

St Mary's Fields Primary School



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

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

# 3. Language and Vocabulary

EYFS - Nursery	EYFS – Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Engages in	Re-reads books to build up	Use vocabulary from	Recognise and use	Use similar writing to	Broaden range of	Use knowledge of	Use knowledge of
extended	his/her confidence in word	stories (eg fairy tales)	simple recurring literary	identify and understand	figurative language to	language from stories,	language from stories,
conversations	reading, his/her fluency and	to increase	language in stories and	vocabulary and	include metaphors,	plays and poetry to	plays and poetry to
about stories,	his/her understanding and	vocabulary in their	poems	language ("magpie"	personification and	enhance the	enhance the
learning new	enjoyment	own writing	D: 1 1 16	words and phrases to	repetition	effectiveness of their	effectiveness of their
vocabulary	Is able to blend sounds into	Understand how	Discuss and clarify	use in own writing)	Danis to into success	writing	writing
			meanings of new words, making links to known	Croote characters	Begin to interweave	Calagt appropriate	Calast appropriate
	words, so that he/she can read short words made up of	language can be used in narrative and non-	vocabulary	Create characters,	character, setting, plot and dialogue	Select appropriate language and	Select appropriate language and
	•		vocabulary	setting and plot	and dialogue		
	known letter-sound	fiction (eg to build	Use drama and role-	Use varied and rich		vocabulary to reflect	vocabulary to reflect
	correspondences	surprise/present	play to identify with and	vocabulary including:		their understanding of	their understanding of
	Can read some letter groups	facts)	explore characters	adjectives, expanded		audience and purpose	audience and purpose
	that each represent one sound	Change meaning of	'	noun phrases, adverbs,		Become familiar with	Become familiar with
	and say the sounds for them	adjectives/verbs	Use suffixes -ful, -less, -	preposition phrases,		the language of writing	the language of writing
	<b>,</b>	using prefix un	ness, -ly, -er and -est to	collective nouns, similes		eg figurative language,	eg figurative language,
	Can read a few common		form and modify nouns,	and alliteration			imagery, style and effect
	exception words matched to		adjectives and adverbs				
	the school's phonic			Vary sentences openers		Develop characters,	Develop characters,
	programme			for effect eg adverbs,		settings and	settings and
	Is able to read simple phrases			preposition phrases and		atmosphere using	atmosphere using
	and sentences made up of			subordinate clauses		language and	language and
	words with known letter-			Discuss words and		vocabulary from	vocabulary from
	sound correspondences and,			features of texts that		reading/books	reading/books
	where necessary, a few			capture the reader's		Integrate dialogue to	Integrate dialogue to
	exception words			interest		advance action and	advance action and
	exception words			interest		convey character	convey character
						convey character	convey character
	ELG					Evaluate how authors	Evaluate how authors
						use language and	use language and
	Uses and understands recently					consider effect on the	consider effect on the
	introduced vocabulary during					reader	reader
	discussions about stories, non-						
	fiction, rhymes and poems and					Use dictionaries (and	Use dictionaries (and
	during role-play (ELG:					thesauruses) to check	thesauruses) to check
	Comprehension)					meaning of new	meaning of new
	Can read words consistent					words/language	words/language
	with his/her phonic knowledge						
	by sound-blending (ELG: Word						
	Reading)						
	ineaulig)						

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

#### **5. Text Structure and Features**

EYFS - Nursery	EYFS – Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understands		Become familiar with	Draw on a wide range	Build on KS1 wide range	Build on KS1 wide range	Summarise and present	Summarise and present
that print has		and retell key stories,	of stories, poems,	of stories, poetry, plays,	of stories, poetry, plays,	familiar stories in their own	familiar stories in their own
•		fairy stories and	plays and information	myths, legends, non-	myths, legends, non-	words	words
meaning		traditional tales	books and understand	fiction and reference	fiction and reference	6	Communication and in ideas from
		December and initiality	their features	books	books	Summarise main ideas from	Summarise main ideas from
Understands		Recognise and join in predictable phrases	Become increasingly	Retell stories orally	Retell stories orally	more than one paragraph	more than one paragraph using evidence
that print can		and use these in their	familiar with and retell	Retell Stories orally	Retell Stories orally	using evidence	using evidence
have different		writing	a wider range of	Recognise themes eg	Recognise themes eg	Use knowledge of language	Use knowledge of language
		Witting	stories, fairy stories	good over evil, use of	good over evil, use of	and structure gained from	and structure gained from
purposes		Sequence sentences	and traditional tales	magical devices	magical devices	stories, plays, poetry and	stories, plays, poetry and
Understands		to form short		De come a call ha la calla	Do assessed to be also	non-fiction in their writing	non-fiction in their writing
		narratives	Recognise simple,	Be exposed to books	Be exposed to books	Deflect understanding of	Deflect understanding of
that we read			recurring language and	that are structured in different ways	that are structured in different ways	Reflect understanding of audience and purpose	Reflect understanding of audience and purpose
English text	ELG	1	discuss favourite	unierent ways	different ways	through choice of grammar,	through choice of grammar,
from left to			words and phrases	Identify how language,	Identify how language,	vocabulary and structure	vocabulary and structure
	Anticipates, where		Understand the	structure, vocabulary,	structure, vocabulary,	vocabalary and structure	vocabalary and structure
-	appropriate, key		structure of non-	grammar and	grammar and	In fiction, consider how	In fiction, consider how
top to bottom	events in stories		fiction books	presentation contribute	presentation contribute	authors develop character	authors develop character
l los el a mata os el a	(ELG: Comprehension)			to meaning	to meaning	and setting	and setting
Understands	Comprehension		Write for different	Organise paragraphs	Organise paragraphs	Be exposed to wide range of	Be exposed to wide range
the names of	Demonstrates an		purposes including	around a theme	around a theme	books including myths,	of books including myths,
the different	understanding of		narratives (real and	around a theme	around a trieffic	legends, fairy stories,	legends, fairy stories,
parts of a book	what has been read		fictional), real events	Build cohesion within a	Build cohesion within a	modern fiction, fiction from	modern fiction, fiction from
parts of a book	to him/her by		and poetry	paragraph	paragraph	literary heritage and books	literary heritage and books
Understands	retelling stories and		Structure and	M/rito for a range of	Link ideas across	from other cultures	from other cultures
	narratives using		sequence ideas orally	Write for a range of purposes	paragraphs using		
page	his/her own words		and (where	purposes	adverbials of time,	Evaluate how authors use	Evaluate how authors use
sequencing	and recently		appropriate) through	Link ideas across	place and number or by	language and consider effect	
	introduced		drama and role-play	paragraphs using	varying tense	on the reader	effect on the reader
	vocabulary (ELG: Comprehension)			adverbials of time, place	14.7.1.8 tense	Use a wide range of devices	Use a wide range of devices
	Comprehension)			and number or by	Locate information	to build cohesion within and	to build cohesion within and
				varying tense	using contents, index	across paragraphs	across paragraphs
				Locate information using	and glossaries		
				contents, index and	Use simple	Use further organisational	Use further organisational
				glossaries	organisational devices	and presentational devices	and presentational devices
				D.00001100	eg headings, sub-	to structure text	to structure text
				Use simple	headings		
				organisational devices eg	. 0		
				headings, sub-headings			

#### 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.

# **EYFS**

# 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 recogniseable 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.

# **EYFS**

# Spring 1 Goals

#### Compose



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



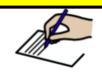
Spell



-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

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 recogniseable letters (all lowercase).

-Starting to use CAPS.

-Clear ascenders/ descenders.

-Comfortable anticlockwise.

## **EYFS**

# 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.

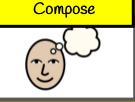
#### Handwriting



-Form most lowercase letters correctly. -Can include spaces between words. -Writing more capital

-Writing more capital letters correctly when needed.

# Summer 2 Goals



-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.

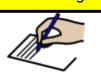
#### Spell



-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.

		Autum	n Term			Spring	Term		1	Summ	er Term		1	Integrated objectives
t	First	Half	Secor	nd Half	First	Half	Secor	nd Half		st Half	Seco	nd Half	•	Writing consists of a
	<ul> <li>Application</li> </ul>	of Integrated	<ul> <li>Application</li> </ul>	n of Integrated	<ul> <li>Application</li> </ul>	of Integrated	<ul> <li>Application</li> </ul>	n of Integrated	<ul> <li>Application</li> </ul>	on of Integrated	<ul> <li>Application</li> </ul>	n of Integrated		sequence of simple
	Objectives		Objectives	3	Objectives		Objectives	;	Objective	S	Objectives	3		sentences that
	·		Rereading	work aloud to	·		•		'		· ·			communicate
	Sit correct!	v at a table.	·	akes sense.	<ul> <li>Occasiona</li> </ul>	l exclamation	Some wor	ds with	Some wo	rds with				meaning.(1.1)
	holding a r	•	(1.14)	u	marks or o		prefixes a		suffixes a				•	There are some
	comfortabl		` ′	oital letters	marks are			(un-) (1.10)		(-er and -est)				compound sentences
	correctly	yana			correctly. (		<ul> <li>conjunctio</li> </ul>		(1.11)	(-Ci and -Cst)				joined with 'and'. (1.2)
	Most letter	a and		sentences	Some work	,	Conjunctio	115	. ,				١.	Some sentences are
			, ,	n 'and'. (1.2)					Spell day	ys of the				punctuated correctly
	numbers a		Some work		suffixes ar	•			week					using a capital letter. (1.3)
	correctly (	1.12)	suffixes ar			(–ed) (1.11)			<ul> <li>exclama</li> </ul>	tion marks			١.	I can use capital letters
				(–ing) (1.11)	Suffix Plur									for names, places, the
		t between the	<ul> <li>Naming I</li> </ul>	etters of the	Eg fox <u>es</u> (	1.11)								days of the week and
	words. (1.1		alphabet	in order										the word 'l' (1.4)
,,		al –s (1.11)	(phonics)						1				·	Some sentences are
, GS	<ul> <li>Form dig</li> </ul>	gits 0-9	Vocabular										1	punctuated correctly
Objectives		tters for own		g to include					1					using a full stop. (1.5)
မ	•	d personal		ectives. (1.7)									١.	Occasional exclamation
bj	pronoun '	•	30ilic adjo	Ctives. (1.7)										marks or question marks
1.	Colourful		Little Red	Recount of	Winter	Explanation	This is Bear	Letter	Spring	Explanation	Jack and the	Narrative	┨.	are used correctly. (1.6) Vocabulary is
1.		Recap	Riding Hood		vviiitei	Text	ITIIS IS Deal	Letter	Spring			1	ľ	broadening to include
	semantics	captions and	Riding Hood	Narrative		rext	Rad and Store THIS IS THE	Purpose to		Text	Beanstalk	Recount		some adjectives. (1.7)
		simple		D		Purpose: To	BEAR	Apologise		Purpose: To	Jack and the Beanstalk			Words are spelt
		sentences		Purpose: to		explain and		/ (pologisc		explain and	Beanstalk			phonetically plausibly for
				Entertain		inform				inform	A. A.			the 40+ phonemes with
2.			Leaf Man	Recount of	The lonely	Narrative	Trip to the	Recount	The Gruffalo	Fact File	Summer	Explanation	1	some correct choices of
۷.			200	Narrative	beast		Zoo	. 10000		1		Text		graphemes. (1.8)
			Leaf Man		THE LONELY	Purpose: To	200	Purpose: To	GRUFFALO	Purpose: To			'	Most exception words are spelt correctly. (1.9)
			W. C	Purpose: To	BEAST	Entertain		Inform	GRUFFALO	inform and		Purpose: To	١.	Most letters and
			4 °	entertain					Chora De la	explain		explain and		numbers are formed
										1 '		inform		correctly (1.12)
														Spaces left between the
			Late Blaint						No De Hr. Ant Staffa-				_	words. (1.13)
3.	Body Parts	Explanation	Materials	Explanation	3 Billy Goats	Narrative	Animals	Poetry	Planting a	Instructions	Summer/ In	Poetry	•	Rereading work aloud to
	and senses	text		Text	Gruff			(Riddles)	Seed	1_	my box			check it makes sense.
					The Three Billy	Purpose: To			1	Purpose: to		Purpose: To	١.	(1.14) Grammar Terminology
		Purpose: To		Purpose: To	Goats Gruff	Entertain		Purpose: To		instruct		entertain		for pupils:
		inform		explain and	30 TO 30 11			entertain	1	1			<b> </b> .	capital letter word,
$\vdash$				inform					<u> </u>	<del> </del>		<u> </u>	4	singular, plural sentence
4.			Autumn	Explanation					Smoothie	Instructions				punctuation, full stop,
				Text					1	D				question mark,
				D					1	Purpose: to				exclamation mark (1.15)
				Purpose: To						instruct			1	
				explain and									1	
				inform									1	
													1	
									L	1	L		Ь	



$\vdash \vdash$	Autumn Term						g Term		т——	Cumm	Summer Term		Integrated objectives
1 h	First			nd Half	First	Spring t Half		nd Half	First	t Half		ond Half	Write sentences that are
Objectives	<ul> <li>Recap of Ye</li> <li>form lower-c         the correct of         starting and         right place (2</li> <li>form lower-c         the correct s         one another         writing (2.7)</li> <li>demarcating         sentences w         letters and for         (2.2/2.11)</li> </ul>	case letters in direction, I finishing in the (2.5/2.6) case letters of size relative to r in some of the g some/most with capital	use co-ordin and / but) to (2.14) use some st (e.g. when / because) to (2.15) use present mostly corre consistently use question correctly wh (2.12) use present mostly corre consistently use present with the consistently luse present when the pundat key stage	nation (e.g. or / p join clauses authordination / if / that / p join clauses and past tense ectly and r (2.13) n marks hen required at and past tense ectly and r (2.13) verbs.	use co-ordinand / but) to (2.14) use some si (e.g. when / because) to (2.15) write effective coherently for purposes, dreading to ir vocabulary atheir writing adjectives (2.15)	nation (e.g. or / o join clauses  ubordination / if / that / o join clauses  vely and for different trawing on their inform the and grammar in —Adding 2.20) and past tense ectly and	write effective coherently from purposes, depending to invocabulary their writing adjectives (2.14) use co-ordinand / but) to (2.14) use some si (e.g. when / because) to (2.15) use question correctly which (2.12)	vely and for different frawing on their frawing on their framing on their framing 2.20) for join clauses for join clauses for join clauses for marks framing and framing for join clauses for join clauses framing and framing for join clauses framing and framing for join clauses for join cl	t			sequenced to form a short narrative (real or fictional) (2.1)  segment spoken words into phonemes and represent these by graphemes, spelling some/many words correctly and making phonically-plausible attempts at others (2.3/2.16)  spell some/many/most common exception words* (2.4/2.17)  write simple, coherent narratives about personal experience and those of others (real or fictional) (2.9)  use spacing between words (2.8/2.19)  write about real events.	
1.	Revision Unit	Recount  Purpose: Revision of Year 1 Skills Audience: My Teachers	Click, Clack, Moo: The cows that type	Letter Purpose: To persuade	The Story Machine	Recount Purpose: To describe	Bob the man on the moon	Diary Entry Purpose: to recount	Hansel and Gretel	Finishing a Narrative (Innovate middle/ending)  Purpose: to Entertain	Vlad and the Great Fire of London	Diary Entry Purpose: to recount	recording these simply and clearly (2.10) form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters (2.17) write effectively and
2.	Lubna and the	Narrative Retell Purpose: To entertain and empathise with a character	How to make a pouch Link to DT Unit	Instructions Purpose: To instruct and inform	Tin Forest	Setting Description Purpose: to describe and entertain	Sinor Gartrin	Non- Chronological Report Purpose: to inform	How a Seed Grows	Explanation Text Purpose: To Explain		Non- Chronological Report Purpose: to inform	coherently for different purposes, drawing on their reading to inform the vocabulary and grammar in their writing (2.20)  make simple additions, revisions and proof-reading corrections to
3.	We're Going on a Shark Hunt	Narrative Retell Purpose: To Entertain	Poles Apart  Poles  Apart  19 10 1	Narrative Retell Purpose: to entertain			Space Centre - sleep over	Diary Entry Purpose: to recount	Secret Agent Diary	Diary Entry Purpose: to recount	Under the Great Plum Tree	Narrative Purpose: to entertain	their own writing (2.21)  use the punctuation taught at key stage 1 mostly correctly (2.22-2.25)  add suffixes to spell most words correctly in
4.			Winter Poetry Acrostics	Poetry							GREAT PLUM TREE		their writing, (e.g. – ment, –ness, –ful, –less, –ly*) (2.27)

							Spring Term							
i	Firet	Autum t Half	n Term Secon	nd Half	Fire	Spring t Half		nd Half	Summer Term First Half Second Half				H-	Integrated objectives Writing appropriate
Objectives	Expanded     (4.7)     Use Fronte     (adverbs,     commas a     adverbials     Writing del     mix of sen     structures     sentences     Build cohe     paragraph     paragraph     theme (4.4)     Simple org	noun phrases ed adverbial phrases) (4.5) ifter fronted .(4.15) monstrates a tence (compound ) (4.3) esion within a /Build s around a i) ganisational e used in non-	Past and pare used recorrectly vother verb subject-veins mostly ceins	oresent tenses mostly with use of forms and orb agreement correct. (4.16) noun phrases sistions (E.g. commas alogue (4.13) after the lause in	Simple organis device non-fice Build of within paragr paragr a them     Choos nouns, accura and to cohesi     An incurate vocabu	esational s are used in ction. (4.18) cohesion a aph/Build aphs around ne (4.4) e /pronouns attely for clarity	Writing demore of sen structure simple and constructure and constructure senter.     An inconstructure varied vocab develor with constructure.	nstrates a mix tence ures (e.g. e, compound emplex nces) (4.3) ereasingly and rich ulary is eping.(4.8) Is read aloud enfidence	<ul> <li>Expan phrase prepose with) (and the prepose phrase suborce (4.5)</li> <li>An ince varied vocabe</li> </ul>	ded noun es with sitions (E.g. 4.7) ronted sial (adverbs, es and linate clauses) reasingly and rich	<ul> <li>Applicatio</li> </ul>	n and revision objectives		for audience and purpose. (4.1) Writing is coherent (4.2) A range of punctuation is mostly used correctly (4.9-4.15) Past and present tenses are used mostly correctly with use of other verb forms and subject-verb agreement is mostly correct. (4.16) In narrative, settings, character & plots are created (4.17) Simple organisational devices are used in non-fiction. (4.18)
1.	Julian Is a Mermaid	Character Description Purpose: To Entertain	The Witches  ROALD DAHL WITCHES	How to spot a witch (Character description) Purpose: to Inform Dialogue	Digestion Explanation	Explanation Text Purpose: To explain and inform Letter of	Beowulf	Legend Narrative Purpose: To Entertain	Harry Potter	Setting Description Purpose: To entertain and inform Encyclopaed	Harry Potter	Finishing a Narrative Purpose: To excite and entertain  Advert (based		Prefixes, suffixes and homophones are mostly spelt correctly. (4.19) Proof read work for COPS (4.20) A paragraph is edited effectively (4.21) Work Is read aloud
		Description Purpose: To Entertain		Purpose: To know who is speaking	Experience/ Trip	Thanks Purpose: To thank		Purpose: To persuade		ia entry Purpose: To inform		on Harry Potter Trip) Purpose: To Persuade		with confidence ensuring the meaning is clear (4.22) Handwriting is joined
3.	Rotten Romans	Information Text Purpose: To inform	Th. D.	Action Narrative Purpose: To excite and entertain	Be Beowulf	Non- Chronologic al Report Purpose: To inform				Poetry Purpose: To entertain				and becoming increasingly more legible and consistent. (4.23) Building on year 3, know the following
4.			The Fig	Performance Poetry Purpose: To perform and entertain.										grammatical terms determiner, pronoun, possessive pronoun, adverbials (4.24)

II.	<u>5</u> 5	₋ong Term Pla	an 2023-2024										
		Autum	n Term			Spring	g Term			Summ	er Term		Integrated objectives
Objectives	and across (5.5)  Expanded add concis Tenses an agreement correct. (5. In non fictiorganisation (colons to	d Recap of actives. Atted to link within a paragraphs noun phrases to detail. (5.6) d subject verbutare mostly 13) on, further anal devices introduce a let points) are	A wide device link ide cohesi across paragr     Vocab beginr selecte meani     invert and a the rep in specific products integral characters.	aphs(5.5) ulary is ulary is ulary is ed to enhance ng. (5.7) ed commas comma after ported clause ech (5.10)	common clarify avoid a Modal adverted.	as are used to meaning and ambiguity verbs and os are used to degrees of illity.	Relativember     are minsert     Ember     are purcommendashe	ve clauses and dded clauses ostly correct to detail. (5.4) dded clauses inctuated with eas, brackets or swhere sary. (5.12)	Applic	et Half Pation and on of all year 5 ives.	Applicatio	ond Half In and revision 5 objectives.	The forms of writing are mainly appropriate to their audience and purpose. (5.1) Writing is becoming more coherent (5.2) Writing demonstrates a mix of sentence structures, including mostly accurately punctuated subordinate clauses. (5.3) A range of punctuation is mostly used correctly (5.8-5.12) Tenses and subject verb agreement are mostly correct. (5.13)
2.	Leon and the Place Between	Setting Description Purpose: To describe  Fantasy Narrative Purpose: To Entertain/ To fuel the imagination Information text	The Lion, the Witch and the Wardrobe	Setting Description Purpose: To describe  Dialogue Purpose: To convey action  Letter Purpose: To	Holes  LOUIS SACHAR  holes	Diary Entry Purpose: To recount  Letter of Complaint Purpose: To complain  Missing Chapter Narrative	King Kong	Setting Description Purpose: To describe  Missing Chapter Narrative Purpose: To build Tension	Percy Jackson and lightening thief	Information text – Who were the Greeks? Purpose to Inform  Setting/ character description Purpose: To describe and entertain Non-Chronologic al report	Percy Jackson and lightening thief  The Highway Man  **Highwayman**	Narrative (Myth) Purpose: To pass on traditions and beliefs  Letter/ Diary Purpose: To Recount	In narratives, settings, character and atmosphere are described. (5.15) Spelling is mostly correct including words with silent letters and homophones. (5.18) To proof read a whole piece for COPS. (5.19) To edit a whole piece effectively. (5.20) Perform work to a group with confidence changing the tone and volume (5.21)
4.		Purpose: To inform		Adventure Narrative Purpose: To		Purpose: To entertain				Purpose: To inform			Handwriting is mostly fluent and legible and written with increasing speed. (5.22)

Entertain



# Green shows new to year group objectives

			_		Spring Term			Summer Term				Integrated objectives		
	Eiret	Autumn Term First Half Second Half			Eiret	Spring Half	g Term Second Half		First			ond Half	+	
$\vdash$	Review and re		Language Fea		Language Fe		Language Fe			and revision		ation and	۱.	write effectively for a range of
	5 objectives	Juap of Tour	• Perfect ter		Adverbials		Similes/N			objectives.		n of all year 6		purposes and audiences,
	o onjectives				Relative of		Relative of	•	J Gran year o	objectives.				selecting language that shows
	Longues C.		<ul> <li>Progressiv</li> <li>Formality</li> </ul>	E 161126							objecti	ves.		a good awareness of the
	Language Fea				Grammatical		Adverbials     Grammatical Foatures				1			reader (e.g. the use of the first
	•	noun phrases	Grammatical F		Conjunction		Grammatical Features  Contracted forms							person in a diary; direct
ا س	<ul> <li>Adverbials</li> </ul>	'	Contracted		Modal verbs			ea torms						address in instructions and
	•	Similes/Metaphors • Pronouns &			Passive voice		Punctuation						١.	persuasive writing) (6.8) in narratives, describe
∯		Relative clauses Synonyms		;	<ul> <li>Parenthes</li> </ul>	SIS	<ul> <li>Colons for</li> </ul>						•	settings, characters and
Objective		rammatical Features Punctuation			Punctuation		<ul> <li>Bullet poi</li> </ul>	nts						atmosphere (6.9)
[ 영 ]	•	Conjunctions (Co- & Colons				ons & Colons	<ul> <li>Hyphens</li> </ul>						.	integrate dialogue in narratives
$I \cup I$	Sub)		<ul> <li>Inverted co</li> </ul>	ommas	<ul> <li>Inverted of</li> </ul>	commas								to convey character and
	<ul> <li>Modal verb</li> </ul>													advance the action (6.10)
	<ul> <li>Passive vo</li> </ul>													select vocabulary and
	<ul> <li>Adverbials</li> </ul>	of time												grammatical structures that
	Punctuation													reflect what the writing
	<ul> <li>Semi-color</li> </ul>	<mark>ns</mark>												requires, doing this mostly
1.	The Viewer	Narrative –	Good Night	Formal	Pig Heart	Persuasive	Giant's	Diary -	Tell Me A	Non-chron	Flexible		1	appropriately (e.g. using
''		Character	Mr Tom	Report	Boy	letter	Necklace	,	Dragon	report	1.00.00			contracted forms in dialogues
		description	10111	rtoport	20,	101101	Hoomado	Purpose: To	Drageri	Topon	Iron Giant	Narrative -		in narrative; using passive
		docomplion	GOODNIGHT	Purpose :	DIO	Purpose: To	MICHAEL	recount		Purpose: To	60	atmospheric		verbs to affect how information
		Purpose: To	TON	To recount	PIG	persuade	MORPURGO	(informal)	S. S	inform		description		is presented; using modal
		describe			HEART	•	100	,	Drawn Sta	(formal)	AND DES	'		verbs to suggest degrees of
		3000100	VIII F		BOY				Section Section 5	<u> </u>	THEN MAN	P: To	١.	possibility) (6.11)
$oxed{oxed}$			41.4		malorie		Sell Fre		]		32.59674	describe	┨.	use a range of devices to build
2.	Goodnight	Narrative –	Charlie and	Explanatio	blackman	Diary -		Formal		Letter	<u>Flexible</u>			cohesion (e.g. conjunctions, adverbials of time and place,
	Mr Tom	setting	the	n text		Video	The Giant's Necklace	report		D	<u>unit</u>	D. A.		pronouns, synonyms) within
	MICHELLE MAGORIAN	description	chocolate	D		journal		D T-		Purpose: To	VaC min c	P: As		and across paragraphs (6.12)
	GOODNIGHT		ROALD	Purpose:		D T		Purpose: To		inform	Yr6 piece	needed		using verb tenses consistently
	TOM	Purpose: To	DAHL	To inform		Purpose: To		recount		(informal)				and correctly throughout the
L_		describe	CHARLIE HE CHOCOLATE			recount								writing (6.13)
3.		Persuasive	ACION DE LA CONTRACTOR	Narrative –		Narrative -				Narrative -			1.	use the range of punctuation
		speech	H & Common of the common of th	dialogue		Missing				conversation				taught at key stage 2 mostly
	11.3					chapter								correctly (e.g. inverted
		Purpose: To		Purpose :		·				Purpose: To				commas and other punctuation
		persuade		To use		P: To use				use				to indicate direct speech)
				dialogue to		dialogue to				dialogue to				(6.14)
				CC		AA				CC & AA			'	spell correctly most words
4.			Night Before	Poetry					** Units for Sun	nmer will he			1	from the year 5 / year 6
4.			Christmas	, octiv					reviewed in Spi					spelling list and use a
			Cinidalias	Purpose:					year with the W	•				dictionary to check the spelling of uncommon or more
				To perform					and Year 6 to e	•				ambitious vocabulary (6.15)
									needs are met*					maintain legibility in joined
									needs are met					handwriting when writing at
														speed. (6.16)
														/

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

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

## 3. Discussion/Argument

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

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

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

**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. 1st 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.