

Writing Long term Plan 2023-2024

Skills and Progression

Introduction

The statements in the skills and progression document are based on the National Curriculum, but broken down into statements. These statements link to our assessment package, SONAR. Section 1 shows how the skill progress from Nursery to Year 6.

In Section 2, it shows how skills are broken down further and taught to each year group by term.

Section 1 - Progression in Skills

1. Transcription

EYFS - Nursery	EYFS – Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes</p> <p>Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word</p> <p>Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother</p> <p>Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy"</p> <p>Writes some or all of his/her name</p> <p>Writes some letters accurately</p>	<p>Can form lower-case and capital letters correctly</p> <p>Reads individual letters by saying the sounds for them</p> <p>Is able to spell words by identifying the sounds and then writing the sound with letter/s</p> <p>ELG</p> <p>Is able to say a sound for each letter in the alphabet and at least 10 digraphs (ELG: Word Reading)</p> <p>Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing)</p> <p>Writes recognisable letters, most of which are correctly formed (ELG: Writing)</p> <p>Writes simple phrases and sentences that can be read by others (ELG: Writing)</p>	<p>Spell words containing the 40+ phonemes, common exception words and days of the week</p> <p>Name letters of the alphabet</p> <p>Add suffix -s and -es to create plural nouns/3rd person singular for verbs</p> <p>Use prefix un-</p> <p>Use -ing, -ed, -er and -est where root word remains unchanged</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Sit correctly at table holding pencil correctly</p> <p>Begin to form correctly-oriented lower-case letters, capital letters and digits 0-9</p>	<p>Learn alternative spelling phonemes</p> <p>Spell common exception words, contractions and homophones</p> <p>Use the possessive apostrophe (singular)</p> <p>Add suffixes -ment, -ness, -ful, -less, -ly</p> <p>Form lower-case letters of correct size/proportion</p> <p>Start using diagonal/horizontal strokes to join and know which are best left unjoined</p> <p>Write capital letters of the right size, orientation and proportion</p> <p>Use correct spacing between letters and words</p> <p>Write from memory simple sentences dictated by the teacher</p>	<p>Use a wider range of prefixes and suffixes</p> <p>Spell wide range of homophones</p> <p>Spell words that are often misspelt</p> <p>Use possessive apostrophe for plurals</p> <p>Use a dictionary to spell words correctly</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Know which letters are best left unjoined</p> <p>Increase the legibility, consistency and quality of handwriting</p>	<p>Use a wider range of prefixes and suffixes</p> <p>Spell wide range of homophones</p> <p>Spell words that are often misspelt</p> <p>Use possessive apostrophe for plurals</p> <p>Use a dictionary to spell words correctly</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Know which letters are best left unjoined</p> <p>Increase the legibility, consistency and quality of handwriting</p>	<p>Use a further range of suffixes and prefixes</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use dictionaries to check spelling and meaning of new words (using first 3 letters)</p> <p>Use a thesaurus</p> <p>Write legibly, fluently and with increasing speed</p> <p>Choose the writing implement best suited to the task</p>	<p>Use a further range of suffixes and prefixes</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use dictionaries to check spelling and meaning of new words (using first 3 letters)</p> <p>Use a thesaurus</p> <p>Write legibly, fluently and with increasing speed</p> <p>Choose the writing implement best suited to the task</p>

2. Grammar and Punctuation

EYFS - Nursery	EYFS – Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop	<p>Leave spaces between words</p> <p>Use punctuation for sentences using capital letter, full stop, question mark and exclamation mark</p>	<p>Use commas in lists</p> <p>Use apostrophes for the contracted form</p> <p>Use apostrophes for singular possession</p> <p>Use sentences with different forms: statements, commands, questions and exclamations</p> <p>Use expanded noun phrases</p> <p>Use present/past tense including progressive</p> <p>Use subordination (when, if, that, because)</p> <p>Use co-ordination (or, and, but)</p> <p>Use some features of Standard English</p>	<p>Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)</p> <p>Use present perfect verb tense (I have seen)</p> <p>Express time, place and cause using conjunctions (when, before, after, while, because)</p> <p>Express time, place and cause using adverbs (then, next, soon, therefore)</p> <p>Express time, place and cause using prepositions (before, after, during, in, because of)</p> <p>Punctuate direct speech with inverted commas</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel</p>	<p>Choose nouns/pronouns accurately for clarity and cohesion</p> <p>Use fronted adverbials (adverbs, phrases and subordinate clauses)</p> <p>Use commas after fronted adverbials</p> <p>Use apostrophe for plural possession</p> <p>Punctuate direct speech with inverted commas</p> <p>Know the difference between Standard/non-Standard English</p>	<p>Use relative clauses with relative pronouns who, which, where, whose, that, when</p> <p>Indicate possibility using adverbs (maybe, possibly, perhaps, definitely) and modal verbs (shall, may, might, must, could etc)</p> <p>Build cohesion within a paragraph</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Indicate parenthesis using brackets, dashes and commas</p> <p>Use commas to clarify meaning/avoid ambiguity</p> <p>Use expanded noun phrases for accuracy</p>	<p>Use active/passive voice for effect</p> <p>Use perfect form to indicate time/cause</p> <p>Use hyphens to avoid ambiguity</p> <p>Use colons to introduce a list and mark boundaries between clauses</p> <p>Use semi-colons in a longer list and to mark boundaries between clauses</p> <p>Punctuate bullet points consistently</p> <p>Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)</p> <p>Identify formal/informal structures e.g. question tags, subjunctive form</p>

3. Language and Vocabulary

EYFS - Nursery	EYFS – Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Engages in extended conversations about stories, learning new vocabulary	<p>Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment</p> <p>Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences</p> <p>Can read some letter groups that each represent one sound and say the sounds for them</p> <p>Can read a few common exception words matched to the school's phonic programme</p> <p>Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	<p>Use vocabulary from stories (eg fairy tales) to increase vocabulary in their own writing</p> <p>Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts)</p> <p>Change meaning of adjectives/verbs using prefix un</p>	<p>Recognise and use simple recurring literary language in stories and poems</p> <p>Discuss and clarify meanings of new words, making links to known vocabulary</p> <p>Use drama and role-play to identify with and explore characters</p> <p>Use suffixes -ful, -less, -ness, -ly, -er and -est to form and modify nouns, adjectives and adverbs</p>	<p>Use similar writing to identify and understand vocabulary and language ("magpie" words and phrases to use in own writing)</p> <p>Create characters, setting and plot</p> <p>Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration</p> <p>Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses</p> <p>Discuss words and features of texts that capture the reader's interest</p>	<p>Broaden range of figurative language to include metaphors, personification and repetition</p> <p>Begin to interweave character, setting, plot and dialogue</p>	<p>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing</p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose</p> <p>Become familiar with the language of writing eg figurative language, imagery, style and effect</p> <p>Develop characters, settings and atmosphere using language and vocabulary from reading/books</p> <p>Integrate dialogue to advance action and convey character</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use dictionaries (and thesauruses) to check meaning of new words/language</p>	<p>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing</p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose</p> <p>Become familiar with the language of writing eg figurative language, imagery, style and effect</p> <p>Develop characters, settings and atmosphere using language and vocabulary from reading/books</p> <p>Integrate dialogue to advance action and convey character</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use dictionaries (and thesauruses) to check meaning of new words/language</p>
	<p>ELG</p> <p>Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG: Comprehension)</p> <p>Can read words consistent with his/her phonic knowledge by sound-blending (ELG: Word Reading)</p>						

4. Plan, Draft, Edit and Evaluate

EYFS - Nursery	EYFS – Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Re-reads what he/she has written to check that it makes sense	Say out loud what they are going to write about Compose sentences orally before writing	Plan/say aloud what they are going to write, sentence by sentence Write down key ideas/words/ vocabulary	Draw on examples of writing (structure, vocabulary and grammar) when planning their own work	Draw on examples of writing (structure, vocabulary and grammar) when planning their own work	Use dictionaries to check the spelling and meaning of words Identify audience and purpose when writing	Use dictionaries to check the spelling and meaning of words Identify audience and purpose when writing
	<p>ELG</p> <p>Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words (ELG: Word Reading)</p>	<p>Re-read what they have written to check it makes sense</p> <p>Discuss what they have written with teacher/pupils</p>	<p>Evaluate own writing with teacher/other pupils</p> <p>Re-read for sense and verb tense consistency</p> <p>Proof-read for errors in spelling, grammar and punctuation</p>	<p>Discuss and record ideas</p> <p>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Assess own and others' writing, suggesting improvements</p> <p>Suggest changes to grammar and vocabulary</p> <p>Proof-read work for spelling and punctuation errors</p>	<p>Discuss and record ideas</p> <p>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Assess own and others' writing, suggesting improvements</p> <p>Suggest changes to grammar and vocabulary</p> <p>Proof-read work for spelling and punctuation errors</p>	<p>Note and develop initial ideas drawing on reading</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</p> <p>Assess effectiveness of own and others' writing</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</p> <p>Choose the appropriate register (formal/informal)</p>	<p>Note and develop initial ideas drawing on reading</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</p> <p>Assess effectiveness of own and others' writing</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</p> <p>Choose the appropriate register (formal/informal)</p>

5. Text Structure and Features

EYFS - Nursery	EYFS – Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understands that print has meaning</p> <p>Understands that print can have different purposes</p> <p>Understands that we read English text from left to right and from top to bottom</p> <p>Understands the names of the different parts of a book</p> <p>Understands page sequencing</p>	<p>Anticipates, where appropriate, key events in stories (ELG: Comprehension)</p> <p>Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary (ELG: Comprehension)</p>	<p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Recognise and join in predictable phrases and use these in their writing</p> <p>Sequence sentences to form short narratives</p>	<p>Draw on a wide range of stories, poems, plays and information books and understand their features</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple, recurring language and discuss favourite words and phrases</p> <p>Understand the structure of non-fiction books</p> <p>Write for different purposes including narratives (real and fictional), real events and poetry</p> <p>Structure and sequence ideas orally and (where appropriate) through drama and role-play</p>	<p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p> <p>Retell stories orally</p> <p>Recognise themes eg good over evil, use of magical devices</p> <p>Be exposed to books that are structured in different ways</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Organise paragraphs around a theme</p> <p>Build cohesion within a paragraph</p> <p>Write for a range of purposes</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Locate information using contents, index and glossaries</p> <p>Use simple organisational devices eg headings, sub-headings</p>	<p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p> <p>Retell stories orally</p> <p>Recognise themes eg good over evil, use of magical devices</p> <p>Be exposed to books that are structured in different ways</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Organise paragraphs around a theme</p> <p>Build cohesion within a paragraph</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Locate information using contents, index and glossaries</p> <p>Use simple organisational devices eg headings, sub-headings</p>	<p>Summarise and present familiar stories in their own words</p> <p>Summarise main ideas from more than one paragraph using evidence</p> <p>Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing</p> <p>Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure</p> <p>In fiction, consider how authors develop character and setting</p> <p>Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text</p>	<p>Summarise and present familiar stories in their own words</p> <p>Summarise main ideas from more than one paragraph using evidence</p> <p>Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing</p> <p>Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure</p> <p>In fiction, consider how authors develop character and setting</p> <p>Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text</p>

Section 2 – Skills shown by Year group

Each group uses these overviews to know which half term each skill is taught along with each stimulus, text type audience and purpose. These documents are reviewed annually by the subject lead with input from teachers and the Senior Leadership Team.

Autumn 1 Goals

Compose



- Talk to link ideas.
- Writes name by copying or memory.
- May begin initial sounds.

Spell



- orally segment CVC words.
- Say initial sounds.

Handwriting



- Draws lines and circles.
- Form some recognisable letters from name.
- Taught: Satp, inmd, gock, ck eur, hbfl.



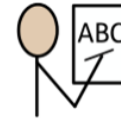
Autumn 2 Goals

Compose



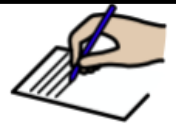
- Segment CVC words and attempt to write using taught sounds.
- Attempt 2 word phrases (the cat)
- Sound/Symbol relationship.

Spell



- Writes own name.
- Identify taught letters to match ph2 initial sounds.
- Can write and spell VC and CVC words with slight support.

Handwriting



- Forms letters in name correctly.
- Modelling comfortable pen grip.
- Beginning to form recognisable letters from taught ph2.

Spring 1 Goals

Compose



Orally compose a 4-5 word phrase and hold it in memory. .

Spell



-orally segment and write VC and CVC words independently.
-May be beginning using some ph3 digraphs when writing words.

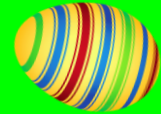
Handwriting



-Writes from left to right and top to bottom.
-Modelling tripod grasp.
-Retracing vertical lines and is improving anticlockwise.
-Beginning to control letter size.



Spring 2 Goals

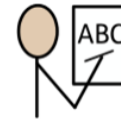


Compose



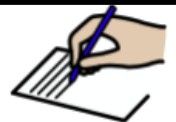
-Composing and writing short captions /phrases (4-5 words) independently.
-Beginning to compose and write a simple sentence with support.

Spell



-Spell words independently using Ph2 and some taught Phase 3 digraphs.
-Spell some SPHFWs.

Handwriting



-Holds pencil to form recognisable letters (all lowercase).
-Starting to use CAPS.
-Clear ascenders/descenders.
-Comfortable anticlockwise.

Summer 1 Goals

Compose



- Developing ability to write captions and short sentences independently.
- Can read writing back to themselves.

Spell



- Spell words by drawing on knowledge of phase 2-3 and attempting ph4 blends.
- Make phonetically plausible attempts at more complex unknown words.

Handwriting



- Form most lower-case letters correctly.
- Can include spaces between words.
- Writing more capital letters correctly when needed.

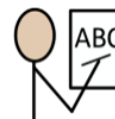
Summer 2 Goals

Compose



- Write short sentences using a capital letter and full stop.
- Writes different taught text forms.
- They can read their own sentences and so can teachers.

Spell






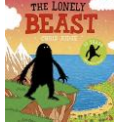
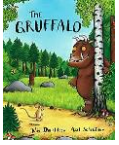

- Spell words independently using Ph2-Ph4.
- Spell some SPHFWs.

Handwriting


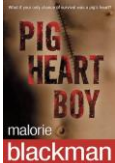
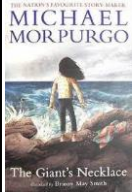



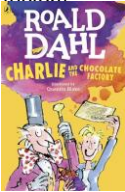


- Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
- Using some finger spaces between their words independently.



Objectives	Autumn Term				Spring Term				Summer Term				Integrated objectives
	First Half		Second Half		First Half		Second Half		First Half		Second Half		
	<ul style="list-style-type: none"> Application of Integrated Objectives Sit correctly at a table, holding a pencil comfortably and correctly Most letters and numbers are formed correctly (1.12) Spaces left between the words. (1.13) Suffix Plural -s (1.11) Form digits 0-9 Capital letters for own name and personal pronoun 'I' 	<ul style="list-style-type: none"> Application of Integrated Objectives Rereading work aloud to check it makes sense. (1.14) Form capital letters compound sentences joined with 'and'. (1.2) Some words with suffixes are spelt currently. (-ing) (1.11) Naming letters of the alphabet in order (phonics) Vocabulary is broadening to include some adjectives. (1.7) 	<ul style="list-style-type: none"> Application of Integrated Objectives Occasional exclamation marks or question marks are used correctly. (1.6) Some words with suffixes are spelt currently. (-ed) (1.11) Suffix Plural -es Eg foxes (1.11) 	<ul style="list-style-type: none"> Application of Integrated Objectives Some words with prefixes are spelt currently. (un-) (1.10) conjunctions 	<ul style="list-style-type: none"> Application of Integrated Objectives Some words with suffixes are spelt currently. (-er and -est) (1.11) Spell days of the week exclamation marks 	<ul style="list-style-type: none"> Application of Integrated Objectives 	<ul style="list-style-type: none"> Writing consists of a sequence of simple sentences that communicate meaning.(1.1) There are some compound sentences joined with 'and'. (1.2) Some sentences are punctuated correctly using a capital letter. (1.3) I can use capital letters for names, places, the days of the week and the word 'I' (1.4) Some sentences are punctuated correctly using a full stop. (1.5) Occasional exclamation marks or question marks are used correctly. (1.6) Vocabulary is broadening to include some adjectives. (1.7) Words are spelt phonetically plausibly for the 40+ phonemes with some correct choices of graphemes. (1.8) Most exception words are spelt correctly. (1.9) Most letters and numbers are formed correctly (1.12) Spaces left between the words. (1.13) Rereading work aloud to check it makes sense. (1.14) Grammar Terminology for pupils: <ul style="list-style-type: none"> capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark (1.15) 						
1.	Colourful semantics	Recap captions and simple sentences	Little Red Riding Hood	Recount of Narrative Purpose: to Entertain	Winter	Explanation Text Purpose: To explain and inform	This is Bear 	Letter Purpose to Apologise	Spring	Explanation Text Purpose: To explain and inform	Jack and the Beanstalk 	Narrative Recount	
2.			Leaf Man 	Recount of Narrative Purpose: To entertain	The lonely beast 	Narrative Purpose: To Entertain	Trip to the Zoo	Recount Purpose: To Inform	The Gruffalo 	Fact File Purpose: To inform and explain	Summer	Explanation Text Purpose: To explain and inform	
3.	Body Parts and senses	Explanation text Purpose: To inform	Materials	Explanation Text Purpose: To explain and inform	3 Billy Goats Gruff 	Narrative Purpose: To Entertain	Animals	Poetry (Riddles) Purpose: To entertain	Planting a Seed	Instructions Purpose: to instruct	Summer/ In my box	Poetry Purpose: To entertain	
4.			Autumn	Explanation Text Purpose: To explain and inform					Smoothie	Instructions Purpose: to instruct			



Objectives	Autumn Term				Spring Term				Summer Term				Integrated objectives
	First Half		Second Half		First Half		Second Half		First Half		Second Half		
	Review and recap of Year 5 objectives Language Features • Expanded noun phrases • Adverbials of place • Similes/Metaphors • Relative clauses Grammatical Features • Conjunctions (Co- & Sub) • Modal verbs • Passive voice • Adverbials of time Punctuation • Semi-colons		Language Features • Perfect tense • Progressive tense • Formality Grammatical Features • Contracted forms • Pronouns & Synonyms Punctuation • Colons • Inverted commas		Language Features • Adverbials • Relative clauses Grammatical Features • Conjunctions • Modal verbs • Passive voice • Parenthesis Punctuation • Semi-colons & Colons • Inverted commas		Language Features • Similes/Metaphors • Relative clauses • Adverbials Grammatical Features • Contracted forms Punctuation • Colons for lists • Bullet points • Hyphens		• Application and revision of all year 6 objectives.		• Application and revision of all year 6 objectives.		<ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) (6.8) in narratives, describe settings, characters and atmosphere (6.9) integrate dialogue in narratives to convey character and advance the action (6.10) select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) (6.11) use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs (6.12) using verb tenses consistently and correctly throughout the writing (6.13) use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) (6.14) spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary (6.15) maintain legibility in joined handwriting when writing at speed. (6.16)
1.	The Viewer	Narrative – Character description Purpose: To describe	Good Night Mr Tom 	Formal Report Purpose: To recount	Pig Heart Boy 	Persuasive letter Purpose: To persuade	Giant's Necklace 	Diary – Purpose: To recount (informal)	Tell Me A Dragon 	Non-chron report Purpose: To inform (formal)	<u>Flexible</u> Iron Giant 	Narrative – atmospheric description P: To describe	
2.	Goodnight Mr Tom 	Narrative – setting description Purpose: To describe	Charlie and the chocolate factory 	Explanatio n text Purpose: To inform	Diary - Video journal Purpose: To recount		Formal report Purpose: To recount		Letter Purpose: To inform (informal)	<u>Flexible unit</u> Yr6 piece	P: As needed		
3.		Persuasive speech Purpose: To persuade		Narrative – dialogue Purpose: To use dialogue to CC	Narrative – Missing chapter P: To use dialogue to AA				Narrative - conversation Purpose: To use dialogue to CC & AA				
4.			Night Before Christmas	Poetry Purpose: To perform					** Units for Summer will be reviewed in Spring 2 each year with the Writing Lead and Year 6 to ensure cohort needs are met**				

Section 3 – Progression of Non Fiction

1. **Persuasion:** Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. Some may include evidence of bias and opinion subtly presented as fact.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Ideas are grouped together for similarity.</p> <p>Writes in first person.</p>	<p>Title.</p> <p>Brief introduction and conclusion.</p> <p>Written in the present tense.</p> <p>Main ideas organised in groups.</p> <p>Rhetorical questions.</p> <p>Noun phrases included.</p>	<p>Clear introduction.</p> <p>Points about subject/issue are used.</p> <p>Organised into paragraphs.</p> <p>Subheadings used to organise texts.</p> <p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions are used.</p> <p>Use present perfect form of verbs.</p>	<p>Clear introduction and conclusion.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Topic sentences are used to show links.</p> <p>Create cohesion through the use of nouns and pronouns .</p> <p>Use causal adverbials e.g. therefore, however.</p> <p>Effective use of expanded noun phrases.</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Create cohesion within paragraphs using adverbials</p> <p>View point is transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p> <p>Modals can be used to suggest degrees of possibility.</p>	<p>Arguments are well constructed that answer the reader’s questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer’s point of view.</p> <p>Make formal and informal vocabulary choices</p> <p>Adapt degrees of formality and informality to suit the form of the text The passive voice can be used in some formal persuasive texts Use conditional forms such as the subjunctive form to hypothesise.</p>

2. instructions: Instructions and procedurals may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sequencing pictures	<p>Ideas grouped in sentences in time sequence.</p> <p>Use of numbers to signal order.</p>	<p>A title is included.</p> <p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Written in the imperative (command sentences).</p> <p>Commas used for lists of items.</p> <p>Diagrams and illustrations are used to make the process clearer.</p>	<p>Headings and subheadings are included for each section to aid presentation.</p> <p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time - express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions.</p>	<p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</p> <p>Create cohesion through the use of nouns and pronouns.</p> <p>Use fronted adverbials with commas.</p>	<p>Can write accurate instructions for complicated processes. Including parenthesis. Relative clauses can be used to add further information</p> <p>Modals can be used to suggest degrees of possibility</p> <p>Colons and bullet points are used for lists.</p> <p>Can write for different degrees of formality.</p>	N/A

3. Discussion/Argument

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	<p>Clear introduction.</p> <p>Points about subject/issue.</p> <p>Organised into paragraphs.</p> <p>Sub-heading used to organise texts.</p> <p>Use present perfect form of verbs.</p> <p>Effective use of noun phrases</p> <p>Use adverbials e.g. therefore, however...</p> <p>Heading and subheadings used to aid presentation.</p>	n/a	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Both viewpoints are transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p> <p>Create cohesion within paragraphs using adverbials.</p> <p>Use layout devices to provide additional information and guide the reader</p>	N/A

4. Explanation: Explanatory texts generally go beyond simple ‘description’ in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to ‘explain’ and they actually provide a report, e.g. what they did (or what happened) but not how and why.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<p>Choose a title that shows what is being explained, perhaps using why or how.</p> <p>Diagrams and pictures are used to aid explanations.</p> <p>Consistent use of present tense.</p> <p>Questions can be used and to form titles.</p> <p>Use conjunctions such as: because and so.</p>	<p>Use the first paragraph to introduce what will be explained.</p> <p>Captions and a glossary may be used.</p> <p>Heading and subheadings used to aid presentation.</p> <p>Express time, place and cause using conjunctions, adverbs and prepositions.</p>	<p>Interest the reader by talking directly at them.</p> <p>Use fronted adverbials.</p> <p>Use of paragraphs to organise ideas.</p> <p>Create cohesion through the use of nouns and pronouns.</p>	<p>Use layout devices to provide additional information and guide the reader.</p> <p>Vocabulary is carefully chosen for the audience and purpose.</p> <p>Indicate degrees of possibility using adverbs and modal verbs.</p> <p>Create cohesion within paragraphs using adverbials.</p> <p>Relative clauses can be used to add further information</p> <p>Parenthesis can be used to add clarification of technical words.</p>	<p>Adapt degrees of formality and informality to suit the form of the explanation.</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials.</p> <p>The passive voice can be used.</p>

5. Report: Non-chronological reports or fact files describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing.</p> <p>e.g. The man was run over.</p> <p>Written in the appropriate tense.</p> <p>e.g. Sparrow's nest...</p> <p>Dinosaurs were</p>	<p>Title included.</p> <p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense throughout the piece.</p> <p>Main ideas organised in groups.</p> <p>Questions can be used and to form titles.</p> <p>Use conjunctions to aid explanation.</p> <p>Use adjectives including comparative adjectives to create description.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of headings and subheadings to aid presentation.</p> <p>Express time, place and cause using conjunctions, adverbs and prepositions.</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>Create cohesion through the use of nouns and pronouns.</p>	<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalized sentences are used to categorise and sort information for the reader.</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p> <p>Create cohesion within paragraphs using adverbials Parenthesis can be used to add additional information Use layout devices to provide additional information and guide the reader</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>

6. Recount: Recounts are sometimes referred to as ‘accounts’. They are the most common text type we encounter as readers and listeners. In non-fiction texts, they are used to provide an account of events.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writes a simple sentence. Attempts to write in the past tense.	Brief introduction of the Ws. Written in the correct person. 1 st or attempts at third person writing. e.g. The man was run over. Written in the past tense.	Main ideas organised into groups. Eg. Introduction Main body: sequenced events. Conclusion: what did they think about it. Conjunctions are used. Time adverbials are used. E.g. then, next and first.	Events organised into paragraphs. Express time, place and cause using conjunctions, adverbs and prepositions.	Use fronted adverbials. Links between sentences help to navigate the reader from one idea to the next. Create cohesion through the use of nouns and pronouns.	Elaborate on events so the reader is able to visualise the experience. Include personal reflections on the event throughout. Indirect speech can be used. Create cohesion within paragraphs using adverbials Relative clauses can be used to add further information	Be able to change ‘writing voice’ for different audiences.