

*"We believe, we achieve, we succeed in God's family"*

**THANKFULNESS • COMMUNITY • COMPASSION • TRUTHFULNESS • COURAGE • FORGIVENESS**

## Writing Knowledge and Skills Progression Overview

*"The true alchemists do not change lead into gold; they change the world into words." William H. Gass*

<p><b>Intent</b></p>	<p>At St Mary's C of E Primary School, the teaching of writing is of paramount importance within a broad and balanced curriculum. We understand how important it is for children to leave Primary school as effective writers, who can write for a range of purposes. We also understand how important it is for our pupils to have a love of writing. We have therefore created a carefully thought out curriculum to ensure the writing journey our pupils take with us is a successful one and prepares them for the next stage of their education.</p> <p>St Mary's C of E Primary believes that a quality curriculum should develop children's love of reading, writing and discussion. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English to enable all children to:</p> <ul style="list-style-type: none"> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• appreciate our rich and varied literary heritage</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> </ul> <p>A secure knowledge of spelling and grammar and an understanding of how to edit writing is taught throughout the school in a systematic and progressive way. The content of writing lessons is planned to build on children's previous knowledge as well as introduce new learning in an engaging and memorable way.</p>
<p><b>Implementation</b></p>	<p>Writing is taught in specific meaningful and effective contexts. Most English lessons are linked to the creative theme or a high quality text so there are strong cross curricular links; high quality texts underpin our writing curriculum. Children have effective, high quality daily lessons and frequent opportunities to write across the curriculum. Speaking and listening skills and time for talk support children in articulating their ideas. Children have opportunities to reflect on and improve writing through editing with continuous verbal feedback (from both adults and peers) providing clear next steps for learning. Spelling skills are developed using a phonics based approach and in line with the requirements of the English National Curriculum. Children are taught to use a neat and consistent style of handwriting, and presentation. Spelling, Punctuation and Grammar is taught in accordance with the statutory requirements of the English National Curriculum.</p>
<p><b>Impact</b></p>	<p>Pupils will make at least good progress from their starting points. They will be equipped with a strong command of the written word and acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing. Pupils will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.</p>

**By the end of EYFS children should be able to...**

**ELG: Writing**

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

**By the end of Key Stage 1 children should be able to...**

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

**By the end of Key Stage 2 children should be able to...**

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed

## Progression in Writing Skills

### Transcription - handwriting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children handle equipment and tools effectively, including pencils for writing. 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"> <li>• Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Choosing the writing implement that is best suited for the task.</li> </ul>	<p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> <li>• Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Choosing the writing implement that is best suited for the task.</li> </ul>

### Punctuation and Grammar

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write simple sentences which can be read by themselves and others.	<p><b>Word Level</b></p> <p>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><b>Word Level</b></p> <p>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><b>Word Level</b></p> <p>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><b>Word Level</b></p> <p>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><b>Word Level</b></p> <p>Converting nouns or adjectives into verbs using suffixes e.g. '-ate', '-ise', '-ify' Verb prefixes e.g. dis-, de-, mis-, over-, re</p>	<p><b>Word Level</b></p> <p>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><b>Sentence Structure</b></p> <p>How words can combine to make sentences. Joining words and joining sentences using and.</p>	<p><b>Sentence Structure</b></p> <p>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 blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p><b>Sentence Structure</b></p> <p>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, during, in, because)</p>	<p><b>Sentence Structure</b></p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p> <p>Fronted adverbials (e.g. Later that day, I heard bad news).</p>	<p><b>Sentence Structure</b></p> <p>Relative clauses beginning with who, which, where, why, whose, that *** an omitted pronoun. Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p>	<p><b>Sentence Structure</b></p> <p>Use the passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and 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')</p>

						in some very formal writing and speech).
	<p><b>Text Structure</b> Sequencing sentences to form short narratives.</p>	<p><b>Text Structure</b> Correct choice and consistent use of the present tense and past tense throughout handwriting.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p>	<p><b>Text Structure</b> Introduction to paragraphs as a way to group related material.</p> <p>Headings and subheadings to aid presentations.</p> <p>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)</p>	<p><b>Text Structure</b> Use paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</p>	<p><b>Text Structure</b> Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>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).</p>	<p><b>Text Structure</b> 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.</p> <p>Layout devices, such as headings, sub headings, columns, bullets, tables, to structure text.</p>
	<p><b>Punctuation</b> Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and the personal pronoun I.</p>	<p><b>Punctuation</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>	<p><b>Punctuation</b> Introduction to inverted commas to punctuate direct speech.</p>	<p><b>Punctuation</b> Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark plural possession.</p> <p>Use of commas after fronted adverbials.</p>	<p><b>Punctuation</b> Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.</p>	<p><b>Punctuation</b> Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of the semicolon within lists. Punctuation of bullet points to list information.</p>

						How hyphens are used to avoid ambiguity.
	<b>Terminology</b> <ul style="list-style-type: none"> <li>• Letter, capital letter</li> <li>• Word, singular, plural</li> <li>• Sentence</li> <li>• Punctuation mark, full stop, question mark, exclamation mark</li> </ul>	<b>Terminology</b> <ul style="list-style-type: none"> <li>• noun, noun phrase</li> <li>• statement, question, exclamation, command</li> <li>• compound, suffix</li> <li>• adjective, adverb, verb</li> <li>• tense (past, present)</li> <li>• apostrophe, comma</li> </ul>	<b>Terminology</b> <ul style="list-style-type: none"> <li>• preposition, conjunction</li> <li>• word family, prefix</li> <li>• clause, subordinate clause</li> <li>• direct speech</li> <li>• consonant, consonant letter</li> <li>• vowel, vowel letter</li> <li>• inverted commas (or speech marks)</li> </ul>	<b>Terminology</b> <ul style="list-style-type: none"> <li>• determiner</li> <li>• pronoun, possessive pronoun</li> <li>• adverbial</li> </ul>	<b>Terminology</b> <ul style="list-style-type: none"> <li>• modal verb, relative pronoun</li> <li>• relative clause</li> <li>• parenthesis, bracket, dash</li> <li>• cohesion, ambiguity</li> </ul>	<b>Terminology</b> <ul style="list-style-type: none"> <li>• subject, object</li> <li>• active, passive</li> <li>• synonym, antonym</li> <li>• ellipsis, hyphen, colon, semi-colon, bullet points.</li> </ul>

### Contexts for writing: children should...

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Child initiated writing (in role, and for purpose).  Write narratives about personal experiences and those of others (real and fictional).  Write about real events.  Write poetry write.  For different purposes.	Write narratives about personal experiences and those of others (real and fictional).  Write about real events.  Write poetry.  Write for different purposes	Write narratives about personal experiences and those of others (real and fictional).  Write about real events.  Write poetry.  Write for different purposes	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

### Composition: planning writing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop.</p> <p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object.</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses</p>	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p>	<p>Plan or say out loud what they are going to write about.</p>	<p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary.</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary.</p>

### Composition: drafting writing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To think of, say and write a simple sentence, sometimes using a capital letter and full stop.</p>	<p>Sequence sentences to form short narratives.</p>	<p>Write down ideas and/or key words, including new vocabulary.</p>	<p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p>	<p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>

		Encapsulate what they want to say, sentence by sentence.	In non-narrative material, use simple organisational devices (headings & subheadings).	In non-narrative material, use simple organisational devices (headings & subheadings).	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.  Construct longer passages.  Use a wide range of devices to build cohesion within and across paragraphs.  Use further organisational and presentational devices to structure text and to guide the reader.	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.  Construct longer passages.  Use a wide range of devices to build cohesion within and across paragraphs.  Use further organisational and presentational devices to structure text and to guide the reader.
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### Composition: editing writing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To check written work by reading and make changes where necessary.	Re-read what they have written to check that it makes sense.  Discuss what they have written with the teacher or other pupils.	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, including verbs in the continuous form.	Assess the effectiveness of their own and others' writing and suggest improvements.  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Assess the effectiveness of their own and others' writing and suggest improvements.  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Assess the effectiveness of their own and others' writing.  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  Ensure the consistent and correct use of	Assess the effectiveness of their own and others' writing.  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  Ensure the consistent and correct use of

		Proof read to check for errors in spelling, grammar and punctuation.	Proof read to check for errors in spelling, grammar and punctuation.	Proof read to check for errors in spelling, grammar and punctuation.	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.  Proof read for spelling and punctuation errors.	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.  Proof read for spelling and punctuation errors.
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## Performing writing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Think of, say and write a simple sentence, sometimes using a capital letter and full stop.	Read their writing aloud clearly enough to be heard by their peers and the teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear.	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

## Progression in Writing Genres

### Instructions

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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>

## Recount

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Labelling posters or writing about experiences.	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense. 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</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,</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>

				emotions and responses.	place and personal response.  Purpose of the recount an experience revealing the writer's perspective.	
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**Non-Chronological reports**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing about their own experiences or exciting moments.	<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... Dinosaurus were...</p>	<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurus 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 subheadings.</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. 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>

Letters						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing short letters to others, using envelopes.	Ideas grouped in sentences in time sequence.	Brief introduction and conclusion.  Written in the past tense.  Main ideas organised in groups.  Using sequencing techniques – time related words.	Clear introduction.  Points about the visit/issue.  Organised into paragraphs denoted by time/place.  Topic sentences.  Some letter layout features included.	Clear introduction and conclusion.  Links between key ideas in the letter.  Paragraphs organised correctly into key ideas.  All letter layout features included.	Developed introduction and conclusion using all the letter layout features.  Paragraphs developed with prioritized information.  Purpose of letter clear and transparent for reader.  Formal language used throughout to engage the reader.	Letter well-constructed that answers the reader's questions.  The writer understands the impact and thinks about the response.  Information is prioritized according to importance and a frame of response set up for the reply.
Persuasion - Purpose: advert, leaflet, argument						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Ideas are grouped together for similarity.  Writes in first person.	Brief introduction and conclusion.  Written in the present tense.  Main ideas organised in groups.	Clear introduction.  Points about subject/issue.  Organised into paragraphs. Sub-heading used to organise texts.	Clear introduction and conclusion.  Links between key ideas in the letter.  Paragraphs organised correctly into key ideas.  Subheading Topic sentences	Developed introduction and conclusion using all the argument or leaflet layout features.  Paragraphs developed with prioritised information.	Arguments are well constructed that answer the reader's questions.  The writer understands the impact or the emotive language and thinks about the response.

					View point is transparent for reader.  Emotive language used throughout to engage the reader.	Information is prioritised according to the writer's point of view.
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## Biography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing about themselves.	<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 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>

## Balanced argument

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	<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-headings 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>Subheadings.</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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## Newspaper

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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>Clear introduction.</p> <p>Points about the visit/issue.</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</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>Developed introduction and conclusion using all the newspaper's layout features.</p> <p>Paragraphs developed with prioritised information into columns.</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</p>

		A photo with a caption.	Some newspaper layout features included.  A bold eye-catching headline	Paragraphs organised correctly into key ideas.  All newspaper layout features included.  Bold eye-catching headline which includes alliteration.	Subheadings are used as an organisational device.  Formal language used throughout to engage the reader.  Quotations are succinct/emotive.	to importance and a frame of response set up for the reply.  Headlines include puns.
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## Narrative – story writing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Orally saying or writing stories of others and their own.  Understanding through tales toolkit that there is a character, setting, problem and finally a solution (fiction).	Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity.  Attempts at third person writing. e.g. The wolf was hiding.  Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...	Sentences organised chronologically indicated by time related words e.g. finally.  Divisions in narrative may be marked by sections/paragraphs.  Connections between sentences make reference to characters e.g. Peter and Jane/ they  Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting	Time and place are referenced to guide the reader through the text e.g. in the morning.  Organised into paragraphs e.g. When she arrived at the bear’s house..  Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her	Link between opening and resolution.  Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack.  Paragraphs organised correctly to build up to key event.  Repetition avoided through using different sentence structures and ellipsis	Sequence of plot may be disrupted for effect e.g. flashback  Opening and resolution shape the story.  Structural features of narrative are included e.g. repetition for effect.  Paragraphs varied in length and structure.  Pronouns used to hide the doer of the action e.g. it crept into the woods	The story is well constructed and raises intrigue.  Dialogue is used to move the action on who heighten empathy for central character.  Deliberate ambiguity is set up in the mind of the reader until later in the text

**Cycle A**

Term / Genre	Years 1 & 2 – 2024/25					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Driver Texts</b>	Julia Donaldson texts – one per week	Handa's Surprise  The Magic Paintbrush	George's Marvellous Medicine  Charlie & the Chocolate Factory (visual literacy USE new film)	Dinosaurs Love Underpants by Claire Freedman  Tyrannosaurus Drip by Julia Donaldson	Traditional & Fairy Tales  Goldilocks  Little Red Riding Hood  The Three Little Wolves and the Big Bad Pig	Journey by Aaron Becker  Little People, Big Dreams by Katherine Johnson
<b>Poetry &amp; Drama</b>	Shape poem	Simple riddles  Nativity Performance	Revolting Rhymes as a driver - alliterative list poems	Acrostic Poems	Performance Poetry	Innovate a well-known rhyme (written)
<b>Fiction</b>	Oral re-telling of a story Descriptive writing (characters, setting, language generation)	Narratives (stories from a range of cultures)	Narrative (significant author – write own stories – text structure and composition)	Narrative (fantasy worlds)	Narrative (traditional tales)	Narrative (adventure story)
<b>Non-Fiction</b>	Biography – Julia Donaldson	Letter writing	Biography - Roald Dahl  Instruction Writing	Information text (fact files)	Information text – historical focus (knights)	Information text
Term / Genre	Years 3 & 4 - 2024/25					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Driver Texts</b>	Stig of the Dump by Clive King	Farm Boy by Michael Morpurgo	Dick King-Smith Texts  Water Horse Sheep Pig Hodgeheg		The Firework Maker's Daughter by Philip Pullman	The Boy who Grew Dragons by Andy Shepherd
<b>Poetry &amp; Drama</b>	Acrostic Poetry (focus on verbs)  Harvest Festival	Alphabet Poem  Nativity	Performance Poetry - author visit – dramatisation of a scene  Playscript	Image Poetry (based on visual literacy)  Easter Production	Calligram	Shape Poem  Art Gallery presentation  Class Assembly
<b>Fiction</b>	Descriptive writing (settings)	Playscripts (turn a scene into a play)  Narrative (from playscripts)	Narrative (familiar settings)	Traditional tales	Narratives	Descriptive writing (character / setting)  Narratives (adventure / mystery story - cohesive devices)
<b>Non-Fiction</b>	Balanced argument (for and against Stig living in Barney's house)  Instruction writing (how to wash a woolly mammoth – imperative verbs)	Letter writing	Biographical Writing  Information text (scientific report)	Letter writing to Dick King-Smith  Explanation Reports	Instructional writing	Non-chronological report  Diary writing (the day you grew a dragon)

Term / Genre	Years 5 & 6 – 2023/24					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Driver Texts</b>	The Lion, The Witch and The Wardrobe by C.S. Lewis Noah's Arc	War Horse by Michael Morpurgo	Everest by Alexandra Stewart	Clockwork by Philip Pullman Hacker by Malorie Blackman	Harry Potter and the Philosopher's Stone by J.K. Rowling	Percy Jackson and the Olympians by Rick Riordan Percy Jackson and the Lightning Thief
<b>Poetry &amp; Drama</b>	Metaphor Poetry Harvest Festival - Performance Poetry	WWII poetry Nativity Performance Change Sings by Amanda Gorman	Cinquain Poetry Class assembly	Personification Poetry Easter Performance	Image Poetry	Ballard Leavers' production
<b>Fiction</b>	Narrative (apocalyptic events)	Narrative (historical fiction) Diaries	Narrative (quest)	Playscript	Narrative (flashback) Narrative (quest/defeating the monster)	Narrative (stories that raise issues and dilemmas)
<b>Non-Fiction</b>	Formal Reporting	Formal Reporting (animals in war)	Journalist writing (formal and technical language)	Formal Reporting Persuasive writing	Formal Reporting (formal reporting) Biographical writing	Balanced argument (drugs in sport/women in sport)

**Cycle B**

Term / Genre	Years 1 & 2 – 2023/24					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Driver Texts</b>	The Colour Monster  The Colour Monster Starts School  Jack and the Beanstalk	The Story of Rama & Sita  Baker's Boy and the Great Fire of London by Tom Bradman	The Man on the Moon by Simon Bartram  Beegu by Alexis Deacon	The Queen's Knickers by Nicholas Allen  We completely must go to London by Lauren Child	The Tiger Who Came to Tea by Judith Kerr  Meerkat Mail by Emily Gravett (journey)  Creation Stories from different religions	Lost & Found by Oliver Jeffers  The Lighthouse Keeper's Rescue  BBC Teach – Life and Work of Grace Darling
<b>Poetry &amp; Drama</b>	Rainbow Poem – based on the Colour Monster feelings		Simile poetry – Michael Rosen	Performance Poetry Easter Performance	Imagine poems with animals (Use Art - Surprised - Henri Rousseau)	Kenning
<b>Fiction</b>	Narrative (orally rehearse fundamental five first, then transfer into writing) Narrative (defeating a monster)	Setting description	Narrative (journey)	Character description	Narrative (structure and dialogue)	Narrative (adventure – action)
<b>Non-Fiction</b>	Recount their first week at school	Non-chronological report based on the Great Fire of London	Letter writing Newspaper Report	Fact Files Information text (focus on paragraphs)	Recount (focus on paragraphs)	Biography (writing to inform Grace Darling – focus audience and purpose)
Term / Genre	Years 3 & 4 – 2023/24					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Driver Texts</b>	Sam Wu is not Afraid of Sharks by Katie & Kevin Tsang  Terrible Tudors (Horrible Histories)	Private Peaceful by Michael Morpurgo	Spaceboy by David Walliams  Ask an Astronaut: My Guide to Life in Space by Tim Peake-	Myths & legends Explore graphic novels by Marcia Williams	Iron Man by Ted Hughes	The Magic Faraway Tree by Enid Blyton
<b>Poetry &amp; Drama</b>	Haiku and Tanka Poetry – nature poems  Harvest Festival Performance  A study of a poet – Zephaniah	Metaphor Poems (Flanders Field)  Nativity Performance	Acrostic poems (include technical language)	Image Poems  Easter Production	Free Verse Poetry  Class Assembly	Quatrain Poetry (AABB ABAB)  Art Gallery presentation
<b>Fiction</b>	Narrative (stories with historical settings)	Narrative (action and dialogue)	Characterisation  Narrative (adventure and mystery)	Comic Strips  Narrative (myths and legends)	Narrative (sustainability stories – language and organisational devices)	Diary writing  Narrative (portal story)
<b>Non-Fiction</b>	Biographical writing – Henry VIII	Instructions (imperative verbs)  DT Evaluations	Letter writing – write to David Walliams	Explanation Texts  Newspaper Report (Pompeii)	Persuasive blogs (building an argument)	Balanced argument (sustainability aspect)  Non-chronological report

Term / Genre	Years 5 & 6 - 2024/25					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Driver Texts</b>	FaRther by Grahame Baker-Smith  Around the World in Eighty Days by Jules Verne	Friend or Foe by Michael Morpurgo  Survivors of the Holocaust Author: Kath Shackleton	<b><i>Animal Farm by George Orwell</i></b>	Journey to the River Sea by Eva Ibbotson	Wonder by R. J. Palacio  I am not a label by Cerrie Burnell	Holes by Louis Sachar  The Highwayman by Alfred Noyes
<b>Poetry &amp; Drama</b>	List Poetry  Harvest Festival	Image Poetry  Nativity Performance	Personification Poetry  Class assembly	Colour / sense poetry  Easter Performance	Haiku	Classic Poetry  Narrative Poetry
<b>Fiction</b>	Narrative (stories from across the world)	Narrative (flashbacks)	Narrative (significant author)  Characterisation  Proclamation (Napoleon)	Narrative (stories from across the world)	Narrative (issues and dilemmas)  Diary writing	Narrative  Characterisation
<b>Non-Fiction</b>	Formal Reporting  Explanation Texts	Explanation Texts  Balanced arguments	Formal Reporting	Persuasive writing (deforestation)  Explanation Texts	Instructional text  Interview with John from Power2Inspire	Persuasive speech  Formal Letter Writing