



ALDINGBOURNE PRIMARY SCHOOL PROGRESSION MAP



SUBJECT: WRITING

INTENT

AUTUMN	EYFS	KEY STAGE ONE		KEY STAGE TWO			
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE (Genres taught)	<p><u>Narrative writing</u> (Write Elmer story)</p> <p><u>Persuasive writing</u> (Elmer Poster)</p> <p><u>Non-chronological reports</u> (Fire Engine Facts, Blue balloons sentences. Elephant Facts, Rainbow sentences)</p>	<p><u>Narrative writing</u> (Retell The Storm Whale, Write ending to 'The Kiss that Missed', Retell story of Rudolph)</p> <p><u>Poetry</u> (Storm poem)</p> <p><u>Traditional Tales</u> (Retell story of 3 Little Pigs, Retell story from wolf's point of view)</p> <p><u>Instructions & Recipes</u> (Instructions on how to build a house,)</p> <p><u>Persuasive Writing</u> (Wanted Poster for a Knight)</p> <p><u>Recounts</u> (Recount local geography walk, Visit to Portchester Castle)</p>	<p><u>Narrative writing</u> (Retell 'The Lonely Beast', Plan & write sequel to 'The Lonely Beast', Retell Handa's Surprise, Golden Ticket description)</p> <p><u>Poetry</u> (Apple poem, Breakfast poem)</p> <p><u>Instructions & Recipes</u> (Write recipe for own granola, Recipe for friendship)</p> <p><u>Persuasive Writing</u> (Food Family Poster)</p> <p><u>Non-chronological reports</u> (Chocolate Facts, Cow & milk facts)</p> <p><u>Explanations</u> (Milk flow chart)</p>	<p><u>Narrative writing</u> (Write own ending to 'Oliver and the Seawigs', Retell A Necklace of Raindrops, Write ending to Kensuke's Kingdom, write next part of the story of 'The Explorer')</p> <p><u>Instructions & Recipes</u> (Write instructions for how to make a seawig)</p> <p><u>Non-chronological Reports</u> (Dinosaur Fact Page related to Christmasaurus)</p> <p><u>Letter writing</u> (Write letter to Santa about Brenda - Christmasaurus)</p>	<p><u>Narrative writing</u> (Retell chapter from 'Outcasts': Destiny, Soldier story of war, Gladiator story)</p> <p><u>Playscripts</u> (Roman Chichester Audio Guide, Write scene from Chariots & Champions)</p> <p><u>Instructions & Recipes</u> (Elf Rules from 'A Boy called Christmas')</p> <p><u>Non-chronological Reports</u> (Roman Chichester leaflet)</p> <p><u>Explanations</u> (Who were the Romans?)</p>	<p><u>Narrative writing</u> (Choice of fiction or non-fiction on Mary Rose, Write new chapter(s) of 'Where the Snow Angels Go')</p> <p><u>Explanations</u> (Who was Rosa Parks?)</p> <p><u>Letter writing</u> (Write persuasive letter to judge about women being allowed to work at NACA - Hidden Figures)</p> <p><u>Playscript</u> (Write scene from Macbeth)</p> <p><u>Diary writing</u> (Elizabeth's diary from the Tower)</p> <p><u>Non-chronological Reports</u> (Non-Fiction on Battle of Bosworth)</p>	<p><u>Narrative writing</u> (Write ending to 'The Torn Book, Write ending to 'Saviours of the Train' chapter, Write own horror/thriller story after reading 'A Christmas Dinner for Souls')</p> <p><u>Poetry</u> (Write poetry about falling of the twin towers)</p> <p><u>Biographies & Autobiographies</u> (Write biography of a famous person)</p> <p><u>Letter writing</u> (Write letter after visiting Great Exhibition)</p> <p><u>Diary writing</u></p>

		<p><u>Non-chronological Reports</u> (Castles Non-Fiction writing)</p>		<p><u>Recounts</u> (Recount of Chichester Harbour Trip)</p>			<p>Write diary entry as Alex from 'Eleven') <u>Non-chronological Reports</u> (Choice of fiction or non-fiction on Mary Rose) <u>Letter writing</u> (Write persuasive letter about getting a pet - Eleven)</p>
<p>SKILLS (Writing - Transcription)</p>	<p><u>Spelling</u> Begin to segment words containing GPCs taught: s a t p i n m d g o c k c k e u r h b f ff l l l</p> <p>Begin to spell tricky words: a is I and go no so to do into has his the</p> <p><u>Handwriting</u> Developing gross motor skills Developing fine motor skills Developing patterns and basic letter movements</p>	<p><u>Spelling</u> Begin to spell words containing GPCs taught: ai ay a-e, ee ea e-e, igh ie i-e, oa ow o-e, oo ew u-e</p> <p>Begin to spell tricky words: again people friend your our oh asked school where their Mr Mrs</p> <p><u>Handwriting</u> Letter formation practice in letter families</p>	<p><u>Spelling</u> Begin to spell words containing GPCs taught: /ee/ ey ye ie, /s/ c se ce /j/ ge dge g /n/ kn gn nn /l/ le el al</p> <p>Spell tricky words: again people friend your our oh asked school where their Mr Mrs please because any many want water great break who whole</p> <p><u>Handwriting</u> Focus on size & place on lines Recap letter families & Capital letters Introduce break letters Diagonal joins to ascender, no ascender, anticlockwise letters Horizontal joins to ascender, no ascender, anticlockwise letters</p>	<p><u>Spelling</u> Red words Homophones & Near Homophones Words with ea letter strings Suffix ly Words beginning with qu, kn & ph When /s/ spelt c Prefixes ex- & str- Suffixes -ture & -sure</p> <p><u>Handwriting</u> Revising joins in a word Revising joins to and from s, r, ff,qu</p>	<p><u>Spelling</u> Red words Homophones & Near Homophones Words with ea letter strings Suffix ly Words beginning with qu, kn & ph When /s/ spelt c Prefixes ex- & str- Suffixes -ture & -sure</p> <p><u>Handwriting</u> Revising joins in a word Revising parallel ascenders and descenders Revising joins to an anticlockwise letter Revising break letters Print alphabet Print capitals</p>	<p><u>Spelling</u> Red words Letter string ough When /ee/ spelt ei after c Homophones and other words that are often confused Words with 'silent' letters</p> <p><u>Handwriting</u> Revision: Practising sloped writing Revision: practising the joins</p>	<p><u>Spelling</u> Red words Letter string ough When /ee/ spelt ei after c Homophones and other words that are often confused Words with 'silent' letters</p> <p><u>Handwriting</u> Self- assessment: evaluating handwriting, checking the joins, consistency of size, letters resting on baseline, ascenders and descenders, consistency of size - capitals and ascenders</p>

SKILLS (Vocabulary, Grammar & Punctuation)	Talk - express themselves using full sentences, past, present and future tenses and make use of conjunctions	How words combine to make sentences Leaving spaces between words Beginning to punctuate sentences using capital letter/full stop	Revise how to use familiar punctuation correctly - capital letters, full stops, exclamation marks & question marks Sentences with different forms: statement, question, exclamation, command Past and present tense	Expressing time, place & cause using conjunctions & adverbs Co-ordinating and sub-ordinating conjunctions Fronted Adverbials Introduction to inverted commas to punctuate direct speech Past and present tense, including irregular forms	Expressing time, place & cause using conjunctions & prepositions Clauses & subordinate clauses Fronted Adverbials & use of comma after fronted adverbials Use of inverted commas and other punctuation to indicate direct speech Appropriate choice of pronoun or noun within & across sentences	Indicating degrees of possibility using adverbs or modal verbs Use of commas to clarify meaning and avoid ambiguity	Recognising vocabulary & structures typical of informal/ formal speech, including subjunctive forms Use of the semi-colon, colon and dash to mark the boundary between independent clauses
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SPRING	EYFS	KEY STAGE ONE			KEY STAGE TWO		
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE (Genres taught)	<u>Narrative writing</u> (Write Jolly Postman story) <u>Traditional tales</u> (Write about good and bad characters, Write Goldilocks story, Write Little Red Riding Hood story) <u>Recounts</u> (Write sentences about Spring Walk)	<u>Narrative writing</u> (Write Traction Man scenarios, Write sequel to Traction Man, Write own story 'Alien on Earth', Write setting description, Write own 'Great Explorer' Story) <u>Biographies & Auto-biographies</u> (Write Biography of Amelia Earhart)	<u>Narrative writing</u> (Write own 'Orion and the Dark' story based on fears) <u>Poetry</u> (African Poetry) <u>Diary writing</u> (Diary of an Emperor Penguin) <u>Recounts</u> (Recount of Marwell Trip)	<u>Narrative writing</u> (Plan and write story 'The Adventure') <u>Diary writing</u> (Diary of Greek Olympics - choice) <u>Persuasive writing</u> (Write a Greek holiday brochure) <u>Non-Chronological Reports</u> (Write an Ancient Greeks Fact Page,	<u>Narrative writing</u> Choose to write either Dragon story, diary, playscript or poem, Write new chapter for 'Who let the Gods out?') <u>Poetry</u> (Write a Bush Ballad, Write a Khorasani style poem) <u>Diaries & Journals</u>	<u>Narrative writing</u> (Retell 'When the Giant Stirred' from a chosen perspective) <u>Poetry</u> (Refugee Poem, North American poetry) <u>Traditional tales, Myths & Legends</u> (Writing based on traditional Eastern European tales) <u>Newspapers</u>	<u>Narrative writing</u> (Plan and write Beowulf story ending, Bull-fighting description) <u>Poetry</u> (Italian strip poetry)) <u>Non-Chronological Reports</u> (Write a non-fiction fact page about animal/habitat of choice)

	<p><u>Non-Chronological Reports</u> (Write Frog Facts, Write Daffodil facts)</p> <p><u>Letter Writing</u> (Write letter to Goldilocks, write letter to witch, write postcard to giant)</p>	<p><u>Diaries & Journals</u> (Write an extract from Captain Cook's log book)</p> <p><u>Instructions & Recipes</u> (Write directions for following map)</p> <p><u>Non-Chronological Reports</u> (Write facts about continents and oceans,)</p>	<p><u>Non-Chronological Reports</u> (Antarctica writing, Penguin Facts)</p> <p><u>Letter Writing</u> (Write a postcard from Africa)</p> <p><u>Letter Writing</u> (Write letter to Orion)</p>	<p>Write a fact page about The Trenches)</p>	<p>(Write series of diary entries from Howard Carter's diary)</p> <p><u>Letter Writing</u> (Write a letter from Ernest Drake)</p> <p><u>Persuasive writing</u> (Write a persuasive piece of writing advertising a Wonder of the World)</p> <p><u>Non-Chronological Reports</u> (Write a Dragon Fact Page)</p>	<p>(Newspaper article about Ahmet's interview)</p> <p><u>Letter Writing</u> (Write a letter to the Prime Minister, write a letter to the author)</p> <p><u>Persuasive writing</u> (Refugee poster)</p> <p><u>Arguments & Discussions</u> (Write about Deforestation debate)</p> <p><u>Non-Chronological Reports</u> (Write a non-chronological report on a chosen South American country)</p>	<p><u>Explanations</u> (Explanation of the River Rhine's importance for trade)</p>
<p>SKILLS (Writing - Transcription)</p>	<p><u>Spelling</u> Begin to segment words containing GPCs taught: j v w x y z zz qu sh ch th ng ai ee igh oa oo o oar or er ow oi nk air ear ure</p> <p>Begin to spell tricky words: he be we me was her my by you are all she put oush full pull they of</p> <p><u>Handwriting</u> Long ladder letters One-armed robot letters Capitals for the above</p>	<p><u>Spelling</u> Begin to spell words containing GPCs taught: er ur ir, or au aw, ow ou ph, oi oy wh air are ear, ear ere eer</p> <p>Begin to learn alternative spellings for phonemes</p> <p>Begin to spell tricky words: please because any many want water grat break who whole</p> <p><u>Handwriting</u> Practising the vowels Capital letters</p>	<p><u>Spelling</u> Begin to spell words containing GPCs taught: /sh/ s ti ci, /or/ a ar, /u/ o, /o/ a, /er/ or</p> <p>Spell multi-syllabic words</p> <p>Spell tricky words: move prove door poor floor eye shoe hour half parents busy pretty beautiful</p> <p><u>Handwriting</u> Diagonal and horizontal joins to and from r Diagonal and horizontal joins to and from s</p>	<p><u>Spelling</u> Prefixes in- im- Dis- mis- re- sub- il- ir- inter- super- anti- auto- Adding suffixes beginning with vowel letters to words of more than one syllable Suffixes -ous -eous -ious -tion -ation</p> <p><u>Handwriting</u> Joining b and p Relative sizes of letters Parallel ascenders & descenders Size and consistency Developing speed and fluency</p>	<p><u>Spelling</u> Prefixes in- im- Dis- mis- re- sub- il- ir- inter- super- anti- auto- Adding suffixes beginning with vowel letters to words of more than one syllable Suffixes -ous -eous -ious -tion -ation</p> <p><u>Handwriting</u> Introducing sloped writing Parallel ascenders and break letters Size proportion and spacing Speed and fluency</p>	<p><u>Spelling</u> Words with 'silent' letters Words with double letters Red words Suffixes -sion -tion -cian Words ending in -ible & -able Words ending in ant -ance - ent -ence</p> <p><u>Handwriting</u> Developing style for speed: Joining from t Looping from q, j and y Joining from f Joining from s Writing v, w, x, z at speed Pen breaks in longer words</p>	<p><u>Spelling</u> Words with 'silent' letters Words with double letters Red words Suffixes -sion -tion -cian Words ending in -ible & -able Words ending in ant -ance - ent -ence</p> <p><u>Handwriting</u> Writing at speed: inappropriate closing of letters, unclosed letters, spacing within and between words</p>

<p>SKILLS (Vocabulary, Grammar & Punctuation)</p>	<p>Talk - express themselves using full sentences, past, present and future tenses and make use of conjunctions</p>	<p>Using capital letters for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Joining words and joining clauses using 'and'</p>	<p>Past and present tense, including progressive form</p> <p>Apostrophes for contracted form</p> <p>Subordination (when, if that, or because) and co-ordination (or, and, but)</p> <p>Formation of nouns using suffixes -ness, -er</p> <p>Compound words</p> <p>Formation of adjectives using suffixes -ful, -less</p> <p>Use of -ly to turn adjectives into adverbs</p>	<p>Use of a & an</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Developing expanded noun phrases using adjectives</p> <p>Plural and possessive -s</p>	<p>Use of a & an</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Developing expanded noun phrases by modifying adjectives, nouns and preposition phrases</p> <p>Plural and possessive -s</p> <p>Apostrophes to mark plural possession</p> <p>Standard English forms for verb inflections</p>	<p>Relative clauses & relative pronouns</p> <p>Devices to build cohesion within a paragraph</p> <p>Linking ideas across paragraphs using adverbials of time, place and number</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Use the passive voice to affect the presentation of information in a sentence</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Layout devices to structure text - headings, sub-headings, columns, bullets or tables</p> <p>Punctuation of bullet points to list information</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p>
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SUMMER	EYFS	KEY STAGE ONE		KEY STAGE TWO			
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE (Genres taught)	<p><u>Narrative Writing</u> (Write story of The Hungry Caterpillar, Write Butterfly Kiss story, Write Aarrgghh Spider story, Write own Bear Hunt story)</p> <p><u>Poetry</u> Write Spider poem</p> <p><u>Non-Chronological Reports</u> (Write Butterfly facts, Write Ladybird facts, Write Bumblebee facts, Write Bear Facts)</p> <p><u>Letter Writing</u> (Write letter to Bad-Tempered Ladybird, Write letter to Bear)</p>	<p><u>Narrative writing</u> (Retell Owl who was afraid of the dark, Pirate description, Write own Mr Grinling story)</p> <p><u>Poetry</u> (Sea creature poem)</p> <p><u>Letter Writing</u> (Write a postcard from Bognor)</p> <p><u>Instructions & Recipes</u> (Write instructions for treasure maps)</p> <p><u>Newspapers</u> (Write Shipwrecked Sam interview)</p> <p><u>Recounts</u> (Write recount of Grace Darling story)</p> <p><u>Non-Chronological Reports</u> (Write a page for 'Imagine you're a Pirate info book, Write lighthouse facts, Owl Facts)</p>	<p><u>Narrative writing</u> (Write narrative about Max's first crossing, Write speech bubbles before and after accident)</p> <p><u>Poetry</u> (Nessie poem)</p> <p><u>Traditional tales, Myths & Legends</u> (Retell Two Giants story)</p> <p><u>Diary Writing</u> (Diary of visit to London)</p> <p><u>Recounts</u> (Recount of tour of Scotland)</p> <p><u>Letter Writing</u> (Write a Postcard from Wales)</p> <p><u>Persuasive writing</u> (Road Safety Posters)</p>	<p><u>Narrative writing</u> (Plan and write a fictional dinosaur story, Write next chapter of 'The Ice Monster')</p> <p><u>Non-Chronological Reports</u> (Write a dinosaur non-fiction page)</p>	<p><u>Narrative writing</u> (Third person fiction in style of Cressida Cowell,</p> <p><u>Non-Chronological Reports</u> (Write a Beetle Collector's Handbook, Write a non-fiction page, leaflet, recount or story on The battle of Hastings, Write a non-fiction piece either about the Viking way of life or the Anglo Saxon way of life in Britain)</p>	<p><u>Narrative writing</u> (Retell 'Rooftoppers' story from Charles' point of view)</p> <p><u>Poetry</u> (Write Gargoyle poem)</p> <p><u>Diaries & Journals</u> (Series of diary entries about the plague - choice about point of view, Write a diary entry of Mattheo's adventures on the roof)</p> <p><u>Letter Writing</u> (Write a letter to Sophie or Charles giving advice - swap with peers & reply)</p> <p><u>Non-Chronological Reports</u> (Write Sensational Sussex Fact Page)</p>	<p><u>Narrative writing</u> (Creative writing on 'The Lion, The Witch & the Wardrobe')</p> <p><u>Poetry</u> (Letters from the Lighthouse' poetry)</p> <p><u>Biographies & Auto-biographies</u> (Biography of Anne Frank)</p> <p><u>Letter Writing</u> (Write a letter to character from 'Boy in Striped Pyjamas' to ask them to reconcile)</p> <p><u>Persuasive writing</u> (Jarrow March - choice persuasive writing, Persuasive advert for a theme park - Cosmic)</p> <p><u>Non-Chronological Reports</u> (Battle of Britain Fact Page)</p>

<p>SKILLS (Writing - Transcription)</p>	<p>Spelling Begin to segment CVC, CVCC. CCVCC & CCCVCC words</p> <p>Begin to segment words into syllables for spelling</p> <p>Begin to spell tricky words: some come love out house one once what when said ask little like</p> <p>Handwriting Curly caterpillar letters Zig zag monster letters Capitals for the above</p>	<p>Spelling Spell CVC, CVCC. CCVCC & CCCVCC words</p> <p>Spell multi-syllabic & Compound words</p> <p>Spell words with plurals -s and -es</p> <p>Spell words with endings -ing -ed -er & -est</p> <p>Begin to spell tricky words: move prove door poor floor eye shoe hour half parents busy pretty beautiful</p> <p>Intro to dictionaries</p> <p>Handwriting Practising digagonal and horizontal joins</p>	<p>Spelling Adding -es to nouns and verbs ending in y</p> <p>Suffixes - ed, - ing, - er, -est and -y</p> <p>Suffixes -ment, -ness, -ful, -less and -ly</p> <p>Spelling contractions</p> <p>Spelling homophones</p> <p>Handwriting Diagonal join to anticlockwise letter Horizontal joins to and from f Introduce qu Introduce rr, ss ,ff Practise capital letters</p>	<p>Spelling Suffixes -ssion & -cian Ou and ough words Red words Syllable division When /i/ spelt y When /u/ spelt ou When /g/ spelt gue When /k/ spelt -que When /s/ spelt sc When /c/ & /sh/ spelt ch Suffix -sion Irregular plurals</p> <p>Handwriting Consistency in spacing Spacing with apostrophes Layout, speed and fluency practice</p>	<p>Spelling Suffixes -ssion & -cian Ou and ough words Red words Syllable division When /i/ spelt y When /u/ spelt ou When /g/ spelt gue When /k/ spelt -que When /s/ spelt sc When /c/ & /sh/ spelt ch Suffix -sion Irregular plurals</p> <p>Handwriting Size, proportion and spacing including contractions Speed and fluency</p>	<p>Spelling Words ending in -ous -tious & -cious Words ending in -tial & -cial Prefixes pre- & pri- Words with 'silent' letters Suffix-ful Plurals ending in f/fe Verbs ending in y/ies Words ending in -ered Plurals ending in ch o x Words ending in -ibly & -ably Red words</p> <p>Handwriting Different styles for different purposes</p>	<p>Spelling Words ending in -ous -tious & -cious Words ending in -tial & -cial Prefixes pre- & pri- Words with 'silent' letters Suffix-ful Plurals ending in f/fe Verbs ending in y/ies Words ending in -ered Plurals ending in ch o x Words ending in -ibly & -ably Red words</p> <p>Handwriting Revision</p>
<p>SKILLS (Vocabulary, Grammar & Punctuation)</p>	<p>How words combine to make sentences</p> <p>Leaving spaces between words</p> <p>Beginning to punctuate sentences using capital letter/full stop</p>	<p>Punctuating sentences with question mark or exclamation mark</p> <p>Regular plural noun suffixes -s and -es</p> <p>Suffixes that can be added to verbs where no change is needed to the root word - helpful, helped, helper</p> <p>Prefix -un</p>	<p>Apostrophes for possessive form (singular)</p> <p>Commas for lists</p> <p>Expanded noun phrases for description and specification</p>	<p>Expressing time, place & cause using prepositions</p> <p>Revise paragraphs as a way to group related material</p> <p>Developing expanded noun phrases using adjectives</p> <p>Headings and sub-headings to aid presentation in non-fiction</p> <p>Determiners</p>	<p>Expressing time, place & cause using conjunctions & adverbs & prepositions</p> <p>Revise use of paragraphs to organise ideas around a theme</p> <p>Developing expanded noun phrases by modifying adjectives, nouns and preposition phrases</p> <p>Features of non-fiction</p> <p>Determiners</p>	<p>Using the perfect form of verbs to mark relationships of time and cause</p>	<p>How hyphens can be used to avoid ambiguity</p> <p>How words are related by meaning as synonyms and antonyms</p>

				Use of the present perfect form of verbs	Apostrophes to mark plural possession		
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PROGRESSION OF SKILLS - WRITING COMPOSITION

EYFS	KEY STAGE ONE		KEY STAGE TWO			
YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p style="text-align: center;"><u>Planning</u></p> <p>Write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it 	<p style="text-align: center;"><u>Planning</u></p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 	<p style="text-align: center;"><u>Planning</u></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas 	<p style="text-align: center;"><u>Planning</u></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas 	<p style="text-align: center;"><u>Planning</u></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<p style="text-align: center;"><u>Planning</u></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
<p style="text-align: center;"><u>Writing</u></p> <p>Write recognisable letters and learn to form them correctly</p>	<p style="text-align: center;"><u>Writing</u></p> <p>Sequence sentences to form short narratives</p>	<p style="text-align: center;"><u>Writing</u></p> <p>Develop positive attitudes towards and stamina for writing by:</p>	<p style="text-align: center;"><u>Drafting and Writing</u></p> <p>Draft and write by:</p>	<p style="text-align: center;"><u>Drafting and Writing</u></p> <p>Draft and write by:</p>	<p style="text-align: center;"><u>Drafting and Writing</u></p> <p>Draft and write by:</p>	<p style="text-align: center;"><u>Drafting and Writing</u></p> <p>Draft and write by:</p>

<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>		<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 	<ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
	<p><u>Evaluating and Editing</u></p> <p>:</p> <p>Re-read what they have written to check it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p>	<p><u>Evaluating and Editing</u></p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are 	<p><u>Evaluating and Editing</u></p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p><u>Evaluating and Editing</u></p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p><u>Evaluating and Editing</u></p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and 	<p><u>Evaluating and Editing</u></p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and

		<p>used correctly and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) 	Proofread for spelling and punctuation errors	Proofread for spelling and punctuation errors	<p>correct use of tense throughout a piece of writing</p> <ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Proofread for spelling and punctuation errors</p>	<p>correct use of tense throughout a piece of writing</p> <ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Proofread for spelling and punctuation errors</p>
	<p><u>Reading Aloud</u> Read their writing aloud clearly</p>	<p><u>Reading Aloud</u> Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p><u>Reading Aloud</u> Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p><u>Reading Aloud</u> Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p><u>Reading Aloud</u> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p><u>Reading Aloud</u> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>

IMPACT (END POINTS)

EYFS	KEY STAGE ONE		KEY STAGE TWO			
<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Children can hold a pencil effectively using the tripod grip and form lower case and capital letters correctly.</p>	<p>Children in Year 1 will be able to use their phase 3, 4 and 5 sounds to write most words phonetically. They will write simple and compound sentences. They will be able to spell some Yr1 common exception words correctly. They will regularly use capital letters, full stops and finger spaces and sometimes use exclamation marks or question marks when appropriate. They will be able to form lower case, capital letters and digits 0-9 correctly and understand which letters belong to which</p>	<p>Children in Year 2 will be able to use their phonic knowledge to spell polysyllabic words correctly. They will spell most of the Common Exception words for year 2 correctly in their work. They will know how to add the suffix -ed and -ing onto verbs. They will use commas, full stops, capital letters, exclamation marks, question marks and apostrophes for possession and contraction. They will be able to write coherently in the past tense. They will be able to write sequenced</p>	<p>Children in Year 3 will be able to plan, write and edit a range of stories and non-fiction text types using :extending the range of sentences with more than one clause by using a wider range of conjunctions, using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</p>	<p>Children in Year 4 will be confident in discussing and recording their ideas when planning. Increase confidence seen in narrative and non-narrative writing through creating settings, characters and plot, organising sections of writing with paragraphs, varied vocabulary being used for specific purpose, dialogue punctuated correctly and using specific words to express time and cause. Children will have the skills to join more letters correctly. Children will be able to use</p>	<p>A pupil in Year 5 will be able to write for a range of audiences and purposes, choosing appropriate styles, language and effects to suit the purpose. They will be able to plan, produce and edit their work independently to produce work they are proud of. They will be aware of the grammar and punctuation terms appropriate for their age and able to show them in a variety of contexts. They will be able to use a dictionary and standard and emotion thesauruses to further improve</p>	<p>By the end of Year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should</p>

	<p>handwriting 'families'</p>	<p>piece of narrative writing. They will start to extend their sentences with: and, so, if, but, because and when. They will be able to write lower case, capital letters and digits of the correct size, orientation and relationship to one another. Their spacing between words will be the correct size. They will start using some diagonal/ horizontal strokes needed to join and understand which letters are best left unjoined</p>	<p>using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech They will be able to use diagonal & horizontal strokes to join letters and understand which letters are best left unjoined.</p>	<p>a dictionary to help check spelling mistakes. They will be able to use diagonal & horizontal strokes to join letters and understand which letters are best left unjoined. This will increase the legibility, consistency and quality of their handwriting.</p>	<p>their writing by making appropriate word choices. Children will now write legibly, fluently and with increasing speed. They will make choices about shapes of letters and whether or not to join specific letters. They will begin to choose best suited writing implement.</p>	<p>prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Children will now write legibly, fluently and with increasing speed. They will make choices about shapes of letters and whether or not to join specific letters. They will be able to choose best suited writing implement.</p>
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