



# Turners Hill CofE Primary School

## Progression in Writing

**A Whole School Approach to the Teaching of Writing**

## Reception English Expectations

Progression	Target	Teaching Points	Examples
<p>I give meaning to marks I make as draw, write and paint.</p> <p>I can begin to break the flow of speech into words.</p> <p>I can hear the initial sounds in words.</p> <p>I can segment the sounds in simple words to help me write.</p> <p>I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p><b><u>I can write my name using correct upper and lower case.</u></b></p> <p>I can write other things such as labels and captions.</p> <p>I attempt to write short sentences in meaningful contexts.</p> <p><b><u>I can write simple sentences that can be read by myself and others.</u></b></p> <p><b><u>I can use capital letters and full stops to demarcate sentences.</u></b></p> <p><b><u>I can write clearly demarcated sentences.</u></b></p>	<p>I can talk about my paintings and drawings.</p> <p>I can say the sound that a word starts with.</p> <p>I can say the sounds I can hear in a word when I am writing.</p> <p>I can form some letters correctly and write some common words.</p> <p>I can write my name correctly.</p> <p>I can write for different purposes.</p> <p>I can write some words to describe a picture or special event. I can read my writing to an adult.</p> <p>I can use a capital letter to start a sentence. I can use a full stop to end a sentence.</p> <p>I mark my sentences with capital letters and full stops.</p>	<p>Provide opportunities for children to talk about their work</p> <p>Demonstrate how to break the flow of speech into words.</p> <p>Demonstrate how to segment the sounds in simple words and how the sounds are represented by the letters.</p> <p>Teach correct letter formation.</p> <p>Provide opportunities for children to write their names frequently.</p> <p>Support and scaffold individual children's writing as opportunities arise.</p> <p>Model how to write an accurate sentence.</p> <p>Explain that a new sentence does not need to start on a new line.</p>	<p>Provide word banks and writing resources for both indoor and outdoor play.</p> <p>Count the words in a sentence.</p> <p>Write their name on a painting or drawing.</p> <p>Provide a range of opportunities to write for different purposes about things that interest children.</p> <p>Encourage children to write signs and labels for role play areas.</p> <p>Provide opportunities for more extended writing e.g own version of a familiar story.</p>

**Early learning Goal: Children use their phonic knowledge to write words in ways that match their spoken sounds. They also write some irregular common words. They write simple sentences that can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.**

## Year 1 English Expectations

Progression	Target	Teaching Points	Examples
I can say out loud what I am going to write about	I can orally rehearse simple sentences and begin to write them down.	Teach children to say sentences out loud which make sense. Emphasise sense before punctuation.	Jack went up the beanstalk.
I can compose a sentence orally before writing it.	I can recognise a sentence in my reading, and say where it starts and ends.	Teach children that a sentence is a unit of meaning. Encourage them to “think a sentence, say a sentence, write a sentence” establishing sense before writing so that punctuation is automatic.	
I can write a simple sentence that makes sense	I can write one sentence with meaning.		
<b><u>I can write clearly sequenced sentences.</u></b>	I can write a sequence of simple sentences that make sense.	Teach the children that each sentence needs to progress to the next one Children can write or verbally tell a story with a beginning, middle and end.	Jack went up the beanstalk. Jack saw a castle.
<b><u>I can use ‘and’ to join ideas.</u></b>			
<b><u>I can use conjunctions to join sentences.</u></b>	When speaking or writing the children can use a word other than and to make their work more interesting. The children avoid the over use of the word <i>and</i> , instead using <i>but</i> , <i>so</i> or <i>and then</i>	Teach children to join ideas together, <i>e.g. series of ideas joined by use of simple connectives</i>	Jack went up the beanstalk <u>and</u> saw a castle.
I can include some description in my writing	Children can use simple adjectives to describe an object, character or place	Children are introduced to the term ‘adjective’	Jack went up the <u>tall, leafy</u> beanstalk and saw a <u>magical</u> castle.
<b><u>I can use standard</u></b>	Children can use verbs such	Children are introduced to the term	Jack <u>went</u> into the castle and <u>saw</u> the

<p><b><u>forms of verbs.</u></b></p> <p>I can re-read my own writing and check whether it makes sense</p> <p>I can talk about what I have written to my teacher and my peers</p> <p>I can read aloud my writing so that other people can hear me.</p> <p><b><u>I can write clearly demarcated sentences with capital letters and full stops.</u></b></p> <p><b><u>I can use question marks and exclamation marks.</u></b></p> <p><b><u>I can use capital letters for names and the personal pronoun 'I'</u></b></p> <p>I can name the letters of the alphabet</p> <p>I can use letter names to distinguish between alternative spellings of the same sound</p> <p>I can add prefixes and</p>	<p>as 'go' 'went' in their writing.</p> <p>Children can read their writing back and identify any mistakes.</p> <p>Children can discuss their writing with their teacher or peers.</p> <p>Children read their writing aloud clearly and with confidence.</p> <p>I can mark my sentences with capital letters and full stops.</p> <p>I am beginning to use exclamation marks and question marks in my writing.</p> <p>Children can use a capital 'I' when writing about themselves.</p> <p>I can say the letters of the alphabet in order.</p> <p>To choose the correct spelling of the same sound</p> <p>To use the spelling rule for</p>	<p>'verb'</p> <p>Model reading writing back to the class during shared writing sessions.</p> <p>Make time for children to share their writing in the lesson.</p> <p>Plan opportunities for children to read their work aloud.</p> <p>Teachers model how to write an accurate sentence, progressing from full stops and capital letters to exclamation marks and question marks.</p> <p>Teach the alphabet song and the alphabet in a range of contexts.</p> <p>Model the strategies for choosing a correct spelling. E.g. 'spell the word 'pain' Choose between 'ai' 'ay' or a_e</p> <p>Follow the phase 6 methods for</p>	<p>giant.</p> <p>Once upon a time there was a boy called Jack. <b><u>He lived in a cottage in the woods.</u></b> He was rather a stupid boy!</p>
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<p>suffixes</p> <p>I can use simple spelling rules in my writing.</p> <p>I can write from memory simple sentences dictated by the teacher</p>	<p>adding 's' or 'es'</p> <p>Use the prefix 'un'</p> <p>Using 'ing' 'ed' 'er' 'est' where no change is needed in the spelling of the root word</p> <p>See appendix 1: Spelling</p> <p>To write simple sentences that include words using sounds already taught and high frequency words</p>	<p>teaching prefixes and suffixes in Letters and Sounds.</p> <p>Teach the spelling rules</p> <p>The teacher dictates sentences appropriate to phonic phase work.</p>	
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### Writing Genres to be covered

Stories with familiar settings  
 Tradition and fairy tales  
 Labels, lists and captions  
 Recounts (dictionaries)  
 Recount (fact and fiction)

Using the senses- Poetry  
 Poems on a theme- Poetry

Stories from other cultures  
 Stories about fantasy worlds  
 Instructions (persuasion)  
 Information texts

Rhyme and pattern- Poetry

## **Terminology for pupils**

Letter, capital letter

Word, singular, plural

Sentence

Punctuation, full stop, question mark, exclamation mark

## Year 2 English Expectations

All Year 1 expectations and the following:

Progression	Target	Teaching Points	Examples
<p>I can plan or say out loud what I am going to write about using key words and new vocabulary.</p> <p><b><u>I can use expanded noun phrases to add description and specification.</u></b></p> <p>I use mainly simple sentences, sometimes with 'and' to link ideas</p> <p>I sometimes vary my sentence openings</p> <p><b><u>I can write using subordination.</u></b></p>	<p>To plan writing through discussion or writing of key ideas.</p> <p>I can describe a noun.</p> <p>I can use simple connectives such as but, and, so to link my ideas</p> <p>I can write compound sentences using and, but and so</p> <p>I can use time connectives</p> <p>I can begin a sentence with a connective, e.g, then, next</p> <p>I can use causal connectives such as <b><u>'because'</u></b> and 'so' 'or' 'if' <b><u>'when'</u></b> <b><u>'that'</u></b> to explain to my reader <i>WHY</i></p>	<p>Teach children about the planning stage before committing to writing.</p> <p>Teach children to generate and use descriptive vocabulary.</p> <p>Teach children to write a simple sentence which makes sense and extend to using simple connectives.</p> <p>Teach children to join two simple sentences to make a compound sentence and extend ideas by using time or reason connectives.</p> <p>Teach in context of oral storytelling, recounts and giving instructions.</p> <p>Used shared and guided time to find examples of interesting sentence starters.</p> <p>Model use of a variety of causal connectives; <i>so that, in order to, as etc</i></p>	<p>Children use a planning frame to encapsulate their ideas.</p> <p>e.g. The <u>tall</u>, <u>green</u> beanstalk</p> <p>Jack lived with his mother <b>and</b> their cow.</p> <p>Jack's mother asked him to go to market <b>but</b> he didn't know the way.</p> <p>The sun shone. The birds sang. Jack and Daisy ambled along.</p> <p>The sun shone <b>and</b> the birds sang <b>while</b> Jack and Daisy ambled along.</p> <p><b>After a while</b>, Jack met a strange looking man.</p> <p>Jack and his mother went to the local market <b>so that</b> they could sell their old tired cow.</p>

<p><b><u>I can use past and present tense consistently</u></b></p> <p><b><u>I can use verb tenses correctly.</u></b></p> <p>Use paragraphs to structure narrative, for instance isolating an event or introduction.</p> <p>I can use some features of a text type in my writing</p> <p><b><u>I can write under headings.</u></b></p> <p>I can reread my own writing and check for mistakes.</p> <p>I can improve my writing by making simple revisions to correct my mistakes.</p> <p>I can read aloud my writing with intonation so that the meaning is clear.</p> <p><b><u>I can consistently and correctly use capital letters and full stops.</u></b></p>	<p>With help, I can write using a more complex sentence structure</p> <p>I can choose the correct tense when writing independently</p> <p>The paragraphs are used to organise a piece of non-fiction text</p> <p>Features of given text type are applied to children's writing</p> <p>Children can read their writing back and identify errors.</p> <p>Children can suggest ways to improve their writing and correct spelling, punctuation and grammar.</p> <p>Children can read their writing aloud with expression</p> <p>I can punctuate straightforward sentences with full stops, capital letters, question marks and exclamation marks</p>	<p>Support development by modelling alternative sentence structures and providing opportunities for oral rehearsal</p> <p>Recalling events in a story or recount Model correct vocabulary</p> <p>Teach children to structure their ideas in paragraphs. One theme per paragraph</p> <p>Children are supported with identifying features of a given text type and the teacher models how these can be used in the children's own writing (Big Write)</p> <p>Model reading writing back to the class during shared writing sessions.</p> <p>Make time for children to share their writing in the lesson.</p> <p>Plan opportunities for children to read their work aloud.</p> <p>Identify examples of basic punctuation use when reading together. Use question marks in lists of questions and move on to using within longer pieces of writing. Look at picture books for good examples of exclamation mark use.</p>	<p>Although Jack wasn't sure why, he felt suspicious of the strange man.</p> <p>The giant <b>was</b> shouting</p>
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<p><b><u>I can consistently and correctly use question marks and exclamation marks.</u></b></p> <p><b><u>I can begin to recognise how speech is punctuated and the different ways it can be presented</u></b></p> <p><b><u>I can consistently and correctly use commas in a list</u></b></p> <p><b><u>I can use apostrophes in the correct place</u></b></p> <p><b><u>I can write different kinds of sentences</u></b></p> <p>I can segment words into phonemes for spelling</p> <p>I can learn new ways of spelling phonemes for which one or more spellings are already known</p> <p>I can learn some words</p>	<p>I can use capital letters for titles, headings and emphasis</p> <p>I can identify speech marks and begin to experiment with using them in my writing</p> <p>Teach children to separate items and adjectives in a sentence with a comma for all but the last item.</p> <p>To use apostrophes for contracted forms and the possessive (singular)</p> <p><b><u>To include statements, questions, exclamation, command</u></b></p> <p>To draw on phonic knowledge to segment words for spelling</p> <p>To be able to spell words with alternative spelling patterns</p>	<p>Use comic strips and speech bubbles to isolate speech within narrative. Use large speech bubbles to practise recording.</p> <p>Identify examples of punctuation use when reading together. Use commas in a list and move on to using within longer pieces of writing. Look at picture books for good examples of commas and apostrophes.</p> <p>Use Letters and Sounds method for segmenting words</p> <p>Teach alternative spelling patterns - see Letters and Sounds</p> <p>See word lists in Letters and Sounds and Y2</p>	<p>“How much for that cow?” asked the strange man.</p> <p>“It’s a giant!” said Jack</p> <p>The giant’s boot.</p>
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<p>with each spelling including a few common homophones and near homophones (quiet, quite)</p> <p>I can spell common tricky words</p> <p>I can add suffixes to spell longer words including ment, ness, ful, less, ly</p> <p>I can use simple spelling rules in my writing.</p> <p>I can write from memory simple sentences dictated by the teacher</p>	<p>To use a range of strategies to remember how to spell tricky words</p> <p>To spell words with suffixes like 'enjoyment', 'sadness' 'hopeless' 'happily'</p> <p>See appendix 1: Spelling</p> <p>To write simple sentences that include words using sounds already taught and high frequency words</p>	<p>Spelling Appendix – common exception words</p> <p>Follow the phase 6 methods for teaching prefixes and suffixes in Letters and Sounds.</p> <p>Teach the spelling rules</p> <p>The teacher dictates sentences appropriate to phonic phase work.</p>	
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## Writing Genres to be covered

### Statutory (in bold)

**Writing narratives about personal experiences and those of others (real and fictional)**

**Writing about real events – recount**

**Writing poetry**

**Writing for different purposes**

Stories with familiar settings

Tradition and fairy tales

Instructions

Information texts

Different stories by the same author

Extended stories by significant authors

Explanations

Non-chronological texts

## Terminology for pupils

noun, noun phrase

statement, question, exclamation, command

compound, suffix

adjective, adverb, verb

tense (past, present)

apostrophe, comma

## Year 3 English Expectations

All Year 2 expectations and the following:

Progression	Target	Teaching Points	Examples
<p>I use simply structured sentences but I can vary these with support</p> <p>I can connect ideas</p> <p>I am beginning to vary my use of tense and verb forms</p> <p>I can form nouns using a range of prefixes.</p> <p>I can use the forms 'a' or 'an' appropriately.</p>	<p><u>I can use conjunctions (when, so, before, after, while, because).</u></p> <p><u>I can use prepositions (e.g. before, after, during, in, because of).</u></p> <p><u>I can use the adverbs then, next, soon, after.</u></p> <p><u>I can use perfect form of verbs to mark relationships of time &amp; cause.</u></p> <p><u>I can correctly use verbs in 1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> person.</u></p>	<p>Subordinating conjunctions (e.g. when) introduce a subordinate clause.</p> <p>Teach children that subordinating clauses are dependent on a main clause and cannot be used alone. Model use of subordinating conjunctions.</p> <p>Adverbs used to sequence the order of verbs eg in instructions then cut, next fold</p> <p>A prefix is added at the beginning of a word in order to turn it into another word.</p>	<p>She worked <b>until</b> she had finished (subordinate clause as an adverbial)</p> <p>E.g. Present Perfect – He has gone out to play. Simple Past – He went out to play.</p> <p>e.g. super-, anti-, auto-</p> <p>e.g. <u>a</u> rock, <u>an</u> open box</p>

<p>I can organise my ideas and I am beginning to use paragraphs</p> <p>I can use some words for effect</p> <p>I can understand that there are word families based on common words.</p> <p>I can use the term pronoun appropriately and understand the function</p> <p>I understand pluralisation</p> <p>I can usually punctuate straightforward sentences with full stops, capital letters, question marks and exclamation marks</p>	<p><b><u>I can group ideas into paragraphs around a theme.</u></b></p> <p><b><u>I can write under headings and subheadings.</u></b></p> <p><b><u>I can experiment with adjectives to create impact.</u></b></p> <p>90% (etc) of my sentences are demarcated correctly</p>	<p>Personal pronouns, possessive pronouns, proper nouns, 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> person pronoun</p> <p>Singular/plural forms, collective nouns</p>	<p>E.g. solve, solution, solver, dissolve and insoluble.</p>
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<p>I am beginning to punctuate speech</p>	<p><u>I can correct use of inverted commas for direct speech.</u></p> <p>I can use commas when punctuating speech</p> <p>I consistently use punctuation within speech marks</p> <p>I can lay out speech correctly</p>	<p>Extend children's understanding of speech punctuation by teaching rules of layout and use of punctuation within inverted commas</p> <p>Teach children about placement of commas when punctuating speech</p>	<p>"Jack," cried his mother, "Come here at once." He whispered, "Not again, please."</p> <p>At the door to the cottage, his mother waited impatiently.</p> <p><i>Jack ambled down the road, whistling as he went.</i></p>
<p>I sometimes use a comma where other punctuation or a connective would be better (comma splice)</p>	<p>With help, I can use commas to mark clauses</p> <p>I can use a comma when I add detail to a sentence with a clause at the end.</p>	<p>Teach the children how to use a comma in a complex sentence</p> <p>Teach the children to extend sentences by adding relevant detail at the end, placing a comma first.</p>	

## Writing Genres to be covered

Stories with familiar settings  
Adventure and mystery  
Dialogue and plays  
Instructions

Patterns to perform- Poetry  
Language play- Poetry

Myths, legends and traditional tales  
Authors and letters  
Reports  
Information texts

shape poems and calligrams- Poetry

## Year 4 English Expectations

All Year 3 expectations and the following:

Progression	Target	Teaching points	Example
<p>I can vary the length, structure or subject of my sentences</p> <p>My writing has a clear beginning and a clear conclusion</p> <p>My writing is relevant to the task</p> <p>I can use some subordinating connectives, e.g. if, when, because</p>	<p><b><u>I can vary sentence structure, using different openers.</u></b></p> <p>I can vary the structure of my sentences to make them clearer and to provide impact</p> <p><b><u>I can use connectives to link paragraphs.</u></b></p> <p>My writing contains the key features of the text type</p> <p>I can use more sophisticated connectives, such as however, on the other hand, meanwhile</p> <p>I can use connectives to signal cause and effect/ time order/ comparisons/ alternatives</p> <p><b><u>I can use a comma after fronted adverbials</u></b></p>	<p>Teach children to apply a variety of sentence types in a paragraph. Explain and discuss the effect of each on the reader.</p> <p>Teach children to join two ideas to make a complex sentence using a conjunction.</p>	<p>Jack gasped! Why had his mother thrown the beans out of the window? Scratching his head in disbelief, he stormed off to his room.</p> <p>Jack took the cow to market <b>whilst</b> his mother stayed at home to feed the chickens. although, since, whenever, because, whilst, if</p> <p>E.g. Later that day, I heard the bad news.</p> <p>Eg biting cold wind</p>

<p>Some of my ideas are developed in detail e.g. descriptions are detailed.</p> <p>I understand the term 'tense' in relation to verbs</p> <p>I can use the term pronoun appropriately and understand the function.</p> <p>I can collect and classify examples of adverbs</p> <p>I can edit and revise my own writing with a focus on punctuation and word choice</p> <p>I know the difference</p>	<p><b><u>I can use adjectival phrases</u></b></p> <p>I can use high quality adjectives, nouns and preposition phrases, and some figurative language including similes and metaphors</p> <p><b><u>I can use nouns and pronouns appropriately.</u></b></p>	<p>Use appropriate choice of pronoun or noun with the correct determiner, within and across sentences to aid cohesion and avoid repetition.</p>	<p>E.g. the teacher is expanded to: the strict maths teacher with curly hair.</p> <p>E.g. <b>The</b> home team (article, specifies the team as known)  <b>A</b> good team (article, specifies the team as unknown)  <b>That</b> pupil (demonstrative known)  <b>Julia's</b> parents (possessive, known)  <b>Some</b> big boys (quantifier, unknown)</p> <p>e.g. "We were' instead of 'we was' or 'I did' instead of 'I done'.</p>
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<p>between standard English forms for verb inflections instead of local spoken forms.</p> <p>I can punctuate my sentences correctly</p> <p>I am beginning to use commas to mark clauses, although not always accurately</p> <p>I can identify the common punctuation marks including commas, full stops, semi-colon, colon, dash and speech marks</p>	<p>I can use a full range of punctuation correctly, including speech punctuation</p> <p><b><u>I can use commas to mark clauses</u></b></p> <p><b><u>I can use an apostrophe to demonstrate singular and plural possession.</u></b></p>	<p>Continue teaching children ways to separate clauses (see level 3 teaching points).</p> <p>For example: a comma after the reporting clause and end punctuation with inverted commas. For example after a fronted adverbial: e.g. Later that day, I heard the bad news.</p> <p>It is important to emphasise the difference between the plural s and the apostrophe s.</p>	<p>E.g. The conductor shouted, "Sit down!"</p> <p>e.g. The girl's coat went missing. (singular) The girls' names were Jo and Sam. (plural)</p>
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### Writing Genres to be covered

Stories with historical settings  
 Stories from other cultures  
 Plays  
 Information texts  
 Persuasion

Stories set in imaginary worlds  
 Stories that raise issues or dilemmas  
 Recounts, newspapers and magazines  
 Explanation

Creating images- Poetry

Exploring form- Poetry

## Year 5 English Expectations

All Year 4 expectations and the following:

Progression	Target	Teaching points	Example
<p>I can indicate degrees of possibility using <b>adverbs</b> or <b>modal verbs</b></p>	<p>I can use adverbs, adverbials and modal verbs</p>	<p>Teach children how to use adverbial phrases to add further detail to sentences</p> <p>The surest way to identify adverbs is by the ways they can be used: they can <u>modify a verb</u>, an <u>adjective</u>, another adverb or even a whole clause. Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes that can be used as <u>adverbials</u>, such as <u>preposition phrases</u>, <u>noun phrases</u> and <u>subordinate clauses</u>.</p> <p>An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, <u>adverbs</u> can be used as adverbials, but many other types of words and phrases can be used this way, including <u>preposition phrases</u> and <u>subordinate clauses</u>.</p> <p>Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i>. A modal verb only has finite forms and has no suffixes (e.g. <i>I sing – he sings</i>, but not <i>I must – he musts</i>).</p>	<p>for example, <i>perhaps, surely</i></p> <p>for example, <i>might, should, will, must</i></p> <p><i>Usha <u>soon</u> started snoring <u>loudly</u>.</i> [adverbs modifying the verbs <i>started</i> and <i>snoring</i>]  <i>That match was <u>really</u> exciting!</i> [adverb modifying the adjective <i>exciting</i>]  <i>We don't get to play games <u>very often</u>.</i> [adverb modifying the other adverb, <i>often</i>]</p> <p><i>The bus leaves <u>in five minutes</u>.</i> [preposition phrase as adverbial: modifies <i>leaves</i>]  <i>She promised to see him <u>last night</u>.</i> [noun phrase modifying either <i>promised</i> or <i>see</i>, according to the intended meaning]</p>

<p>I can organise my work into paragraphs</p>	<p><b><u>I can consistently organise work into paragraphs.</u></b></p>	<p><i>Model the use of connectives and VCOP pyramids to link ideas within and between paragraphs and add detail to description</i></p>	<p><i>She worked until she had finished. [subordinate clause as adverbial]</i></p>
<p>I can use a range of connectives to link ideas within paragraphs</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]  <b><u>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly]</u></b> or tense choices [for example, he had seen her before]</p>		<p><i>I can do this maths work by myself. This ride may be too scary for you! You should help your little brother. Is it going to rain? Yes, it might. Canning swim is important. [not possible because can must be finite; contrast: Being able to swim is important, where being is not a modal verb]</i></p>
<p>The way I write shows an awareness of the audience, purpose and form</p>	<p>I can plan, draft and evaluate and edit</p> <p><b><u>I can begin to adapt sentence structure to text type.</u></b></p> <p><b><u>I can use a range of sentence openers – judging the impact or</u></b></p>	<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> <li>▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>▪ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>▪ selecting appropriate grammar and vocabulary</li> <li>▪ in narratives, describing settings, characters</li> </ul>	

<p>I can use a comma after starting a sentence with an 'ed', 'ing' or 'ly' word.</p>	<p><u>effect needed.</u></p> <p><u>I can add phrases to make sentences more precise and detailed.</u></p> <p><u>I can use verb phrases to create subtle differences.</u></p> <p>Teach children to start complex sentences with 'ing' 'ed' or 'ly' clauses</p>	<p>and integrating dialogue to convey character</p> <ul style="list-style-type: none"> <li>▪ using some devices to build cohesion within and across paragraphs</li> <li>▪ using some organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>▪ assessing the effectiveness of their own and others' writing</li> <li>▪ proposing changes to vocabulary, grammar and punctuation to enhance effects</li> <li>▪ ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul> <p>proof-read for spelling and punctuation errors</p> <p><i>Teach the children that whenever they use an 'ed', 'ing', or 'ly' starter they must follow it with a comma. Teach the children to join simple sentences together to make a 'sentence of three' by replacing the subject with commas. shouted, "Timber!"</i></p>	<p><b>Smiling suspiciously</b>, the man put his hand into his pocket, rummaged about and pulled out a handful of glossy, red beans.</p> <p><b>Mooring gently</b>, Daisy's big brown eyes looked at the strange man's face.</p> <p><b>Dressed all in black</b>, the man appeared very strange to Jack.</p>
<p>I can use clauses to add additional information to a sentence</p>	<p><u>I can use commas to clarify meaning or avoid ambiguity</u></p>	<p>A clause which is <u>subordinate</u> to some other part of the same <u>sentence</u> is a subordinate clause; for example, in <i>The apple that I ate was sour</i>, the clause <i>that I ate</i> is subordinate to <i>apple</i> (which it <u>modifies</u>). Subordinate clauses contrast with <u>co-ordinate</u> clauses as in <i>It was sour but looked very tasty</i>.</p>	<p><i>Jack clambered down the beanstalk. He picked up his axe. He shouted, "Timber!"</i></p> <p><i>Jack clambered down the</i></p>



<p>I can convert <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b></p>			<p>for example, <i>-ate; -ise; -ify</i></p>
<p>I can convert <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>prefixes</b></p>			<p>for example, <i>dis-, de-, mis-, over- and re-</i>]</p>

### Writing Genres to be covered

<p>Novels and stories by significant children's authors          Tradition stories, fables, myths and legends          Stories from other cultures          Film narrative          Instructions          Persuasive writing          Poetic style- Poetry          Coral and performance- Poetry</p>	<p>Older literature          Dramatic conventions          Recounts            Classic narrative poetry- Poetry</p>
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<p>I can use a wider range of connectives, e.g. on the other hand, meanwhile</p> <p>My writing is clearly and organised into paragraphs which support the main purpose</p> <p>I can use a range of things to link paragraphs</p>	<p><b><u>I can use a wide range of devices to build cohesion within and across paragraphs.</u></b></p> <p>I can use layout devices to structure a text</p> <p><b><u>I can use paragraphs to signal change in time, scene, action, mood or person.</u></b></p> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create cohesion. Some examples of cohesive devices are:</p> <ul style="list-style-type: none"> <li>□ determiners and pronouns, which can refer back to earlier words</li> <li>□ conjunctions and adverbs, which can make relations between words clear</li> <li>□ ellipsis of expected words.</li> </ul>	<p>for example, headings, sub-headings, columns, bullets, or tables, to structure text</p> <p><i>Julia's dad bought her a football. The football was expensive!</i> [determiner; refers us back to a particular football]  <i>Joe was given a bike for Christmas. <u>He</u> liked <u>it</u> very much.</i> [the pronouns refer back to Joe and the bike]  <i>We'll be going shopping <u>conjunction</u>; before we go to the park.</i> [makes a relationship of time clear]  <i>I'm afraid we're going to have to wait for the next train. <u>adverb</u>;</i> refers back to the time of waiting] <i><u>Meanwhile</u>, we could have a cup of tea.</i> [  <i>Where are you going? [ ] To school!</i> [ellipsis of the expected words <i>I'm going</i>; links the answer back to the question]</p>
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<p>My writing is relevant to the task and my ideas are developed with imaginative detail</p> <p>The purpose of my work is clear and appropriate for the chosen audience</p> <p>The way I write shows the suitable style and</p>	<p>How words are related by meaning as synonyms and antonyms</p> <p>I can create atmosphere</p> <p>I can omit unnecessary words (ellipsis)</p> <p>I know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</p>	<p>Two words are antonyms if their meanings are opposites.</p> <p>Two words are synonyms if they have the same meaning, or similar meanings.</p> <p>The use of figurative language e.g. similies and metaphors and by encouraging the reader to use inference rather than relying on explicit storytelling</p>	<p><i>hot – cold</i> <i>light – dark</i> <i>light – heavy</i></p> <p>for example, <i>big, large, little</i></p> <p><i>talk – speak</i> <i>old – elderly</i></p> <p><i>Frankie waved to Ivana and <u>she</u> watched her drive away.</i></p> <p><i>She did it because she wanted to <u>do it</u>.</i></p> <p>for example, <i>find out – discover; ask for – request; go in – enter</i></p>
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<p>is established to maintain the readers interest throughout</p> <p>I can understand and use the terms active and passive when referring to verbs and be able to apply them in my writing</p> <p><u>I can use a full range of punctuation matched to requirements of text type.</u></p>	<p><u>I can use passive voice where appropriate.</u></p> <p><u>I can use a semi-colon, colon or dash to mark the boundary between independent clauses</u></p>	<p>An active verb has its usual pattern of subject and object (in contrast with the passive).</p> <p>The sentence <i>It was eaten by our dog</i> is the passive of <i>Our dog ate it</i>. A passive is recognisable from:</p> <ul style="list-style-type: none"> <li>□ the past <u>participle</u> form <i>eaten</i> □ the normal <u>object</u> (<i>it</i>) turned into the <u>subject</u> □ the normal subject (<i>our dog</i>) turned into an optional <u>preposition phrase</u> with <i>by</i> as its <u>head</u> □ the verb <i>be(was)</i>, or some other verb such as <i>get</i>.</li> </ul> <p>Contrast <u>active</u>.</p> <p>A verb is not 'passive' just because it has a passive meaning: it must be the passive version of an active</p> <p><i>Teach children to use a semi-colon where two closely related main clauses, which could stand alone as simple sentences, could be linked with a conjunction, but can be understood without.</i></p>	<p>for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i></p> <p>for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If <u>I were</u> or <u>Were they to come</u></i> in some very formal writing and speech</p> <p>Active: <i>The school arranged a visit.</i> Passive: <i>A visit was arranged by the school.</i></p> <p><i>A visit was <u>arranged</u> by the school.</i> <i>Our cat got <u>run</u> over by a bus.</i></p> <p>Active versions:</p> <ul style="list-style-type: none"> <li>□ <i>The school arranged a visit.</i> □ <i>A bus ran over our cat.</i></li> </ul> <p>Not passive:</p> <ul style="list-style-type: none"> <li>□ <i>He received a warning.</i> [past tense, active <i>received</i>] □ <i>We had an accident.</i> [past tense, active <i>had</i>]</li> </ul> <p><i>Jack was pleased with the beans; he was sure they were magic.</i></p> <p><i>(The missing conjunction here is "because").</i></p>
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	<p>I can use a colon to extend, explain or define</p> <p>I can use ellipsis for dramatic effect or to build tension</p> <p><u>I can use a hyphen to avoid ambiguity</u></p> <p><u>I can use the correct punctuation of bullet points</u></p>	<p>Teach children to use a semi-colon when continuing with an idea, or adding further explanation. Teach general rule that the first clause (before the colon) must make sense on its own.</p>	<p><i>There is only one thing you need to know about Jack: he's not too bright.</i></p> <p><i>I enjoy fairy stories: Jack and the Beanstalk is one of my favourites.</i></p> <p><i>It's raining; I'm fed up.</i> <i>It's raining- I'm fed up.</i></p> <p>The noise grew louder...then stopped.</p> <p><i>for example, man eating shark versus man-eating shark, or recover versus re-cover</i></p>
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### Writing Genres to be covered

Revision- Narrative  
Revision- poetry  
Fiction genres  
Authors and texts  
Biographies and autobiographies  
Argument

The power of imagery - Poetry

Revision- non-fiction

Extended narratives  
Short stories with flashbacks  
Journalistic writing

Finding a voice- Poetry

# Progression in Handwriting skills

## Foundation Stage

- To sit correctly at a table and **use a comfortable and efficient pencil grip**
- To write from left to right
- To write letters with the correct sequence of movements
- To begin to form letters of regular size and shape
- To develop an awareness of putting spaces between letters and words
- **To use correct letter formation for familiar words**

## Year 1

- To put regular spaces between letters and words
- **To form lower case letters of regular size and shape, starting and finishing in the right place**
- To practise handwriting in conjunction with spelling and begin to join digraphs / trigraphs when they are introduced
- To practise writing on lines with descenders and ascenders correctly placed
- **To form capital letters correctly**
- **To form digits 0-9 correctly**
- To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

## Year 2

- To form lower case letters of the correct size relative to one another
- To practise handwriting in conjunction with the phonic and spelling patterns
- **To practise using the horizontal and diagonal strokes to join handwriting joins** using four line handwriting paper.
- To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- To consistently use spacing between words that reflects the size of the letters

### Year 3

- To ensure consistency in size and proportions of letters and the spacing between the letters and words
- To practise correct formation of basic joins from the use of the four basic handwriting joins from year 2
- To build up handwriting speed, fluency and legibility through practice
- To transfer writing skills from pencil to pen

### Year 4

- To use joined handwriting for all writing except when other special forms are required
- To know when to use a clear neat hand for finished presented work or informal writing for every day work eg. drafting
- To establish a good pace when writing
- To use a range of presentation skills

### Year 5

- To employ handwriting that is consistent and fluent
- To ensure that overall, handwriting is regular with some flow and movement

### Year 6

- To write legibly and fluently in a sustained piece of writing
- To use handwriting that maintains a personal style to engage the reader