

Writing

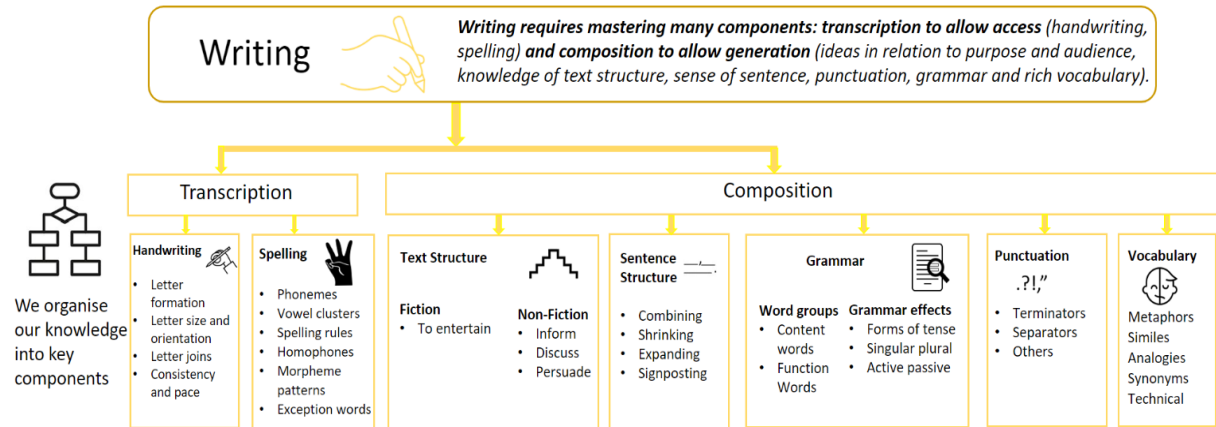


Our Subject Intent

	Cycle A			Cycle B		
	Year 1/2	Year 3/4	Year 5/6	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Darling, put the fire out!	Sticks and stones	Hurry up, you've Benin there a while!	The great animals	The Vikings on the wall	It's all Greek to me!
Autumn 2	Shrimply the best	We built this mega city on rock and roll!	Lavas all you need	Happily Everest after	You crack me up!	Ain't no mountain high enough
Spring 1	A toy story!	Bronze ain't bad!	What did the Romans do for us?	What's the nurse that can happen?	Where's my mummy?	The big Shang theory
Spring 2	Why don't penguins need to fly?	National parks	Walking on sunshine	Wicked weather!	Don't rainforest on my parade	How is fair trade fair?
Summer 1	It's pasture bedtime!	I've got my iron you	Mirror, Royal Signal, Manoeuvre	Location, location, location	Great scot!	Only we can save the world!
Summer 2	On the road again!	Save it for a train-y day	Current affairs	Too hot to handle	Ch-ch-changes!	Who do you think you are, Mr Hitler?

What does writing look like at Downlands?

Subject delivery:



We recognise that the journey to becoming a successful writer is intrinsically linked to building progressive knowledge and mastering of each of the components of writing. In EYFS and Y1, as an 'early writer' children need to master **accuracy and then fluency in the transcriptional components of writing (handwriting and spelling). This is because transcriptional automaticity underpins the development of writing and provides the foundational knowledge which forms the base to all other components.** As children build knowledge and skills in transcriptional accuracy (phonics/spelling and handwriting), fluency develops into automaticity. Children, at this point move from early writers to novice writers. Novice writers, then build and develop their understanding of sentences (beyond a simple sentence) and related punctuation, before continuing to grow their expertise in KS2 with a growing understanding of how to write for effect. Therefore all English planning, teaching, assessing and reviewing is based on a child's writing stage NOT age.

Early Writer (EY-Y1)

Supported by pre-writing strength, practise and accuracy, children gain a secure and effective pencil grip, seating position and readiness to write.

These are micro-steps -

learning/practising/rehearsing/gaining fluency in letter formation (size, shape, orientation, starting place, spatial relationship) and known phoneme-grapheme correspondences. This builds into simple word writing (CVC/CVCC / CCVCC and CEW.) This then builds into writing simple sentences.

Writers must focus on accuracy in transcription and can edit and improve their work accordingly.

Novice writers (KS1)

Children write simple coherent narratives and chronological reports with accurate terminator punctuation and consistent tense. They use taught graphemes and knowledge of age appropriate CEWs to spell accurately and write with accurate letter formation, size, orientation and spacing.

Writers can edit their work for accuracy and may start to understand how to revise and improve their writing through word choice and sentence structure. They can join simple sentences with subordinating and coordinating conjunctions.

Growing expertise (KS2)

Children write effectively for a growing range of purposes and audiences: selecting language that shows awareness of the reader; creating settings, characters and atmosphere; using dialogue to convey character and advance action and making suitable choices about vocabulary and grammar effects.

Punctuation and spelling are increasingly accurate and they can write at speed and for sustained periods in a joined legible style.

Writers can both edit their work for accuracy, and revise their writing, understanding how the choices that they make can change the impact on the reader.



What does writing look like at Downlands?

Within a EYFS (Early Writing) Lesson:

1. Children are taught writing through small group handwriting sessions, phonics, drawing club and weekly writing sessions.
2. Every handwriting session will involve the modelling of the formation of a letter following the order of Twinkl Handwriting letter families. Children will then trace over the letter initially in their writing books before forming the letter independently within the group session.
3. Every daily phonics session will follow the sounds-write approach for reading and writing words and sentences.
4. Every drawing club session will involve the whole class teacher modelling the writing of words, phrases and sentences followed by the expectation that children then compose and write their own words, phrases and sentences in their drawing club book, within small group sessions.
5. Every weekly writing session will involve the teacher dictating a spoken word, phrase or sentence to the whole class followed by the modelling of writing that word, phrase or sentence. The children then work in small groups or individually to write the dictated word, phrase or sentence in their writing book with adult support.
6. Children will have learning scaffolded to support them at their stage of writing.
7. Children will receive live feedback including error corrections according to our marking policy.



What does writing look like at Downlands?

Within an KS1 (Early and Novice Writing) Lesson:

1. Lessons are taught following the national curriculum objectives.
2. Every Lesson will have a learning objective that is shared.
3. Children are taught the national curriculum objective for their stage not their age.
4. Children will have learning scaffolded to support them at their stage of writing. Model texts will be altered to only include extended code sounds that have been taught to the children.
5. Each lesson may be based on key spellings, punctuation and grammar, features of a specific genre or a particular writing technique.
6. Colourful semantics are used to consolidate sentence structure and improve accuracy of sentence formatting.
7. Lessons can be a mixture of independent, paired or group work.
8. Lessons sequences for genres of writing will involve 'talk for writing tools.'
9. When new model texts are introduced, an element of Drama will be used to help students memorise the model
10. Some lessons will be evidenced through photos or Seesaw.
11. Four times a week children will have handwriting lessons, these lessons start with focus letters (following the Twinkl handwriting families) and work up to whole word writing. In year one the children write in print, in year 2 pre-cursive is introduced.
12. Children will receive live feedback including error corrections according to our marking policy.



What does writing look like at Downlands?

Within a KS2 (Growing Expertise) Lesson:

1. Lessons are taught following the national curriculum objectives.
2. Every Lesson will have a learning objective that is shared.
3. Children are taught the national curriculum objective for their stage not their age.
4. Children will have learning scaffolded to support them at their stage of writing.
5. Each lesson may be based on a spelling, punctuation and grammar, features of a specific genre or a particular writing technique.
6. Lessons can be a mixture of independent, paired or group work.
7. Lessons sequences for genres of writing will involve 'talk for writing tools.'
8. At least once a fortnight, writing lessons will involve an element of drama.
9. In every lesson, you will see an element of 'talk for writing'.
10. Children will use purple pen to edit, improve and respond to feedback.
11. Some lessons will be evidence through photos or Seesaw.
12. Four times a week, children will have separate spelling lessons. Two/three of these will follow the Sound Write approach of polysyllabic word building and selected spelling lists from Edshed.



What does writing look like at Downlands?

Volume of content:

1. Each mixed-age class will complete **a minimum of 6 writing genres (units)** per year.
2. Each genre will be supported by a text.
3. In each of these genres, KS2 children will also be exposed to a WAGOLL (an exemplar text.)
4. For each genre children will have a sequence of lessons that teaches the children the features of that genre (please see toolkits).
5. Each independent write will involve a talk, plan, model, write phase.
6. For each genre of writing children will create an independent piece of writing.
7. In KS2, children will be given an opportunity to edit and improve their writing.
8. Independent writing will be kept in a folder (KS1) or book (KS2).
9. These independent writes will be assessed against year group writing expectations, with the exception of Year 2 and year 6 who will be assessed against the national curriculum objectives.

Writing (SPaG) – progression of skills (disciplinary knowledge)



Concepts Purple = possible learning pathway for those who are behind number indicates order that they should be taught in (may need school specific development to agree)							
	EYFS	1	2	3	4	5	6
Text Structure	Exposure to titles	Titles	Headings	Paragraphs (12) Headings and subheadings		Text formality Devices for cohesion across a text (conjunctions, tense and adverbials) Changes to chronological order in narrative (e.g. flashback)	Scale of formality Choices for effect Precise vocabulary
Sentences	Sentences (simple) (1)	Different sentence types compound and simple (4)	Adverbs (how) Different sentence types; simple compound. (6) Those created by subordinating conjunctions but do not yet need to understand clauses	Clauses: main and subordinate (8) Different sentence types ; simple ; compound ; multi clause (11) Range of conjunctions (convey time, comparisons and cause and effect)	Fronted adverbials Reported speech Vary sentence structure, short and longer sentences. Subordinating phrases (so that even though) Subordinating clauses at the start and end of sentences to vary sentence structure	3 clause sentence (17) Relative clauses (with/without pronouns) (18)	Passive voice
Words		Conjunctions (and) (4)	Co-ordinating (7) and subordinating conjunctions (8) Expanded noun phrases	Adverbs (14) and adverbial phrases how and when Prepositions Similes (like) a/an	Modifying adjectives Prepositional phrases Pronouns to avoid repetition Determiners Similes (as) Metaphor	Converting nouns/adjectives to verbs Modal verbs	Subjunctive form Determiners are articles, possessives, quantifiers and demonstratives.
Punctuation	Exposure to full stops Capitals (1) Separating words with spaces (1)	Full stops and capitals (2) Capitals Proper nouns (3) Exclamation and question marks (5)	Commas for lists (9) Apostrophes for contractions and singular possession (10)	Commas for clauses (11) Inverted commas for direct speech (13)	Commas for -reported speech -subordinate clauses at the start of sentences -fronted adverbials Inverted commas and other sentence punctuation for direct speech (15) Apostrophes for plural possession (16)	Parentheses using brackets, commas or dashes, (18)	Colon, semicolon, hyphen.

Progression maps for each component of writing.

Writing processes (apply, generate and refine):									
Apply, generate and refine	FS1		EY By the summer term, all children can draw upon their own knowledge base to:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plan writing	<ul style="list-style-type: none">To use simple sentences orally.	<ul style="list-style-type: none">Orally sequence at least 5 words into a sentence. To say a complete sentence aloud before writing. Practise repeating the sentence to hold it in memory until the point of writing.To sequence a series of sentences orally.	<ul style="list-style-type: none">Orally compose a sentence, repeating it out loud and counting the words before writing itTo arrange ideas in sequence. To plan their writing using pictures or drawings to help sequence ideas.	<ul style="list-style-type: none">To understand the overall purpose for their writing.To write down ideas/keywords including new vocabulary.To plan what they are going to write about using a simple given planning tool.To encapsulate what they want to say, sentence by sentence	<ul style="list-style-type: none">To understand that it helps to look at writing similar to that which they are planning to write, to learn about its structure, vocabulary and grammar.To identify which structural and grammatical features are needed for each piece of writing, after discussion and modelling.To identify the purpose and audience for each piece of writing, after discussion and modelling.To use scaffolded planning to organise their writing into paragraphs around a theme.To use ideas and vocabulary from their own reading and modelled examples to plan their writing, after discussion and modelling.To make detailed notes to explain stages of a process.To use a simple given planning tool	<ul style="list-style-type: none">To plan and select the appropriate form suited to the given audience and purpose.To show an awareness of the level of formality a piece of writing needs to have and plan for thisTo note and develop initial ideas, drawing on reading of other authors, and research.To decide on the most efficient planning tools/methods to use.To use a wider variety of planning tools linked to genre.	<ul style="list-style-type: none">To identify in their planning which features and sentence structures are needed to make their writing successful for both fiction and non-fiction texts.To find, identify and draw on examples of how authors have developed characters and settings when planning narratives.	<ul style="list-style-type: none">To independently identify audience and purpose while planning, deciding appropriate form and register.To independently identify compositional skills required linked to genre.To plan development of characters and setting to fit purpose and context when writing narratives.	
Draft writing (true to text structure & purpose & audience)	<ul style="list-style-type: none">To distinguish between different marks they make and give meaning to them.To write some or all of their name.To write a pretend list starting at the top of the paper.	<p>Practise repeating the words in the sentence as they write each one.</p> <p>Write words, phrases and sentences that draw on previously taught knowledge: letter formation, phonic and CEW word knowledge</p>	<p>To refer to given planning to ensure sequence of ideas.</p> <p>To write a series of sentences that relate or are in order create a sequence of narrative</p>	<ul style="list-style-type: none">To write narratives about personal experiences and those of others (real and fictional) that include these.To know that narratives include extra details to interest the reader.To use new vocabulary from their reading, to enhance their work	<ul style="list-style-type: none">To follow their own notes and plans.To describe real and imaginary settings using a range of adjectives, adverbs and similes.To describe known and imaginary characters using a range of adjectives, adverbs and similes.To identify and use appropriate tier 2 vocabulary from their reading and writing models in their own writing, after discussion and modelling.	<ul style="list-style-type: none">To select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.To blend action, dialogue and description within and across paragraphs to convey character and advance the action.To write with an awareness of the cohesion across the text.To write with an awareness of intended formality, organisational and layout devices for a range of audiences and purposes.	<ul style="list-style-type: none">To select appropriate vocabulary from planning, understanding how choices can change and enhance meaning.To make deliberate ambitious word choices to add detail and interest.Have an awareness of sentence structures already written to ensure variation throughout a piece	<ul style="list-style-type: none">Draft and write by composing and rehearsing sentences orally evaluating the impact of different vocabulary, grammar effects and sentence types on the reader.	

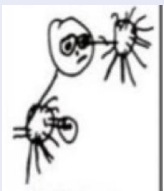


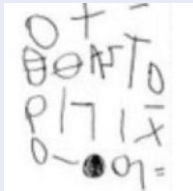
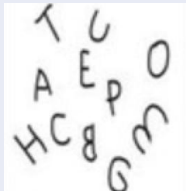
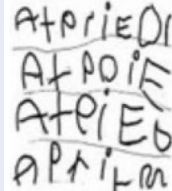
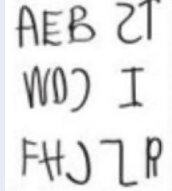
Revise, evaluate & edit (true to text structure & purpose and audience)	<ul style="list-style-type: none"> Describe to someone what they have written or drawn 	<ul style="list-style-type: none"> To re-read words, phrases and sentences for sense and accuracy. Understand this is a common behaviour that good writers do. To listen to or state an idea to improve writing in conversation or discussion. 	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils. Edit for accuracy with scaffolded cues Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> To reread to check that their writing makes sense and that the correct tense is used throughout. To reread to check that all sentences start with a capital letter and end with either a full stop, exclamation mark or question mark. To edit and improve own writing by strengthening the use of verbs, nouns, adjectives and adverbs. To evaluate their writing with the teacher or other pupils and make additions, revisions or corrections. 	<ul style="list-style-type: none"> To assess the effectiveness of their own and others' writing and suggest improvements. To proofread and correct spelling and punctuation errors. To propose changes to grammar and vocabulary to improve consistency and effect 	<ul style="list-style-type: none"> To proofread to check for spelling and punctuation errors, more than once - as the writing develops To propose changes to grammar and vocabulary to improve consistency, including the appropriate choice of pronoun, in their own and others' writing. To discuss and propose changes, with a focus on audience and purpose. To use peer and self-assessment to proof read accurately, correct errors in spelling and punctuation. To edit work by changing nouns or pronouns for clarity and cohesion. To redraft writing by changing sentence structures to add interest To use the given success criteria independently to identify what improvements need to be made to their writing. 	<ul style="list-style-type: none"> To ensure consistent and correct use of tense. To ensure correct subject verb agreement. To proof read throughout the writing process to check for spelling and punctuation errors. To propose changes to grammar, vocabulary and punctuation to clarify meaning and enhance effect in their own and others' writing. To redraft their work to make changes to the structure, ensuring clarity for the reader. 	<ul style="list-style-type: none"> To proofread to check for spelling and punctuation errors, independently, and appropriate to task (edit for accuracy). To adapt and refine grammar and vocabulary choices to enhance meaning. Have an awareness of what has already been written, pausing frequently to revise their writing to enhance its effect (revising).
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Text structure								
	FS1	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Genre suggestions	None	None	Narrative (description/part of a story) Instructions, Recount	Narrative, Information/Non-chron Report, Recount	Narrative, Non-Chron Report, Recount/diary, Explain	Narrative Recount/diary, Non-Chron, Report, Explain	Narrative, Report, Recount/diary, Explain, persuade	Narrative, Report, Recount/diary, Explain, persuade and discuss
Across all writing	Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing 	<ul style="list-style-type: none"> Be able to retell stories with a beginning middle and end and include key details. Ask and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story. To orally use sequencing words, e.g. 'first, next'. Use talk to draw conclusion; explain effects; speculate and make predictions 	<ul style="list-style-type: none"> Write a series of sentences that link together. 	<ul style="list-style-type: none"> Order writing using line breaks to show new ideas in narrative or use numbers in non-fiction 	<ul style="list-style-type: none"> To use paragraphs to group related sentences. Use strategies used to create flow (e.g. pronouns, cohesive phrases and references back to previous points To include introductions/openings and conclusions/ending s that set the tone for the reader. To use simple organisational devices, such as headings and subheadings in non-narrative. Closing signalled in narrative and non-fiction, e.g. eventually..., ultimately.... 	<ul style="list-style-type: none"> To use paragraphs to organise ideas around a theme. To start new paragraphs <ul style="list-style-type: none"> - in narrative when there is a change of time, setting, theme or character. -in non-fiction when there is a change of focus or time. Write sentences that are developed on from previous sentences to form a group of connected / related ideas. To identify structure, suitable for the given audience and purpose. To select appropriate simple organisational devices in non-narrative. 	<ul style="list-style-type: none"> To use further organisational and presentational devices to structure text and guide the reader, such as bullet points and underlining. To build cohesion within and across paragraphs using a range of devices: conjunctions and phrases that back reference previous points, consistent tense and adverbials of time, adverbials of place and adverbials of number. To ensure the consistent and correct use of tense throughout a piece of writing. To show awareness of different levels of formality linked to different types of writing (diary/report) Know formal writing contains no contracted words or abbreviations and draws on more technical language To know informal writing can draw on abbreviations, contracted words and speech like sentence structures. 	<ul style="list-style-type: none"> To build cohesion within and across paragraphs using a range of devices: conjunctions and phrases that back reference previous points, consistent tense and adverbials of time, adverbials of place and adverbials of number. To select appropriate organisational and presentational devices for effect, to structure text and guide the reader. To ensure the consistent and correct use of tense throughout a piece of writing. To consistently use a range of tenses, showing assured control. To use decisions about intended formality to dictate writing style, vocabulary and speech choices. To understand that there is a scale of formality.
Instructions			Instructions, know that: <ul style="list-style-type: none"> Begin by defining the goal or desired outcome. Have sequenced / numbered steps to achieve the goal May contain diagrams and illustrations. 	Instructions, know that: <ul style="list-style-type: none"> - Lists any material or equipment needed, in order. -Keeps to the order in which the steps need to be followed to achieve the stated goal. -Diagrams or illustrations may take the place of some written text. -Uses imperative verbs within commands) - Instructions may include negative commands. -May include additional advice 	No new knowledge linked to instructions and or recipes. In addition to this, this genre is very limiting and will not give as much opportunity as other genres to practice sentence and word level work that will help children to hone their writing. Therefore, choose this genre with caution in KS2.			

Recount		<p>Recounts: know that</p> <ul style="list-style-type: none"> Refer to real events Begin by setting the scene. Sequence events in the order they happened Contain some additional detail about each event. Finish with closing statement Are usually written in the past tense. Personal recounts are common and use first person, but sometimes the third person (then they) 	<p>Recounts: know that</p> <ul style="list-style-type: none"> Follow the features outlined in KS1 and also that: Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I’m in the park and I suddenly see a giant bat flying towards me!). Follow chronological order using temporal conjunctions, adverbs and adverbial phrases are common (then, next, first, afterwards, just before that, at last, meanwhile). Contain some reader orientation such as scene-setting or establishing context Include re-orientation, e.g. a closing statement that may include elaboration. Make take the form of a diary in which case there may be more emotional responses, thoughts and personal perspectives. 	<p>Recounts: know that</p> <ul style="list-style-type: none"> Follow the features outlined in LKS2 and also: Can be a fictional recounts as part of a narrative piece. In fictional recounts, the recount can sometimes re-order the chronology of events in the narrative - using techniques such as flashbacks and moving the focus backwards and forwards in time.
Narrative		<p>Narratives, know that:</p> <ul style="list-style-type: none"> Simple narratives and are told/ written in first or third person and past tense. Events are sequenced to create texts that make sense. Sometimes draw upon repeated or formulaic phrases e.g. Once upon a time ... <p>Y1: Be able to</p> <ul style="list-style-type: none"> Write a short series of sentences <p>NB No expectations to write a full story. Narrative types: description / alternative ending / part of a story</p> <p>Y2: should also be able to</p> <ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional) <p>NB No expectations to write a full story. Consider for summer term using 3 part plan. Narrative types: description / alternative ending / whole sections of a story</p>	<p>Narratives, know that:</p> <ul style="list-style-type: none"> Narratives and retellings are written in first or third person and past tense, occasionally present tense. Events are sequenced to create chronological plots through the use of adverbials and prepositions. Dialogue begins to be used to convey characters’ thoughts and to move the narrative forward typical characters, settings and events are used in each genre. conjunctions, adverbs and adverbial phrases are widely used to: move the narrative along, signal time (later that day, once) or move the setting to surprise or create suspense. <p>Y3: Be able to</p> <ul style="list-style-type: none"> Write with an awareness of the above features To write a story in which a plot is developed. Include extra detail to interest the reader <p>Y4 should also be able to</p> <ul style="list-style-type: none"> Builds excitement as the hero faces and overcomes a problem Effectively blends action, dialogue and description Uses dialogue to advance the action. “What was that noise? Did you hear it too?” 	<p>Narratives, know that:</p> <p>Have the features taught in LKS2 and:</p> <ul style="list-style-type: none"> May include changes in chronology by not telling the events in order (time shifts, flashbacks, backtracking). Use taught techniques (conjunctions, adverbs and adverbial phrases and dialogue) to control the pace of the narrative (giving more/less detail in more/less important parts of the story). Shows characterisation through the use of description and dialogue. Use evocative language to engage and excite the reader and create atmosphere <p>Y5: Be able to</p> <ul style="list-style-type: none"> Write a narrative that shows an awareness of these taught features Describe settings and characters with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace and atmosphere. To suggest that something is going to happen over a series of sentences or paragraphs. <p>Y6 Should also be able to:</p> <ul style="list-style-type: none"> Drop clues to encourage involvement through prediction, (The captain welcomed them aboard but his eyes were narrow and cruel-looking ...) Build tension in waves, with one problem after another accelerating the adventure with the high point of tension near the end. Develop characterisation through description and dialogue Vary and control the pace of their own writing to hold the interest of the reader

Non-chron/information		<p>Non-chronological reports/information texts, know that</p> <ul style="list-style-type: none"> • A series of information / factual sentences is a information text • These have a title that states what the writing is about 	<p>Non-chronological reports/information texts, know that:</p> <ul style="list-style-type: none"> • Begin an opening statement. • Information organised to help the reader • main ideas grouped together. • have subtitles • Often written in the third person and present tense. 	<p>Non-chron reports: know that:</p> <ul style="list-style-type: none"> • Begin with an opening statement, often a general classification sometimes followed by a more detailed or technical classification • a description of whatever is the subject of the report • Use technical vocabulary • Description is used for precision rather than to create an emotional response (so imagery is not heavily used). • grouped information linked to the subject of the report • Tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). • Description is usually an important feature, including the language of comparison and contrast. • Use headings and subheadings to group ideas • Sometimes written in the past tense, as in a historical / newspaper report. (although think carefully before choosing this complex genre) <p>From Y4 onwards there is no new 'knowledge' relating to reports. For this reason this genre can be a good way to reduce cognitive load when trying to practice other organisational devices or grammar knowledge.</p>	
Explanation			<p>(not required by NC but schools may choose this form if they wish)</p> <p>Explanations, know that:</p> <ul style="list-style-type: none"> • Begin with a statement to introduce the topic. • Contain a series of logical steps explaining how or why something occurs 	<p>Explanations, know that:</p> <ul style="list-style-type: none"> • Begin with a statement to introduce the topic. • Contain a series of logical steps explaining how or why something occurs. • Use of temporal conjunctions or adverbs or adverbial phrases, e.g. first, then, after that, finally. • Use of causal conjunctions, e.g. so, because of this <p>From Y4 onwards there is no new 'knowledge' relating to explanations. For this reason this genre can be a good way to reduce cognitive load when trying to practice other organisational devices or grammar knowledge.</p>	
Persuade/Argue/Discuss				<p>Persuasive texts, know that:</p> <ul style="list-style-type: none"> • Begin with an opening which states the position. • Sequence of arguments as points with some elaboration. • Convey a convincing viewpoint using the point of view of others or 'factual' data to support or contrast writer's own opinion. • Close with reiteration as a summary and restatement of the opening position. 	<p>Discussion texts, know that:</p> <ul style="list-style-type: none"> • Begin with a statement of the issue plus a preview of the main arguments • Arguments for, plus supporting evidence • Arguments against, plus supporting evidence (alternatively, argument/counter argument, one point at a time) • End with recommendation – summary and conclusion

Early Pre-Phonemic Stage

Pictures (Pictures tell a story).	Random Scribble (Can start at any point of the page).	Scribble writing. (Scribbles go from left to right).	Symbols that represent letters	Random Letters	Letter Strings. (Letters go from left to right and down the page).	Letter Groups (letters are separated by spaces to represent different words).
						

Sentence Progression

I can write my name.	I can write some recognizable letters.	I am working on representing some sounds in order when I sound out.	I can write initial and end sounds.	<p>I can write cvc words.</p> <p>I can write some high frequency words. (and/the)</p>	<p>I can write some cvc words using a digraph.</p> <p>Eg ship.</p> <p>I can write a few high frequency words.</p>	I can write simple words to match pictures.	<p>I can write a simple sentences using my phonetical knowledge.</p> <p>(May not have finger spaces)</p>	<p>I can start to use full stops.</p> <p>I can read back what I have written.</p>	<p>I am starting to use finger spaces.</p> <p>I am forming my letters correctly.</p> <p>I am starting to use capital letters.</p>	<p>My words can be read by others.</p> <p>I am spelling some of my words correctly and others are phonetically plausible.</p> <p>I can spell many of my high frequency words.</p>
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Writing – Progression Map

	Cycle A						Cycle B					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2 (some texts are also used by FS1)	<p>Marvellous Me The Smeds and the Smoots</p> <p>Little Miss Muffet I'm a Little Teapot A Squash and a Squeeze Room on the Broom</p> <p>Stories Rhyme Mark making Name recognition/ name writing</p>	<p>The Three Little Pigs Three Billy Goats Gruff Guy Fawkes The Christmas Story.</p> <p>Traditional Tales Story Maps Mark making Letter formation Name recognition/ name writing</p>	<p>Non-fiction texts, The Gruffalo's Child, Lost and Found, Handa's Surprise, The Animal Race (Chinese New Year), A Dog Named Haku, The King's Pants</p> <p>Story Maps Non-Fiction Sentences Full stops</p> <p>Story Maps Non-Fiction CVC words Letter formation Capital letters</p>	<p>Superworm The Hungry Caterpillar The Bog Baby BumbleBear</p> <p>What the Ladybird Heard</p> <p>Story Maps Non-Fiction Sentences Full stops</p>	<p>Jim and the Beanstalk The Enormous Turnip Billy's Sunflower The Tiny Seed The Secret Sky Garden</p> <p>Instructions, labels, captions Sentences Basic punctuation</p>	<p>You See A Circus, I see.. The Fabulous Foksett Family Circus Circus Train</p> <p>Film Clips - The Greatest Showman, Dumbo</p> <p>Poems Writing sentences Handwriting</p>	<p>Marvellous Me The Smeds and the Smoots</p> <p>Jack and Jill Hickory Dickory Dock The Gruffalo Stickman</p> <p>Stories Rhyme Mark making Name recognition/ name writing</p>	<p>Goldilocks and the Three Bears The Gingerbread Man Little Red Riding Hood Guy Fawkes The Story of Christmas</p> <p>Traditional Tales Story Maps Mark making Letter formation Name recognition/ name writing</p>	<p>Lost and Found The Littlest Bear A Dog Named Haku The Mixed Up Chameleon The Animal Race (Chinese New Year)</p> <p>Non-Fiction CVC words Letter formation Capital letters</p>	<p>Cave Baby Jack and the Beanstalk Zog Elves and the Shoemaker The Three Billy Goats Gruff</p> <p>Story Maps Non-fiction Sentences Full stops</p>	<p>Commotion in the Ocean The Snail and the Whale Tiddler Somebody Swallowed Stanley Pirates in Pyjamas</p> <p>Instructions, labels, captions Sentences Basic punctuation Rhyming</p>	<p>The Storm Whale Tiddalik The Hungry Caterpillar The Tiny Seed Clean Up Bog Baby The Teddy Bears Picnic</p> <p>Story Maps Writing Sentences Handwriting Punctuation</p>
KS1	<p>What the ladybird heard at the seaside Sally and the Limpet</p> <p>Fiction Narrative Retell. Innovation of the story (beginning, middle, end)</p> <p>Colourful semantics: who, what doing.</p> <p>Character description</p>	<p>The lightHouse Keeper Lunch. Guy fawkes</p> <p>Instructions - Making a sandwich.</p> <p>Narrative</p> <p>Colourful semantics Adjectives Question marks Commas for a list Character description Imperative verbs</p>	<p>I love you, blue Kangaroo. Tatty Ratty</p> <p>Comic strips, narrative.</p> <p>Innovation of the story.</p> <p>- Recognising simple and recurring language, rhyming words. -Prediction, questions and inference. -4 Types of sentences y2 (include questions and exclamation y1)</p>	<p>Non-fiction: All about the poles</p> <p>Non fiction Y1 Fact Sentences with a title.</p> <p>Y2 Fact sentences with subtitles. Beginning to understand that information is grouped together around a theme.</p>	<p>A Year on Adams' farm Food for the future</p> <p>Non-Fiction: Fact Sentence writing.</p> <p>Recount - On Farm Trip</p> <p>Sequencing Past tense Questions Adjectives Imperative verbs</p>	<p>Non-fiction - Explorers</p> <p>Fiction - The great explorer</p> <p>Innovative Diary entry</p> <p>Narrative - Beginning, middle and end.</p> <p>Hot seating Commas for a list</p>	<p>Traditional Tales</p> <p>Three little pigs Goldilocks and the three bears</p> <p>Fiction Colourful semantics: who, what, doing. Character description Innovation of story (beginning, middle, end)</p> <p>Exclamation sentence</p>	<p>Twisted traditional Tales (modern texts, alternative endings)</p> <p>The three little wolves and the big bad pig</p> <p>Goldilocks and just the one bear</p> <p>Structure/comparison Colourful semantics Adjectives Question marks</p> <p>Producing and illustrating book pages</p>	<p>Zog and the Flying Doctors- Julia Donaldson</p> <p>Nurse Clementine- Simon James</p> <p>Comic strips, narrative letter/captions with imperative verbs</p> <p>- Recognising simple and recurring language, rhyming words. -Prediction, questions and inference. -4 Types of sentences y2 (include questions and exclamation y1)</p>	<p>Charlie and Lola- I do know about Chocolate Fairtrade (making chocolate) Non fiction Y1 Persuasive leaflet -captions Y2 Persuasive leaflet</p> <p>Weather poetry Michael Rosen -Exposure to poetry -Shape/visual poetry. -Speaking and performing poetry. -Expanded noun phrases.</p>	<p>A Walk In London Sequencing Past tense Questions Diary entry Adjectives Imperative verbs Persuasive poster</p>	<p>Vlad and the great Fire of London -Narrative Fiction</p> <p>Instruction writing -making a tudor house</p> <p>-Diary entry -Hot seating -Instructions for making a tudor house. -Commas for a list</p>
LKS2	<p>Stone Age Boy</p> <p>Recount: Diary Entry</p> <p>Survival Guide - Instructions/Explanation</p> <p>Class Reader: The Stone Age and woolly mammoths.</p>	<p>Flat Stanley</p> <p>Flat Stanley Lost in New York.</p> <p>Postcard Recount</p> <p>Non-chronological report (information)</p> <p>Class Reader: Flat Stanley</p>	<p>The BFG</p> <p>Fact File - On one of the giants.</p> <p>Character Descriptions - The BFG?</p> <p>Class Reader: The BFG</p>	<p>The BFG</p> <p>Dream Jar - Poem EXTRA</p> <p>Narrative: 1st Person: Retelling a part of the story from BFG point of view (plot focus)</p> <p>Class Reader: The BFG</p>	<p>The Iron Man</p> <p>Dialogue: A conversation between Hogarth and his parents.</p> <p>Narrative: Setting Description.</p>	<p>Railway/ Sustainability</p> <p>The Canal</p> <p>Narrative - Dialogue/warning conversation.</p> <p>Narrative: 3rd Person Warning Tale (tp include Dialogue).</p>	<p>Viking Tales: The Battle for the Viking Gold</p> <p>Recount: Diary Entry</p> <p>Class Reader: How To Train Your Dragon - Cressida Cowell</p>	<p>The Vikings are Coming</p> <p>Setting Description</p> <p>Character description - Dragons</p> <p>Class Reader: How To Train Your Dragon - Cressida Cowell</p>	<p>Mummies Unwrapped</p> <p>Instructions/Explanation - Mummification</p> <p>Non-chronological report (information)</p> <p>Class Reader: The Ancient Egyptian Sleepover</p>	<p>The Rainforest Book</p> <p>Animal Fact File What the Macaw Saw</p> <p>There's a Rangatangi in my bedroom</p> <p>Narrative - 1st Person, journey through a rainforest (as an explorer)</p>	<p>Beowulf (Young Reading)</p> <p>Poetry: Kennings - For Beowulf - describing Grendel.</p> <p>Dialogue: Conversation between Beowulf and King Hrothgar's (Chapter 6)</p>	<p>Dorset Folk Tales for Children</p> <p>Cinquain - for description</p> <p>Narrative: Traditional Tales (story openings and endings) Dialogue</p> <p>Class Reader: Dorset Folk Tales</p>

Autumn Term 1		Autumn Term 2	
What the ladybird heard at the seaside/Sally and the limpet		Lighthouse keeper stories	
Narrative Retell	Narrative Retell - innovation	Character Description (2 weeks)	Instructions (2 weeks)
On going: - sentences, capital letters, finger spaces, full stops			
<ul style="list-style-type: none"> • Colourful semantics: who, what doing. • Sequence events • Story maps • Adjectives <ul style="list-style-type: none"> • Character description 	<ul style="list-style-type: none"> • Colourful semantics: who, what doing. • Story maps • Adjectives • Character description • Beginning.middle.end • Problems - solutions 	<ul style="list-style-type: none"> • What character looks like • How the characters acts, speaks and moves • What the character thinks and feels • Adjectives 	<ul style="list-style-type: none"> • Imperatives (bossy words) • Numbered • Timestarters • Adverbs (Y2) • Sequence • Adjectives (Y2) + • Drama - Christmas Play 2 weeks

Spring 1		Spring 2	
I love you, blue Kangaroo/Tatty Ratty		Cold Places and Hot Places	
Fiction - Comic strips	Fiction - Innovation	Non-Fiction: Hot & Cold Places Non fiction Y1 Fact Sentences with a title. Y2 Fact sentences with subtitles.	Non-Fiction: Hot & Cold Places Non fiction Y1 Fact Sentences with a title. Y2 Fact sentences with subtitles.
On going: - Sentences, Capital letters, finger spaces and full stops			
<ul style="list-style-type: none"> • Adjectives • Colourful semantics cards sentence building • Tenses (year 2) • Questions in a speech bubble - comic strip • Story starts • Story endings • Sentences • 4 types of sentences 	<ul style="list-style-type: none"> • Story maps • Colourful semantics • Adjectives • Questions • Exclamations • Beginning, Middle, End • Recognising simple and recurring language, rhyming words. • -Prediction, questions and inference. 	<ul style="list-style-type: none"> • Questions • Title • Headings and subheadings • Present tense • Pronouns: he, she, it, they 	<ul style="list-style-type: none"> • Questions • Title • Headings and subheadings • Present tense • Pronouns: he, she, it, they

Summer 1		Summer 2	
A Year on Adams farm Food for the future		Non-fiction explorers Fiction: The great explorer	
Recounts - Farm trip	Non-Fiction: Fact Sentence writing.	Diary entry	Retell - Beginning, Middle, End
<ul style="list-style-type: none"> • Introduction • First or third person • Past tense • Time starters (conjunctions) • Chronological order 	<ul style="list-style-type: none"> • Title • Questions • Adjectives • Imperative verbs • Headings and subheadings • Present tense • Pronouns: he, she, it, they 	<ul style="list-style-type: none"> • Write in character - first person. • Events • Sequence facts • Questions • Adjectives • Hot seating 	<ul style="list-style-type: none"> • Colourful semantics: who, what doing. • Story maps • Adjectives • Character description • Beginning.middle.end • Problems - solutions

Autumn Term 1		Autumn Term 2	
Stone Age Boy		Flat Stanley Flat Stanley Flat Stanley - Lost in New York.	
Survival Guide	Diary	Recount - Postcard	Non-Chronological Report
<ul style="list-style-type: none"> • Clear Sentence formation. • Time openers. • Subordinating conjunctions. • Coordinating conjunctions. • Clear layout (bullet points/numbering). Titles/Subtitle • Formal Language. • Suffix and Prefix • Commas for Lists. • Present Tense. • Historical language. 	<ul style="list-style-type: none"> • Past Tense • 1st person • Paragraphs • Introduction to + paragraphs to organize ideas) • Use of a and an if the following word starts with a vowel sound. • Expanded noun phrases. • Appropriate choice of pronoun or noun within and across sentences. • Punctuation - capital letters, full stops, comma, exclamation mark, question mark. • Use of commas in a list • Use apostrophes to mark missing letters. 	<ul style="list-style-type: none"> • Past tense • Expanded noun phrases • Fronted adverbials • Commas and colons in a list. • Apostrophes for contractions. (Informal language) • Subordinating conjunctions • Chronological order • Structure - Introduction, Paragraphs, Conclusion. • Emotive language. • Facts/opinion 	<ul style="list-style-type: none"> • 3rd Person • Present Tense • Paragraphing. • Bullet Points. • Subheadings and headings. • Subordinate clauses. • Fronted Adverbials • Noun phrases. • Lists. • Geographical essential vocabulary (location, population etc) • Commas (Lists/fronted adverbials) • Titles/subtitles.

Spring 1		Spring 2	
The BFG		The BFG	
Character Description (BFG)	Fact File (Giant)	Poetry Dream Jar Poetry	Narrative - Retelling Part of a story.
<ul style="list-style-type: none"> • Past Tense. • 3rd Person • Conjunctions: and, but, because • Alliteration. 'Gigantic Giant' • Smilies • Fronted Adverbials • Expanded noun phrases, e.g. <i>their long, nimble claws</i> • Commas for expanded noun phrases and fronted adverbials. • Show not tell. • High Level vocabulary 	<ul style="list-style-type: none"> • Use of formal vocabulary • Cohesive devices (time openers, conjunctions and fronted adverbials) • Paragraphs. • Subordinate clauses. • Did you know statements? • Titles and subtitles • Information is organised into paragraphs. • Commas for lists. • Factual detail 	<ul style="list-style-type: none"> • Alliteration • Similes • ABAB/AABB Rhyming Pattern. • Verses • Powerful verbs and adjectives • Use repetition and to good effect • Linked to the title • Kept a rhythm 	<ul style="list-style-type: none"> • 1st Person • Present Tense. • Clear retelling of the section of the story. • Description - alliteration, similes and noun phrases to describe five sense. • Show, not tell. • Thinking about the character's reaction. • Emotive language to make the reader care. • Fronted adverbials time and manner. • Mixed use of conjunctions for subordination and coordination. • Contractions. • Thoughts and feelings.

Summer 1		Summer 2	
The Iron Man		The Canal	
Dialogue: A conversation between Hogarth and his parents.	Narrative: Setting Description.	Narrative - Dialogue/warning conversation.	Narrative: 3rd Person Warning Tale (tp include Dialogue).
<ul style="list-style-type: none"> • Inverted Commas for speech • Varied reporting clauses. • Use of a comma, full stop, question mark or exclamation mark at the end of the speech. • Movement of reporting clause for year 4. (Beginning and end for year 4, only end for year 3). • Balance of narrative and dialogue. • 3rd Person. • Pay attention to what the character might say. 	<ul style="list-style-type: none"> • Present Tense. • 3rd Person • Description - alliteration and similes. • Expanded noun phrases. • Fronted adverbials. • Punctuation - capital letters, full stops, commas, exclamation marks. • Contractions. • Similes. • Alliteration. 	<ul style="list-style-type: none"> • Inverted Commas for speech • Varied reporting clauses. • Use of a comma, full stop, question mark or exclamation mark at the end of the speech. • Movement of reporting clause for year 4. (Beginning and end for year 4, only end for year 3). • Balance of narrative and dialogue. • 3rd Person. • Pay attention to what the character might say. • Clear warning given. 	<ul style="list-style-type: none"> • Fronted adverbials: Time/Manner • Use of speech. • Expanded noun phrases for description • Use of story structure: Warning given, Warning ignored, traffic ending (lesson learnt). • Setting description/Character description. • Range of sentence types • 3rd Person • Present Tense • Use of all punctuation is taught - contractions, commas for fronted adverbials, full stops and capital letters, Exclamation marks, question marks, inverted commas for speech.

Autumn Term 1		Autumn Term 2	
The Children of the Benin Kingdom.		The Children of the Benin Kingdom.	The Grinch who Stole Christmas
Non-Chronological Report		3rd Person Narrative	Christmas Poetry
<ul style="list-style-type: none"> • Fronted Adverbials of place/manner (Deep in the Benin Kingdom, Interestingly) • Prepositions • Conjunctions - subordinate clauses. • Modal verbs • Paragraphs. • Pictures/diagrams • Titles/subtitles • Commas for Lists 		<ul style="list-style-type: none"> • Relative Clauses • Fronted Adverbials - Time, Place, Manner. • Direct Speech (year 5: show character, year 6: advance the action) • Relative Clauses • Paragraphs • Conjunctions - coordinating & subordinate. • Commas to show subordination (Subordinate clause at the front.) • Adverbials • Expanded Noun phrases for description. 	<ul style="list-style-type: none"> • Personification • Syllables and rhythm in poetry • Similes/metaphors • Alliteration • Structure - (headings/subheadings) • Ordered list of instructions. • May include diagrams with captions. • Imperative verbs (commands) • Colon and bullet points for a list.

Writing – curriculum map – UKS2 – cycle A



Spring Term 1		Spring Term 2	
Holes		Holes	Holes
Character Description	Diary Entry	Persuade, Inform, Entertain	Narrative - Setting Description
<ul style="list-style-type: none"> • Past Tense. • 3rd Person • Coordinating and subordinating conjunction (see secondary progression map.) • Alliteration. • Smilies • Fronted Adverbials • Expanded noun phrases, • Commas for expanded noun phrases and fronted adverbials. • Show not tell. • High Level vocabulary. • Colon and bullet points for a list. • Relative Clauses. 	<ul style="list-style-type: none"> • Cohesive devices such as those below • Modal verbs • Adverbials (see secondary SPaG progression) • Pronouns • Paragraphs • Conjunctions (subordinating and coordinating) • Past tense (simple and progressive) • Temporal conjunctions, adverbs and adverbial phrases to follow chronological order • Contains reader orientation such as scene-setting/establishing context • Chronology may vary (may include flashbacks) • Describe setting and characters with carefully chosen vocabulary to enhance mood, create pace and atmosphere. 	<ul style="list-style-type: none"> • Persuade: Persuade someone to buy oracle bones. <ul style="list-style-type: none"> ◦ Imperative verbs (commands) ◦ Commas and semicolons in a list • Inform: What are oracle bones? <ul style="list-style-type: none"> ◦ Adjectives ◦ Relative Clauses and parenthesis using , - () • Entertain: Story about someone finding and using the bones and the prediction coming true or not <ul style="list-style-type: none"> ◦ Fronted Adverbials ◦ Direct speech ◦ Manipulating main and subordinate clauses 	<ul style="list-style-type: none"> • Present Tense. • 3rd Person • Repetition. 'Bleak camp, in the middle of a bleak lake, in the middle of a bleak desert.' • Description - alliteration and similes. • Expanded noun phrases. • Fronted adverbials. • Commas for expanded noun phrases and fronted adverbials. • Show not tell. • High Level vocabulary. • Colon and bullet points for a list. • Relative Clauses.

Summer Term 1		Summer Term 2	
Hidden Figures		The Dam	
Fact File - Katherine Johnson	Narrative 1st Person - Katherine Johnson is trying to persuade NASA to let her work on the project	Discussion Piece	Reverse Poetry
<ul style="list-style-type: none"> Formal language Paragraphs (including introduction and conclusion) Conjunctions which link cause and effect (subordinating) Use of colons (description: detail) Non-fiction feature,s e.g. subheadings, titles, pictures, etc. Third person Past tense Relative clauses Expanded noun phrases Parenthesis 	<ul style="list-style-type: none"> Adjectives (WOW words) Metaphors/similes/personification/alliteration Show not tell Colons/semi-colons Commas Exclamation marks Relative clauses (embedded) Sentence manipulation (changing order of main and subordinate clauses) Language to create atmosphere (greater depth) Present tense and 1st person 	<ul style="list-style-type: none"> (Year 6) Active and passive voice (Year 6) Semi-colons (Year 6) Formal vocabulary choices Relative clauses Modal verbs Variety of sentence types Fronted adverbials Subjunctive form (if I were you) 	<ul style="list-style-type: none"> Noun phrases Increased control of complex sentence structures Relative clauses

Writing – curriculum map – KS1 – cycle B



Autumn Term 1	Autumn Term 2		Autumn Term 1
Traditional Tales	Twisted Traditional Tales		Traditional Tales
Three Little Pigs Retell the story with simple innovation Story maps	The three little wolves and the big bad pig Alternative tale	Goldilocks and just one bear (Alternative tale)	Three Little Pigs Retell the story with simple innovation Story maps
<ul style="list-style-type: none"> Exclamation marks Forming correct sentences- full stops, capitals Using phonics to sound out Sequencing sentences Language discussion Prefix un- changing meaning of words Colourful semantics Verb to be Hansel and gretel-happy ever after story 	<ul style="list-style-type: none"> Capital letters Finger spaces Full stops Phonics to sound out Factual sentences Question sentences. Exclamation sentences. Description Key terminology Adjectives 	<ul style="list-style-type: none"> Capital letters Finger spaces Full stops past tense Capitals for proper nouns (names) Regular plural noun suffixes Who, what, doing -simple sentences Word banks 	<ul style="list-style-type: none"> Exclamation marks Forming correct sentences- full stops, capitals Using phonics to sound out Sequencing sentences Language discussion Prefix un- changing meaning of words Colourful semantics Verb to be Hansel and gretel-happy ever after story
	Year 2 <ul style="list-style-type: none"> Capital letters Finger spaces Full stops Phonics to sound out Predictive questions Sentence types. Conjunctions other than 'and' Adjectives Subheadings 	Year 2 <ul style="list-style-type: none"> past tense Capitals for proper nouns (names) Who, what, doing where Word banks 	

Writing – curriculum map – KS1 – cycle B



Spring 1		Spring 2 (Science week theme changes each year - instructions TBC)	
Zog and the flying doctors , Nurse Clementine		Fairtrade/rainforest text	Poetry
Zog and the flying doctors- Fiction - comic strips 2 weeks	Nurse Clementine 1st person narrative letter (year 2) Captions, imperative verbs (year 1)	Fairtrade - Ghana focus/cocoa beans Charlie and Lola - But I do know all about chocolate. Persuasive leaflet	Performance poetry - Michael Rosen Shape poetry - weather
On going: sentences with capital letters, finger spaces and full stops. Using phonics to sound out when spelling new words. Spelling words correctly if provided on word banks and CEW words learnt. Orally composed.			
<ul style="list-style-type: none"> • Adjectives • Colourful semantics cards sentence building • Tenses (year 2) • Questions in a speech bubble - comic strip • Story starts • Story endings • Sentences • 4 types of sentences • Recognising simple and recurring language (rhyming) • Punctuation • Expanded noun phrases - Zog - captions 	<ul style="list-style-type: none"> • Prediction questions and inference. • Lists • Conjunctions • 1st person • Imperative verbs 	<ul style="list-style-type: none"> • Captions • Persuasive language • Subheadings (year 2) • Questions • Lists • Leaflet structure 	<ul style="list-style-type: none"> • Exclamations • Rhyme • Simile • Adjectives • Expanded noun phrases

Summer 1 - London		Summer 2 - Great Fire of London	
A walk through London- Salvatore Rubbino/Katie in London		Vlad and the great fire of London	
Non - fiction Fact sentences	Recount - school trip	Diary entry	Instruction writing
On going: sentences with capital letters, finger spaces and full stops. Using phonics to sound out when spelling new words. Spelling words correctly if provided on word banks and CEW words learnt. Orally compose.			
<ul style="list-style-type: none"> Title Questions Adjectives Imperative verbs Headings and subheadings Present tense Pronouns: he, she, it, they 	<ul style="list-style-type: none"> Introduction First or third person Past tense Time starters (conjunctions) Chronological order 	<ul style="list-style-type: none"> Write in character - first person. Events Sequence facts Questions Adjectives Hot seating 	<ul style="list-style-type: none"> Imperative verbs Prepositions Adjectives Conjunctions (subordinating) (Y2) Subordinate clause

Autumn Term 1		Autumn Term 2	
Viking Tales: The Battle for the Viking Gold Model text: Kassim and the Greedy Dragon		The Vikings are Coming How To Train Your Dragon - Cressida Cowell	
<u>Recount</u>: Diary Entry	<u>Narrative</u>: Setting Description.	<u>Narrative</u>: Character Description	<u>Narrative</u>: Finding Tale Finding an object/or a thing.
<ul style="list-style-type: none"> • Past and Present Tense (identify and understand the difference) • 1st person • Paragraphs Introduction to + paragraphs to organize ideas) • Use of a and an if the following word starts with a vowel sound. • Appropriate choice of pronoun or noun within and across sentences • Verb inflections instead of verb inflections and (we were instead of we was) • Punctuation - capital letters, full stops, exclamation mark, question mark. • Use of commas in a list • Use apostrophes to mark missing letters. 	<ul style="list-style-type: none"> • Present Tense. • 3rd Person • Repetition. 'Bleake island, in the middle of a bleak ocean, in a very far away bleak land.' • Description - alliteration and similes. • Expanded noun phrases. • Fronted adverbials. • Punctuation - capital letters, full stops, commas. 	<ul style="list-style-type: none"> • Past Tense. • 3rd Person • Conjunctions: and, but, because • Alliteration. 'Vicious Vikings' • Smilies • Fronted Adverbials • Expanded noun phrases, e.g. <i>their long, nimble claws</i> • Commas for expanded noun phrases and fronted adverbials. • Show not tell. • High Level vocabulary 	<ul style="list-style-type: none"> • Past Tense • 3rd Person Person person • Paragraphs • Structure - Beginning, middle and end • Dilemma/problem to be solved • Description (adjectives/expanded noun phrase) - Setting the scene, character • Show don't tell • Subject-verb agreement • Fronted adverbial phrase • Punctuation - capital letters, full stops, comma, exclamation mark, question mark. • Inverted comma for speech • Conjunctions - when, before, after, while, so, because

Spring 1		Spring 2	
Mummies Unwrapped Ancient Egyptian Non-Fiction Texts		What the Macaw Saw There's a Rang-Tang in my bedroom	
<u>Instructions:</u> Mummification	<u>Non-Chronological Report:</u> Ancient Egypt	<u>Fact File:</u> An Endangered Animal	<u>Narrative:</u> 1st Person, journey through a rainforest (as an animal).
<ul style="list-style-type: none"> •Structure. •Titles/Subtitles •Bullet points/numbering •Imperative verbs. •Adverbials •Time Openers - now, next after that. •Chronological order - Set of logical steps. •Use of causal conjunctions, e.g. so, because of this 	<ul style="list-style-type: none"> •3rd Person •Present Tense •Paragraphing. •Bullet Points. •Subheadings and headings. •Conjunctions - subordinating. •Fronted Adverbial for manner (How - sneakily, quickly) •Lists (The ancient Egyptians are famous for their pyramids, tombs and hieroglyphics) •Historical essential vocabulary (ancient, pharaoh, sarcophagus, tomb etc) •Commas (Lists/fronted adverbials). •Factual Language. •Structure - introductory paragraph, organise writing into paragraphs etc. 	<ul style="list-style-type: none"> •3rd Person •Opening Paragraph. •Information about endangered species. • Use technical vocabulary. • The description is used for precision rather than to create an emotional response (so imagery is not heavily used). •Paragraphs - grouped information linked to the subject of the report. • It tends to focus on generic subjects (Dogs) rather than specific subjects (My dog Ben). • Use headings and subheadings to group ideas. 	<ul style="list-style-type: none"> •1st Person •Present Tense. •Clear Beginning, Middle and End structure. •Description - alliteration, similes and noun phrases to describe the setting of a jungle. • Show, not tell. • Apparent Problem happening within the jungle. •Emotive language to make the reader care. •Fronted adverbials and prepositions to show time and cause. •Mixed use of conjunctions for subordination and coordination.

Summer 1		Summer 2
Beowulf (Young Reading)		Dorset Folk Tales for Children
Dialogue: Conversation between Beowulf and King Hrothgar's	Narrative: Quest (Dialogue)	Narrative: Traditional Tales (The Old Man of the Sea).
<ul style="list-style-type: none"> • Inverted Commas for speech • Varied reporting clauses. • Use of a comma, full stop, question mark or exclamation mark at the end of the speech. • Movement of reporting clause for year 4. (Beginning and end for year 4, only end for year 3). • Balance of narrative and dialogue. • 3rd Person. • Pay attention to what the character might say. 	<ul style="list-style-type: none"> • Inverted Commas for speech • Varied reporting clauses. • Use of a comma, full stop, question mark or exclamation mark at the end of the speech. • Movement of reporting clause for year 4. (Beginning and end for year 4, only end for year 3). • Balance of narrative and dialogue. • 3rd Person. • Pay attention to what the character might say. • Character and setting description. • Choice of characters (hero vs Villain/monster). • Clear story structure of beginning, build up, battle, victory ending. • Mythological style. • Past tense • Use of all punctuation is taught - contractions, commas for fronted adverbials, full stops and capital letters, Exclamation marks, question marks, inverted commas for speech. • Fronted adverbials: Time/Manner • Expanded noun phrases for description 	<ul style="list-style-type: none"> • Fronted adverbials: Time/Manner • Use of speech. • Expanded noun phrases for description • Use of story structure: 3 wishes and lose it all. • Use of repetition of wishing/calling for the mythical creature etc. • Setting description/Character description. • Range of sentence types • 3rd Person • Present Tense • Use of all punctuation is taught - contractions, commas for fronted adverbials, full stops and capital letters, Exclamation marks, question marks, inverted commas for speech.

Autumn Term 1		Autumn Term 2	
Flanimals Trojan Horse		Who Let the Gods Out Christmas	
Non-chronological report	1st Person Narrative	Developing narrative through dialogue. (Based on Pages 40-44).	Instructions
<ul style="list-style-type: none"> • 3rd Person • Present Tense • Paragraphing. • Bullet Points. • Subheadings and headings. • Subordinate clauses. • Fronted Adverbial for manner (How - sneakily, quickly) • Noun phrases (The sloppy, furry Glib sneaks about.) • Lists (The Glib eats many strange items such as: mangle fruit, pebbles and other Glibs.) • Scientific essential vocabulary (habitat, diet, appearance, omnivore, herbivore, carnivore.) • Commas (fronted adverbials/subordinate clauses/lists.) 	<ul style="list-style-type: none"> • Temporal conjunctions, adverbs and adverbial phrases to follow chronological order • Contains reader orientation such as scene-setting/establishing context • Chronology may vary (may include flashbacks) • Describe setting and characters with carefully chosen vocabulary to enhance mood, create pace and atmosphere. 	<ul style="list-style-type: none"> • Inverted Commas and other speech punctuation (paragraphs, commas, capitalisation.) • Structure of reporting clause. • Balance of narrative and dialogue. • Dialogue to convey character and advance the story. • Comic effect from characters' misunderstanding. • 3rd Person. • Different levels of formality (between characters.) 	<ul style="list-style-type: none"> • Structure - (headings/subheadings) list of materials. • Ordered list of instructions. • May include diagrams with captions. • Imperative verbs (commands) • Colon and bullet points for a list.

Spring 1	Spring 2	
Wolf Brother	Shang Dynasty	Fantastically Great Women Who Changed The World
Narrative 3rd person narrative - retrieving a mythical object.	PIE (Persuade, Inform, Entertain) - three short pieces about Shang Dynasty oracle bones	A non-chronological Report based on a significant person.
<ul style="list-style-type: none"> - 3rd person - Past tense - Cultural values - Emotive language (an inner struggle) - Symbolism - Imagery - Personification to forward the action. - Similes - Punctuation, - ... possessive apostrophes - Variety of sentence length (short sentences for impact.) Complex sentences. Rhythm and Pace. - Show not tell - Active and Passive to add drama. 	<ul style="list-style-type: none"> • Persuade: <i>Persuade someone to buy oracle bones.</i> <ul style="list-style-type: none"> ○ Imperative verbs (commands) ○ Commas and semicolons in a list • Inform: <i>What are oracle bones?</i> <ul style="list-style-type: none"> ○ Adjectives ○ Relative Clauses and parenthesis using , - () • Entertain: <i>Story about someone finding and using the bones and the prediction coming true or not</i> <ul style="list-style-type: none"> ○ Fronted Adverbials ○ Direct speech ○ Manipulating main and subordinate clauses 	<ul style="list-style-type: none"> • Begin with an opening statement • Use of technical vocabulary • Description is important (inc. compare and contrasting) • Use of headings and paragraphs • Third person and present tense • Apostrophes for possession and contraction

Summer 1		Summer 2	
13 Words Lemony Snicket's 13 Words	Climate Change	Blitz WAAF in the TAFF	
A nonsense story based on 13 words	A Persuasive Speech	Narrative - Diary Entry	A radio news report script based on the events of Operation Cromwell.
<ul style="list-style-type: none"> Pupils given a structure to follow e.g. word 1 is an animal, word 2 is an adjective. Follow the flow of the original story. Adjectives Direct speech and its punctuation Manipulating clauses Adverbials 	<ul style="list-style-type: none"> Begin with an opening which states the position; sequence of arguments as points with some elaboration; convey a convincing viewpoint using point of view of others and 'factual' data to support/contrast writer's own opinion; and close with a reiteration Modal verbs Subjunctive 'If I were you' Adverbials Emotive language 	<ul style="list-style-type: none"> Historical fiction set in WW2 on the Home Front. Using information from history topic and/or Taff In The Waaf for setting and characters (eg evacuees in Dorset, Bletchley Park, Home Guard etc). Incorporate photos and illustrations from online archives? - 3rd person, set in the past. - Effective description of characters, setting, atmosphere. - Dialogue to convey character and to advance the action. Narrative voice is different from the language of speech. 	<ul style="list-style-type: none"> Formality in a news report Passive voice - The _____ were stolen by _____. Adverbials of time and place. Use of surnames to talk about people. Relevant clauses. Colons/semi-colons Use of varied lengths of sentence. Short sentences for impact etc.