or intention</p> <p>Children express themselves effectively, showing awareness of listeners' needs</p> <p>Continues a rhyming string</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems and learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry</p> <p>Recognise simple recurring literary language in poetry</p> <p>Discuss their favourite words and phrases</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Explain and discuss their understanding of poems, both those that they listen to and those that they read for themselves</p> <p>Develop positive attitudes towards and stamina for writing by writing poetry</p>	<p>Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of poetry</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>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.</p>	<p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of poetry</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>
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Poetry Yr group overview	Type	Type	Type	Type	Type	Type	Type
	Exposure to all by adult reading Shape	Acrostic Shape / Calligrams Riddle Free verse	Diamonte Haiku Free verse	Clerihew Limerick Free verse – Russian Doll	Kenning Free verse	Narrative Free verse	Narrative Free verse
To learn	To learn	To learn	To learn	To learn	To learn	To learn	To learn
Number Poems There was a crooked man and Blue Wellies Yellow Wellies Spike Milligan Silly rhymes Wriggle and Roar – any from collection Mrs Pirate- Nick Sharratt Commotion in the Ocean (2 verses) OR Rumble in the Jungle	30 days hath September ANON Tongue Twisters from Poems Aloud by Joseph Coelho The Quarrel by Eleanor Farejon Spaghetti Spaghetti – John Prelutsky On the Ning, Nang, Nong - S Milligan Song of the Train – David McCord	Penguins on Ice – Celia Warren Cats - Eleanor Farjeon The Morning Rush – John Foster In the Park and In the Park 2 by Eloise Greenfield King of the Dinosaurs by Aoife Mannix Where do all the Teachers Go? - Peter Dixon	My Dad's Amazing - Ian Souter I Don't Want to Go to School - Colin McNaughton Slowly - James Reeves Thinker's Rap - Eloise Greenfield The Sound Collector - Roger McGough The Duelling Duo - Joseph Coelho	Emergensea - John Hegley The Ocean's Blanket - Carol Ann Duffy Gran Can you Rap - Jack Ousby Jelly Jake and Butter Bill - Leroy F. Jackson The Witches Spell – Macbeth Walking with my Iguana - Brian Moses	Bed in Summer – Robert Louis Stevenson From a Railway Carriage - Robert Louis Stevenson The River – Valerie Bloom Whatif by Shel Silverstein Matilda (who told such dreadful lies) by Hillaire Belloc Shoulders by Naomi Shihab Nye	The City of My Birth by Karl Nova Mainly About Aliens by Ruth Awolola The Parent and Child Quadrille – Michaela Morgan Aleppo Cat – Philip Gross I Asked the River by Valerie Bloom Goal by Steven Camden I am a Writer by Joseph Coelho On Paper by Jacqueline Woodson	

Reception Overview

	Features	Example
Shape	<p>The poem usually describes an object.</p> <p>The poem is presented in the shape of the object which it is describing.</p> <p>The layout may either be with the words inside a shape or around the outline of the shape.</p> <p>Can be adult supported.</p>	

Year 1 Overview

Poetry Type	Features	Example
Acrostic	<p>The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word.</p> <p>The acrostic links to a given theme, e.g. winter. Lines usually end with commas.</p> <p>Ideas could be extended through using couplets.</p>	<p>Spring is here. The sun is shining and the grass is green. Pretty flowers. Red, yellow and pink like a rainbow. Running lambs. White and fluffy and jumping up high. In the fields. Green grass and fluffy clouds in the sky. New animals born. Baaing lambs and cheeping chicks. Go out to play. Run and jump in the spring sunshine.</p>
Shape/ Calligrams	<p>The poem usually describes an object.</p> <p>The poem is presented in the shape of the object which it is describing.</p> <p>The layout may either be with the words inside a shape or around the outline of the shape.</p>	
Riddle	<p>The poem describes a noun (usually an object), but does not name it, i.e. it may describe a tiger as striped and furry.</p> <p>Ideas could be extended through use of adjectives to describe each part of the object, or through prepositions.</p>	<p>I hop, I leap You can find me in the garden In ponds, in lakes And under logs leap, I croak Witches are my friend I'm a green and warty frog,</p>

Free verse	<p>In Year 1, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> ● Couplets ● Repetition 	<p>The truth about my cat</p> <p>My cat lies in the sunny garden. He snoozes and snores. My cat runs in the long green grass.He jumps and sprints. My cat climbs up the tall trees. He scratches the branches. (Alliteration, couplets, adjectives)</p>
Year 2 Overview		
Poetry Type	Features	Examples
Diamonte	<p>The poem is presented in the shape of a diamond.The line structure is as follows:</p> <ul style="list-style-type: none"> ● Line 1: Beginning subject; ● Line 2: Two adjectives about line 1; Line 3: Three verbs or words ending ‘-ing’ about line 1; ● Line 4: A short phrase about line 1, a short phrase about line 7; ● Line 5: Three verbs or words ending ‘-ing’ about line 7; ● Line 6: Two adjectives about line 7; ● Line 7: End subject. <p>Precise verbs and adjectives are used in the relevant lines indicated above. Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines.</p>	<p style="text-align: center;"><i>Bike Shiny, quiet, Pedalling, spinning, weaving Whizzing round corners, zooming along roads Racing, roaring, speeding Fast, loud, Car</i></p>
Haiku	<p>The haiku originates from Japan. The mood of a haiku is generally serious, and can relate to many themes, including nature or love. The line structure is as follows:</p> <ul style="list-style-type: none"> ● Line 1: 5 syllables; ● Line 2: 7 syllables; <p>Line 3: 5 syllables. (14 in total).Each line starts with a capital letter</p>	<p>The sky is so blue, The sky is so warm up high, I love the summer.</p>

Tetractys	<p>The poem is five lines in length. The line structure is as follows:</p> <ul style="list-style-type: none"> • Line 1: 1 syllable; • Line 2: 2 syllables; • Line 3: 3 syllables; • Line 4: 4 syllables; • Line 5: 10 syllables. <p>There is no set rhyme scheme. Each line starts with a capital letter and only the last line ends with a full stop.</p>	<p>I Am seven And I go To ballet school I learn to dance and prance around the room.</p>
Free verse	<p>In Year 2, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> • alliteration • rhyme • counting syllables • repetition <p>thinking and feeling details</p>	
Year 3 Overview		
Poetry Type	Features	Examples
Clerihew	<p>A clerihew is four lines in length and includes rhyming couplets (AABB). The subject of the poem is typically a character who is named on one of the lines. The mood of this type of poem is comic.</p>	<p>Astronaut Neil Armstrong Wasn't on the moon for long. But in that time he left behind a giant footprint for mankind.</p>
Limerick	<p>The poem is five lines in length and follows the rhyme scheme AABBA. The line structure is as follows:</p> <ul style="list-style-type: none"> • Line 1: 7-10 syllables; • Line 2: 7-10 syllables; • Line 3: 5-7 syllables; • Line 4: 5-7 syllables; • Line 5: 7-10 syllables. <p>The first line usually begins with 'There was a...' and ends with the name of a person or place.</p>	<p>There once was a boy called Joe Who dropped a big brick on his toe He asked, with a frown "Will the swelling go down?" And the doctor said, "Yes, I think so."</p>

Free verse	<p>In Year 3, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> • repetition • rhyme • simile • rhythm 	<p>The truth about my imagination</p> <p>The truth is I imagine I can fly Like a bird floating through the sky Soaring up towards a cloud Overlooking an awe-struck crowd.</p> <p>The truth is I imagine I am invisible Like an unseen, undisturbed miracle Wandering freely wherever I go No one will ever see me show.</p>
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Year 4 Overview

Poetry Type	Features	Examples
Kenning	<p>A 'kenning' is a two-word phrase which describes an object, often using a metaphor to do so.</p> <p>Kenning poems are a type of riddle which use kennings to describe something or someone.</p> <p>Each line consists of one kenning. There is no set number of lines in each verse. The kennings should be ordered within the poem with consideration of the impact on the reader.</p>	<p>Perfect predator Day dreamer Coat cleaner Rapid runner Mouse chaser Skilled climber</p>
Free verse	<p>In Year 4, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> • simile • rhythm • metaphor • onomatopoeia 	

Year 5 Overview

Poetry Type	Features	Examples
Narrative	<p>In Year 5, a narrative poem could include the following features:</p> <ul style="list-style-type: none"> • rhyme • structure 	<p>Sometimes a troop of damsels glad, An abbot on an ambling pad, Sometimes a</p>

	<ul style="list-style-type: none"> • archaic language • hyperbole • symbolism • personification • pathetic fallacy 	<p>curly shepherd lad, Or long-hair'd page in crimson clad, Goes by to tower'd Camelot: And sometimes thro' the mirror blue The knights come riding two and two: She hath no loyal knight and true, The Lady of Shalott.</p>
Free verse	<p>In Year 5, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> • simile • metaphor • personification • structure of author focus • mood and tone • an awareness of vocabulary choice and poetry from difficult cultures and periods of time 	<p>The Truth</p> <p>Truth is a mountain which must be bravely climbed Truth is the wind which swirls around the snowy peaks Truth is in the trees which keep me company on my ascent But on the journey, truth couldn't be seen amongst the storm</p> <p>The mountain stood so vast and tall Looking down upon us all The wind cloaks herself in dark at night She whips and cries and gave a fright The trees capture innocent passers-by They used their limbs to clutch them tight in the cold and crisp night sky</p>
Year 6 Overview		
Poetry Type	Features	Examples
Narrative	<p>In Year 6, a narrative poem could include the following features:</p> <ul style="list-style-type: none"> • rhyme • structure • archaic language • hyperbole • symbolism 	<p>Over the cobbles he clattered and clashed in the dark inn-yard, And he tapped with his whip on the shutters, but all was locked and barred; He whistled a tune to the window, and who should be waiting there? But the landlord's black-eyed daughter, Bess, the landlord's daughter, Plaiting a dark red love-knot into her long black hair.</p>

	<ul style="list-style-type: none"> • personification • pathetic fallacy • repetition <p>Year 6 is a consolidation of all poetic devices</p>	
Free verse	<p>In Year 6, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> • simile • metaphor • personification • rhyme • structure of author focus • mood and tone • enjambment • an awareness of vocabulary choice and poetry from difficult cultures and periods of time 	