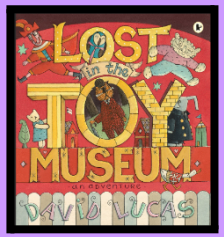
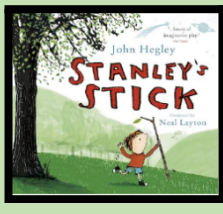


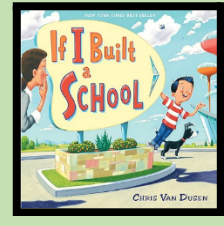
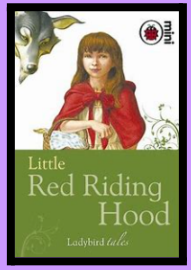
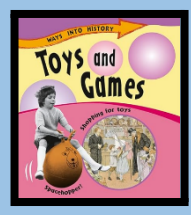
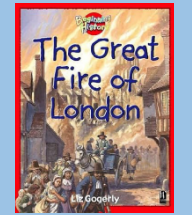
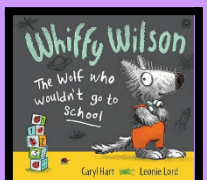


English Writing Long Term Plan – Overview	Non-Fiction	Fiction	Poetry
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Year Group		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
FS		Driver Subject: Let's Explore	Driver Subject: Marvellous Machines	Driver Subject: Long Ago	Driver Subject: Ready, Steady, Grow	Driver Subject: On the Beach	Driver Subject: Animal Safari
	Texts	We're Going on a Bear Hunt	Nobot the Robot with no Bottom	Rosie's Hat	Jack and the Beanstalk	Someone Swallowed Stanley	Hello, Hello
		Where the Wild Things Are	The Most Magnificent Things	Coming to England	Yucky Worms	Who's Hiding at the Seaside	A First Book of Animals
	Outcomes	Mark Making/pencil grip	Initial sounds, CVC words, labelling	Initial sounds, CVC words, labelling (sound - word-sentence)	Phrases, captions, sentences (sound -word-sentence)	Phrases, captions, sentences	Phrases, captions, sentences
	Outcomes	Descriptive vocab	Descriptive vocab	Descriptive and technical vocab	Descriptive and technical vocab	Descriptive and technical vocab	Descriptive and technical vocab
Year 1 and 2 Mixed Year Group YEAR B		Driver Subject: Childhood		Driver Subject: Bright Lights Big City		Driver Subject: School Days	
	Texts	Lost in the Toy Museum	Stanley's Stick	The Queen's Hat	Seasons	If I built a School	Little Red Riding Hood
	Outcomes	Instructions		Descriptive Prose	Narrative/Invitation	Information Text	Prose – non rhyming poem
	Texts	Black History Month Lonnie Johnson		Toys and Games	A Bear Named Paddington Persuasive text	The Great Fire of London	Whiffy Wilson
Outcomes	Top Trumps Card (Fact File)			Diary Entry		Persuasive Letter	
Year 1 and 2 Mixed Year Group YEAR A		Driver Subject: Movers & Shakers		Driver Subject: Coastline		Driver Subject: Magnificent Monarchs	
	Texts	Stardust	Rosa Parks (Little People Big Dreams)	Katie Morag and the New Pier	What do you see when you look at a Tree?	Paddington Meets the Queen (animation)	Queen Victoria's Bathing Machine
	Outcomes	Sentence Building/Booklet (Year 1) Narrative (Year 2)		Biographical Fact File	A series of Postcards	Information Text	Instructions
	Texts	Black History Month Katherine Johnson		Snow		The Lost Words	The Day the Crayons Quit
Outcomes	Persuasive poster (Year 1) Letter (Year 2)			Winter/Christmas Poems		Acrostic Poems	
3		Driver Subject: Through the Ages		Driver Subject: Rocks, Relics and Rumbles		Driver Subject: Emperors and Empires	
	Texts	Stone Age Boy	The Secrets of Stonehenge	The Firework Maker's Daughter	The Sound Collector	Revolting Rhymes/Limericks Poems	The Journal of Iliona
	Outcomes	Letter		Non-Chronological Report	Newspaper Report	Colour Poetry	Revolting Rhymes/Limericks Poems
	Texts	Skara Brae	Black History Month	The Boy with the Bronze Axe		The Dark	Meet the Romans
Outcomes	Brochure	Biography	Narrative	Suspense		Non-chronological Report	
4		Driver Subject: Invasion		Driver Subject: Misty Mountains		Driver Subject: Ancient Civilisations	
	Texts	Beowulf and Grendel		Gut Garden	The River	Once upon a raindrop	Egyptian Cinderella
	Outcomes	Narrative		Chronological report	River Poems	Explanation	Newspaper Report
	Texts	Beowulf and The Sea Hag	Black History Month	The Saga of Erik the Viking		King of the Cloud Forests	Marcy & The Riddle of The Sphinx
Outcomes	Character description	Biography	Character Profile including setting	Diary Entry		Narrative	
5		Driver Subject: Dynamic Dynasties		Driver Subject: Beast Creator		Driver Subject: Ground breaking Greeks	
	Texts	The Iron Man		A leaf on the Wind	Charlotte's Webb	Emperor Penguins	Theseus and The Minotaur
	Outcomes	Narrative		Tanka Poems	Newspaper Article	Non-Chronological Report	Play Script
	Texts	Journey	Black History Month	Tourist Leaflet -PARIS		The Nowhere Emporium	The Tempest
Outcomes	Narrative	Biography	Persuasive Writing -Holiday Brochure	Narrative Flashback		Sonnet	

6		Driver Subject: Britain at War			Driver Subject: Frozen Kingdom		Driver Subject: Maafa	
	Texts	Origin of Species	Moth	When the Sky Falls	The Wolf Winder	The Water Tower	Freedom & Swing of Change Animation	Macbeth
	Outcomes	Non-Chron IReport	Explanation	Letters Home	Newspaper Article Alternative Ending	Non-Chronological Report Explanation	Persuasive letters – anti slavery and anti-bullying	Playwriting/ script
	Texts	Alma (Animation)	Black History Month	WW1 & WW" Poetry	Awesome Engineering	RE-WRITES FOR PROGRESSION	SATS	Themed Poetry
Outcomes	Suspense Writing	Biographies	Acrostic, rhyming and non-rhyming poems	Explanations and Instructions	Descriptive Metaphor Poems			

Year 1 and 2 Mixed Year Group YEAR B Long Term Writing Overview

TERM	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Driver Subject: Childhood		Driver Subject: Bright Lights Big City		Driver Subject: School Days	
Text Driver Phase 1 'Stimulate and generate'	Lost in the Toy Museum by David Lucas 	Stanley's Stick by John Hegley 	The Queen's Hat by Steve Antony 	Seasons by Hannah Pang and Clover Robin 	If I Built a School by Chris Van Dusen 	Little Red Riding Hood 
Outcomes	Instructions SOA labels and captions	Descriptive prose SOA Alliterative sentences	Narrative/Invitation SOA Persuasive Posters	Information Text SOA	Prose – non rhyming poem SOA	Narrative – traditional tale SOA
	Purpose I can create instructions in order Structure and shape I can write short, simple sentences Sentence Structure I can write imperative verbs Technique and vocabulary I can use verbs to encourage the reader what to do. Grammar I can use sequencing words Punctuation I can use capital letters and full stops Evaluate and Edit I can read my sentences for understanding how to play with a toy	Purpose I can write a descriptive prose Structure and shape I can write a paragraph of sentences. Sentence Structure I can use adjectives to add detail to nouns. Technique and vocabulary I can use adjectives to add detail to my writing. Grammar I can use sensory words. Punctuation I can use capital letters and full stops. Evaluate and Edit I can create a detailed descriptive prose using creative vocabulary.	Purpose I can create a poster using persuasive language Structure and shape Sentence Structure Technique and vocabulary Grammar Punctuation Evaluate and Edit	Purpose I can write an informative piece of writing Structure and shape Sentence Structure Technique and vocabulary Grammar Punctuation Evaluate and Edit	Purpose I can write a non-rhyming poem Structure and shape Sentence Structure Technique and vocabulary Grammar Punctuation Evaluate and Edit	Purpose I can write a narrative based on a fairy tale Structure and shape Sentence Structure Technique and vocabulary Grammar Punctuation Evaluate and Edit
Text Driver Phase 1 'Stimulate and generate'	Lonnie Johnson – Inventor of the Nerf gun Black History Month	Toys and Games 		The Great Fire of London 		Whiffy Wilson-The wolf who wouldn't go to school by Carlie Hart 

Outcomes	Biography	Recount linked to School Trip SOA Fact file/Top Trumps		Diary Entry SOA		Persuasive Letter SOA
	<p>Purpose I can write a biography</p> <p>Structure and shape I can write short, simple sentences</p> <p>Sentence Structure I can write about his early life, work life and legacy</p> <p>Technique and vocabulary We can write about his struggles of life and talk about why it was difficult for him</p> <p>Grammar I can write about his life in the correct order</p> <p>Punctuation I can use capital letters and full stops</p> <p>Evaluate and Edit I can read my sentences for understanding the life of Lonnie Johnson.</p>	<p>Purpose I can create a top trumps card on a toy</p> <p>Structure and shape Ordering their writing with numbers</p> <p>Sentence Structure Using simple phrases and clauses. Using 'and'.</p> <p>Technique and vocabulary Shape, colour and size</p> <p>Grammar Suffixes -ing, topic words and tenses</p> <p>Punctuation Exclamation marks</p> <p>Evaluate and Edit I can play my top trump card with another player</p>		<p>Purpose</p> <p>Structure and shape</p> <p>Sentence Structure</p> <p>Technique and vocabulary</p> <p>Grammar</p> <p>Punctuation</p> <p>Evaluate and Edit</p>		<p>Purpose</p> <p>Structure and shape</p> <p>Sentence Structure</p> <p>Technique and vocabulary</p> <p>Grammar</p> <p>Punctuation</p> <p>Evaluate and Edit</p>

Y1 whole class writing objectives – what we are teaching, when and why

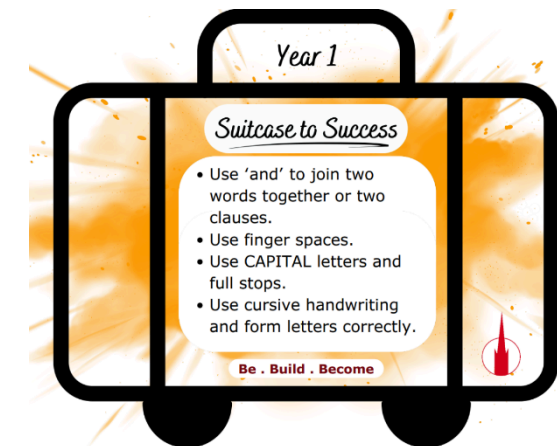
- To be included in phase 2: **'capture sift and sort'** and phase 3: **'create, refine and evaluate'** of **'Writing Learning Journeys'**
- These objectives link to our whole school assessment system to ensure coverage and progression – they are not intended to be used in books and must be adapted/ broken down into a child friendly, simple 'learning focus' for each session

National Curriculum Statutory requirements


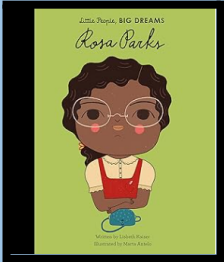
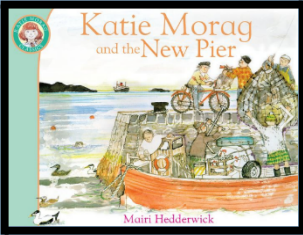
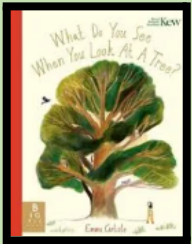

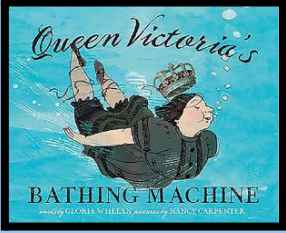
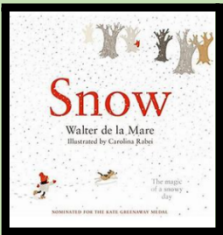
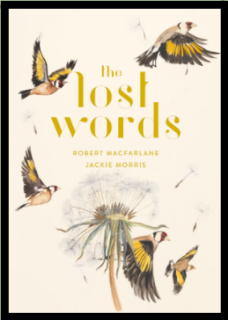
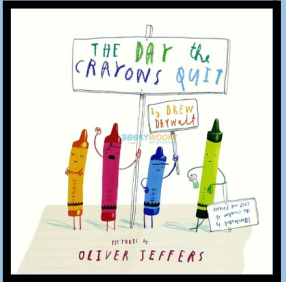
Composition

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and teachers



Year 1 and 2 Mixed Year Group YEAR A Long Term Writing Overview

TERM	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p>Text Driver</p> <p>Phase 1 'Stimulate and generate'</p>	<p>Driver Subject: Movers and Shakers</p>		<p>Driver Subject: Coastline</p>		<p>Driver Subject: Magnificent Monarchs</p>	
	<p>Stardust by Jeanne Willis and Briony May Smith</p> 	<p>Rosa Parks (Little People, Big Dreams) by Lisbeth Kaiser</p> 	<p>Katie Morag and the New Pier By Mairi Hedderwick</p> 	<p>What do you see when you look at a Tree? by Emma Carlilse</p> 	<p>Paddington meets the Queen animation</p> 	<p>Queen Victoria's Bathing Machine (True story) by Gloria Whelan and Nancy Carpenter</p> 
<p>Outcomes</p>	<p>Narrative SOA Character description Purpose I can write a narrative Structure and shape I can write plot points for a story. I can include information and description to interest the reader. Sentence Structure I can add detail and begin to include adjectives. Technique and vocabulary I can write sentences using a range of adjectives. I can use ambitious vocabulary in my writing. Grammar Punctuation I can use full stops and capital letters correctly. Evaluate and Edit I can re-read my sentences for clarity and meaning.</p>	<p>Fact File SOA Letter Purpose I can write a fact file Structure and shape I have included a heading and subheadings Sentence Structure I can include key and fun facts in my writing. Technique and vocabulary Grammar I can use the past tense correctly. I can use a range of conjunctions in my writing. Punctuation I can use full stops and capital letters correctly. Evaluate and Edit I can check for including significant dates I can check I've included key facts</p>	<p>Information Text SOA Purpose Structure and shape Sentence Structure Technique and vocabulary Grammar Punctuation Evaluate and Edit</p>	<p>Information Text SOA Description Purpose Structure and shape Sentence Structure Technique and vocabulary Grammar Punctuation Evaluate and Edit</p>	<p>Narrative SOA Invitation Purpose Structure and shape Sentence Structure Technique and vocabulary Grammar Punctuation Evaluate and Edit</p>	<p>Persuasive letters SOA Purpose Structure and shape Sentence Structure Technique and vocabulary Grammar Punctuation Evaluate and Edit</p>
<p>Text Driver</p> <p>Phase 1 'Stimulate and generate'</p>	<p>Black History Month October</p>	<p>Snow by Walter de la Mare</p> 		<p>The Lost Words by Robert McFarlane and Jackie Morris</p> 		<p>The day the Crayons Quit by Oliver Jeffers</p> 
<p>Outcomes</p>	<p>Poster</p>	<p>Winter/Christmas poems</p>		<p>Acrostic Poems</p>		<p>Instructions</p>

	<p>Purpose I can include key features in my writing. Heading, subheading, picture, facts</p> <p>Structure and shape I can order my writing.</p> <p>Sentence Structure I can start sentences in different ways.</p> <p>Technique and vocabulary I can use ambitious vocabulary in my writing.</p> <p>Grammar I can use because correctly in a sentence.</p> <p>Punctuation I can use full stops and capital letters correctly.</p> <p>Evaluate and Edit I can reread my work. I can check spelling of common exception words.</p>	<p>SOA Setting Description</p> <p>Purpose I can compose a poem I can write rhyming couplets</p> <p>Structure and shape I can write verses</p> <p>Sentence Structure I can write verses</p> <p>Technique and vocabulary I can use adjectives I can use rhyme</p> <p>Grammar I can use 'ly' adverbs in my winter poem. I can use repetition for effect in my poem</p> <p>Punctuation I can use commas in my verses of the poem</p> <p>Evaluate and Edit I can check for rhyming words I can check for rhyming couplets</p>		<p>SOA</p> <p>Purpose Structure and shape Sentence Structure Technique and vocabulary Grammar Punctuation Evaluate and Edit</p>		<p>SOA</p> <p>Purpose Structure and shape Sentence Structure Technique and vocabulary Grammar Punctuation Evaluate and Edit</p>
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Y2 whole class writing objectives – what we are teaching, when and why

- To be included in phase 2: 'capture sift and sort' and phase 3: 'create, refine and evaluate' of 'Writing Learning Journeys'
- These objectives link to our whole school assessment system to ensure coverage and progression – they are not intended to be used in books and must be adapted/ broken down into a child friendly, simple 'learning focus' for each session

National Curriculum Statutory requirements

Composition

Pupils should be taught to develop positive attitudes towards and stamina for writing by:

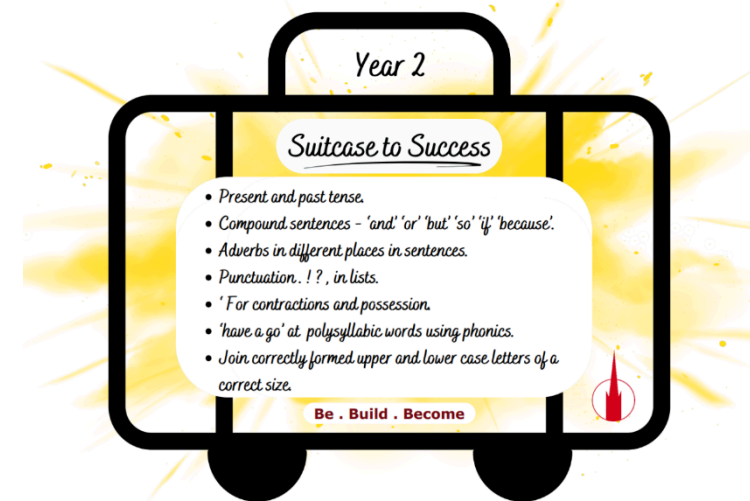
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events writing poetry
- writing for different purposes

Pupils should consider what they are going to write before beginning by:

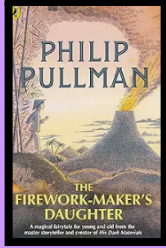
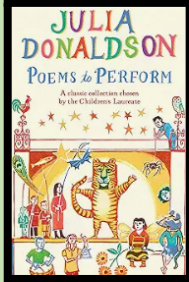
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence


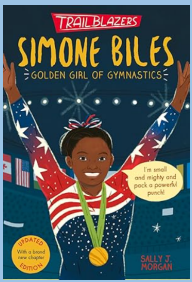
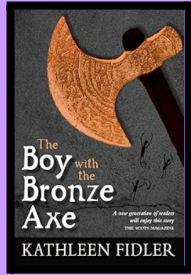
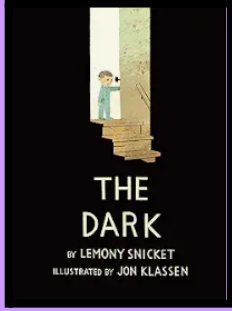
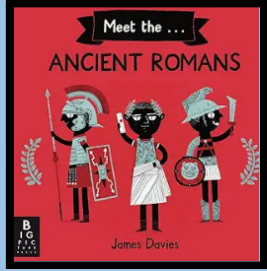
Pupils should be taught to make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.



Year 3 Long Term Writing Overview

TERM	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Text Driver Phase 1 'Stimulate and generate'	Driver Subject: Through the Ages		Driver Subject: Rocks, Relics and Rumbles		Driver Subject: Emperors and Empires	
	Stone Age Boy by Sitoshi Kitamura 	The Secrets of Stonehenge by Mick Manning 	The Firework Makers Daughter by Phillip Pullman 	The Sound Collector by Roger McGough taken from Poems to Perform by Julia Donaldson 	Nonsense Limericks by Edward Lear   Revolting Rhymes by Roald Dahl	Roman Diary The Journal of Iliona by Richard Platt and David Parkins 
Outcomes	Letter SOA Setting description	Non-chronological report SOA Persuasive Poster	Newspaper Report SOA Diary entry	Colour poem SOA Kennings	Humorous poem/Limerick SOA Nonsense Limerick	Diary Entry SOA Mini diary entry
	Purpose I can write story sentences and non-fiction sentences on one idea. I can express my viewpoint. Structure and shape I can group ideas together and sometimes create paragraphs. Sentence structure I can add increasing detail into descriptions e.g. precise verbs, descriptive noun phrases. Techniques and vocabulary I can use repetition of key words for impact e.g. He stopped. Stopped, really still. I can use 'like' to build up a smile. I can choose words because they create effect. Grammar I can use present perfect verbs e.g. He has gone to the shops. I can use a wider range of conjunctions e.g. while, so, although. I can use adverbs/adverbial phrases that indicate position in time e.g. next, soon, later, that day, as dusk fell. Punctuation I can begin to use inverted commas to punctuate direct speech. Evaluate and Edit I can proof-read for spelling and punctuation errors	Purpose I can include the main features of non-fiction text (report) and make sure my writing makes sense Structure and Shape I can use an opening and group my ideas under subheadings Sentence structure I can use precise verbs to add meaning to the sentence Techniques and vocabulary I can use ambitious words and technical vocabulary Grammar I can use the correct tense depending on the purpose Punctuation I can use capital letters and full stops and begin to use commas. Evaluate and Edit I can proof-read for spelling and punctuation errors	Purpose I can write non-fiction sentences on one idea. I can include the main features of a newspaper report Structure and shape I can use headings, opening and closing Sentence Structure I can add increasing details to the main body of the report Technique and vocabulary I can choose ambitious words and words to create an effect Grammar I can use the present perfect tense Punctuation I can begin to use inverted commas for direct speech and other punctuation for direct speech Evaluate and Edit I can create a plan, draft and edit my work looking for punctuation errors, spellings and how I can improve it.	Purpose I can write Poems that make sense Structure and shape I can identify the structure of a poem Sentence Structure I can identify how nouns and verbs are used to form the poem Technique and vocabulary I will select nouns, verbs and adjectives suitable for the poem Grammar I can use adverbs and adverbial phrases Punctuation I can use capital letters and punctuation appropriate for the poem Evaluate and Edit I can proof read and correct spellings and punctuation	Sentence Structure I can add increasing detail into descriptions e.g. precise verbs, descriptive noun phrases. Technique and vocabulary I can choose words because they create effect. I can use some ambitious words in my writing. Grammar I can use present perfect verbs e.g. He has gone to the shops. Spelling I can experiment using more complicated words from a common word. Evaluate and Edit I can proof-read for spelling and punctuation errors	Purpose I can include the main features of a story/text type and ensure my writing makes sense. Sentence Structure I can add increasing detail into descriptions e.g. precise verbs, descriptive noun phrases. Technique and vocabulary I can use some ambitious words in my writing. Grammar I can use adverbs/adverbial phrases that indicate position in time e.g. next, soon, later, that day, as dusk fell. Punctuation I can experiment using more complicated words from a common word. Evaluate and Edit I can proof-read for spelling and punctuation errors

Text Driver Phase 1 'Stimulate and generate'	Skara Brae by Dawn Finch 	Black History Month 	The Boy with the Bronze Axe by Kathleen Fidler 		The Dark by Lemony Snicket 		Meet the Ancient Romans by James Davies 
Outcomes	Brochure SOA Persuasive Poster	Biography	Narrative SOA Diary entry		Suspense narrative SOA		Non-chronological Report SOA
	Purpose I can write story sentences and non-fiction sentences on one idea. Structure and shape I can group ideas together and sometimes create paragraphs. I can use headings and sub-headings. Sentence structure I can add increasing detail into descriptions e.g. precise verbs, descriptive noun phrases. Techniques and vocabulary I can use 'like' to build up a simile. I can choose words because they create effect.	Purpose I can include the main features of a story/text type and ensure my writing makes sense. Structure and shape I can use headings and sub-headings.	Purpose I can include the main features of a story/text type and ensure my writing makes sense. Structure and Shape I can create flow by using pronouns, linking phrases and referencing points already made. I can group ideas together and sometimes create paragraphs. Sentence structure I can add increasing detail into descriptions e.g. precise verbs, descriptive noun phrases. Grammar I can use present perfect verbs e.g. He has gone to the shops. Punctuation I can begin to use inverted commas to punctuate direct speech.		Purpose I can write a suspense story Structure and shape I can organise my work into paragraphs I can use opening and closings in stories Sentence Structure I can use words to grab the reader's attention, including prepositions and descriptive noun phrases Technique and vocabulary I can choose words to create impact and use repetition of key words Grammar I can use adverbs and adverbial phrases. Punctuation Evaluate and Edit I can proof read my work to check it makes sense		Purpose I can write story sentences and non-fiction sentences on one idea. Structure and shape I can add increasing detail into descriptions e.g. precise verbs, descriptive noun phrases. Sentence Structure I can use one word in isolation to grab the reader's attention. Technique and vocabulary I can use some ambitious words in my writing. Grammar I can use adverbs/adverbial phrases that build a relationship or cause e.g. therefore, as a result. Spelling I can experiment using more complicated words from a common word. Evaluate and Edit I can proof read my work to check it makes sense

Y3 whole class writing objectives – what we are teaching, when and why

- To be included in phase 2: 'capture sift and sort' and phase 3: 'create, refine and evaluate' of 'Writing Learning Journeys'
- These objectives link to our whole school assessment system to ensure coverage and progression – they are not intended to be used in books and must be adapted/ broken down into a child friendly, simple 'learning focus' for each session

National Curriculum Statutory requirements

Composition

Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Pupils should be taught to draft and write by:


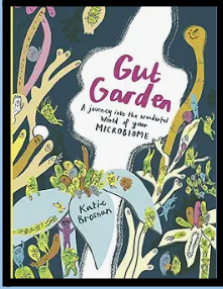
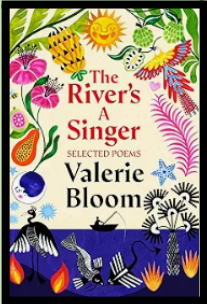
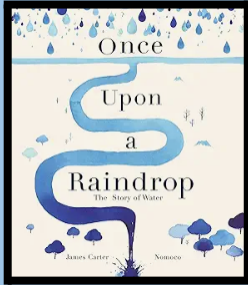
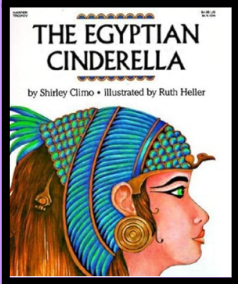

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Pupils should be taught to evaluate and edit by:


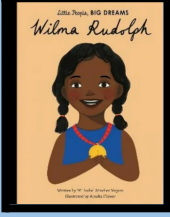



- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



Year 4 Long Term Writing Overview

TERM	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Text Driver Phase 1 'Stimulate and generate'	Driver Subject: Invasion		Driver Subject: Misty Mountains, Winding Rivers		Driver Subject: Ancient Civilisations	
	Beowulf and Grendel by Michael Morpurgo and Michael Foreman 	The Gut Garden by Katie Brosnan 	The River by Valerie Bloom 	Once Upon a Raindrop – The Story of Water by Hannah Pang and Clover Robin 	The Egyptian Cinderella by Shirley Climo and Ruth Heller 	Life Doesn't Frighten Me by Maya Angelou 
Outcomes	Narrative SOA Kennings	Chronological Report SOA Fact File	River Poem SOA Recount of River Walk	Explanation SOA Glossary	Newspaper Report SOA Posters	Facing fears Poem SOA Biography
	Purpose I can add detail to my ideas I can create intriguing narratives Structure and shape I can write sentences that lead on from a previous sentence I can start a new paragraph organising ideas around a theme I can use exciting openings to capture the 'reader's' attention Sentence Structure I can use more complicated noun phrases Technique and vocabulary I can use ambitious vocabulary	Purpose I can include all the features of a genre/ text type appropriately. Sentence Structure I can create intriguing narratives and more complicated non-fictions I can ask rhetorical questions to involve the reader. Grammar I can use conjunctions to set up contrasts or relationships	Purpose I can create an intriguing narrative (poem) I can add detail to ideas Structure and shape I can structure a clear beginning middle and end appropriate for a poem Sentence Structure I can use more complicated noun phrases Technique and vocabulary I can use metaphors to create vivid images Grammar	Purpose I can include all features of a genre/text types of a genre appropriately Structure and shape I can start a new paragraph organising ideas around a theme Sentence Structure I can ask rhetorical questions to involve the reader Technique and vocabulary I can use technical terminology (Yr5)	Purpose I can include all features of a genre/text types of a genre appropriately I can maintain a point of view (that of the reporter/eye witnesses) Structure and shape I can write sentences that lead on from a previous sentence I can start a new paragraph organising ideas around a theme	Purpose I can create an intriguing narrative (poem) I can maintain a point of view. (from the personal point of view of the author) Structure and shape I can structure a clear beginning middle and end appropriate for a poem Sentence Structure Technique and vocabulary Grammar Punctuation Evaluate and Edit

	<p>Grammar I can use fronted adverbial phrases</p> <p>Punctuation I can use a comma after a fronted adverbial</p> <p>Evaluate and Edit I can proof-read for spelling and punctuation errors</p>		<p>Punctuation I can use how adverbs and adverbial phrases</p> <p>Evaluate and Edit I can read aloud my 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>Grammar Punctuation I can use a larger range of conjunctions</p> <p>Evaluate and Edit I can proof-read for spelling and punctuation errors</p>	<p>I can use exciting openings to capture the 'reader's' attention</p> <p>Sentence Structure I can use more complicated noun-phrases e.g. The beautiful lady with the yellow bun.</p> <p>Technique and vocabulary I can make interesting and varied language choices. I can use ambitious vocabulary in my writing.</p> <p>Grammar I can use fronted 'where/when' adverbial phrases e.g. As dawn broke, the scarecrow cried. I can use 'how' adverbs and adverbial phrases in fronted positions e.g. Worrying about the crash, Roger raced home.</p> <p>Punctuation I can use all correct direct speech punctuation. I can mark plural possession using an apostrophe e.g. The boys' names.</p> <p>Evaluate and Edit I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences I can proof-read for spelling and punctuation errors</p>	
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<p>Text Driver</p> <p>Phase 1 'Stimulate and generate'</p>	<p>Beowulf and the Sea-Hag</p> 	<p>Black History Month October</p> 	<p>The Saga of Erik the Viking by Terry Jones</p> 		<p>King of the Cloud Forests By Michael Morpurgo</p> 		<p>Marcy and the Riddle of the Sphinx By Joe Todd Stanton</p> 
<p>Outcomes</p>	<p>Character Description</p>	<p>Biography</p>	<p>Character/Adversary Description including setting SOA Letter</p>		<p>Diary Entry SOA Yeti Fact File</p>		<p>Narrative SOA Instructions</p>
	<p>Purpose I can add detail to my ideas</p> <p>Structure and shape I can write sentences that lead on from a previous sentence I can use exciting openings to capture the 'reader's' attention</p> <p>Sentence Structure I can use more complicated noun phrases</p> <p>Technique and vocabulary I can use ambitious vocabulary</p> <p>Evaluate and Edit I can proof-read for spelling and punctuation errors</p>	<p>Structure and shape I can use simple organisational devices such as headings and subheadings</p> <p>Evaluate and Edit I can proof-read for spelling and punctuation errors</p>	<p>Purpose I can include all the features of a genre I can add detail to my ideas</p> <p>Structure and Shape I can create exciting openings to capture the reader's attention I can use pronouns and nouns within and across sentences to aid readability (first person)</p> <p>Techniques and Vocabulary I can use metaphors to create vivid images I can use ambitious vocabulary</p> <p>Grammar I can use a larger range of conjunctions</p> <p>Punctuation I can mark plural possession using an apostrophe</p> <p>Evaluate and Edit I can proof-read for spelling and punctuation errors</p>		<p>Purpose I can maintain a point of view. I can include all the features of a genre/ text type appropriately.</p> <p>Structure and shape I can use pronouns and nouns within and across sentences to aid readability.</p> <p>Sentence Structure I can ask rhetorical questions to involve the reader</p> <p>Technique and vocabulary I can make interesting and varied language choices.</p> <p>Grammar I can use fronted 'where/when' adverbial phrases e.g. As dawn broke, the scarecrow cried. I can use 'how' adverbs and adverbial phrases in fronted positions e.g. Worrying about the crash, Roger raced home.</p> <p>Punctuation I can use standard English verbs e.g. I did, we were. I can use all correct direct speech punctuation.</p> <p>Evaluate and Edit</p>		<p>Purpose</p> <p>Structure and shape I can use exciting openings to capture the reader's attention and use dramatic endings in stories</p> <p>Sentence Structure I can use more complicated noun phrases I can mix short and long sentences to change the pace. (add drama)</p> <p>Technique and vocabulary I can use technical terminology (Yr5) (related to the Egyptians)</p> <p>Grammar I can use fronted 'where/when' adverbial phrases e.g. As dawn broke, the scarecrow cried. I can use 'how' adverbs and adverbial phrases in fronted positions e.g. Worrying about the crash, Roger raced home.</p> <p>Punctuation</p> <p>Evaluate and Edit I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences I can proof-read for spelling and punctuation errors</p>

I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 I can proof-read for spelling and punctuation errors

Y4 whole class writing objectives – what we are teaching, when and why

- To be included in phase 2: 'capture sift and sort' and phase 3: 'create, refine and evaluate' of 'Writing Learning Journeys'
- These objectives link to our whole school assessment system to ensure coverage and progression – they are not intended to be used in books and must be adapted/ broken down into a child friendly, simple 'learning focus' for each session

National Curriculum Statutory requirements

Composition

Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Pupils should be taught to draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

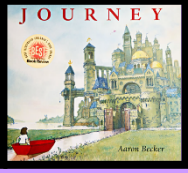


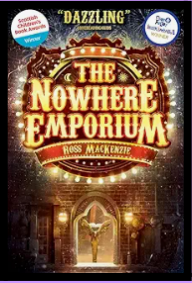
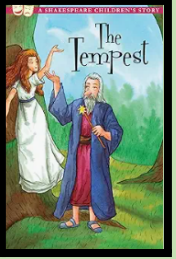
Pupils should be taught to evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



Year 5 Long Term Writing Overview

TERM	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Driver Subject: Dynamic Dynasties		Driver Subject: Beast Creator		Driver Subject: Ground Breaking Greeks	
Text Driver	The Iron Man by Ted Hughes	A Leaf on the Wind – collection of Tanka by Brett C. Persson	Charlotte's Web by E B White	Emperor Penguins by Lisa Strattin	Theseus and the Minotaur by James Andrews and Gary Andrews	Alexander the Great by Jane Parsons
Phase 1 'Stimulate and generate'						

<p>Outcomes</p>	<p>Narrative SOA Fictional Recount Purpose and Impact</p> <p>I can develop imaginative ideas in narrative writing</p> <p>Grammar</p> <p>I can use modal verbs</p> <p>I can use adverbs of time, place and number</p> <p>Techniques and Vocabulary</p> <p>I can use particular vocabulary for effect or emphasis</p>		<p>Winter Tankas SOA Kennings</p> <p>Purpose</p> <p>I can develop imaginative ideas</p> <p>I can include all genre features</p> <p>Structure and shape</p> <p>Sentence Structure</p> <p>Technique and vocabulary</p> <p>Grammar</p> <p>Punctuation</p> <p>Evaluate and Edit</p>	<p>Newspaper Report SOA tanka about a spider</p> <p>Purpose</p> <p>I can include all genre features or adapt deliberately</p> <p>Structure and shape</p> <p>I can start a new paragraph to show change in time, place, event or person.</p> <p>I can use words and phrases to build links within paragraphs.</p> <p>Technique and vocabulary</p> <p>I can use puns to create humour and intrigue in my writing.</p> <p>Grammar</p> <p>I can use relative clauses.</p> <p>I can use tense choices to support cohesion</p> <p>I can use adverbs of time</p> <p>I can use degree of possibility verbs.</p> <p>Punctuation</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p> <p>Evaluate and Edit</p>	<p>Non-Chronological Report SOA - day in the life of an insect</p> <p>Purpose</p> <p>I can develop logical ideas in non-fiction</p> <p>I can include all genre features</p> <p>Structure and shape</p> <p>I can organise my writing so it reflects supporting evidence in non-fiction.</p> <p>Sentence Structure</p> <p>Technique and vocabulary</p> <p>I can use technical terminology and vivid language for effect or emphasis.</p> <p>Grammar</p> <p>I can use relative clauses beginning with who, which, where, when, whose and that.</p> <p>Punctuation</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p> <p>Evaluate and Edit</p>	<p>Play script SOA- character description</p> <p>Purpose</p> <p>I can include all genre features</p> <p>I can develop imaginative ideas in narrative writing</p> <p>Sentence Structure</p> <p>I can mix long and short sentences to change the pace</p> <p>I can create different emphasis through the word order and choice in sentences.</p> <p>Grammar</p> <p>I can use tense choices to support cohesion</p> <p>I can use modal verbs</p> <p>Punctuation</p> <p>I can use commas to clarify meaning</p> <p>Evaluate and Edit</p>	<p>Biography SOA- recount of a battle</p> <p>Purpose</p> <p>I can develop logical ideas in non-fiction</p> <p>I can make a clear point of view and elaborate</p> <p>I can include all genre features</p> <p>Structure and shape</p> <p>I can link ideas across paragraphs by making references back to original points</p> <p>Technique and vocabulary</p> <p>I can use technical terminology and vivid language for effect or emphasis.</p> <p>Grammar</p> <p>I can use tense choices to support cohesion</p> <p>I can use modal verbs</p> <p>I can use a degree of possibility adverbs</p> <p>Punctuation</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p> <p>Evaluate and Edit</p>
<p>Text Driver</p> <p>Phase 1 'Stimulate and generate'</p>	<p>Journey by Aaron Becker</p> 	<p>Black</p>  <p>History Month October</p>	<p>PARIS-Tourist Guide</p> 		<p>The Nowhere Emporium by Ross MacKenzie</p> 		<p>The Tempest by William Shakespeare</p> 
<p>Outcomes</p>	<p>Narrative SOA Diary Entry/letter</p> <p>Purpose</p> <p>I can develop imaginative ideas in narrative writing.</p> <p>Structure and shape</p> <p>Sentence Structure</p>	<p>Purpose</p> <p>I can include all genre features</p> <p>Structure and Shape</p> <p>I can start a new paragraph to show change in time, place, event or person.</p>	<p>Persuasive Writing - Holiday Brochure SOA Passport</p> <p>Purpose</p> <p>I can adapt all genre features</p> <p>I can make a clear point of view and elaborate</p> <p>Structure and shape</p> <p>Sentence Structure</p>		<p>Narrative – flashback SOA- setting description</p> <p>Purpose</p> <p>I can develop imaginative ideas in narrative writing.</p> <p>I can create a more complicated narrative- flashback</p> <p>Structure and shape</p> <p>I can start a new paragraph to show change</p>		<p>Sonnet SOA- setting description</p> <p>Purpose</p> <p>I can include all genre features</p> <p>Sentence Structure</p> <p>I can create different emphasis through word order and choice in sentences.</p> <p>Technique and vocabulary</p>

	Technique and vocabulary I can use pathetic fallacy to mirror and extend a character's emotions Grammar Punctuation Evaluate and Edit		Technique and vocabulary Grammar Punctuation Evaluate and Edit	in time, place, event or person. I can use phrases to build links within paragraphs. Sentence Structure I can mix short and long sentences to change the pace Technique and vocabulary I can use pathetic fallacy to mirror and extend a character's emotions I can use technical terminology and vivid language for effect or emphasis. Grammar I can use tense choices to support cohesion I can use adverbs of time and place. Evaluate and Edit		I can use vivid language for effect or emphasis. Punctuation Evaluate and Edit
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Y5 whole class writing objectives – what we are teaching, when and why

- To be included in phase 2: 'capture sift and sort' and phase 3: 'create, refine and evaluate' of 'Writing Learning Journeys'
- These objectives link to our whole school assessment system to ensure coverage and progression – they are not intended to be used in books and must be adapted/ broken down into a child friendly, simple 'learning focus' for each session

National Curriculum Statutory requirements

Composition

Pupils should be taught to plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed


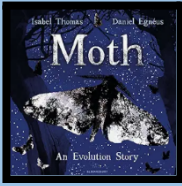
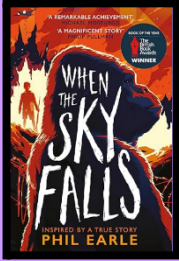
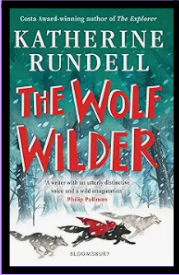
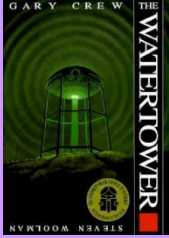

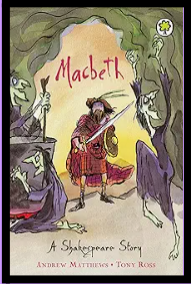

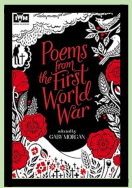


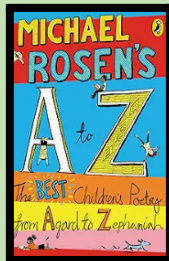
Pupils should be taught to draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Pupils should be taught to evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring 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



TERM	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Text Driver Phase 1 'Stimulate and generate'	Driver Subject: Britain at War		Driver Subject: Frozen Kingdom		Driver Subject: Maafa	
	Origin of Species by Charles Darwin  	When the Sky Falls by Phil Earle 	Wolf Winder by Katherine Rundell 		Freedom By Catherine Johnson  Swing of Change animation The Birds	Macbeth By William Shakespeare 
Outcomes	Non-chronological Report Explanation Purpose To identify the features of a non-chronological report. To write an explanation and factfile. Structure and shape To use the features of a non-chronological report to organise writing. Sentence structure. To use a range of punctuation. Technique and Vocabulary To use technical vocabulary. Evaluate and edit. To edit and redraft.	A series of letters home SOA Descriptive writing Purpose To write in role as a character. To write a letter home. Structure and shape. To use the features of a letter. To write informally and formally. Sentence structure To use a range of punctuation. Techniques and Vocabulary. To use descriptive language. Evaluate and edit. To edit and redraft.	Missing chapter Fact file SOA Haikus Purpose To write a factfile . To write a missing chapter. To write a haiku Structure and shape To use the features of a factfile to organise writing. To identify and use the features of a narrative. To recognise the structure of a haiku and write a haiku correctly. Sentence Structure To use a range of punctuation correctly. To use sentence structure effectively. To use a variety of sentence structures. To write sentences that form a haiku correctly. Technique and vocabulary To use descriptive language. To use imagery. To use subject specific vocabulary. Evaluate and Edit To edit effectively. To redraft. Tp publish poems.	Newspaper report Non-chronological report. SOA Purpose To write a compelling newspaper report. Structure and shape To identify the features of a newspaper and use them to organise writing. Sentence Structure To use a range of punctuation and sentence structures. Technique and vocabulary To use powerful vocabulary. Evaluate and Edit To edit effectively. To redraft.	Persuasive Letter (anti-slavery) anti bullying SOA Purpose Structure and shape Sentence Structure Technique and vocabulary Grammar Punctuation Evaluate and Edit	Play script SOA Purpose Structure and shape Sentence Structure Technique and vocabulary Grammar Punctuation Evaluate and Edit
Text Driver Phase 1 'Stimulate and generate'	Animation 	Black History Month October War Heroes	 	Awesome Engineering by Sally Spray 	Re-write for Progression	SATS Michael Rosen's A to Z of the best children's poetry 

Outcomes	Suspense Writing	Biographies	Acrostic, rhyming and non-rhyming poems SOA	Explanations and Instructions			Descriptive Metaphor poems SOA
	<p>Purpose To write a suspense story. Structure and shape To use a range of cohesive devices. To write a detailed opening that engages the reader.</p> <p>Sentence structure To use a range of punctuation. To use expanded noun phrases and micro sentences. To use a variety of sentence openers.</p> <p>Technique and vocabulary To describe settings, characters, and atmosphere.</p> <p>Evaluate and edit To edit and redraft writing.</p>	To use the features of a non-chronological report.	To use figurative language. To understand and use figurative language. Purpose Structure and shape Sentence Structure Technique and vocabulary Grammar Punctuation Evaluate and Edit	Purpose Structure and shape Sentence Structure Technique and vocabulary Grammar Punctuation Evaluate and Edit			Purpose Structure and shape Sentence Structure Technique and vocabulary Grammar Punctuation Evaluate and Edit

Y6 whole class writing objectives – what we are teaching, when and why

- To be included in phase 2: 'capture sift and sort' and phase 3: 'create, refine and evaluate' of 'Writing Learning Journeys'
- These objectives link to our whole school assessment system to ensure coverage and progression – they are not intended to be used in books and must be adapted/ broken down into a child friendly, simple 'learning focus' for each session

National Curriculum Statutory requirements

Composition

Pupils should be taught to plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Pupils should be taught to draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Pupils should be taught to evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning



- ensuring the consistent and correct use of tense throughout a piece of writing ♣ ensuring 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

Be. Build. Become

PROGRESSION IN WRITING							
	EYF S	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Purpose & Impact	<p><u>Birth to 3</u> Children enjoy drawing freely, adding marks which they give meaning to. For example: "That says mummy."</p> <p>They make marks on their picture to stand for their name.</p> <p><u>3 and 4 year olds</u> Children use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page or writing 'm' for mummy.</p> <p>They write some or all of their name.</p> <p>Children understand that writing/print has meaning and can have different purposes.</p>	<p>Children write stories and recounts.</p> <p>They use topic words and know why different writing is important.</p>	<p>Children can write interesting ideas in their stories.</p> <p>They can write factual ideas for non-fiction and sometimes express their view in writing.</p> <p>Children can include key features in their writing.</p>	<p>Children can write story sentences and non-fiction sentences on one idea.</p> <p>They can express their viewpoint e.g. I believe.</p> <p>Children can include the main features of a story/text type and ensure my writing makes sense.</p>	<p>Children can add detail to their ideas.</p> <p>They can maintain a point of view.</p> <p>They can include all the features of a genre/ text type appropriately.</p> <p>Children can create intriguing narratives and more complicated non-fictions e.g. persuasive leaflet.</p>	<p>Children can develop imaginative ideas in narrative writing and logical ideas in non-fiction.</p> <p>They can make a clear point of view and elaborate.</p> <p>They can include all genre features or adapt deliberately.</p> <p>Children can create more complicated narratives e.g. parallel plot, flashback, parody and more controlled non-fictions.</p>	<p>Children can tell a story with imaginative flair and with control and direction.</p> <p>They can convey a convincing viewpoint using another's point of view to support or contrast my own.</p> <p>They can challenge the reader's interest through style and feature choices.</p> <p>Children can manipulate well known genres to create different effects.</p>
Structure & Shape	<p><u>3 and 4 year olds</u> They understanding the reading of writing/print is left to write and top to bottom.</p>	<p>Children include story words when writing e.g. 'Once upon a time . . .'</p> <p>They order writing using numbers, time words and phrases and they repeat key words.</p>	<p>Children can include information and description to interest the reader.</p> <p>They can order their writing using line breaks and numbers and can group main ideas together.</p>	<p>Children can create flow by using pronouns, linking phrases and referencing points already made.</p> <p>They can group ideas together and sometimes create paragraphs.</p> <p>They can use headings and sub-headings.</p> <p>Children can use openings in stories and non-fiction.</p> <p>They can use closings in stories and non-fiction.</p>	<p>Children can organise their writing with a clear beginning, middle and end.</p> <p>They can write sentences that lead on from a previous sentence.</p> <p>They can start a new paragraph organising ideas around a theme.</p> <p>Children can use pronouns and nouns within and across sentences to aid readability.</p> <p>They can use exciting openings to capture the reader's attention and use dramatic endings in stories and strong conclusions in non-fiction.</p>	<p>Children can organise their writing so it reflects different paces in story or supporting evidence in non-fiction.</p> <p>They can start a new paragraph to show change in time, place, event or person.</p> <p>They can use words and phrases to build links within paragraphs e.g. then, after.</p> <p>Children can link ideas across paragraphs by making references back to original points.</p>	<p>Children can navigate a reader through a text in a logical way or change this deliberately e.g. flash-forward or opposing viewpoints.</p> <p>They can use a range of layout devices e.g. headings, sub-headings, columns, bullets, tables etc.</p> <p>They can consistently use paragraphs across the whole text.</p> <p>Children can link ideas across paragraphs using a wide range of devices e.g. a repetition of words, ellipsis as a cliffhanger.</p>

Sentence Structure	<p><u>3 and 4 year olds</u> Children develop their awareness of how sentences are structured.</p> <p><u>In Reception</u> Children write short sentences with words using known sound-letter correspondences</p>	<p>Children write simple phrases and clauses.</p> <p>They start sentences with 'I' and also with a name.</p> <p>They start sentences in different ways.</p>	<p>Children can use statements, questions, exclamations and commands. They can ask the reader a question.</p> <p>They can include adventurous adjectives e.g. not colour or repetitive.</p> <p>They can write long sentences and short sentences. They can start sentences in different ways e.g. One day . . .</p> <p>Children can include noun phrases e.g. big, red bus.</p>	<p>Children can use one word in isolation to grab the reader's attention.</p> <p>They can add increasing detail into descriptions e.g. precise verbs, descriptive noun phrases.</p> <p>They can use prepositions that indicate position in a place or an environment e.g. in, on, under, behind.</p>	<p>Children can ask rhetorical questions to involve the reader.</p> <p>They can use more complicated noun-phrases e.g. The beautiful lady with the yellow bun.</p>	<p>Children can create different emphasis through the word order and choice in sentences.</p> <p>They can mix short and long sentences to change the pace.</p>	<p>Children can write informally or formally appropriate to genre or text type.</p> <p>They can use a range of simple, compound and complex sentences.</p>
Techniques & Vocabulary	<p><u>3 and 4 year olds</u> Children engage in extended conversations about stories, learning new vocabulary.</p>	<p>Children use onomatopoeia e.g. 'Splash!'</p> <p>They use alliteration e.g. 'big, blue bucket.'</p> <p>Children use speech-like words.</p> <p>They are able to describe shape, colour, size and emotion.</p> <p>Children use ambitious words in their writing.</p>	<p>Children can use rhyme for effect e.g. Sally was slipping and flipping.</p> <p>They can use repetition that follows story patterns e.g. jump, jump as high as you can.</p> <p>They can choose appropriate words for their writing.</p> <p>Children can write sentences that include adjectives and adverbs.</p> <p>They can use ambitious words in my writing.</p>	<p>Children can use repetition of key words for impact e.g. He stopped. Stopped, really still.</p> <p>They can use 'like' to build up a simile.</p> <p>They can choose words because they create effect.</p> <p>Children can use some ambitious words in my writing.</p>	<p>Children can use 'as' to build a simile e.g. The train was as slow as a hearse.</p> <p>They can use metaphors to create vivid images.</p> <p>They can make interesting and varied language choices.</p> <p>Children can use ambitious vocabulary in my writing.</p>	<p>Children can use pathetic fallacy to mirror and extend a character's emotions e.g. aspect of weather reflects feelings.</p> <p>They can use puns to create humour and intrigue in my writing.</p> <p>They can particular vocabulary for effect or emphasis e.g. technical terminology, vivid language.</p> <p>Children can use green ambitious vocabulary in my writing.</p>	<p>Children can use personification to give human attributes to inanimate objects/things.</p> <p>They can use pathetic fallacy to mirror and extend a character's emotions e.g. aspect of weather reflects feelings.</p> <p>They can use a recurring symbol e.g. ongoing comparison/referring to jewelry.</p> <p>Children can use precise vocabulary for desired effects.</p> <p>Children can use pink ambitious vocabulary in my writing.</p>

PROGRESSION IN SPaG							
	EYF S	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar		<p>Children use the right tense.</p> <p>They can use 'and' to join two words together and 'and' to join two clauses together.</p>	<p>Children can use present and past tense e.g. is drumming, was shouting.</p> <p>They can show actions in progress e.g. they were jumping.</p> <p>They can write compound sentences that include 'or', 'and', 'but', 'so' and can use 'when', 'if', 'because' and 'that' in their sentences.</p> <p>Children can use 'ly' adverbs in different positions in a sentence e.g. quickly, sensibly.</p>	<p>Children can use present perfect verbs e.g. He has gone to the shops.</p> <p>They can use a wider range of conjunctions e.g. while, so, although.</p> <p>They can use adverbs/adverbial phrases that indicate position in time e.g. next, soon, later, that day, as dusk fell.</p> <p>Children can use adverbs/adverbial phrases that build a relationship or cause e.g. therefore, as a result.</p>	<p>Children can use standard English verbs e.g. I did, we were.</p> <p>They can use a larger range of conjunctions accurately e.g. while, although.</p> <p>They can use conjunctions to set up contrasts or relationships e.g. despite, nevertheless, consequently.</p> <p>Children can use fronted 'where/when' adverbial phrases e.g. As dawn broke, the scarecrow cried.</p> <p>Children can use 'how' adverbs and adverbial phrases in fronted</p>	<p>Children can use tense choices to support cohesion by making links e.g. He had seen her before.</p> <p>They can use modal verbs e.g. might, should, will, must.</p> <p>They can use relative clauses beginning with who, which, where, when, whose and that.</p> <p>Children can use verbs ending in -ed or -ing to start clauses to build complex sentences.</p> <p>Children can use a degree of possibility adverbs e.g. perhaps, surely.</p>	<p>Children can use the subjunctive form - used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions. E.g. If I were you I'd accept. I suggest you take a raincoat with you.</p> <p>They can use the passive voice .e.g. Active: The dog broke the toy. Passive: The toy was broken by the dog.</p> <p>They can use all five main ways of creating complex sentences.</p> <p>-ed verb start</p> <p>-ing verb start</p>

					positions e.g. Worrying about the crash, Roger raced home.	They can use: Adverbs of time e.g. later Adverbs of place e.g. nearby Adverbs of number e.g. secondly	-ly adverb start embedded relative clause subordinating conjunction at start or middle Children can use adverbial phrases to link ideas e.g. on the other hand, in contrast. They can use adverbs and adverbial phrases to qualify, intensify or emphasise e.g. incredibly, exceptional.
Punctuation	<p><u>3 and 4 year olds</u> Children begin to understand sentences start with capital letters and end with full stops.</p> <p>They begin to understand the idea of a 'word' and how some words are longer than others</p> <p>They begin to understand how there is always a space before and after a word.</p> <p><u>In Reception</u> Children use capital letters and full stops.</p>	<p>Children use capital letters and full stops.</p> <p>They can also use exclamation and question marks.</p>	<p>Children can use full stops.</p> <p>They can use commas in a list, capital letters, exclamation marks and question marks.</p> <p>They can use apostrophes in words like can't, we'll, should've.</p> <p>Children can use an apostrophe to show singular belonging to e.g. the girl's bag.</p>	<p>Children can begin to use inverted commas to punctuate direct speech.</p> <p>They can begin to include other direct speech punctuation e.g. comma, capital letter.</p>	<p>Children can use all correct direct speech punctuation.</p> <p>They can mark plural possession using an apostrophe e.g. The boys' names.</p> <p>They can use a comma after a fronted adverbial.</p>	<p>Children can use brackets, dashes or commas to indicate parenthesis.</p> <p>They can use commas to clarify meaning or avoid ambiguity e.g. Let's eat Grandad or Let's eat, Grandad.</p>	<p>Children can use semi-colon, colon and dash to show independent clauses.</p> <p>They can use a colon to introduce a list and a semi-colon within a list.</p> <p>They can use bullet points to list information.</p> <p>Children can use hyphens to avoid ambiguity e.g. recover or re-cover.</p>
Spelling	<p><u>3 and 4 year olds</u> Children can count or clap syllables in a word.</p> <p>They can recognise words with the same initial sound, such as money and mother</p> <p>They can create rhyming words by adding letters in front e.g 'at' becomes hat cat</p> <p><u>In Reception</u> Children spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Children 'have a go' at spelling unknown words using their phonic knowledge.</p> <p>They use -ing, -ed and -est at the end of words and use plurals -es and -s.</p> <p>Children use the prefix un - e.g. unkind.</p>	<p>Children can 'have a go' at spelling polysyllabic words.</p> <p>They can use suffixes such as -ness, -er or compounds to create nouns.</p> <p>They can use adjectives ending in -ful, -less, -er, -est</p> <p>Children can turn adjectives into adverbs using 'ly' e.g. slow into slowly.</p>	<p>Children can use prefixes accurately to build new nouns e.g. anticlimax.</p> <p>They can use 'an' and 'a' correctly before a word beginning with a consonant or vowel.</p> <p>They can experiment using more complicated words from a common word.</p>	<p>Children can use a range of techniques to spell unfamiliar words.</p> <p>They can spell homophones correctly according to use e.g. their, there, to, too</p> <p>They can show the difference in writing between plural and possessive with -s.</p>	<p>Children can use suffixes to convert nouns and adjectives into verbs e.g. -ate, -ise, -ify.</p> <p>They can use prefixes to change intent of verb e.g. dis-, de-, mis-, over- and re-.</p>	<p>Children can use appropriate formal synonyms for informal words e.g. 'find out', to discover.</p> <p>They can choose the correct shade of meaning word from a range of antonyms and synonyms.</p>
Presentation - Handwriting	<p><u>Birth to 3</u> Children write some letters accurately</p> <p><u>In Reception</u> Children form lower-case and capital letters correctly from the correct starting point.</p>	<p>Children sit at a table correctly, holding a pencil comfortably and correctly.</p> <p>They are able to leave spaces between words.</p> <p>They form lowercase letters in the correct direction, starting and finishing in the right place and form capital letters accurately.</p>	<p>Children can form lowercase letters of the correct size relative to one another.</p> <p>They can write capital letters of the correct size and orientation.</p> <p>They can join their letters correctly.</p>	<p>Children can use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Their cursive handwriting is easily readable.</p> <p>Children's lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p>	<p>Children can join their writing using the correct joins.</p> <p>Their cursive handwriting is legible and consistent.</p> <p>When writing, their lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p>	<p>Children's handwriting shows consistent letter formation.</p> <p>They can write in a joined, legible style.</p> <p>The overall appearance is of a high standard.</p>	<p>Children's handwriting shows consistent letter formation.</p> <p>They can write in a joined, legible style.</p> <p>The overall appearance is of a high standard</p>

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