




St Mary's Catholic Primary School

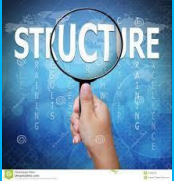
Writing Progression Map


Writing Skills (Whole school progression) 2024-25

	EYFS	KS1		KS2			
	Reception	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 clear 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>Begin to use 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>More consistently continue to 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>Start to 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</p>	<p>Confidently 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 across all tasks and types of writing.</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. 	

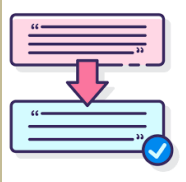
			Write digits of the correct size and orientation			
<p>Spelling and Phonics</p> <p>(See also – Word Structure)</p>  	<p>Listen to and hear the sounds in CVC, CVCC and CCVC words. Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing.</p> <p>Spell some taught common exception/ high frequency and familiar words.</p>	<p>Spell words containing each of the 40+ phonemes taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>learn to spell common exception words</p> <p>Distinguish between homophones and near-homophones</p>	<p>Spell further homophones spell words that are often misspelt</p>		<p>Spell some words with ‘silent’ letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>

Punctuation 							
	Finger spaces Full stops Capital letters	Introduce: Capital Letters: Capital letter for names Capital letter for the personal pronoun I Full stops Question marks Exclamation marks Speech bubble Bullet points	Consolidate Year 1 list Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after –ly opener e.g. Fortunately,.... Slowly,.... Speech bubbles /speech marks for direct speech Understand how to change from indirect speech to direct speech Apostrophes to mark contracted forms in spelling e.g. don't, can't	Consolidate Year 2 list Introduce: Colon before a list e.g. What you need: Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	Consolidate Year 3 list Introduce: Commas to mark clauses and to mark off fronted adverbials Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause Apostrophes to mark singular and plural possession	Consolidate Year 4 list Introduce: Rhetorical question Dashes Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity	Consolidate Year 5 list Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark)

			Apostrophes to mark singular possession e.g. the cat's name				
Word Structure and Language 	Introduce verbally Determiners Prepositions Adjectives Adverbs	Consolidate Reception list Build on: Prepositions Determiners Introduce: Adjectives to describe e.g. The old house... The huge elephant... Alliteration e.g. dangerous dragon slimy snake Similes using as Precise, clear language to give information Regular plural noun suffixes –s or –es	Consolidate Year 1 list Build on: Prepositions Alliteration Similes using like/ as Introduce: Adverbs for description e.g. Snow fell gently and covered the cottage in the wood. Adverbs for information e.g. Lift the pot carefully on to the tray Generalisers for information, e.g. Most dogs.... Some cats....	Consolidate Year 2 list Build on: Prepositions Introduce: Powerful verbs e.g. stare, tremble, slither Boastful Language e.g. magnificent, unbelievable, exciting! More specific / technical vocabulary to add detail Nouns formed from prefixes e.g. auto... super...anti...	Consolidate Year 3 list Build on: Prepositions Introduce: Conditionals - could, should, would Comparative and superlative adjectives e.g. big, bigger, biggest Proper nouns e.g. Monday, Jessica, October, England The grammatical difference between plural and possessive –s	Consolidate Year 4 list Introduce: Metaphor Personification Onomatopoeia Hyperbole Empty words e.g. someone, somewhere Developed use of technical language Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)	Consolidate Year 5 list Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) Synonyms Antonyms


		<p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives e.g. unkind, or undoing, e.g. untie the boat)</p>	<p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p>	<p>Word Families based on common words e.g. teacher -teach, beauty - beautiful</p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box</p>	<p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	
<p>Sentence Construction</p> 	<p>Introduce:</p> <p>Simple sentences</p> <p>Simple conjunctions e.g and</p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using coordinating conjunctions</p> <p>ly' openers</p> <p>Repetition for rhythm: e.g. He walked and he walked</p>	<p>Consolidate Reception list</p> <p>Build on:</p> <p>Compound sentences</p> <p>Coordinating conjunctions</p> <p>ly' openers</p> <p>Repetition for rhythm</p> <p>Repetition for description</p> <p>Introduce:</p> <p>Types of sentences: Statements Questions Exclamations</p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Types of sentences: Commands</p> <p>A variety of sentence openers</p> <p>Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave.</p> <p>Adverbs e.g. Tom ran quickly down the hill.</p> <p>Secure use of compound sentences using coordinating conjunctions</p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Vary long and short sentences</p> <p>Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave</p> <p>Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials)</p> <p>Prepositional phrases to place the action</p>	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <p>Standard English for verb inflections instead of local spoken forms e.g I brought not I brung.</p> <p>Secure long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly</p> <p>Start with a simile</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Relative clauses beginning with who, which, that, where, when, whose</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and</p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: Active and passive verbs to create effect and to affect presentation of information.</p> <p>Developed use of rhetorical questions for persuasion</p>

	<p>Repetition in description e.g. a lean cat, a mean cat</p>	<p>Simple conjunctions and or but so because so that then</p> <p>Simple sentences e.g. I went to the park.</p> <p>Embellished simple sentences using adjectives e.g. The giant had an enormous beard.</p> <p>Complex sentences</p> <p>Use of 'who' (relative clause)</p>	<p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried.</p> <p>Additional subordinating conjunctions: what/while/when/w here/ because/ then/so that/ if/to/until.</p> <p>Long sentences to add description or information.</p> <p>Use short sentences for emphasis.</p> <p>Expanded noun phrases</p>	<p>Develop compound sentences using conjunctions coordinating</p> <p>Develop complex sentences with range of subordinating conjunctions</p> <p>-‘ing’ openers</p> <p>Drop in a relative clause using: who/whom/which /whose/</p> <p>Sentence of 3 for description</p> <p>Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!</p> <p>Topic sentences to introduce non-fiction</p>	<p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences using coordinating conjunctions</p> <p>Develop complex sentences: subordinating conjunctions</p> <p>Main and subordinate clauses with range of subordinating conjunctions</p> <p>‘ed’ clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught.</p> <p>‘ing’ clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack.</p>	<p>subordinate clauses with full range of conjunctions</p> <p>Develop ‘ed’ clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk.</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the</p> <p>Drop in –‘ed’ clause e.g. Poor Tim, exhausted by so much effort, ran home.</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where)</p>	<p>Expanded noun phrases to convey complicated information</p> <p>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 the subjunctive in some very formal writing and speech) as in If I were you .</p>
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					<p>Drop in –‘ing’ clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p> <p>Sentence of 3 for action</p> <p>Repetition to persuade e.g. Find us to find the fun</p> <p>Dialogue - verb + adverb - “Hello,” she whispered, shyly.</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>	<p>around for different effects</p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. “Stop!” he shouted, picking up the stick and running after the thief.</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>	
<p>Text Structure</p> 	<p>Introduce:</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell simple 3-part story</p>	<p>Consolidate Reception list</p> <p>Planning Tools: Story map</p> <p>Plan opening around character(s), setting, time of day and type of weather</p>	<p>Consolidate Year 1 list</p> <p>Develop use of planning tools: Story map</p> <p>Plan opening around character(s), setting, time of day and type of weather</p>	<p>Consolidate Year 2 list</p> <p>Introduction of The Write Stuff</p> <p>Secure use of planning tools: Story map, plot point map</p>	<p>Consolidate Year 3 list</p> <p>Secure use of planning tools: Story map, plot point map</p> <p>Plan opening using: Description /action Paragraphs: to organise each part</p>	<p>Consolidate Year 4 list</p> <p>Secure independent use of planning tools</p> <p>Plan opening using: Description /action/dialogue Paragraphs:</p>	<p>Consolidate Year 5 list</p> <p>Secure independent planning across story types</p> <p>Include suspense, cliff hangers, flashbacks/forwards, time slips</p>


	<p>Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme</p> <p>Names Labels Captions Lists Diagrams Messages</p>	<p>Understanding - beginning /middle /end to a story</p> <p>Understanding - 5 parts to a story: Opening, Build-up Problem / Dilemma, Resolution, Ending</p> <p>Non-fiction:</p> <p>Planning tools: text map etc</p> <p>Heading Introduction Opening factual statement Middle section(s)</p> <p>Simple factual sentences around a theme</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending</p> <p>Concluding sentence</p>	<p>Understanding 5 parts to a story with more complex vocabulary.</p> <p>Suggest how the main character is feeling.</p> <p>Non-Fiction</p> <p>Introduce: Secure use of planning tools: Text map etc</p> <p>Heading Hook to engage reader</p> <p>Factual statement / definition</p> <p>Opening question</p> <p>Middle section(s) Group related ideas / facts into sections</p> <p>Sub headings to introduce sentences /sections</p> <p>Use of lists – what is needed / lists of steps to be taken</p> <p>Bullet points for facts</p>	<p>Secure planning- opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Introduction – should include detailed description of setting or characters</p> <p>Build-up –build in some suspense towards the problem or dilemma</p> <p>Problem / Dilemma –include detail of actions / dialogue</p> <p>Resolution - should link with the problem</p> <p>Ending – clear ending should link back to the start, show how the</p>	<p>of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending.</p> <p>Ending should include reflection on events or the characters.</p> <p>Paragraphs to organise ideas around a theme</p> <p>Logical organisation: Group related paragraphs Link information within paragraphs with a range of connectives.</p>	<p>Vary connectives within paragraphs to build cohesion into a paragraph</p> <p>Use change of place, time and action to link ideas across paragraphs.</p> <p>This may include flashbacks Introduction – should include action / description - character or setting / dialogue</p> <p>Build-up –develop suspense techniques</p> <p>Problem / Dilemma –may be more than one problem to be resolved</p> <p>Resolution –clear links with dilemma</p>	<p>Maintain plot consistently working from plan Paragraphs -Secure use of linking ideas within and across paragraphs Secure development of characterisation</p> <p>Non-fiction: Secure planning across nonfiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p>
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			<p>Diagrams</p> <p>Ending</p> <p>Make final comment to reader</p> <p>Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions</p>	<p>character is feeling, how the character or situation has changed from the beginning.</p> <p>Non-Fiction</p> <p>Introduce:</p> <p>Secure use of planning tools: Plot Point Map/Text shapes</p> <p>Paragraphs to organise ideas around a theme</p> <p>Introduction</p> <p>Develop hook to introduce and tempt reader in</p> <p>Middle Section(s) Group related ideas /facts into paragraphs</p> <p>Sub headings to introduce sections / paragraphs</p>	<p>Use of bullet points, diagrams</p> <p>Introduction</p> <p>Middle section(s)</p> <p>Ending</p> <p>Ending could</p> <p>Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p>Non -Fiction</p> <p>Introduce:</p> <p>Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text. Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across</p>	<p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of cohesive devices : semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision</p> <p>Layout devices, such as headings, sub -headings, columns, bullets, or tables, to structure text</p>
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				<p>Topic sentences to introduce paragraphs</p> <p>Lists of steps to be taken</p> <p>Bullet points for facts</p> <p>Flow diagram</p> <p>Develop Ending Personal response Extra information / reminders</p> <p>Amazing Facts</p> <p>Wow comment</p> <p>Use of the perfect form of verbs to mark relationships of time and cause.</p>		<p>paragraphs using a full range of connectives and signposts</p> <p>Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	
<p>Editing and Improving Writing</p> 	<p>To check written work by reading and make changes where necessary. (LIT)</p>	<p>re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils</p>	<p>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 proofread to check for errors in spelling,</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proofread for spelling and punctuation errors</p>		<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the</p>	

			grammar and punctuation		language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors
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Progression of Writing in Genres

<p>Narrative</p>  <p>See Unit Plan list. If not covered as a topic, these will be addressed during a Friday Independent write session.</p>	<p>Stories with Familiar Settings</p> <p>Traditional Stories</p> <p>Stories from a range of cultures with predictable patterned language</p>	<p>Stories with Familiar Settings</p> <p>Traditional Stories</p> <p>Extended stories & significant authors</p> <p>Different stories by same author</p>	<p>Stories with Familiar Settings</p> <p>Traditional Stories</p> <p>Extended stories & significant authors</p> <p>Different stories by same author</p>	<p>Stories from Other Cultures</p> <p>Traditional Stories</p> <p>Flashback/Adventure Stories</p>	<p>Stories from Other Cultures</p> <p>Flashback/Adventure Stories</p> <p>Folk tales, myths & legends</p>	<p>Stories from Other Cultures</p> <p>Flashback/Adventure Stories</p> <p>Folk tales, myths & legends</p> <p>Historical Stories</p> <p>Stories from around the world</p> <p>Sci-Fi/Fantasy Stories</p>	<p>Stories from Other Cultures</p> <p>Flashback/Adventure Stories</p> <p>Folk tales, myths & legends</p> <p>Historical Stories</p> <p>Stories from around the world</p> <p>Sci-Fi/Fantasy Stories</p> <p>Shakespeare</p>
<p>Non-Fiction</p>  <p>See Unit Plan list. If not covered as a topic, these will be addressed during a Friday Independent write session.</p>	<p>Information Texts</p> <p>Instructions</p> <p>Names, Labels, Lists, Captions</p> <p>Recounts</p> <p>Nursery Rhymes</p> <p>Poetry</p>	<p>Explanations</p> <p>Instructions</p> <p>Recount-Diary</p> <p>Non-Chronological Reports</p> <p>Poetry</p>	<p>Explanations</p> <p>Instructions</p> <p>Recount-Diary</p> <p>Non-Chronological Reports</p> <p>Poetry Letters</p>	<p>Explanations</p> <p>Information Texts</p> <p>Instructions</p> <p>Newspaper Reports</p> <p>Non-Chronological Reports</p> <p>Persuasive writing</p> <p>Recounts</p> <p>Authors and Letters</p>	<p>Explanations</p> <p>Information Texts</p> <p>Instructions</p> <p>Newspaper Reports</p> <p>Non-Chronological Reports</p> <p>Balanced Arguments</p> <p>Persuasive writing</p> <p>Recounts</p>	<p>Explanations</p> <p>Information Texts</p> <p>Instructions</p> <p>Newspaper Reports (eye-witness reports, descriptive writing, radio scripts)</p> <p>Non-Chronological Reports</p> <p>Balanced Arguments</p> <p>Persuasive writing</p>	<p>Explanations</p> <p>Information Texts</p> <p>Instructions</p> <p>Newspaper Reports (eye-witness reports, descriptive writing, radio scripts)</p> <p>Non-Chronological Reports</p> <p>Balanced Arguments</p> <p>Persuasive writing</p>

Progression Within Writing Genres:

<p>Narrative</p>  <p>All year groups</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>Suggest how the main characters are feeling</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>
<p>Instructions</p>	<p>Lists of instructions linked to actions or procedures e.g. baking.</p>	<p>Ideas grouped in sentences in time sequence.</p>	<p>A goal is outlined – a statement about what is to be achieved.</p>	<p>A set of ingredients and equipment</p>	<p>A set of ingredients and equipment</p>	<p>Consolidate work from previous learning.</p>	<p>Consolidate work from previous learning.</p>

(Each Year group consolidates previous years)



Years 1, 2 and 3

Written in the imperative e.g. sift the flour.

Use of numbers or bullet points to signal order.

Written in sequenced steps to achieve the goal

Diagrams and illustrations are used to make the process clearer.

needed are outlined clearly.

Organised into clear points denoted by time.

needed are outlined clearly.

Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.

Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.


Can write accurate instructions for complicated processes.

Can write imaginative instructions using flair and humour.

Recount – experiences, diary, police reports, sports reports

(Each Year group consolidates previous years)

All year groups



Labelling posters or writing about experiences.

Ideas grouped together in time sequence.

Written in first person.

Written in the past tense.

Focused on individual or group participants e.g. I, we

Brief introduction and conclusion.

Written in the past tense e.g. I went... I saw...

Main ideas organised in groups.

Ideas organised in chronological order using connectives that signal time.

Clear introduction.

Organised into paragraphs shaped around key events.

A closing statement to summarise the overall impact.

Clear introduction and conclusion.

Links between sentences help to navigate the reader from one idea to the next.

Paragraphs organised correctly around key events.

Elaboration is used to reveal the writer's emotions and responses.

Developed introduction and conclusion including elaborated personal response.


Description of events are detailed and engaging.

The information is organised chronologically with clear signals to the reader about time, place


The report is well constructed and 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


						<p>and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>set up for the reply.</p>
<p>Non-Chronological reports</p> <p>(Each Year group consolidates previous years)</p>  <p>All year groups</p>	<p>Writing about experiences or interesting 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 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.</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</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>

						engage the reader.	
<p>Letters</p> <p>(Each Year group consolidates previous years)</p>  <p>Years 2, 5 and 6</p>	<p>Writing short notes to others, using envelopes.</p> <p>Label envelopes with names.</p>	<p>Writing short letters to others.</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 and conclusion.</p> <p>Points about the visit/issue.</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>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 including rhetorical questions and sign off.</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. Information is prioritized according to importance and a frame of response set up for the reply.</p>
<p>Persuasion - Purpose: advert, leaflet, argument</p> <p>(Each Year group consolidates previous years)</p> <p>Years 5 and 6</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. Points about subject/issue. Organised into paragraphs. 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>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>View point is transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Information is prioritised according to the writer's point of view.</p>
<p>Biography/Autobiography (Each Year group consolidates previous years)</p>  <p>Year 5</p>	<p>Write simple sentences 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 time conjunctions</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 biography/autobiography 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 –
Purpose: Speech, Essay, Letter

(Each Year group consolidates previous years)



Year 2, 5 and 6

Ideas are grouped together for similarity.

Writes in first person.

Brief introduction and conclusion.

Written with an impersonal style

Main ideas organised in groups.

Clear introduction

Points about subject/issue

Organised into paragraphs.

Sub-heading used to organise text.

Clear introduction and conclusion.

Links between key ideas in the argument.

Paragraphs organised correctly into key ideas.

Subheadings used clearly if necessary

Developed introduction and conclusion using all the argument or leaflet layout features.

Paragraphs developed with prioritised information.

Both viewpoints are transparent for reader.

Emotive language used throughout to engage the reader.

Arguments are well constructed that answer the reader's questions

The writer understands the impact or the emotive language and thinks about the response.

Information is prioritised according to the writer's point of view..

Newspaper

Years 4 and 6



Writing wanted or missing posters.

Ideas grouped in sentences in time sequence.

Attempts at third person writing. e.g. The man was run over.

Beginning describes what has happened

Brief introduction and conclusion.

Written in the past tense.

Main ideas organised in groups.

Using sequencing techniques – time related words.

A photo with a caption

Clear introduction.

Organised into paragraphs denoted by time/place.

Some newspaper layout features included.

A bold eye-catching headline

Clear introduction and conclusion.

Links between key ideas in the newspaper.

Who, what, where, when and why information is clear to orientate the reader.

Paragraphs organised correctly into key ideas.

Developed introduction and conclusion using all the newspaper's layout features.


Paragraphs developed with prioritised information into columns.

Subheadings are used as an

Newspapers well constructed that answers the reader's questions.

The writer understands the impact and thinks about the response.

Information is prioritised according to

					<p>All newspaper layout features included.</p> <p>Bold eye-catching headline which includes alliteration.</p>	<p>organisational device.</p> <p>Formal language used throughout to engage the reader.</p> <p>Quotations are succinct/emotive</p>	<p>importance and a frame of response set up for the reply.</p> <p>Headlines include puns.</p>
<p>Developing Spoken Language (Oracy) children should:</p> 	<p>Physical</p> <p>Speak clearly with appropriate volume</p> <p>Look at who is talking and who you are talking to</p> <p>Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant.</p>	<p>Physical</p> <p>Look at who is talking to you and you are talking to</p> <p>Speak clearly and confidently in a range of contexts</p> <p>Use appropriate tone of voice for context (projecting voice for large audience)</p> <p>Use hand gestures to support delivery in presentational talk (pointing to something being discussed)</p>	<p>Physical</p> <p>Look at who is talking to you and you are talking to.</p> <p>Use body language to show active listening (nodding along, facial expressions)</p> <p>Speak clearly and confidently with appropriate volume and pace.</p> <p>Hand gestures when speaking become increasingly natural (such as pointing as someone when referencing their idea.)</p>	<p>Physical</p> <p>Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas.</p> <p>Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk</p> <p>Consider position and posture when addressing an audience</p> <p>Consider movement when addressing an audience</p>	<p>Physical</p> <p>Deliberately select movement and gesture when addressing an audience</p> <p>Use pauses for effect in presentational talk.</p> <p>Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground</p>	<p>Physical</p> <p>Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speak</p>	<p>Physical</p> <p>Speak fluently in front of an audience.</p> <p>Have a stage presence</p> <p>Consciously adapt, tone, pace and volume of voice.</p>

						<p>ing with patho s when telling a sad part of a story</p> <p>Projec t their voice to a large audie nce</p> <p>Gestu res beco me inrea singly natur al</p> <p>Consc iously adapt tone, pace and volum e of voice withi</p>	
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						n a single context.	
	<p>Linguistic Use talk in play to practice new vocabulary: e.g: lighter, heavier. Begin to speak in sentences, joining phrases with words such as “if, because, so, could, but.”</p>	<p>Linguistic Speak in sentences using joining phrases to link ideas Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller Take opportunities to try out new language, even if it is not always correctly used Use sentence stems to link to other’s ideas in group discussion e.g. ‘I agree with... because...’ ‘linking to...’ Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally</p>	<p>Linguistic Speaking in sentences using joining phrases to create longer sentences Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom Use sentence stems to signal when they are building or challenging others’ ideas in group’</p>	<p>Linguistic Be able to use specialist language to describe their own and others’ talk Use specialist vocabulary e.g. speak like an archaeologist Make precise language choices e.g. instead of describing a cake as ‘nice’ using ‘delectable’</p>	<p>Linguistic Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain</p>	<p>Linguistic Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions Consider the words and</p>	<p>Linguistic Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy Vary sentence structures and length for effect when speaking.</p>

						phrases used to express their ideas and how this supports the purpose of talk	
	<p>Cognitive Use 'because' to develop their ideas Contributions that match what has been asked Ask simple questions</p>	<p>Cognitive Use 'because' to develop their ideas Make relevant contributions that match what has been asked Ask simple questions Describe events that have happened to them in detail</p>	<p>Cognitive Offer reasons for their opinions Recognise when they haven't understood something and ask a question Disagree with someone else's opinion politely Explain ideas and events in chronological order</p>	<p>Cognitive Ask questions to find out more about a subject Build on others' ideas in discussions Make connections between what has been said and their own and others' experiences Offer opinions that aren't their own e.g. taking on a specific role in group work Begin to reflect on discussions and their own oracy skills and</p>	<p>Cognitive Reach shared agreement in discussions Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event ● Ask probing questions ● Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets.</p>	<p>Cognitive Draw upon knowledge of the world to support their own point of view and explore different</p>	<p>Cognitive Listen for extended periods of time including notetaking, drawing visual Adapt the content of their speech for a specific audience e.g. use of humour Speak with flair and passion</p>

				identify areas of strength and areas to improve through the introduction of Talk Detectives		perspective s To be able to give supporting evidence e.g. citing a text, a previous example or a historical event Identify when a discussion is going off topic and be able to	
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						bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ...?	
	<p>Social & Emotional Look at someone who is speaking to you. Wait for a turn – take turns to speak, when working in a group</p>	<p>Social & Emotional Listen and respond appropriately to others Be willing to change their mind based on what they have heard Begin to organise group discussions independently of an adult</p>	<p>Social & Emotional Start to develop an awareness of audience e.g. what might interest a certain group Be aware of others who have not spoken and to invite them into discussion Confidently deliver short pre-prepared material Begin to engage with an audience</p>	<p>Social & Emotional Speak with confidence in front of an audience Begin to recognise different roles within group talk e.g. chairperson Adapt the content of their speech</p>	<p>Social & Emotional Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy Vary sentence structures and length for effect when speaking.</p>	<p>Social & Emotional Construct a detailed argument or complex</p>	<p>Social & Emotional Use humour effectively Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.</p>

				for a specific audience		narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate Reflect on their own and others' oracy skills and identify how to	
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