

Sir Alexander Fleming Primary School

# WRITING PROGRESSION







Updated: May 2023

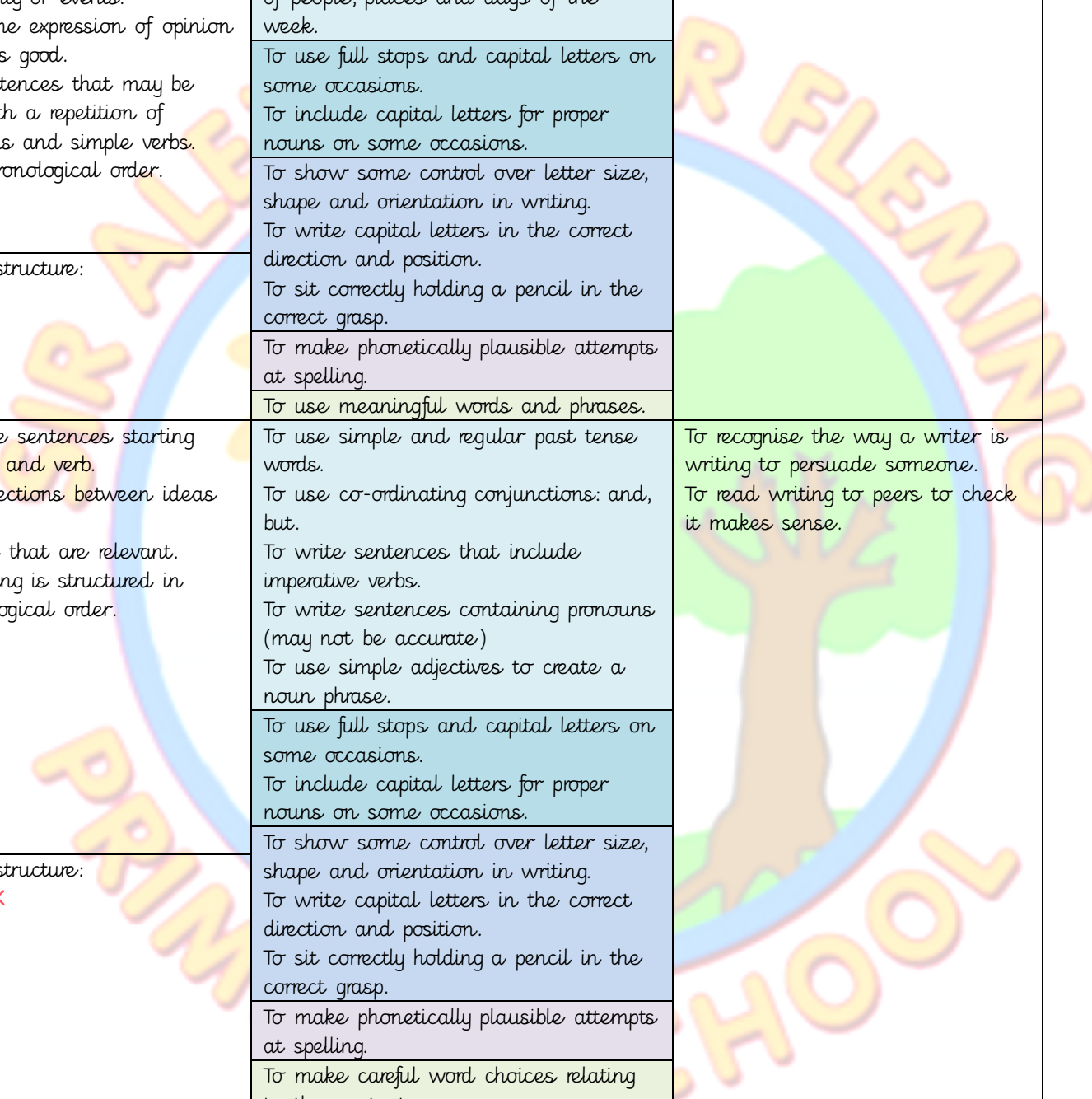

By: Hannah Dornan-Steer

Sir Alexander Fleming Primary School Writing Progression


Expectations by the end of EYFS	SUBSTANTIVE KNOWLEDGE The application of knowledge and strategies that enable children to write for different purposes.		DISCIPLINARY KNOWLEDGE The ability to evaluate and edit writing through the application of substantive knowledge and through the process think critically about writing.	VOCABULARY	
	DECLARATIVE KNOWLEDGE The ability to plan, draft and construct writing	PROCEDURAL KNOWLEDGE The use of grammatical and linguistic features.		The key technical or genre specific vocabulary.	The key spellings required to know and spell.
Nursery	To sequence ideas through talk. To create stories within their play. To hear the initial letter of their name. To write the initial letter in their name.	To use vocabulary of objects and people who are important to them.	To retell simple past events to an adult.	full stop past tense story labels sequence sentence letter formation	is it in at and the to no go I on a
		To use different tools and media to mark make. To hold a pencil between the first two fingers and thumb, To show some control in forming lines and circles.			
		To use vocabulary of objects and people who are important to them.			
Reception	To write own name. To write a short caption. To write labels. To write simple sentences which can be read by themselves and others. To sequence a known story or their own narrative. To develop own narratives by connecting ideas or events. To use language to imagine and recreate roles and experiences. To say the sounds and names of each letter in the alphabet. To say a word and its sounds before writing it.	To use the past tense in their writing. To use prepositions in their writing.	To retell and act out a narrative as part of a group.		
		To begin to use a full stop.			
		To hold a pencil in a tripod grip. To show a preference for a dominant hand. To begin to form letters with the correct orientation.			
		To spell some words correctly and others are phonetically plausible. To spell some tricky words.			
		To use vocabulary of objects and stories they have heard.			

	SUBSTANTIVE KNOWLEDGE		DISCIPLINARY KNOWLEDGE	VOCABULARY	
	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE		The key technical or genre specific vocabulary.	The key spellings required to know and spell.
Expectations by the end of Year 1	The application of knowledge and strategies that enable children to write for different purposes.		The ability to evaluate and edit writing through the application of substantive knowledge and through the process think critically about writing.	The key technical or genre specific vocabulary.	The key spellings required to know and spell.
	The ability to plan, draft and construct writing	The use of grammatical and linguistic features.			
	<p>To write captions, label and attempts other simple forms of writing.</p> <p>To produce own ideas and sentences for writing</p> <p>To show control over word order producing logical statements.</p> <p>To always leaves spaces between words.</p> <p>To begins to show awareness of how full stops are used in writing.</p> <p>To say out loud what they are going to write about before writing.</p> <p>To write sentences that are meaningful.</p> <p>To produce a paragraph or more of developed ideas independently that can be read without help from the child.</p> <p>To provide enough detail to interest the reader.</p>	<p>Grammar</p> <p>To use co-ordinating conjunctions: and, or.</p> <p>To use adjectives to describe.</p> <p>To use simple noun phrases.</p> <p>To consistently use the past and present tense.</p>			
		<p>Punctuation</p> <p>To use capital letters, full stops and finger spaces consistently.</p> <p>To use question marks correctly.</p>			
		<p>Handwriting</p> <p>To show some control over letter size, shape and orientation in writing.</p> <p>To write capital letters in the correct direction and position.</p> <p>To sit correctly holding a pencil in the correct grasp.</p>	<p>To discuss writing with peers.</p> <p>To clearly read writing out loud to others.</p> <p>To reread writing to check it makes sense.</p> <p>To begin to independently make changes to writing.</p> <p>To begin to form and discuss opinions of a written text.</p>	<p>full stop</p> <p>past tense</p> <p>story</p> <p>labels</p> <p>sequence</p> <p>sentence</p> <p>letter formation</p>	<p>the</p> <p>do</p> <p>to</p> <p>today</p> <p>of</p> <p>said</p> <p>says</p> <p>are</p> <p>were</p> <p>was</p> <p>is</p> <p>his</p> <p>has</p> <p>we</p> <p>no</p> <p>go</p> <p>so</p> <p>by</p> <p>my</p> <p>here</p> <p>there</p> <p>where</p> <p>love</p> <p>come</p> <p>some</p> <p>one</p> <p>once</p> <p>ask</p> <p>pull</p> <p>full</p> <p>he</p> <p>me</p>
		<p>Spelling</p> <p>To spell most year 1 common exception words.</p> <p>To use logical phonic strategies when trying to spell unknown words in more than three statements.</p> <p>To segment spoken words into phonemes, spelling some correctly.</p> <p>To use the spelling rules to add the suffix: -s, -ing or -ed.</p> <p>To be able to read and write words with:</p> <p>sh, ch, th, ng, ay, ar, short vowels, ff, ll, ss, ck, y, long vowels, a-e, i-e, o-e, u-e,</p>		<p>verb</p> <p>adjective</p> <p>noun</p> <p>letter orientation</p> <p>co-ordinating conjunctions</p> <p>editing</p> <p>prefix</p> <p>suffix</p> <p>narrative</p> <p>fiction</p> <p>non-fiction</p> <p>persuade</p> <p>convince</p> <p>phonetic</p> <p>regular</p>	

		<p>wh, ay, ea, igh, y, ow, ew, ou, oi, oy, or, al, nk, er, ir, ur, au, aw</p>			<p>she house our friend school put push you your they be</p>
		<p>Genre focus for Year 1</p>			
<p><u>Narrative</u> To entertain and enthrall</p> <p>Genres: Familiar settings Repeating patterns Traditional tales Stories on a theme Fairy tales Modern fiction</p> <p>Focused texts:</p>    	<p>To construct brief and simple sentences. To retell familiar stories and recount events. To recite stories using story language and order events. To explain orally and begin to write where events take place. To act out stories to portray characters and motives. To have ideas that are relevant to the context. To form understandable ideas. To communicate meaning, even though word choice is limited. To use patterns and language from familiar stories and experiences in own writing.</p>	<p>To use proper nouns for the names of people, places and days of the week. To write sentences in the past tense using regular past tense verbs: loved, jumped. To write sentences that predominantly start with a pronoun and verb. To begin to include adverbials of time to sequence. To use simple adjectives in a noun phrase. To use co-ordinating conjunctions: and, but.</p> <p>To begin to punctuate sentences using a capital letter and full stop.</p> <p>To show some control over letter size, shape and orientation in writing. To write capital letters in the correct direction and position. To sit correctly holding a pencil in the correct grasp.</p> <p>To make phonetically plausible attempts at spelling.</p> <p>To begin to include some interesting and exciting vocabulary (may be repeated from a known text)</p>	<p>To use meaningful words and phrases that express ideas. To read writing to peers to check it makes sense. To make decisions about where authors have set a story and the events that take place.</p>		
<p><u>Recounts</u> To retell events (from either the point of view of</p>	<p>To describe incidents from their own experiences in an audible voice using sequencing words and phrases. To write simple first-person recounts linked to topics of interests or personal experiences.</p>	<p>To use simple and regular past tense words. To use co-ordinating conjunctions: and, but. To include some noun phrases with simple adjectives.</p>	<p>To read personal recounts and begin to recognise the generic structure for example, the sequence of events. To read writing to peers to check it makes sense.</p>		


<p>someone who was there or from an impersonal standpoint)</p> <p>Cross curricular writing:</p> <p>Biography Diary Report Trip reflection Experiment</p>	<p>To write a short series of comments about an activity or events. To include some expression of opinion such as, it was good. To include sentences that may be speech like with a repetition of pronouns, nouns and simple verbs. To write in chronological order.</p>	<p>To include proper nouns for the names of people, places and days of the week.</p>			
<p>To follow the structure: <b>TITLE</b> <b>EVENT 1</b> <b>EVENT 2</b> <b>CONCLUSION</b></p>	<p>To use full stops and capital letters on some occasions. To include capital letters for proper nouns on some occasions.</p>	<p>To show some control over letter size, shape and orientation in writing. To write capital letters in the correct direction and position. To sit correctly holding a pencil in the correct grasp.</p>			
<p><u>Persuade</u></p> <p>To persuade the reader to a particular viewpoint through rational argument.</p> <p>Genres:</p> <p>Letters Postcards</p> <p>Focused texts:</p> 	<p>To write simple sentences starting with a subject and verb. To make connections between ideas and events. To write ideas that are relevant. To ensure writing is structured in simple, chronological order.</p>	<p>To use simple and regular past tense words. To use co-ordinating conjunctions: and, but. To write sentences that include imperative verbs. To write sentences containing pronouns (may not be accurate) To use simple adjectives to create a noun phrase.</p>	<p>To recognise the way a writer is writing to persuade someone. To read writing to peers to check it makes sense.</p>		
<p>To follow the structure: <b>WHAT I THINK</b></p>	<p>To use full stops and capital letters on some occasions. To include capital letters for proper nouns on some occasions.</p>	<p>To show some control over letter size, shape and orientation in writing. To write capital letters in the correct direction and position. To sit correctly holding a pencil in the correct grasp.</p>			
		<p>To make phonetically plausible attempts at spelling.</p>			
		<p>To make careful word choices relating to the content.</p>			

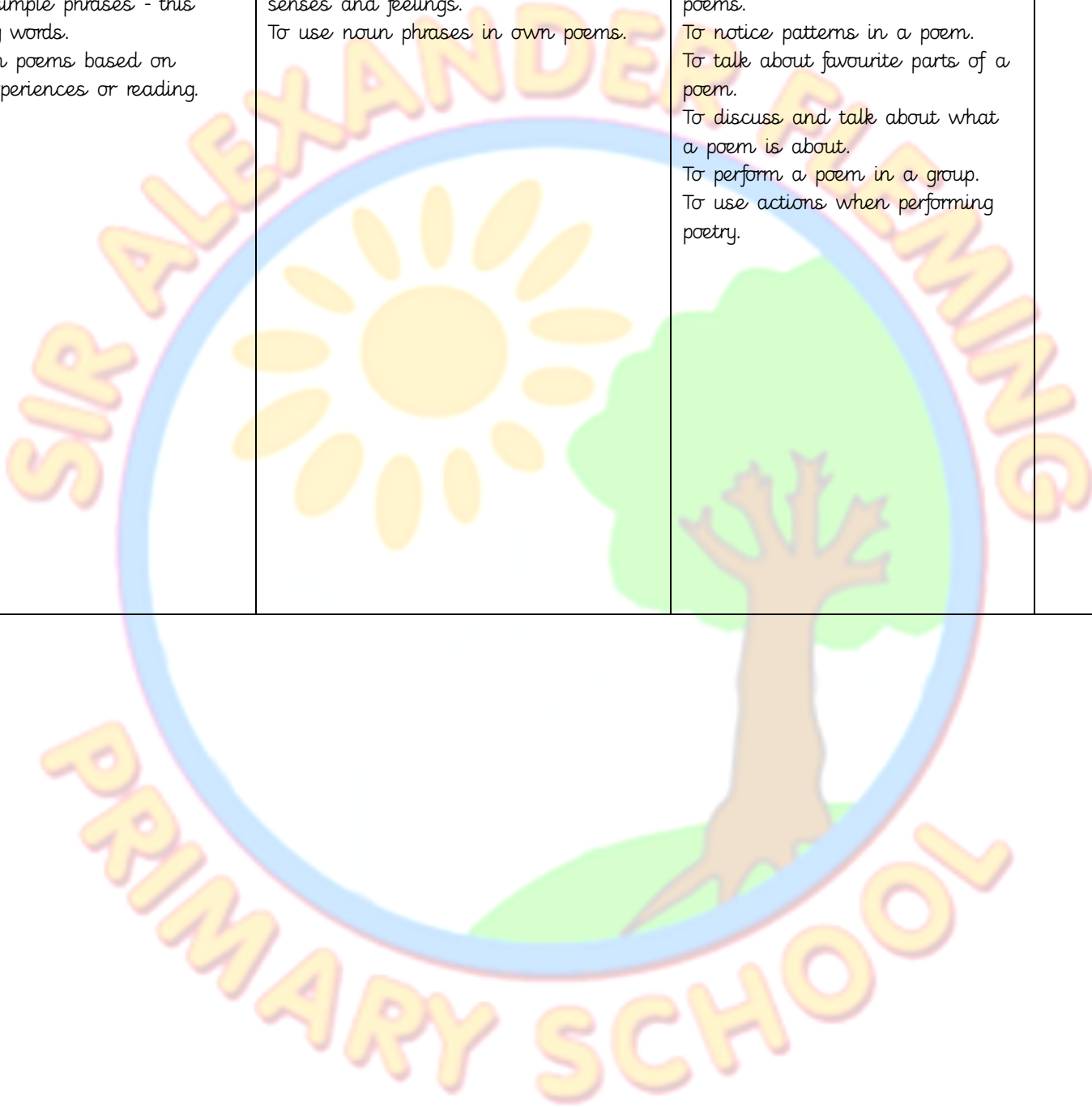
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<p><u>Instructions</u></p> <p>To tell someone how to do or make something.</p> <p>Focused texts:</p> 	<p>To orally give clear instructions.</p> <p>To listen and follow a single more detailed instruction.</p> <p>To follow a short series of instructions in a shared context.</p> <p>To follow written labels.</p> <p>To contribute to class compositions of instructions.</p> <p>To write two consecutive instructions independently.</p> <p>To write simple words and phrases mainly in an appropriate order and the procedure is generally clear.</p> <p>To write in a structured, simple chronological order.</p>	<p>To use simple and regular past tense words.</p> <p>To use co-ordinating conjunctions: and, but.</p> <p>To write sentences that include imperative verbs.</p> <p>To use full stops and capital letters on some occasions.</p> <p>To include capital letters for proper nouns on some occasions.</p> <p>To show some control over letter size, shape and orientation in writing.</p> <p>To write capital letters in the correct direction and position.</p> <p>To sit correctly holding a pencil in the correct grasp.</p>	<p>To read and follow a short sequence of instructions written by someone else.</p> <p>To reread writing to peers and check it makes sense.</p> <p>To follow and carry out instructions.</p>		
<p><u>Discursive</u></p> <p>To present arguments and information from different viewpoints.</p> <p>Cross curricular writing:</p> <p>Newspaper</p> <p>Leaflet</p> <p>Debate</p>	<p>To write in mainly simple sentences.</p> <p>To sustain writing with ideas that are relevant.</p> <p>To connect ideas by writing in simple, chronological order.</p> <p>To explain orally before beginning to write.</p>	<p>To use simple and regular past tense words.</p> <p>To use co-ordinating conjunctions: and, but.</p> <p>To use full stops and capital letters on some occasions.</p> <p>To include capital letters for proper nouns on some occasions.</p> <p>To use question marks with support and prompts.</p>	<p>To explore how others might think, feel and react differently through discussion and role play.</p> <p>To consider how characters might think, feel and react differently through discussion and role play.</p> <p>To discuss different viewpoints.</p> <p>To reread writing to peers and check it makes sense.</p>		
	<p>To follow the structure:</p> <p><b>TITLE</b></p> <p><b>FIRST ARGUMENT</b></p> <p><b>SECOND ARGUMENT</b></p>	<p>To show some control over letter size, shape and orientation in writing.</p> <p>To write capital letters in the correct direction and position.</p> <p>To sit correctly holding a pencil in the correct grasp.</p> <p>To make phonetically plausible attempts at spelling.</p> <p>To choose words that are simple but related to the topic.</p>			

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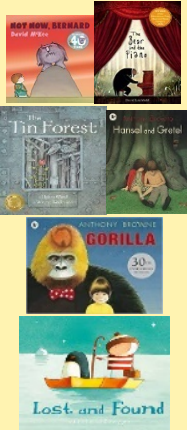
<p><u>Explanations</u></p> <p>To explain how or why something happens.</p> <p>Cross curricular writing: Manual Non-fiction book</p>	<p>To read captions, pictures and diagrams to explain a process. To draw pictures to illustrate a process to explain orally. To connect ideas with simple phrases. To structure writing in chronological order.</p>	<p>To use co-ordinating conjunctions: and, but.</p> <p>To use full stops and capital letters on some occasions. To include capital letters for proper nouns on some occasions. To use question marks with support and prompts.</p> <p>To show some control over letter size, shape and orientation in writing. To write capital letters in the correct direction and position. To sit correctly holding a pencil in the correct grasp.</p> <p>To make phonetically plausible attempts at spelling.</p> <p>To make simple word choices that are related to the topic.</p>	<p>To reread writing to peers and check it makes sense.</p>		
<p><u>Non-chronological reports</u></p> <p>To describe the characteristics of something.</p> <p>Cross curricular writing: Leaflet Magazine article Letter Encyclopaedia Non-fiction book</p>	<p>To write a simple sentence to describe the aspects of the subject. To convey recognisable information in writing - simple sentences may not be related. To write with some headings. To write a short series of informative points with ideas grouped into sequences of sentences.</p> <p>To follow the structure: <b>TITLE</b> <b>KEY POINTS</b></p>	<p>To use simple present tense statements often beginning with simple subject and verb. To begin sentences with personal pronouns.</p> <p>To use full stops and capital letters on some occasions. To include capital letters for proper nouns on some occasions.</p> <p>To show some control over letter size, shape and orientation in writing. To write capital letters in the correct direction and position. To sit correctly holding a pencil in the correct grasp.</p> <p>To make phonetically plausible attempts at spelling.</p> <p>To use meaningful words and phrase related to the task. To express ideas with clear word choices.</p>	<p>To reread writing to peers and check it makes sense.</p>		

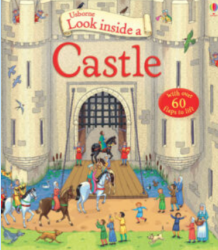
<p><u>Poetry</u></p> <p>To evoke an emotional response to language arranged for its rhythm and meaning.</p> <p>Genres: Rhyming patterns Humour Nature poems</p> <p>Focused texts:</p> 	<p>To write with a repeating pattern. To construct simple phrases - this may be listing words. To create own poems based on knowledge, experiences or reading.</p>	<p>To choose vocabulary that describes senses and feelings. To use noun phrases in own poems.</p>	<p>To discuss own responses to poems. To notice patterns in a poem. To talk about favourite parts of a poem. To discuss and talk about what a poem is about. To perform a poem in a group. To use actions when performing poetry.</p>		
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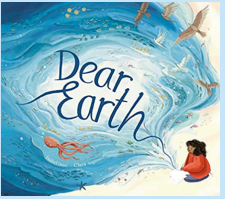





	SUBSTANTIVE KNOWLEDGE		DISCIPLINARY KNOWLEDGE	VOCABULARY				
	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE		The key technical or genre specific vocabulary.	The key spellings required to know and spell.			
Expectations by the end of Year 2	The application of knowledge and strategies that enable children to write for different purposes.		The ability to evaluate and edit writing through the application of substantive knowledge and through the process think critically about writing.	The key technical or genre specific vocabulary.	The key spellings required to know and spell.			
	<p>The ability to plan, draft and construct writing</p> <p>To plan what they are going to write about. To write narratives about personal experiences that may be real or fictional. To write about real events. To write for different purposes. To be able to explain what they are going to write about. To write a range of sentences with different sentence types: command, exclamations, questions and statements. To write a piece that is equivalent to 1 page of A4.</p>	<p>The use of grammatical and linguistic features.</p> <p>To use expanded noun phrases. To use subordinating conjunctions: because, if, when. To use co-ordinating conjunctions: and, but, or. To use the past progressive tense correctly. To use the present progressive tense correctly. To use time adverbials.</p>				<p>To reread own writing to check it makes sense. To begin to proofread writing to check for any spelling, grammar or punctuation errors. To make some simple additions to own writing. To evaluate work with a teacher.</p>	<p>full stop past tense story labels sequence sentence letter formation</p>	<p>door floor poor because find kind mind behind child children wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful</p>
		<p>To use capital letters correctly. To use full stops accurately, To use question marks and exclamation marks where appropriate. To use apostrophes for contraction and singular possession.</p>					<p>verb adjective noun noun phrase orientation co-ordinating conjunctions editing question suffix narrative fiction non-fiction persuade convince phonetic regular</p>	<p>mind behind child children wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful</p>
		<p>To write capital letters and digits in the correct orientation, size and relationship to each other. To use spacing between words that reflects the size of the letters. To begin to use diagonal and horizontal strokes to join letters.</p>					<p>proper noun common noun subordinating apostrophe exclamation command</p>	<p>after fast last past father</p>

		<p>silent b, silent w, silent k, wh, ph, ea, soft c, soft g, wa, ou, air, ch, ay, ee, ie, oa, ue, k, er, oi, ou, or, ey, ear, silent h, silent c, are, ti, i. igh, o, ture, ie, ore, le</p>		<p>imperative verb expanded noun phrase cursive adverb diagonal horizontal punctuation time adverbials chronological</p>	<p>class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs Parents</p>
Genre focus for Year 2					
<p><u>Narrative</u></p> <p>To entertain and enthrall</p> <p>Genres:</p> <p>Familiar setting Fantasy Stories on a theme Fables Stories by the same author Quest stories</p> <p>Focused texts:</p> 	<p>To use a variety of sentence types such as statements, exclamations and questions.</p> <p>To include some detail to interest the reader.</p> <p>To write a simple, broadly chronological sequence of events.</p> <p>To write an opening that describes a character, time or place.</p> <p>To write a narrative about personal experiences – may be real or fictional.</p> <p>To relate events to the story with an appropriate ending.</p> <p>To write in the first or third person – this may not be consistent.</p> <p>To write story events that are expanded through description.</p> <p>To write a piece that is equivalent to 1 page of A4.</p> <p>To follow the structure:</p> <p><b>TITLE</b> <b>BUILD UP</b> <b>DILEMMA</b> <b>ENDING</b></p>	<p>To connect sentences using pronouns referring to the same person or thing.</p> <p>To use noun phrases.</p> <p>To use adverbial phrases that may be simple and express time.</p> <p>To use adjectives in expanded noun phrases to describe and specify.</p> <p>To include subordinating conjunctions: because, if, when.</p> <p>To include co-ordinating conjunctions: and, but, or.</p> <p>To use capital letters correctly.</p> <p>To use full stops accurately,</p> <p>To convey a character's thoughts through dialogue with inverted commas.</p> <p>To use question marks to punctuate questions accurately.</p> <p>To use apostrophes for contraction or singular possession correctly.</p> <p>To write capital letters and digits in the correct orientation, size and relationship to each other.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use diagonal and horizontal strokes to join letters.</p> <p>To include a good range of vocabulary where spellings are phonetically plausible.</p>	<p>To use meaningful words and phrases to express or explain ideas.</p> <p>To understand conventional beginnings and endings in stories.</p> <p>To reread writing to check it makes sense.</p> <p>To make decisions about where authors have set a story and the events that take place.</p> <p>To make simple additions to writing.</p> <p>To begin to proofread writing to check for any spelling, grammar or punctuation errors.</p> <p>To read writing aloud to a peer audibly and clearly.</p>	<p>stanza possessive contraction rhyme repetition dialogue inverted comma first person modal verb irregular</p>	

		<p>To use some good vocabulary – may not be sustained.</p>			
<p><u>Recounts</u></p> <p>To retell events (from either the point of view of someone who was there or from an impersonal standpoint)</p> <p>Genres: Recount of a trip</p> 	<p>To include relevant subject matter. To link events clearly. To make some connections between sentences referring to objects encountered during events. To describe incidents from own experiences using sequencing words. To write simple first-person recounts linked to topics of interest or study or personal experiences. To write a simple recount that is sequenced broadly in chronological order. To write a recount with a mixture of simple and compound sentences. To write a recount with the opening that establishes time and place. To write a general concluding statement. To show some awareness of the reader by explaining or recommending something. To repeat phrases, sometimes for emphasis. To use a variety of sentence types such as statements, exclamations and questions. To have some evidence of viewpoint that indicates a positive attitude, evaluation or description. To ensure that writing is structured appropriately with main ideas linked together with some line breaks. To maintain tense and person.</p> <p>To follow the structure: <b>TITLE</b> <b>OVERVIEW</b> <b>EVENT 1</b></p>	<p>To include proper nouns for people, places or time. To use subordinating conjunctions: because, if, when. To use co-ordinating conjunctions: and, but, or. To include time adverbials. To use first person that is mostly sustained. To use regular and irregular past tense words.</p> <p>To use capital letters correctly. To use full stops accurately, To use question marks to punctuate questions accurately. To include exclamation marks to punctuate sentences that express extreme emotions. To use apostrophes for contraction or singular possession correctly. To include inverted commas for dialogues.</p> <p>To write capital letters and digits in the correct orientation, size and relationship to each other. To use spacing between words that reflects the size of the letters. To begin to use diagonal and horizontal strokes to join letters.</p> <p>To include a good range of vocabulary where spellings are phonetically plausible. To spell regular past tense verbs correctly.</p>	<p>To read personal accounts and begin to recognise a generic structure. To listen to others recounts and ask relevant questions. To reread writing to check it makes sense. To make simple additions to writing. To understand the importance of vocabulary choices when writing about personal experiences. To begin to proofread writing to check for any spelling, grammar or punctuation errors. To read writing aloud to a peer audibly and clearly.</p>		

	EVENT 2 CONCLUSION			
<p><u>Persuade</u></p> <p>To persuade the reader to a particular viewpoint through rational argument.</p> <p>Genres: Letters</p> <p>Focused text:</p> 	<p>To include simple and compound sentences.</p> <p>To connect ideas to explain and give more detail.</p> <p>To occasionally use a variation of a spoken style.</p> <p>To create simple signs and posters to persuade others to do, think or buy something.</p> <p>To develop ideas into recognisable text type, like observations or a brief list of problems.</p> <p>To include relevant subject matter.</p> <p>To link events.</p> <p>To appropriately structure a text to engage a reader's interest or persuade.</p> <p>To link ideas together using line breaks, numbers, time related words and phrases or labelled diagrams.</p> <p>To express some opinions.</p> <p>To vary sentence types: command, statements, questions and exclamations.</p> <p>To include repetition for emphasis.</p> <p>To follow the structure: <b>WHAT I THINK</b> <b>WHY I THINK (POINT I)</b></p>	<p>To use subordinating conjunctions: because, if, when.</p> <p>To use co-ordinating conjunctions: and, but, or.</p> <p>To begin to use modal verbs: should, would, could to express possibility.</p> <p>To use capital letters correctly.</p> <p>To use full stops accurately,</p> <p>To use question marks to punctuate questions accurately.</p> <p>To include exclamation marks to punctuate sentences that express extreme emotions.</p> <p>To use apostrophes for contraction or singular possession correctly.</p> <p>To write capital letters and digits in the correct orientation, size and relationship to each other.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use diagonal and horizontal strokes to join letters.</p> <p>To include a good range of vocabulary where spellings are phonetically plausible.</p> <p>To use good vocabulary with some imaginative choices.</p>	<p>To explore simple persuasive texts, beginning to understand what they are doing and how they are doing that.</p> <p>To evaluate simple persuasive devices.</p> <p>To say which advert or poster would make them want to buy or do something.</p> <p>To reread writing to check it makes sense.</p> <p>To make simple additions to writing.</p> <p>To begin to proofread writing to check for any spelling, grammar or punctuation errors.</p> <p>To read writing aloud to a peer audibly and clearly.</p>	
<p><u>Instructions</u></p> <p>To tell someone how to do or make something.</p> <p>Genres: Recipes</p> <p>Focused texts:</p>	<p>To write predominately with simple imperative sentences.</p> <p>To connect some ideas to explain and give more details.</p> <p>To listen to and follow more complex instructions.</p> <p>To give clear oral instructions to members of a group.</p> <p>To write a series of instructions or generalised expectations for the</p>	<p>To include simple time adverbials to indicate order.</p> <p>To use subordinating conjunctions: because, if, when.</p> <p>To use co-ordinating conjunctions: and, but, or.</p> <p>To use direct and imperative language with imperative verbs.</p> <p>To use adjectives and adverbs to give essential information.</p>	<p>To read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams.</p> <p>To analyse some instructional texts and note their function, form and typical language features.</p> <p>To comment on the statement of purpose, list of materials or</p>	

	<p>chosen procedure in chronological order.</p> <p>To explain reasons for instructions.</p> <p>To use numbering to connect ideas.</p> <p>To use a range of sentence types such as statement and commands.</p> <p>To use an informative style with simple lists of imperatives and appropriate vocabulary.</p> <p>To compose a set of instructions with additional diagrams.</p> <p>To write simple instructions independently.</p> <p>To structure text appropriately by using a range of ways to engage a reader's interest.</p> <p>To link ideas together with use of line breaks, numbers, time adverbials, labelled diagrams.</p>	<p>To use pronouns.</p> <p>To use capital letters correctly.</p> <p>To use full stops accurately,</p> <p>To use apostrophes for contraction or singular possession correctly.</p> <p>To write capital letters and digits in the correct orientation, size and relationship to each other.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use diagonal and horizontal strokes to join letters.</p> <p>To include a good range of vocabulary where spellings are phonetically plausible.</p>	<p>ingredients and the sequence of steps.</p> <p>To reread writing to check it makes sense.</p> <p>To make simple additions to writing.</p> <p>To begin to proofread writing to check for any spelling, grammar or punctuation errors.</p> <p>To read writing aloud to a peer audibly and clearly.</p>		
<p><u>Discursive</u></p> <p>To present arguments and information from different viewpoints.</p> <p>Cross curricular writing:</p> <p>Newspaper</p> <p>Leaflet</p> <p>Debate</p>	<p>To connect some ideas to explain and give more detail.</p> <p>To write simple and compound sentences.</p> <p>To develop ideas into a recognisable simple text structure.</p> <p>To include relevant subject matter.</p> <p>To link events and ideas together with the use of line breaks, number, time adverbials and labelled diagrams.</p> <p>To structure texts appropriately and engage the reader's interest.</p> <p>To include a variety of sentence types such as statements, questions and exclamations.</p>	<p>To include repeated and related vocabulary.</p> <p>To include a wide range of vocabulary with some imaginative choices.</p> <p>To include simple time adverbials to indicate order.</p> <p>To use subordinating conjunctions: because, if, when.</p> <p>To use co-ordinating conjunctions: and, but, or.</p> <p>To use capital letters correctly.</p> <p>To use full stops accurately,</p> <p>To use apostrophes for contraction or singular possession correctly.</p> <p>To write capital letters and digits in the correct orientation, size and relationship to each other.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use diagonal and horizontal strokes to join letters.</p>	<p>To use previous reading and life situations to recognise that different people have different thoughts and feelings.</p> <p>To explore different viewpoints.</p> <p>To reread writing to check it makes sense.</p> <p>To make simple additions to writing.</p> <p>To begin to proofread writing to check for any spelling, grammar or punctuation errors.</p> <p>To read writing aloud audibly and clearly.</p>		

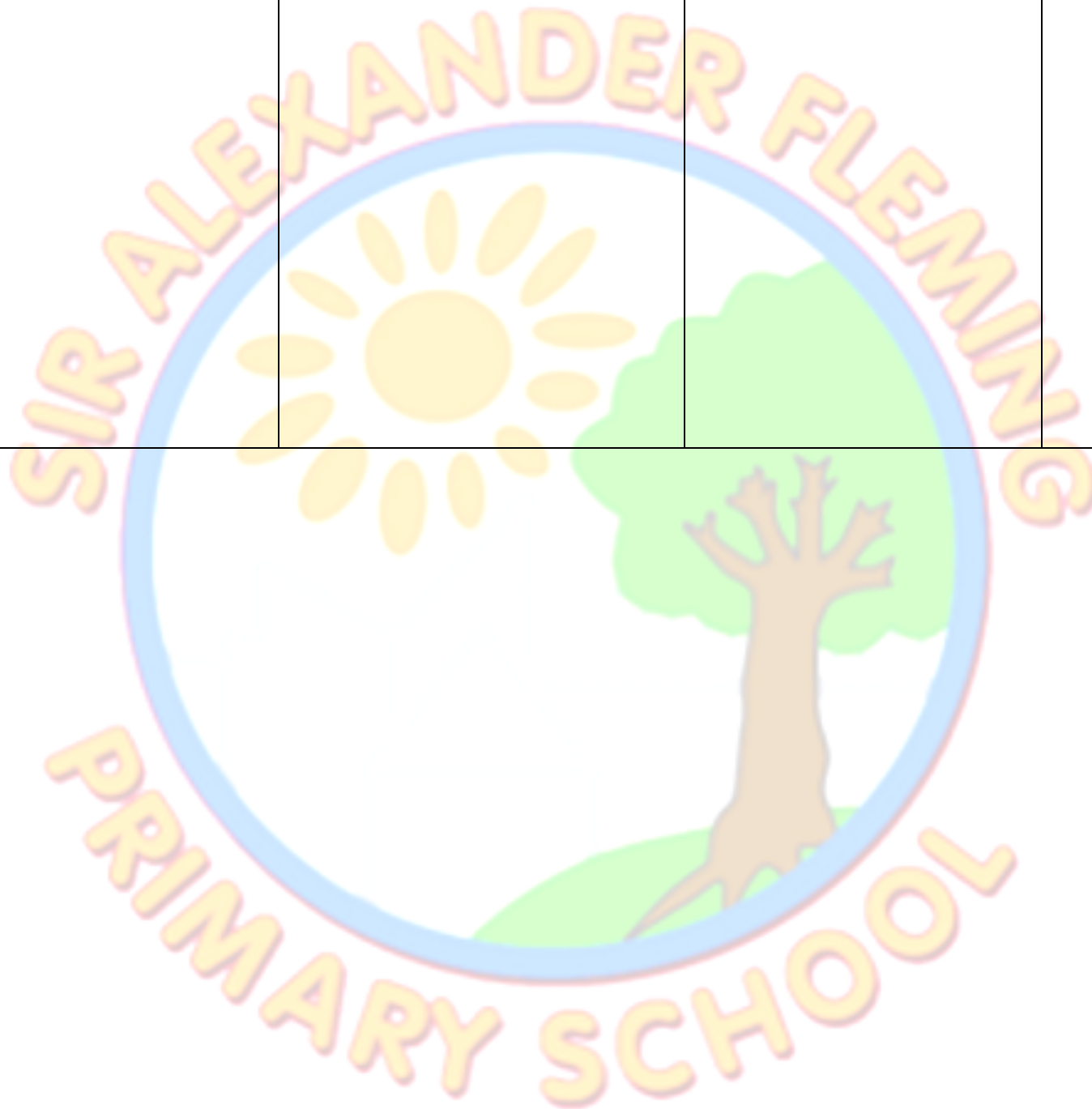
	<p>To follow the structure:  <b>TITLE</b>  <b>ISSUES</b>  <b>FIRST ARGUMENT</b>  <b>SECOND ARGUMENT</b></p>	<p>To spell words reflecting on growing knowledge.                  To include a good range of vocabulary where spellings are phonetically plausible.</p> <p>To include interesting vocabulary.                  To use some technical vocabulary related to the topic.</p>			
<p><u>Explanations</u>                  To explain how or why something happens.</p> <p>Cross curricular writing;                  Manual                  Non-fiction book</p>	<p>To structure sentences in different ways such as compound and simple.                  To connect ideas to explain and give more detail.                  To orally explain a process using language or gestures appropriately.                  To develop ideas into a recognisable simple text structure.                  To include relevant subject matter.                  To link events.                  To structure the text appropriately using a range of ways to engage the reader's interest.                  To include detail to describe or explain.                  To include repetition for emphasis.                  To link ideas together with line breaks, numbers, time adverbials and labelled diagrams.</p> <p>To follow the structure:  <b>TITLE</b>  <b>INTRODUCTION</b>  <b>DIAGRAM</b>  <b>POINT 1</b>  <b>POINT 2</b></p>	<p>To include simple time adverbials to indicate order.                  To use subordinating conjunctions: because, if, when.                  To use co-ordinating conjunctions: and, but, or.</p> <p>To use capital letters correctly.                  To use full stops accurately,                  To use apostrophes for contraction or singular possession correctly.</p> <p>To write capital letters and digits in the correct orientation, size and relationship to each other.                  To use spacing between words that reflects the size of the letters.                  To begin to use diagonal and horizontal strokes to join letters.</p> <p>To include a good range of vocabulary where spellings are phonetically plausible.</p> <p>To use some technical vocabulary related to the topic.                  To include a wide range of vocabulary with some imaginative choices.</p>	<p>To reflect on practical activities, investigations and construction tasks.                  To reread writing to check it makes sense.                  To make simple additions to writing.                  To begin to proofread writing to check for any spelling, grammar or punctuation errors.                  To read writing aloud to a peer audibly and clearly.</p>		
<p><u>Non-chronological reports</u></p>	<p>To include a mixture of simple sentences or compound sentences.                  To repeat subjects frequently.                  To include generally clear information to the reader.</p>	<p>To include simple time adverbials to indicate order.                  To use subordinating conjunctions: because, if, when.                  To use co-ordinating conjunctions: and, but, or.</p>	<p>To read texts containing information in a simple report format and to assemble ideas.                  To assemble and gather information from other texts.</p>		

<p>To describe the characteristics of something.</p> <p>Cross curricular writing: Leaflet Magazine article Letter Encyclopaedia Non-fiction book</p>	<p>To build connections within the text that may be unclear. To include detail to interest the reader. To express ideas in a simple form that are generally relevant and grouped around a main topic into sequences of sentences. To use a variety of sentence types such as statements, exclamations and questions. To begin a report with a simple opening sentence. To link sentences by a topic but information is sometimes uneven or unconnected. To link ideas together using line breaks, numbers or time adverbials.</p>	<p>To use regular and irregular past tense verbs correctly and consistently. To begin to include modal verbs: should, would, could. To use expanded noun phrases to describe and specify,.</p>	<p>To reread writing to check it makes sense. To make simple additions to writing. To begin to proofread writing to check for any spelling, grammar or punctuation errors. To read writing aloud to a peer audibly and clearly.</p>		
	<p>To follow the structure: <b>TITLE</b> <b>KEY POINTS</b> <b>POINT 1</b></p>	<p>To use capital letters correctly. To use full stops accurately, To use apostrophes for contraction or singular possession correctly. To include exclamation marks to punctuate sentences that express extreme emotions.</p>			
<p><u>Poetry</u> To evoke an emotional response to language arranged for its rhythm and meaning.</p>	<p>To include stanzas in writing. To write poems about personal or known experiences. To write with a humorous tone. To write simple poetry. To repeat particular words or phrases to create a pattern.</p>	<p>To write capital letters and digits in the correct orientation, size and relationship to each other. To use spacing between words that reflects the size of the letters. To begin to use diagonal and horizontal strokes to join letters. To include a good range of vocabulary where spellings are phonetically plausible. To achieve coherence through repetition of vocabulary. To use vocabulary choices related to the topic. To include a wide range of vocabulary. To use some technical vocabulary related to the topic.</p>	<p>To talk about simple poetry patterns. To perform poems individually or in groups. To speak audibly and clearly. To talk about their own views and possible meanings. To comment on the effect that words in poems have.</p>		

Genres:

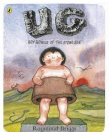

Themed poems  
Language and imagery  
Poems by the same author


Focused texts:



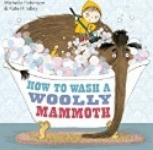


	SUBSTANTIVE KNOWLEDGE		DISCIPLINARY KNOWLEDGE	VOCABULARY	
	The application of knowledge and strategies that enable children to write for different purposes.			The key technical or genre specific vocabulary.	The key spellings required to know and spell.
Expectations by the end of Year 3	DECLARATIVE KNOWLEDGE The ability to plan, draft and construct writing	PROCEDURAL KNOWLEDGE The use of grammatical and linguistic features.	The ability to evaluate and edit writing through the application of substantive knowledge and through the process think critically about writing.		
		<p>To write for a range of purposes and audiences.</p> <p>To write in the present and past tense including correct progressive form.</p> <p>To structure and organise writing within sections of text.</p> <p>To use simple organisational devices that are included in non-narrative material.</p> <p>To adopt and maintain appropriate form throughout longer pieces of writing.</p> <p>To plan, compose and rehearse sentences orally.</p> <p>To begin to demonstrate understanding of purpose and audience.</p> <p>To begin to create own settings, characters and plots in narrative.</p> <p>To write a piece that is equivalent or more than 1 page of A4.</p>	<p>To include subordinating conjunctions: because, then, if, when, while.</p> <p>To include co-ordinating conjunctions: and, but, or, so</p> <p>To include a range of fronted adverbials for time and manner.</p> <p>To demarcate all sentences with capital letters, full stops, question marks and exclamation marks.</p> <p>To use commas after fronted adverbials.</p> <p>To accurately use commas in a list.</p> <p>To use apostrophes for singular possession, plural possession and contracted forms.</p> <p>To use inverted commas for speech accurately.</p> <p>To use neat and joined handwriting.</p> <p>To continue to use diagonal and horizontal strokes to join.</p> <p>To understand which letters should not be joined.</p> <p>To increase legibility and quality of handwriting with writing spaced sufficiently.</p> <p>To spell some year 3 and 4 common exception words.</p> <p>To accurately spell some prefixes: un-, dis-, mis-, in-, re-, sub-</p> <p>To accurately spell some suffixes: -ation, -sure, -ture, -sion</p> <p>To spell some common homophones accurately.</p>	<p>To assess the effectiveness of their own and others writing.</p> <p>To begin to suggest improvements to others writing.</p> <p>To reread their writing to a group using appropriate tone and volume.</p> <p>To independently read work again to make sure it makes sense.</p> <p>To proofread own work to check for spelling, grammar or punctuation errors.</p> <p>To understand the structure of different text types.</p>	<p>full stop</p> <p>past tense</p> <p>story</p> <p>labels</p> <p>sequence</p> <p>sentence</p> <p>letter formation</p> <p>verb</p> <p>adjective</p> <p>noun</p> <p>noun phrase</p> <p>orientation</p> <p>co-ordinating conjunctions</p> <p>editing</p> <p>question</p> <p>suffix</p> <p>narrative</p> <p>fiction</p> <p>non-fiction</p> <p>persuade</p> <p>convince</p> <p>phonetic</p> <p>regular</p> <p>proper noun</p> <p>common noun</p> <p>subordinating</p> <p>apostrophe</p> <p>exclamation</p>


		<p>To spell familiar words accurately and make phonetically plausible attempts at unfamiliar and new vocabulary. To be able to read and write words with:</p> <p>ai, ea, ie, oa, ue, e-e, n, soft c, soft g, tch, dge, le, qu, s, se, -less, -able, a, e, i, o, u, ear, ure, gn, ph, air, ex</p>		<p>command imperative verb expanded noun phrase cursive adverb diagonal horizontal punctuation time adverbials chronological stanza possessive contraction rhyme repetition dialogue inverted comma first person modal verb irregular</p>	<p>exercise experience experiment extreme famous favourite February forward fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion (ally) often opposite ordinary</p>
Genre focus for Year 3					
<p><u>Narrative</u></p> <p>To entertain and enthrall</p> <p>Genres: Stories on a theme Picture books Classic fiction Modern fiction Alternative tales Tales from around the world</p> <p>Focused texts:</p>  	<p>To write a mixture of simple and complex sentences. To write in either the first or third person. To maintain a story form. To attempt to interest the reader through characters, settings or events. To develop events using detail and description. To use dialogue to move the story forward. To sequence events that are illustrated through a repeated pattern that leads to a conclusion. To structure and organise writing within a text using paragraphs. To write a piece that is equivalent or more than 1 page of A4.</p> <p>To follow the structure:</p>	<p>To include subordinating conjunctions: because, then, if, when, while. To include co-ordinating conjunctions: and, but, or, so To include a range of fronted adverbials for time and manner. To use a range of adverbs. To include expanded noun phrases.</p>	<p>To discuss the reasons why authors have set a story and the events that take place. To assess the effectiveness of their own and others writing. To begin to suggest improvements to others writing. To reread their writing to a group using appropriate tone and volume. To independently read work again to make sure it makes sense. To proofread own work to check for spelling, grammar or punctuation errors.</p>	<p>direct speech comma familiar unfamiliar third person homophones alliteration similes onomatopoeia bullet points paragraphs fronted adverbials</p>	
<p>To demarcate all sentences with capital letters, full stops, question marks and exclamation marks. To use commas after fronted adverbials. To accurately use commas in a list. To use apostrophes for singular possession, plural possession and contracted forms. To use inverted commas for speech accurately. To use commas within an expanded noun phrase.</p>		<p>To use neat and joined handwriting. To continue to use diagonal and horizontal strokes to join. To understand which letters should not be joined.</p>			

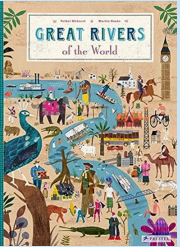
	<p><b>TITLE</b>  <b>BUILD UP</b>  <b>DILEMMA</b>  <b>RESOLUTION</b>  <b>ENDING</b></p>	<p>To increase legibility and quality of handwriting with writing spaced sufficiently.</p> <p>To spell familiar words accurately and make phonetically plausible attempts at unfamiliar and new vocabulary.</p> <p>To include imaginative and rich vocabulary.          To make deliberate and ambitious word choices.</p>		<p>plural          singular          audience          proofread          prefix          headings</p>	<p>particular          peculiar          perhaps          popular          position          possess (ion)          possible          potatoes          pressure          probably          promise          purpose          quarter          question          recent          regular          reign          remember          sentence          separate          special          straight          strange          strength          suppose          surprise          therefore          though          although          thought          through          various          weight          woman          women</p>
<p><u>Recounts</u></p> <p>To retell events (from either the point of view of someone who was there or from an impersonal standpoint)</p> <p>Cross curricular writing:          Autobiography          Diary          Trip reflection          Report          Experiment          Biography</p>	<p>To write sentences that are mainly compound.          To identify and sequence the main events of a recount.          To write recounts with relevant aspects in a sequence.          To structure and organise writing in paragraphs.          To decide to write in first or third person and maintain this throughout writing.          To use a predominately narrative style.          To clearly organise events chronologically.          To include stylistic choices to contribute to a descriptive effect.          To describe the event and directly address the reader.          To structure and organise writing within a text using paragraphs.          To write a piece that is equivalent or more than 1 page of A4.</p>	<p>To include subordinating conjunctions: because, then, if, when, while.          To include co-ordinating conjunctions: and, but, or, so          To include a range of fronted adverbials for time and manner.          To use a range of adverbs.          To include expanded noun phrases.          To include pronouns that are accurate.</p> <p>To demarcate all sentences with capital letters, full stops, question marks and exclamation marks.          To use commas after fronted adverbials.          To accurately use commas in a list.          To use apostrophes for singular possession, plural possession and contracted forms.          To use inverted commas for speech accurately.          To use commas within an expanded noun phrase.</p> <p>To use neat and joined handwriting.          To continue to use diagonal and horizontal strokes to join.          To understand which letters should not be joined.          To increase legibility and quality of handwriting with writing spaced sufficiently.</p>	<p>To watch or listen to third person recounts such as news or sports reports.          To read examples of third person recounts and observe the use of pronouns.          To assess the effectiveness of their own and others writing.          To begin to suggest improvements to others writing.          To reread their writing to a group using appropriate tone and volume.          To independently read work again to make sure it makes sense.          To proofread own work to check for spelling, grammar or punctuation errors.</p>		

	<p>To follow the structure:  <b>TITLE</b>  <b>OVERVIEW</b>  <b>EVENT 1</b>  <b>EVENT 2</b>  <b>OTHER EVENTS</b>  <b>CONCLUSION</b></p>	<p>To spell familiar words accurately and make phonetically plausible attempts at unfamiliar and new vocabulary.</p> <p>To begin to use technical or subject specific vocabulary.          To include imaginative and rich vocabulary.          To make deliberate and ambitious word choices.</p>			
<p><u>Persuade</u></p> <p>To persuade the reader to a particular viewpoint through rational argument.</p> <p>Cross curricular writing:          Advertisement          Travel brochure          Book blurb          Letter          Manifesto</p>	<p>To create a simple structure that organises writing into paragraphs with specific points and show obvious divisions.          To begin to use words or pictures to persuade others when appropriate.          To write short and simple sentences.          To include some details of interest.          To have some awareness of audience but may not address the audience effectively.          To write a piece that is equivalent or more than 1 page of A4.          To plan main points before composition.</p>	<p>To include subordinating conjunctions: because, then, if, when, while.          To include co-ordinating conjunctions: and, but, or, so          To include a range of fronted adverbials for time and manner.          To use a range of adverbs.          To include expanded noun phrases.          To include modal verbs: should, could, would can, will          To include imperative verbs.</p> <p>To demarcate all sentences with capital letters, full stops, question marks and exclamation marks.          To use commas after fronted adverbials.          To accurately use commas in a list.          To use apostrophes for singular possession, plural possession and contracted forms.          To use inverted commas for speech accurately.          To use commas within an expanded noun phrase.</p> <p>To use neat and joined handwriting.          To continue to use diagonal and horizontal strokes to join.          To understand which letters should not be joined.</p>	<p>To read and evaluate a wider range of simple persuasive texts, explaining orally some of the features included.          To assess the effectiveness of their own and others writing.          To begin to suggest improvements to others writing.          To reread their writing to a group using appropriate tone and volume.          To independently read work again to make sure it makes sense.          To proofread own work to check for spelling, grammar or punctuation errors.</p>		


		<p>To increase legibility and quality of handwriting with writing spaced sufficiently.</p>			
		<p>To spell familiar words accurately and make phonetically plausible attempts at unfamiliar and new vocabulary.</p>			
	<p>To follow the structure:  <b>WHAT I THINK</b>  <b>WHY I THINK (POINT 1)</b>  <b>WHY I THINK (POINT 2)</b></p>	<p>To begin to use technical or subject specific vocabulary.                  To include imaginative and rich vocabulary.                  To make deliberate and ambitious word choices.</p>			
<p><u>Instructions</u>                  To tell someone how to do or make something.                   Genres:                  Manual                   Focused texts:  </p>	<p>To present relevant instructions for the chosen procedure in a clear chronological order.                  To include the main features of form but may be minimal.                  To focus on the appropriate aspects of the procedure but there may be some trivial aspects of the procedure.                  To include events that are related to each other.                  To structure writing within sections of text to include numbering and bullet points.                  To plan main points before composition.</p>	<p>To include subordinating conjunctions: because, then, if, when, while.                  To include co-ordinating conjunctions: and, but, or, so                  To include a range of fronted adverbials for time and manner.                  To use a range of adverbs.                  To include expanded noun phrases.                  To include modal verbs: should, could, would can, will                  To include imperative verbs.</p>	<p>To read other instructions and comment on the structure and form.                  To assess the effectiveness of their own and others writing.                  To begin to suggest improvements to others writing.                  To reread their writing to a group using appropriate tone and volume.                  To independently read work again to make sure it makes sense.                  To proofread own work to check for spelling, grammar or punctuation errors.</p>		
		<p>To demarcate all sentences with capital letters, full stops, question marks and exclamation marks.                  To use commas after fronted adverbials.                  To accurately use commas in a list.                  To use apostrophes for singular possession, plural possession and contracted forms.                  To use commas within an expanded noun phrase.                  To begin to use bullet points.</p>			
		<p>To use neat and joined handwriting.                  To continue to use diagonal and horizontal strokes to join.                  To understand which letters should not be joined.</p>			

		<p>To increase legibility and quality of handwriting with writing spaced sufficiently.</p>			
		<p>To spell familiar words accurately and make phonetically plausible attempts at unfamiliar and new vocabulary.</p>			
	<p>To follow the structure:  <b>TITLE</b>  <b>WHAT IS NEEDED</b>  <b>METHOD</b></p>	<p>To begin to use technical or subject specific vocabulary.                  To include imaginative and rich vocabulary.                  To make deliberate and ambitious word choices.</p>			
<p><u>Discursive</u>                  To present arguments and information from different viewpoints.                   Cross curricular writing:                  Newspaper                  Leaflet                  Debate</p>	<p>To write some significant points, but they may not be emphasised or explained.                  To understand the purpose of written speech or discussion and have an awareness of context.                  To make simple assertions with little elaboration.                  To show some awareness of audience through the choice of information or acknowledgement of the audience.                  To use simple organisational devices such as headings.                  To write a piece that is equivalent or more than 1 page of A4.                  To plan main points before composition.                  To structure and organise writing within a text using paragraphs.</p>	<p>To include subordinating conjunctions: because, then, if, when, while.                  To include co-ordinating conjunctions: and, but, or, so                  To include a range of fronted adverbials for time and manner.                  To use a range of adverbs.                  To include expanded noun phrases.                  To include modal verbs: should, could, would can, will                  To include imperative verbs.                   To demarcate all sentences with capital letters, full stops, question marks and exclamation marks.                  To use commas after fronted adverbials.                  To accurately use commas in a list.                  To use apostrophes for singular possession, plural possession and contracted forms.                  To use inverted commas for speech accurately.                  To use commas within an expanded noun phrase.                   To use neat and joined handwriting.                  To continue to use diagonal and horizontal strokes to join.                  To understand which letters should not be joined.</p>	<p>To explore how different views might be expressed, explained or justified.                  To explore how different views can be expressed, explained or justified through role play.                  To assess the effectiveness of their own and others writing.                  To begin to suggest improvements to others writing.                  To reread their writing to a group using appropriate tone and volume.                  To independently read work again to make sure it makes sense.                  To proofread own work to check for spelling, grammar or punctuation errors.</p>		

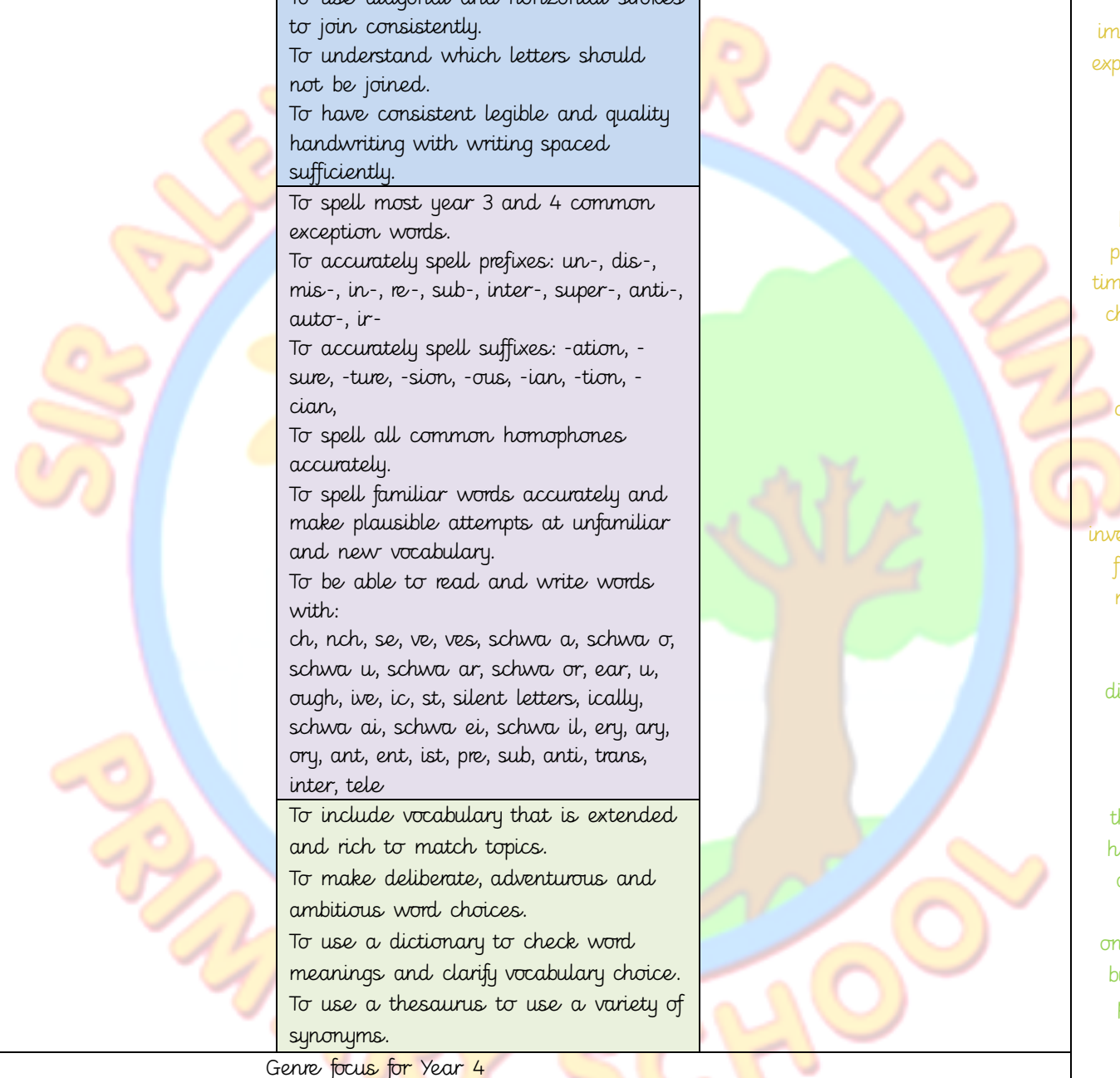
	<p>To follow the structure:</p> <p><b>TITLE</b></p> <p><b>ISSUES</b></p> <p><b>FIRST ARGUMENT</b></p> <p><b>SECOND ARGUMENT</b></p> <p><b>CONCLUSION</b></p>	<p>To increase legibility and quality of handwriting with writing spaced sufficiently.</p> <p>To spell familiar words accurately and make phonetically plausible attempts at unfamiliar and new vocabulary.</p> <p>To begin to use technical or subject specific vocabulary.</p> <p>To include imaginative and rich vocabulary.</p> <p>To make deliberate and ambitious word choices.</p>			
<p><u>Explanations</u></p> <p>To explain how or why something happens.</p> <p>Genres:</p> <p>Non-fiction book</p> <p>Focused texts:</p> 	<p>To create diagrams such as flowcharts to summarise or make notes for the stages of the process.</p> <p>To write showing evidence of viewpoint.</p> <p>To write in an impersonal style, but this may not be sustained.</p> <p>To have an authoritative voice, but it may not be precise.</p> <p>To structure writing into clear paragraphs.</p>	<p>To include subordinating conjunctions: because, then, if, when, while.</p> <p>To include co-ordinating conjunctions: and, but, or, so</p> <p>To include a range of fronted adverbials for time and manner.</p> <p>To use a range of adverbs.</p> <p>To include expanded noun phrases.</p> <p>To include modal verbs: should, could, would can, will</p> <p>To demarcate all sentences with capital letters, full stops, question marks and exclamation marks.</p> <p>To use commas after fronted adverbials.</p> <p>To accurately use commas in a list.</p> <p>To use apostrophes for singular possession, plural possession and contracted forms.</p> <p>To use inverted commas for speech accurately.</p> <p>To use commas within an expanded noun phrase.</p> <p>To use neat and joined handwriting.</p> <p>To continue to use diagonal and horizontal strokes to join.</p>	<p>To explain processes orally using notes and ensuring relevant details are included.</p> <p>To explore how different views can be expressed, explained or justified through role play.</p> <p>To assess the effectiveness of their own and others writing.</p> <p>To begin to suggest improvements to others writing.</p> <p>To reread their writing to a group using appropriate tone and volume.</p> <p>To independently read work again to make sure it makes sense.</p> <p>To proofread own work to check for spelling, grammar or punctuation errors.</p>		

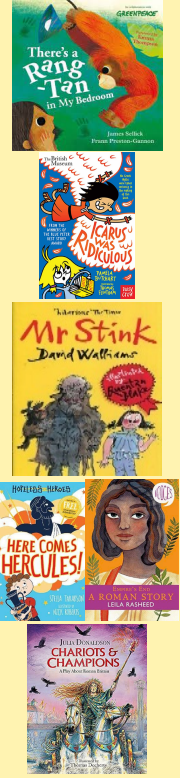
	<p>To follow the structure:  <b>TITLE</b>  <b>INTRODUCTION</b>  <b>DIAGRAM</b>  <b>POINT 1</b>  <b>POINT 2</b></p>	<p>To understand which letters should not be joined.          To increase legibility and quality of handwriting with writing spaced sufficiently.</p> <p>To spell familiar words accurately and make phonetically plausible attempts at unfamiliar and new vocabulary.</p> <p>To begin to use technical or subject specific vocabulary.          To include imaginative and rich vocabulary.          To make deliberate and ambitious word choices.          To begin to use a dictionary to support explanations of technical vocabulary.</p>			
<p><u>Non-chronological reports</u>          To describe the characteristics of something.</p> <p>Genres:          Encyclopaedia</p> <p>Focused texts:  </p>	<p>To use third person.          To write in the past tense that is sustained throughout.          To write statements that present relevant, precise information.          To include short statements to introduce each aspect of new language.          To structure and organise writing within sections of text such as paragraphs.          To have some evidence of viewpoint but may be sustaining an advisory tone.          To ensure that similar information is grouped together.          To sequence ideas with related vocabulary.          To distinguish between generalisations and specific information.          To use simple organisational devices such as headings.          To write a piece that is equivalent or more than 1 page of A4.</p>	<p>To include subordinating conjunctions: because, then, if, when, while.          To include co-ordinating conjunctions: and, but, or, so          To include a range of fronted adverbials for time and manner.          To use a range of adverbs.          To include expanded noun phrases.          To include modal verbs: should, could, would can, will</p> <p>To demarcate all sentences with capital letters, full stops, question marks and exclamation marks.          To use commas after fronted adverbials.          To accurately use commas in a list.          To use apostrophes for singular possession, plural possession and contracted forms.          To use inverted commas for speech accurately.          To use commas within an expanded noun phrase.          To use neat and joined handwriting.</p>	<p>To analyse several report texts and note their function, form and typical language features.          To demonstrate research and note-taking techniques using diagrams to organise information.          To assess the effectiveness of their own and others writing.          To begin to suggest improvements to others writing.          To reread their writing to a group using appropriate tone and volume.          To independently read work again to make sure it makes sense.          To proofread own work to check for spelling, grammar or punctuation errors.</p>		

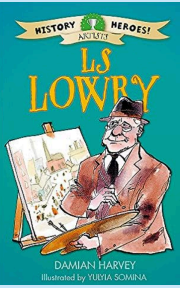



	<p>To plan main points before composition.</p>	<p>To continue to use diagonal and horizontal strokes to join. To understand which letters should not be joined. To increase legibility and quality of handwriting with writing spaced sufficiently.</p>			
	<p>To follow the structure: <b>TITLE</b> <b>CONTENT</b> <b>KEY POINTS</b> <b>POINT 1</b></p>	<p>To spell familiar words accurately and make phonetically plausible attempts at unfamiliar and new vocabulary.</p>			
		<p>To begin to use technical or subject specific vocabulary. To include imaginative and rich vocabulary. To make deliberate and ambitious word choices. To begin to use a dictionary to support explanations of technical vocabulary.</p>			
<p><u>Poetry</u> To evoke an emotional response to language arranged for its rhythm and meaning.</p> <p>Genres: Acrostic Poems on a theme Shape poems</p> <p>Focused texts:</p> 	<p>To purposely particular words or phrases. To structure poems with stanzas or shapes. To write a free verse. To use experiences to write poetry.</p>	<p>To use alliteration. To include similes. To begin to use onomatopoeia. To include exciting and powerful vocabulary. To include rhyme accurately.</p>	<p>To perform poems individually. To vary volume and experiment with expression and pauses when performing. To describe the effect a poem has. To suggest possible interpretations of a poem. To discuss the choice of words and their impact. To explain the pattern of a poem.</p>		

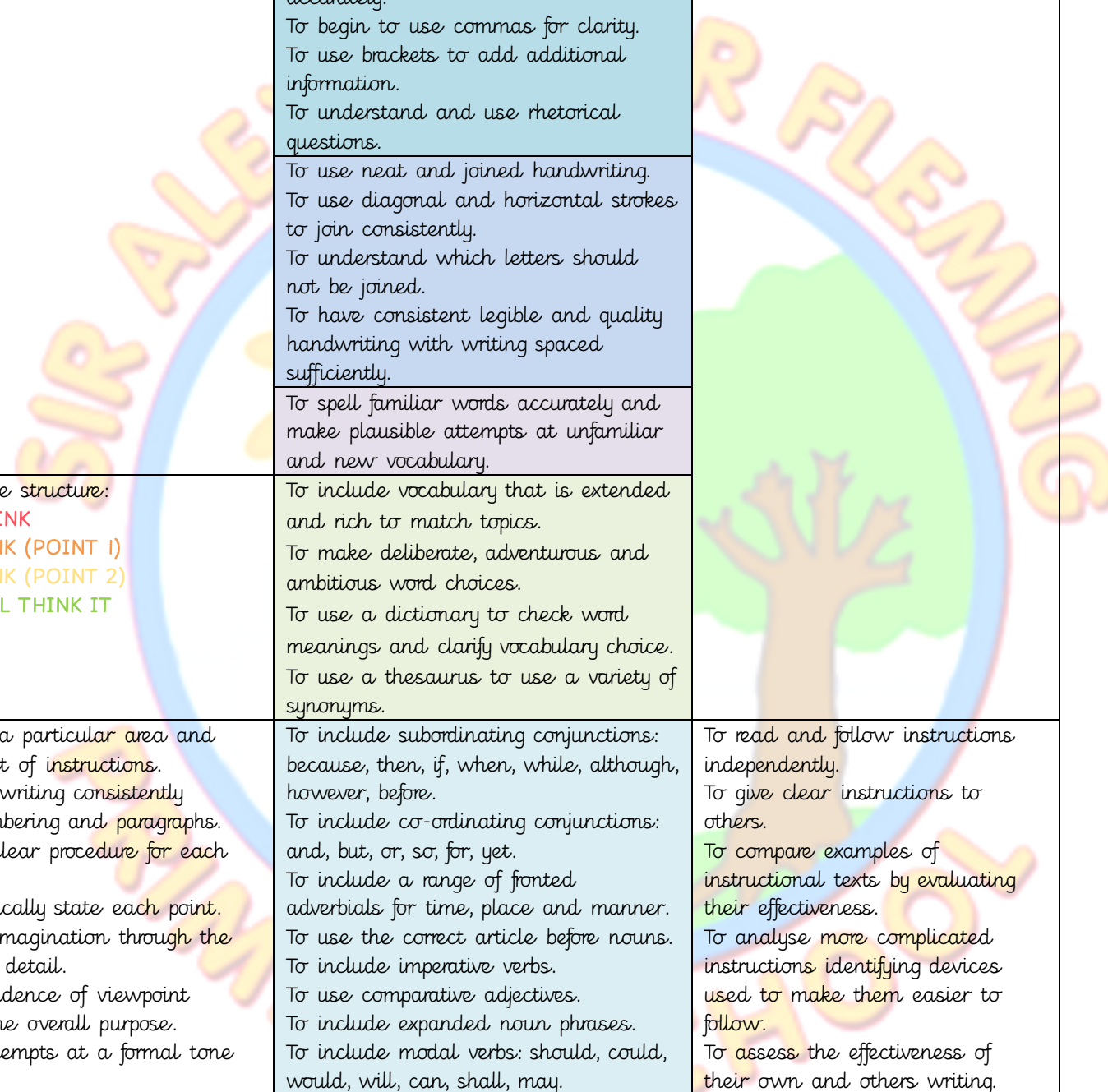
	SUBSTANTIVE KNOWLEDGE		DISCIPLINARY KNOWLEDGE	VOCABULARY	
	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE		The key technical or genre specific vocabulary.	The key spellings required to know and spell.
Expectations by the end of Year 4	The application of knowledge and strategies that enable children to write for different purposes.		The ability to evaluate and edit writing through the application of substantive knowledge and through the process think critically about writing.	The key technical or genre specific vocabulary.	The key spellings required to know and spell.
	The ability to plan, draft and construct writing	The use of grammatical and linguistic features.			
	<p>To write for a range of purpose and audience.</p> <p>To maintain tense.</p> <p>To structure writing in a variety of sections.</p> <p>To maintain audience throughout writing.</p> <p>To consistently organise writing in paragraphs.</p> <p>To create settings and character descriptions.</p> <p>To understand the active voice.</p> <p>To attempt to create interest and anticipation.</p> <p>To engage the reader.</p> <p>To write with a range of sentences.</p> <p>To write a piece that is equivalent to 2 pages of A4.</p>	<p>To include subordinating conjunctions: because, then, if, when, while, although, however, before.</p> <p>To include co-ordinating conjunctions: and, but, or, so, for, yet.</p> <p>To include a range of fronted adverbials for time, place and manner.</p> <p>To use the correct article before nouns.</p> <p>To use past perfect tense.</p> <p>To use present perfect tense.</p> <p>To use comparative adjectives.</p> <p>To include modal verbs: should, could, would, will, can, shall, may.</p>	<p>To assess the effectiveness of their own and others writing.</p> <p>To suggest improvements to others writing.</p> <p>To reread their writing to the class using appropriate tone and volume.</p> <p>To independently read work again to make sure it makes sense.</p> <p>To proofread own work to check for spelling, grammar or punctuation errors.</p> <p>To amend their own writing.</p> <p>To understand the structure of different text types.</p>	<p>full stop</p> <p>past tense</p> <p>story</p> <p>labels</p> <p>sequence</p> <p>sentence</p> <p>letter formation</p> <p>verb</p> <p>adjective</p> <p>noun</p> <p>noun phrase</p> <p>orientation</p> <p>co-ordinating conjunctions</p> <p>editing</p> <p>question</p> <p>suffix</p> <p>narrative</p> <p>fiction</p> <p>non-fiction</p> <p>persuade</p> <p>convince</p> <p>phonetic</p> <p>regular</p> <p>proper noun</p> <p>common noun</p> <p>subordinating</p> <p>apostrophe</p>	<p>accident(ally)</p> <p>actual(ly)</p> <p>address</p> <p>answer</p> <p>appear</p> <p>arrive</p> <p>believe</p> <p>bicycle</p> <p>breath</p> <p>breathe</p> <p>build</p> <p>business</p> <p>calendar</p> <p>caught</p> <p>centre</p> <p>century</p> <p>certain</p> <p>circle</p> <p>complete</p> <p>consider</p> <p>continue</p> <p>decide</p> <p>describe</p> <p>different</p> <p>difficult</p> <p>disappear</p> <p>early</p> <p>earth</p> <p>eight</p> <p>eighth</p> <p>enough</p>
		<p>To demarcate all sentences with capital letters, full stops, question marks and exclamation marks.</p> <p>To correctly use commas after fronted adverbials.</p> <p>To accurately use commas in a list with a colon to indicate.</p> <p>To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms.</p> <p>To use inverted commas for speech accurately.</p> <p>To begin to use commas for clarity.</p> <p>To use brackets to add additional information.</p> <p>To include ellipsis for effect.</p> <p>To understand and use rhetorical questions.</p>			

		<p>To use neat and joined handwriting.          To use diagonal and horizontal strokes to join consistently.          To understand which letters should not be joined.          To have consistent legible and quality handwriting with writing spaced sufficiently.</p> <p>To spell most year 3 and 4 common exception words.          To accurately spell prefixes: un-, dis-, mis-, in-, re-, sub-, inter-, super-, anti-, auto-, ir-          To accurately spell suffixes: -ation, -sure, -ture, -sion, -ous, -ian, -tion, -cian,          To spell all common homophones accurately.          To spell familiar words accurately and make plausible attempts at unfamiliar and new vocabulary.          To be able to read and write words with:          ch, nch, se, ve, ves, schwa a, schwa o, schwa u, schwa ar, schwa or, ear, u, ough, ive, ic, st, silent letters, ically, schwa ai, schwa ei, schwa il, ery, ary, ory, ant, ent, ist, pre, sub, anti, trans, inter, tele</p> <p>To include vocabulary that is extended and rich to match topics.          To make deliberate, adventurous and ambitious word choices.          To use a dictionary to check word meanings and clarify vocabulary choice.          To use a thesaurus to use a variety of synonyms.</p>		<p>exclamation          command          imperative verb          expanded noun          phrase          cursive          adverb          diagonal          horizontal          punctuation          time adverbials          chronological          stanza          possessive          contraction          rhyme          repetition          dialogue          inverted comma          first person          modal verb          irregular</p> <p>direct speech          comma          familiar          unfamiliar          third person          homophones          alliteration          similes          onomatopoeia          bullet points          paragraphs</p>	<p>exercise          experience          experiment          extreme          famous          favourite          February          forward          fruit          grammar          group          guard          guide          heard          heart          height          history          imagine          increase          important          interest          island          knowledge          learn          length          library          material          medicine          mention          minute          natural          naughty          notice          occasion (ally)          often          opposite          ordinary</p>
Genre focus for Year 4					

<p><u>Narrative</u></p> <p>To entertain and enthrall</p> <p>Genres:</p> <p>Familiar settings Stories that raise issues Play scripts Stories from other cultures Modern fiction Fantasy</p> <p>Focused texts:</p> 	<p>To include varied sentences in writing.</p> <p>To have some evidence of a narrator's viewpoint.</p> <p>To structure and organise paragraphs.</p> <p>To create suspense or humour.</p> <p>To show a simple chronological sequence through time adverbials.</p> <p>To have a consistent form throughout.</p> <p>To write in the active voice.</p> <p>To attempt to create interest and anticipation.</p> <p>To have an awareness of the reader throughout the narrative.</p> <p>To plan narrative using research and knowledge of stories.</p> <p>To write a piece that is equivalent to 2 pages of A4.</p> <hr/> <p>To follow the structure:</p> <p><b>TITLE</b> <b>BUILD UP</b> <b>DILEMMA</b> <b>RESOLUTION</b> <b>ENDING</b></p>	<p>To include subordinating conjunctions: because, then, if, when, while, although, however, before.</p> <p>To include co-ordinating conjunctions: and, but, or, so, for, yet.</p> <p>To include a range of fronted adverbials for time, place and manner.</p> <p>To use the correct article before nouns.</p> <p>To use past perfect tense or present perfect tense.</p> <p>To use comparative adjectives.</p> <p>To include expanded noun phrases.</p> <p>To include modal verbs: should, could, would, will, can, shall, may.</p> <hr/> <p>To demarcate all sentences with capital letters, full stops, question marks and exclamation marks.</p> <p>To correctly use commas after fronted adverbials.</p> <p>To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms.</p> <p>To use inverted commas for speech accurately.</p> <p>To begin to use commas for clarity.</p> <p>To use brackets to add additional information.</p> <p>To include ellipsis for effect.</p> <hr/> <p>To use neat and joined handwriting.</p> <p>To use diagonal and horizontal strokes to join consistently.</p> <p>To understand which letters should not be joined.</p> <p>To have consistent legible and quality handwriting with writing spaced sufficiently.</p> <hr/> <p>To spell familiar words accurately and make plausible attempts at unfamiliar and new vocabulary.</p>	<p>To read and review other author's work and discuss feelings evoked by these stories.</p> <p>To assess the effectiveness of their own and others writing.</p> <p>To suggest improvements to others writing.</p> <p>To reread their writing to the class using appropriate tone and volume.</p> <p>To independently read work again to make sure it makes sense.</p> <p>To proofread own work to check for spelling, grammar or punctuation errors.</p> <p>To amend their own writing.</p>	<p>fronted adverbials plural singular audience proofread prefix headings</p> <p>article synonyms cohesion ellipsis active voice rhetorical questions ambiguity cliché metaphor present perfect past perfect clarity manner formal brackets colon balance thesaurus comparative adjectives subheadings metaphors</p>	<p>particular peculiar perhaps popular position possess (ion.) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though although thought through various weight woman women</p>
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		<p>To include vocabulary that is extended and rich to match topics.</p> <p>To make deliberate, adventurous and ambitious word choices.</p> <p>To use a dictionary to check word meanings and clarify vocabulary choice.</p> <p>To use a thesaurus to use a variety of synonyms.</p>			
<p><u>Recounts</u></p> <p>To retell events (from either the point of view of someone who was there or from an impersonal standpoint)</p> <p>Genres: Biography</p> <p>Focused texts:</p> 	<p>To include complex sentences that sometimes clarify relationships of time and place.</p> <p>To use the correct tense that is sustained throughout.</p> <p>To write in the third person.</p> <p>To show variation in word order and position of clauses to highlight meaning.</p> <p>To link ideas within paragraphs to ensure balanced coverage.</p> <p>To establish a viewpoint that is maintained.</p> <p>To include and describe events.</p> <p>To attempt to create interest.</p> <p>To show some evidence of paraphrasing and speech in writing.</p> <p>To have an awareness of the reader throughout writing.</p> <p>To plan recounts using research, experience and knowledge.</p> <p>To write a piece that is equivalent to 2 pages of A4.</p>	<p>To include subordinating conjunctions: because, then, if, when, while, although, however, before.</p> <p>To include co-ordinating conjunctions: and, but, or, so, for, yet.</p> <p>To include a range of fronted adverbials for time, place and manner.</p> <p>To use the correct article before nouns.</p> <p>To use past perfect tense.</p> <p>To use comparative adjectives.</p> <p>To demarcate all sentences with capital letters, full stops, question marks and exclamation marks.</p> <p>To correctly use commas after fronted adverbials.</p> <p>To accurately use commas in a list with a colon to indicate.</p> <p>To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms.</p> <p>To use inverted commas for speech accurately.</p> <p>To begin to use commas for clarity.</p> <p>To use brackets to add additional information.</p> <p>To use neat and joined handwriting.</p> <p>To use diagonal and horizontal strokes to join consistently.</p> <p>To understand which letters should not be joined.</p>	<p>To watch or listen to third person recounts such as news and sports events.</p> <p>To read examples of third person recounts such as letters, newspapers, reports and diaries.</p> <p>To identify the use of pronouns in current recounts.</p> <p>To assess the effectiveness of their own and others writing.</p> <p>To suggest improvements to others writing.</p> <p>To reread their writing to the class using appropriate tone and volume.</p> <p>To independently read work again to make sure it makes sense.</p> <p>To proofread own work to check for spelling, grammar or punctuation errors.</p> <p>To amend their own writing.</p>		

		<p>To have consistent legible and quality handwriting with writing spaced sufficiently.</p> <p>To spell familiar words accurately and make plausible attempts at unfamiliar and new vocabulary.</p>		
	<p>To follow the structure:</p> <p><b>TITLE</b></p> <p><b>OVERVIEW</b></p> <p><b>EVENT 1</b></p> <p><b>EVENT 2</b></p> <p><b>OTHER EVENTS</b></p> <p><b>CONCLUSION</b></p>	<p>To include vocabulary that is extended and rich to match topics.</p> <p>To make deliberate, adventurous and ambitious word choices.</p> <p>To use a dictionary to check word meanings and clarify vocabulary choice.</p> <p>To use a thesaurus to use a variety of synonyms.</p>		
<p><u>Persuade</u></p> <p>To persuade the reader to a particular viewpoint through rational argument.</p> <p>Genres Letter</p> <p>Focused texts:</p> 	<p>To use chosen tense consistently.</p> <p>To make a series of persuasive points.</p> <p>To structure writing in paragraphs.</p> <p>To include evidence of viewpoint.</p> <p>To make attempts to impress audience, this may have an impersonal tone.</p> <p>To make stylistic choices to support persuasive purpose for example vocabulary.</p> <p>To back up points with illustrations and examples.</p> <p>To present a point of view both orally and in writing.</p> <p>To use a conversational style of address.</p> <p>To have an awareness of the reader throughout writing.</p> <p>To plan writing using research, experience and knowledge.</p> <p>To write a piece that is equivalent to 2 pages of A4.</p>	<p>To include subordinating conjunctions: because, then, if, when, while, although, however, before.</p> <p>To include co-ordinating conjunctions: and, but, or, so, for, yet.</p> <p>To include a range of fronted adverbials for time, place and manner.</p> <p>To use the correct article before nouns.</p> <p>To use past perfect tense or present perfect tense.</p> <p>To use comparative adjectives.</p> <p>To include expanded noun phrases.</p> <p>To include modal verbs: should, could, would, will, can, shall, may.</p> <p>To demarcate all sentences with capital letters, full stops, question marks and exclamation marks.</p> <p>To correctly use commas after fronted adverbials.</p> <p>To accurately use commas in a list with a colon to indicate.</p> <p>To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms.</p>	<p>To look at examples of persuasive writing investigating how style and vocabulary are used to convince the reader.</p> <p>To evaluate advertisements for their impact, appeal and honesty.</p> <p>To look at how information is presented, exaggerated to grab attention.</p> <p>To consider the writers choice of invented words and alliteration.</p> <p>To assess the effectiveness of their own and others writing.</p> <p>To suggest improvements to others writing.</p> <p>To reread their writing to the class using appropriate tone and volume.</p> <p>To independently read work again to make sure it makes sense.</p> <p>To proofread own work to check for spelling, grammar or punctuation errors.</p> <p>To amend their own writing.</p>	

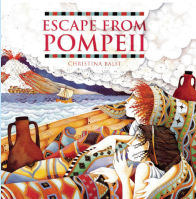
	<p>To use inverted commas for speech accurately.                  To begin to use commas for clarity.                  To use brackets to add additional information.                  To understand and use rhetorical questions.</p> <p>To use neat and joined handwriting.                  To use diagonal and horizontal strokes to join consistently.                  To understand which letters should not be joined.                  To have consistent legible and quality handwriting with writing spaced sufficiently.</p> <p>To spell familiar words accurately and make plausible attempts at unfamiliar and new vocabulary.</p>	<p>To use inverted commas for speech accurately.                  To begin to use commas for clarity.                  To use brackets to add additional information.                  To understand and use rhetorical questions.</p> <p>To use neat and joined handwriting.                  To use diagonal and horizontal strokes to join consistently.                  To understand which letters should not be joined.                  To have consistent legible and quality handwriting with writing spaced sufficiently.</p> <p>To spell familiar words accurately and make plausible attempts at unfamiliar and new vocabulary.</p>			
	<p>To follow the structure:  <b>WHAT I THINK</b>  <b>WHY I THINK (POINT 1)</b>  <b>WHY I THINK (POINT 2)</b>  <b>WHY I STILL THINK IT</b></p>	<p>To include vocabulary that is extended and rich to match topics.                  To make deliberate, adventurous and ambitious word choices.                  To use a dictionary to check word meanings and clarify vocabulary choice.                  To use a thesaurus to use a variety of synonyms.</p>			
<p><u>Instructions</u>                  To tell someone how to do or make something.</p> <p>Cross curricular writing:                  Recipes                  Manuals                  Rules                  Routes</p>	<p>To research a particular area and prepare a set of instructions.                  To organise writing consistently through numbering and paragraphs.                  To have a clear procedure for each stage.                  To systematically state each point.                  To include imagination through the inclusion of detail.                  To show evidence of viewpoint related to the overall purpose.                  To make attempts at a formal tone of address.</p>	<p>To include subordinating conjunctions: because, then, if, when, while, although, however, before.                  To include co-ordinating conjunctions: and, but, or, so, for, yet.                  To include a range of fronted adverbials for time, place and manner.                  To use the correct article before nouns.                  To include imperative verbs.                  To use comparative adjectives.                  To include expanded noun phrases.                  To include modal verbs: should, could, would, will, can, shall, may.</p>	<p>To read and follow instructions independently.                  To give clear instructions to others.                  To compare examples of instructional texts by evaluating their effectiveness.                  To analyse more complicated instructions identifying devices used to make them easier to follow.                  To assess the effectiveness of their own and others writing.</p>		


	<p>To use an authoritative tone that may not be sustained. To indicate the writer's role through direct instruction.</p>	<p>To use the present perfect tense. To demarcate all sentences with capital letters, full stops, question marks and exclamation marks. To correctly use commas after fronted adverbials. To accurately use commas in a list with a colon to indicate. To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms. To begin to use commas for clarity. To use brackets to add additional information. To include a bullet pointed list.</p> <p>To use neat and joined handwriting. To use diagonal and horizontal strokes to join consistently. To understand which letters should not be joined. To have consistent legible and quality handwriting with writing spaced sufficiently.</p> <p>To spell familiar words accurately and make plausible attempts at unfamiliar and new vocabulary.</p>	<p>To suggest improvements to others writing. To reread their writing to the class using appropriate tone and volume. To independently read work again to make sure it makes sense. To proofread own work to check for spelling, grammar or punctuation errors. To amend their own writing.</p>		
	<p>To follow the structure: <b>TITLE</b> <b>WHAT IS NEEDED</b> <b>METHOD</b></p>	<p>To include vocabulary that is extended and rich to match topics. To make deliberate, adventurous and ambitious word choices.</p>			
<p><u>Discursive</u> To present arguments and information from different viewpoints.  Cross curricular writing:</p>	<p>To make attempts to review evidence, this may not be maintained consistently. To show awareness of audience with the choice of information or acknowledgement of the audience. To make attempts at a more formal style through vocabulary.</p>	<p>To include subordinating conjunctions: because, then, if, when, while, although, however, before. To include co-ordinating conjunctions: and, but, or, so, for, yet. To include a range of fronted adverbials for time, place and manner. To use the correct article before nouns. To use comparative adjectives. To include expanded noun phrases.</p>	<p>To explore texts by recognising different viewpoints. To identify balanced arguments within a text. To explore expressions through discussion, role play and drama. To assess the effectiveness of their own and others writing. To suggest improvements to others writing.</p>		



<p>Newspaper Leaflet Debate</p>	<p>To group similar ideas together and form sections with paragraphs around a theme. To write simple viewpoints that are presented and beginning to have a more balanced coverage. To select information that is relevant. To write simple descriptions and detail to add interest to each section. To plan writing using research, experience and knowledge. To write a piece that is equivalent to 2 pages of A4.</p>	<p>To include modal verbs: should, could, would, will, can, shall, may. To choose nouns or pronouns appropriately for clarity and cohesion. To use present tense accurately.</p>	<p>To reread their writing to the class using appropriate tone and volume. To independently read work again to make sure it makes sense.</p>		
	<p>To follow the structure: <b>TITLE</b> <b>ISSUES</b> <b>FIRST ARGUMENT POINT 1</b> <b>SECOND ARGUMENT POINT 1</b> <b>FIRST ARGUMENT POINT 2</b> <b>SECOND ARGUMENT POINT 2</b> <b>CONCLUSION</b></p>	<p>To demarcate all sentences with capital letters, full stops, question marks and exclamation marks. To correctly use commas after fronted adverbials.</p>	<p>To proofread own work to check for spelling, grammar or punctuation errors. To amend their own writing.</p>		
		<p>To accurately use commas in a list with a colon to indicate. To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms. To begin to use commas for clarity. To use brackets to add additional information.</p>			
		<p>To use neat and joined handwriting. To use diagonal and horizontal strokes to join consistently. To understand which letters should not be joined. To have consistent legible and quality handwriting with writing spaced sufficiently.</p>			
		<p>To spell familiar words accurately and make plausible attempts at unfamiliar and new vocabulary.</p>			
		<p>To include vocabulary that is extended and rich to match topics. To make deliberate, adventurous and ambitious word choices. To use a dictionary to check word meanings and clarify vocabulary choice. To use a thesaurus to use a variety of synonyms.</p>			


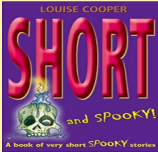
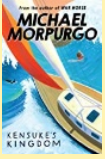


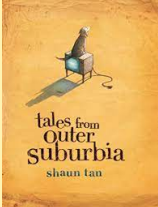
<p><u>Explanations</u> To explain how or why something happens.</p> <p>Cross curricular writing: Manual Non-fiction book</p>	<p>To sustain tense throughout writing. To make some generalisations. To include an informative style through specific vocabulary, this may not be consistent. To make some divisions between sections of text with headings. To structure text through paragraphs that are focused around a theme. To write in the active voice. To have an awareness of audience. To understand how to write with a balanced tone. To plan writing using research, experience and knowledge. To write a piece that is equivalent to 2 pages of A4.</p>	<p>To include subordinating conjunctions: because, then, if, when, while, although, however, before. To include co-ordinating conjunctions: and, but, or, so, for, yet. To include a range of fronted adverbials for time, place and manner. To use the correct article before nouns. To use comparative adjectives. To include expanded noun phrases. To include modal verbs: should, could, would, will, can, shall, may. To choose nouns or pronouns appropriately for clarity and cohesion. To use either past or present perfect tense accurately.</p>	<p>To review language features within an explanation such as the present tense, connectiveness of time and cause. To evaluate current explanation texts for the purpose and structure. To orally rehearse explanatory texts. To assess the effectiveness of their own and others writing. To suggest improvements to others writing. To reread their writing to the class using appropriate tone and volume. To independently read work again to make sure it makes sense. To proofread own work to check for spelling, grammar or punctuation errors. To amend their own writing.</p>		
	<p>To follow the structure: <b>TITLE</b> <b>INTRODUCTION</b></p>	<p>To demarcate all sentences with capital letters, full stops, question marks and exclamation marks. To correctly use commas after fronted adverbials. To accurately use commas in a list with a colon to indicate. To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms. To begin to use commas for clarity. To use brackets to add additional information. To include bullet points where necessary. To use neat and joined handwriting. To use diagonal and horizontal strokes to join consistently. To understand which letters should not be joined. To have consistent legible and quality handwriting with writing spaced sufficiently.</p>			

	<p><b>DIAGRAM</b>  <b>POINT 1</b>  <b>POINT 2</b>  <b>POINT 3</b></p>	<p>To spell familiar words accurately and make plausible attempts at unfamiliar and new vocabulary.</p> <p>To include vocabulary that is extended and rich to match topics.</p> <p>To make deliberate, adventurous and ambitious word choices.</p>			
<p><u>Non chronological reports</u></p> <p>To describe the characteristics of something.</p> <p>Genres: Article</p> <p>Focused texts:</p> 	<p>To collect information to write a report.</p> <p>To have a consistent use of third person throughout writing.</p> <p>To include modal constructions that are appropriate to headings.</p> <p>To have a variety of sentence structures that supports explanations or reasoning.</p> <p>To show awareness of purpose and audience.</p> <p>To show an awareness of an appropriate style.</p> <p>To have divisions between sections of content.</p> <p>To have development and detail within each section of content providing the reader with more evidence.</p> <p>To structure writing in paragraphs around a theme.</p> <p>To plan writing using experience, research and knowledge.</p> <p>To write a piece that is equivalent to 2 pages of A4.</p>	<p>To include subordinating conjunctions: because, then, if, when, while, although, however, before.</p> <p>To include co-ordinating conjunctions: and, but, or, so, for, yet.</p> <p>To include a range of fronted adverbials for time, place and manner.</p> <p>To use the correct article before nouns.</p> <p>To use comparative adjectives.</p> <p>To include expanded noun phrases.</p> <p>To include modal verbs: should, could, would, will, can, shall, may.</p> <p>To choose nouns or pronouns appropriately for clarity and cohesion.</p> <p>To use the past perfect tense.</p> <p>To demarcate all sentences with capital letters, full stops, question marks and exclamation marks.</p> <p>To correctly use commas after fronted adverbials.</p> <p>To include inverted commas for dialogue or quotations where appropriate.</p> <p>To accurately use commas in a list with a colon to indicate.</p> <p>To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms.</p> <p>To begin to use commas for clarity.</p> <p>To use brackets to add additional information.</p>	<p>To assess the effectiveness of their own and others writing.</p> <p>To suggest improvements to others writing.</p> <p>To reread their writing to the class using appropriate tone and volume.</p> <p>To independently read work again to make sure it makes sense.</p> <p>To proofread own work to check for spelling, grammar or punctuation errors.</p> <p>To amend their own writing.</p>		

		<p>To include bullet points where necessary.</p> <p>To use neat and joined handwriting.</p> <p>To use diagonal and horizontal strokes to join consistently.</p> <p>To understand which letters should not be joined.</p> <p>To have consistent legible and quality handwriting with writing spaced sufficiently.</p>			
	<p>To follow the structure:</p> <p><b>TITLE</b></p> <p><b>CONTEXT</b></p> <p><b>KEY POINTS</b></p> <p><b>POINT 1</b></p> <p><b>POINT 2</b></p>	<p>To spell familiar words accurately and make plausible attempts at unfamiliar and new vocabulary.</p> <p>To include vocabulary that is extended and rich to match topics.</p> <p>To make deliberate, adventurous and ambitious word choices.</p> <p>To use a dictionary to check word meanings and clarify vocabulary choice.</p> <p>To use a thesaurus to use a variety of synonyms.</p>			
<p><u>Poetry</u></p> <p>To evoke an emotional response to language arranged for its rhythm and meaning.</p> <p>Genres:</p> <p>Syllabic</p> <p>Narrative</p> <p>Odes and insults</p> <p>Focused texts:</p> 	<p>To include phrases for ambiguity.</p> <p>To structure poems with carefully crafted stanzas.</p> <p>To create an atmosphere in poems.</p> <p>To write poems with imagery.</p>	<p>To use language to exaggerate.</p> <p>To use similes to create cliches in writing.</p> <p>To use metaphors.</p> <p>To consider how to punctuate poems with commas, capitals, question marks.</p> <p>To carefully select words and language.</p>	<p>To perform a poem varying volume, pace and appropriate expression.</p> <p>To describe the impact of a poem.</p> <p>To explain own interpretations of poems.</p> <p>To comment on the use of similes, language and atmosphere.</p> <p>To discuss the effect of a poem on a reader.</p>		


	SUBSTANTIVE KNOWLEDGE		DISCIPLINARY KNOWLEDGE	VOCABULARY	
	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE		The key technical or genre specific vocabulary.	The key spellings required to know and spell.
Expectations by the end of Year 5	The application of knowledge and strategies that enable children to write for different purposes.		The ability to evaluate and edit writing through the application of substantive knowledge and through the process think critically about writing.	The key technical or genre specific vocabulary.	The key spellings required to know and spell.
	The ability to plan, draft and construct writing	The use of grammatical and linguistic features.			
	<p>To write for a range of purposes and audiences.</p> <p>To structure and organise writing by its audience, purpose and context through paragraphs.</p> <p>To have evidence of deliberate vocabulary choices.</p> <p>To consistently link details across paragraphs.</p> <p>To adapt formality and viewpoint according to genre.</p> <p>To plan writing by identifying audience and purpose.</p> <p>To make a choice of tense and other devices to build cohesion throughout a written piece.</p> <p>To describe settings, characters and atmosphere with carefully chosen vocabulary.</p> <p>To write a sustained piece that is the length of a minimum equivalent of 2 pages of A4.</p>	<p>To include subordinating conjunctions: because, then, if, when, while, although, however, before, though</p> <p>To include co-ordinating conjunctions: FANBOYS</p> <p>To include a range of fronted adverbials for time, reasoning, place and manner.</p> <p>To use relative clauses with a wide range of relative pronouns.</p> <p>To use the correct article before nouns.</p> <p>To use past perfect tense.</p> <p>To use present perfect tense.</p> <p>To use comparative and superlative adjectives.</p> <p>To include a variety of modal verbs.</p>	<p>To consider how authors have developed characters and settings based on what they have previously written.</p> <p>To perform their own writing with intonation, volume, movement and tone.</p> <p>To assess the effectiveness of their own and others writing by suggesting improvements.</p> <p>To independently read work again to make sure it makes sense.</p> <p>To proofread own work to check for spelling, grammar or punctuation errors.</p> <p>To proofread work to make it more precise and remove anything unnecessary by making amendments.</p> <p>To edit own work to assess the effectiveness of their own writing.</p>	<p>full stop</p> <p>past tense</p> <p>story</p> <p>labels</p> <p>sequence</p> <p>sentence</p> <p>letter formation</p> <p>verb</p> <p>adjective</p> <p>noun</p> <p>noun phrase</p> <p>orientation</p> <p>co-ordinating conjunctions</p> <p>editing</p> <p>question</p> <p>suffix</p> <p>narrative</p> <p>fiction</p> <p>non-fiction</p> <p>persuade</p> <p>convince</p> <p>phonetic</p> <p>regular</p> <p>proper noun</p> <p>common noun</p> <p>subordinating</p> <p>apostrophe</p>	<p>accommodate</p> <p>accompany</p> <p>according</p> <p>achieve</p> <p>aggressive</p> <p>amateur</p> <p>ancient</p> <p>apparent</p> <p>appreciate</p> <p>attached</p> <p>available</p> <p>average</p> <p>awkward</p> <p>bargain</p> <p>bruise</p> <p>category</p> <p>cemetery</p> <p>committee</p> <p>communicate</p> <p>community</p> <p>competition</p> <p>conscience</p> <p>conscious</p> <p>controversy</p> <p>convenience</p> <p>correspond</p> <p>criticise</p> <p>curiosity</p> <p>definite</p> <p>desperate</p> <p>determined</p>
		<p>To demarcate all sentences with capital letters, full stops question marks, exclamation marks and commas for lists, clarity and after adverbials.</p> <p>To accurately use a colon for a list.</p> <p>To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms.</p> <p>To use inverted commas for speech accurately.</p> <p>To use parenthesis such as brackets or dashes to add additional information.</p> <p>To include ellipsis for effect.</p> <p>To understand and use rhetorical questions.</p>			

		<p>To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly. To write at a sustained speed.</p>		<p>exclamation command imperative verb expanded noun phrase cursive adverb diagonal horizontal punctuation time adverbials chronological stanza possessive contraction rhyme repetition dialogue inverted comma first person modal verb irregular</p>	<p>develop dictionary disastrous embarrass environment equip especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate (ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice</p>
Genre focus for Year 5					
<p><u>Narrative</u></p> <p>To entertain and enthrall</p> <p>Genres: Stories on a theme Fantasy Modern fiction</p>	<p>To adapt story form to genre, for example adventure needing more pace. To use a style that is effective for the purpose of a story. To write a narrative that engages the reader throughout. To engage a reader by creating a climax or suspense through an unexpected ending.</p>	<p>To include subordinating conjunctions: because, then, if, when, while, although, however, before, though To include co-ordinating conjunctions: FANBOYS To include a range of fronted adverbials for time, reasoning, place and manner. To use relative clauses with a wide range of relative pronouns.</p>	<p>To evaluate vocabulary choices that add to the mood of writing. To understand the choices made by an author. To consider how authors have developed characters and settings based on what they have previously written.</p>	<p>direct speech comma familiar unfamiliar third person homophones alliteration similes onomatopoeia bullet points paragraphs fronted adverbials plural</p>	

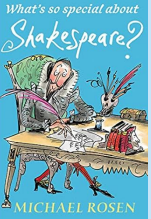
<p>Classic fiction Gothic fiction</p> <p>Focused texts:</p>      	<p>To organise a story into paragraphs with the structure and organisation of writing informed by the audience, purpose and context.</p> <p>To plan and develop initial ideas.</p> <p>To write a sustained piece that is the length of a minimum equivalent of 2 pages of A4.</p> <p>To create characters that are carefully considered and detailed.</p> <p>To develop settings that are descriptive.</p>	<p>To use the correct article before nouns.</p> <p>To use past perfect tense.</p> <p>To use present perfect tense.</p> <p>To use comparative and superlative adjectives.</p> <p>To include a variety of modal verbs.</p>	<p>To perform their own writing with intonation, volume, movement and tone.</p> <p>To assess the effectiveness of their own and others writing by suggesting improvements.</p>	<p>singular audience proofread prefix headings</p>	<p>privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>
	<p>To follow the structure:</p> <p><b>TITLE</b> <b>BUILD UP</b> <b>DILEMMA</b> <b>RESOLUTION</b> <b>ENDING</b></p>	<p>To demarcate all sentences with capital letters, full stops question marks, exclamation marks and commas for lists, clarity and after adverbials.</p> <p>To accurately use a colon for a list.</p> <p>To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms.</p> <p>To use inverted commas for direct and indirect speech accurately.</p> <p>To use parenthesis such as brackets or dashes to add additional information.</p> <p>To include ellipsis for effect.</p> <p>To understand and use rhetorical questions.</p>	<p>To independently read work again to make sure it makes sense.</p> <p>To proofread own work to check for spelling, grammar or punctuation errors.</p> <p>To proofread work to make it more precise and remove anything unnecessary by making amendments.</p> <p>To edit own work to assess the effectiveness of their own writing.</p> <p>To use a dictionary to check the spellings and meanings of words.</p>	<p>article synonyms cohesion ellipsis active voice rhetorical questions ambiguity cliché metaphor present perfect past perfect clarity manner formal brackets colon balance thesaurus comparative adjectives subheadings metaphors</p>	
		<p>To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly.</p> <p>To write at a sustained speed.</p>			
		<p>To spell familiar words accurately and make plausible attempts at unfamiliar sophisticated vocabulary.</p>			
		<p>To include vocabulary that is extended and rich to match topics.</p> <p>To make deliberate, adventurous and ambitious word choices.</p> <p>To use a dictionary to check word meanings and clarify vocabulary choice.</p> <p>To use a thesaurus to use a variety of synonyms.</p>		<p>dashes intonation parenthesis relative clause relative pronoun</p>	

<p><u>Recounts</u></p> <p>To retell events (from either the point of view of someone who was there or from an impersonal standpoint)</p> <p>Cross curricular writing: Autobiography Diary Trip reflection Report Experiment Biography</p>	<p>To include a varied sentence structure that includes adverbials and expanded noun phrases to describe events.</p> <p>To add appropriate detail or indicate the writer's attitude to the experiences.</p> <p>To identify the features of recounted texts such as chronological order and consistent use of the past tense.</p> <p>To include the main features of form for the purpose, for example headings, subheadings.</p> <p>To adapt a descriptive form.</p> <p>To include sections of text that are developed around a topic sentence.</p> <p>To group similar content together in paragraphs.</p> <p>To plan and develop initial ideas.</p> <p>To write a sustained piece that is the length of a minimum equivalent of 2 pages of A4.</p>	<p>To include subordinating conjunctions: because, then, if, when, while, although, however, before, though</p> <p>To include co-ordinating conjunctions: FANBOYS</p> <p>To include a range of fronted adverbials for time, reasoning, place and manner.</p> <p>To use relative clauses with a wide range of relative pronouns.</p> <p>To use the correct article before nouns.</p> <p>To use past perfect tense.</p> <p>To use comparative and superlative adjectives.</p> <p>To include a variety of modal verbs.</p> <p>To demarcate all sentences with capital letters, full stops, question marks, exclamation marks and commas for lists, clarity and after adverbials.</p> <p>To accurately use a colon for a list.</p> <p>To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms.</p> <p>To use inverted commas for speech accurately.</p> <p>To use parenthesis such as brackets or dashes to add additional information.</p> <p>To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly.</p> <p>To write at a sustained speed.</p> <p>To spell familiar words accurately and make plausible attempts at unfamiliar sophisticated vocabulary.</p>	<p>To discuss the features of recounted texts such as reports, diaries, experiments and biographies.</p> <p>To perform their own writing with intonation, volume, movement and tone.</p> <p>To assess the effectiveness of their own and others writing by suggesting improvements.</p> <p>To independently read work again to make sure it makes sense.</p> <p>To proofread own work to check for spelling, grammar or punctuation errors.</p> <p>To proofread work to make it more precise and remove anything unnecessary by making amendments.</p> <p>To edit own work to assess the effectiveness of their own writing.</p> <p>To use a dictionary to check the spellings and meanings of words.</p>	<p>indirect speech superlative adjective ambiguity</p>	
	<p>To follow the structure:</p> <p><b>TITLE</b> <b>OVERVIEW</b> <b>EVENT 1</b> <b>EVENT 2</b> <b>OTHER EVENTS</b></p>	<p>To include vocabulary that is technical and rich to match topics.</p> <p>To make deliberate, adventurous and ambitious word choices.</p>			




	<p><b>CONCLUSION</b></p>	<p>To use a dictionary to check word meanings and clarify vocabulary choice. To use a thesaurus to use a variety of synonyms.</p>			
<p><u>Persuade</u></p> <p>To persuade the reader to a particular viewpoint through rational argument.</p> <p>Genres Travel writing</p> <p>Focused texts:</p> 	<p>To draft or write individual persuasive letters for real purposes. To write a commentary on an issue on paper or screen, setting out and justifying a point of view. To use structures from reading to set out and link points such as, numbered lists or bullet points. To include a balanced coverage. To establish a viewpoint that is maintained for example, a friendly conversational relationship with audience. To use stylistic choices consistently to support the persuasive purpose so that description and persuasion are interwoven. To sustain the style of address to the audience. To plan and develop initial ideas. To write a sustained piece that is the length of a minimum equivalent of 2 pages of A4.</p>	<p>To include subordinating conjunctions: because, then, if, when, while, although, however, before, though To include co-ordinating conjunctions: FANBOYS To include a range of fronted adverbials for time, reasoning, place and manner. To use relative clauses with a wide range of relative pronouns. To use the correct article before nouns. To use past perfect tense. To use present perfect tense. To use comparative and superlative adjectives. To include a variety of modal verbs.</p> <p>To demarcate all sentences with capital letters, full stops question marks, exclamation marks and commas for lists, clarity and after adverbials. To accurately use a colon for a list. To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms. To use inverted commas for speech accurately. To use parenthesis such as brackets or dashes to add additional information. To include ellipsis for effect. To understand and use rhetorical questions.</p> <p>To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly. To write at a sustained speed.</p>	<p>To read and analyse persuasive texts giving their own opinions and justifications. To perform their own writing with intonation, volume, movement and tone. To assess the effectiveness of their own and others writing by suggesting improvements. To independently read work again to make sure it makes sense. To proofread own work to check for spelling, grammar or punctuation errors. To proofread work to make it more precise and remove anything unnecessary by making amendments. To edit own work to assess the effectiveness of their own writing. To use a dictionary to check the spellings and meanings of words.</p>		



		<p>To spell familiar words accurately and make plausible attempts at unfamiliar sophisticated vocabulary.</p>			
<p><u>Instructions</u></p> <p>To tell someone how to do or make something.</p> <p>Cross curricular writing:</p> <p>Recipes Manuals Rules Routes</p>	<p>To follow the structure:  <b>WHAT I THINK</b>  <b>WHY I THINK (POINT 1)</b>  <b>WHY I THINK (POINT 2)</b>  <b>WHY I STILL THINK IT</b>  <b>OTHER OPINIONS</b></p> <p>To include sentence that are structured for clarity either through repetition or emphasis.                  To include description with expanded noun phrases.                  To identify a set of instructions which are for more complex procedures or are combined with other text types.                  To compare instructions in terms of audience, purpose and form.                  To include a suitable balance of information, instruction and advice relating to procedure given under the appropriate headings.                  To group content appropriately within each section.                  To distinguish a chronological approach that are logical.                  To order points clearly.                  To plan and develop initial ideas.                  To write a sustained piece.</p>	<p>To include subordinating conjunctions: because, then, if, when, while, although, however, before, though</p> <p>To include co-ordinating conjunctions: FANBOYS</p> <p>To include a range of fronted adverbials for time, reasoning, place and manner.</p> <p>To use relative clauses with a wide range of relative pronouns.</p> <p>To use the correct article before nouns.</p> <p>To use past perfect tense.</p> <p>To use present perfect tense.</p> <p>To use comparative and superlative adjectives.</p> <p>To use a range of imperative verbs.</p> <p>To include a variety of modal verbs.</p> <p>To demarcate all sentences with capital letters, full stops, question marks, exclamation marks and commas for lists, clarity and after adverbials.</p> <p>To accurately use a colon for a list.</p> <p>To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms.</p> <p>To use inverted commas for speech accurately.</p>	<p>To give oral instructions in pairs or groups to achieve and complete a common task with increased complexity.</p> <p>To evaluate a set of instructions for purpose, organisation and layout, clarity and usefulness.</p> <p>To revise a set of instructions by trying them first.</p> <p>To perform their own writing with intonation, volume, movement and tone.</p> <p>To assess the effectiveness of their own and others writing by suggesting improvements.</p> <p>To independently read work again to make sure it makes sense.</p> <p>To proofread own work to check for spelling, grammar or punctuation errors.</p> <p>To proofread work to make it more precise and remove anything unnecessary by making amendments.</p> <p>To edit own work to assess the effectiveness of their own writing.</p>		

		<p>To use parenthesis such as brackets or dashes to add additional information. To include a bullet pointed list.</p>	<p>To use a dictionary to check the spellings and meanings of words</p>		
	<p>To follow the structure: <b>TITLE</b> <b>WHAT IS NEEDED</b> <b>METHOD</b> <b>CONCLUSION</b></p>	<p>To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly. To write at a sustained speed.</p> <p>To spell familiar words accurately and make plausible attempts at unfamiliar sophisticated vocabulary.</p> <p>To include vocabulary that is technical and rich to match topics. To make deliberate, adventurous and ambitious word choices. To use a dictionary to check word meanings and clarify vocabulary choice. To use a thesaurus to use a variety of synonyms.</p>			
<p><u>Discursive</u> To present arguments and information from different viewpoints.  Genres: Debate  Focused texts: </p>	<p>To include subordinate clauses to help to expand or justify the main points of the case, though not always with control. To use discussion that has an opening and a closing section. To address the audience in a sustained, whether its formal or conversational style. To structure and organise writing that is informed by its audience, purpose and context through the appropriate use of paragraphs to organise information and ideas around a theme. To use key signposts that are consistently indicated. To include transitions between paragraphs, but sometimes abrupt.</p>	<p>To include subordinating conjunctions: because, then, if, when, while, although, however, before, though To include co-ordinating conjunctions: FANBOYS To include a range of fronted adverbials for time, reasoning, place and manner. To use relative clauses with a wide range of relative pronouns. To use the correct article before nouns. To use past perfect tense. To use present perfect tense. To use comparative and superlative adjectives. To include a variety of modal verbs.</p> <p>To demarcate all sentences with capital letters, full stops question marks, exclamation marks and commas for lists, clarity and after adverbials. To accurately use a colon for a list.</p>	<p>To explore discursive texts and those presenting a particular argument. To distinguish and discuss any texts that seem to be trying to present a more balanced or reasoned view. To explore more than one writer's possible perspective on an issue. To perform their own writing with intonation, volume, movement and tone. To assess the effectiveness of their own and others writing by suggesting improvements. To independently read work again to make sure it makes sense. To proofread own work to check for spelling, grammar or punctuation errors.</p>		

	<p>To have a coverage that is balanced with viewpoints that are established and maintained in different sections. To include simple reflective comments, observations and detail to add interest. To include simple evidence to support each point of view and is given on some occasions. To plan and develop initial ideas. To write a sustained piece that is the length of a minimum equivalent of 2 pages of A4.</p>	<p>To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms. To use inverted commas for speech accurately. To use parenthesis such as brackets or dashes to add additional information. To include ellipsis for effect.</p>	<p>To proofread work to make it more precise and remove anything unnecessary by making amendments. To edit own work to assess the effectiveness of their own writing. To use a dictionary to check the spellings and meanings of words.</p>		
	<p>To follow the structure: <b>TITLE</b> <b>ISSUES</b> <b>FIRST ARGUMENT POINT 1</b> <b>SECOND ARGUMENT POINT 1</b> <b>FIRST ARGUMENT POINT 2</b> <b>SECOND ARGUMENT POINT 2</b> <b>CONCLUSION</b></p>	<p>To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly. To write at a sustained speed. To spell familiar words accurately and make plausible attempts at unfamiliar sophisticated vocabulary.</p>			
<p><u>Explanations</u> To explain how or why something happens.  Cross curricular writing: Manual Non-fiction book</p>	<p>To include new sections or paragraphs consistently indicated for example, introductory phrases, subheadings or conventional phrases. To include ideas developed within sections for example, main proposition, followed by further detail, explanation or justification. To ensure that structure and organisation of writing is informed by its audience, purpose and context through the appropriate use of</p>	<p>To include subordinating conjunctions: because, then, if, when, while, although, however, before, though To include co-ordinating conjunctions: FANBOYS To include a range of fronted adverbials for time, reasoning, place and manner. To use relative clauses with a wide range of relative pronouns. To use the correct article before nouns. To use past perfect tense.</p>	<p>To independently edit and refine explanatory texts using reading as a source focusing on clarity, conciseness and impersonal style. To explore more than one writer's possible perspective on an issue. To perform their own writing with intonation, volume, movement and tone. To assess the effectiveness of their own and others writing by suggesting improvements.</p>		

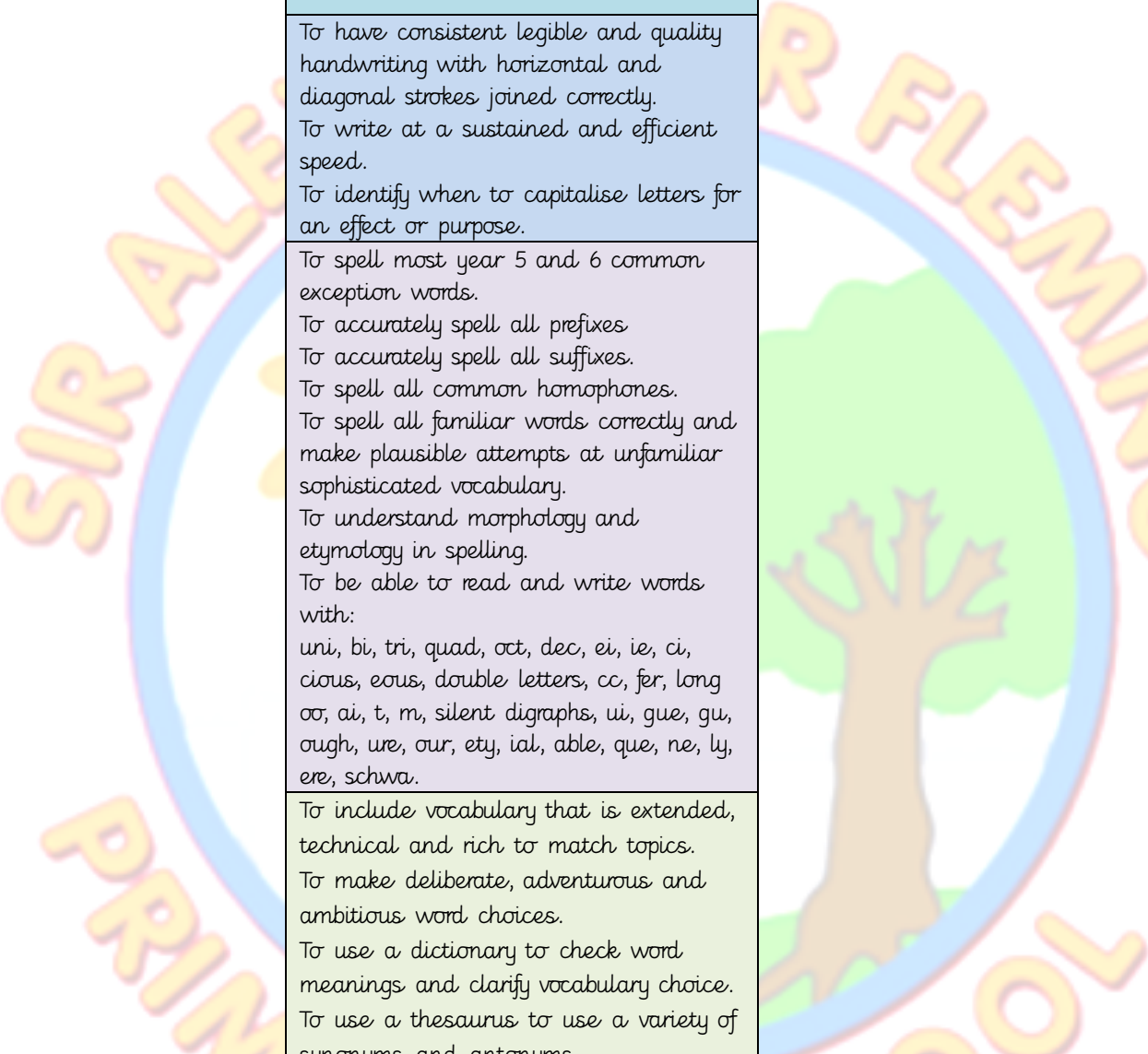
<p>paragraphs to organise information or ideas around a theme. To adapt explanation form to the situation like content informative, detail delivers a clear account. To have a balanced coverage of information and some detail is used to give clear explanation and advice. To have a structure that includes an introduction, logically ordered points and conclusion. To independently plan, compose texts focusing on clarity, conciseness and impersonal style. To begin to use the passive voice. To plan and develop initial ideas. To write a sustained piece that is the length of a minimum equivalent of 2 pages of A4.</p>	<p>To use comparative and superlative adjectives. To include a variety of modal verbs. To demarcate all sentences with capital letters, full stops question marks, exclamation marks and commas for lists, clarity and after adverbials. To accurately use a colon for a list. To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms. To use inverted commas for speech accurately. To use parenthesis such as brackets or dashes to add additional information. To include ellipsis for effect. To include bullet points for a list.</p>	<p>To independently read work again to make sure it makes sense. To proofread own work to check for spelling, grammar or punctuation errors. To proofread work to make it more precise and remove anything unnecessary by making amendments. To edit own work to assess the effectiveness of their own writing. To use a dictionary to check the spellings and meanings of words.</p>		
<p>To follow the structure: <b>TITLE</b> <b>INTRODUCTION</b> <b>DIAGRAM</b> <b>POINT 1</b> <b>POINT 2</b> <b>POINT 3</b> <b>CONCLUSION</b></p>	<p>To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly. To write at a sustained speed. To spell familiar words accurately and make plausible attempts at unfamiliar sophisticated vocabulary. To spell familiar words accurately and make plausible attempts at unfamiliar sophisticated vocabulary.</p>	<p>To include vocabulary that is technical and rich to match topics. To make deliberate, adventurous and ambitious word choices. To use a dictionary to check word meanings and clarify vocabulary choice. To use a thesaurus to use a variety of synonyms.</p>		
<p>To include variation in sentence structure with questions and</p>	<p>To include subordinating conjunctions: because, then, if, when, while, although, however, before, though</p>	<p>To edit and refine non-chronological comparative reports</p>		


<p><u>Non chronological reports</u></p> <p>To describe the characteristics of something.</p> <p>Genres: letters</p> <p>Focused texts:</p> 	<p>exclamations used to give advice and encouragement.</p> <p>To plan and compose a short non-chronological comparative report that focuses on clarity, conciseness and impersonal style.</p> <p>To include some complex sentences.</p> <p>To include accurate sentence demarcation.</p> <p>To write a straightforward description with some detail to highlight some features of the subject and may describe some concepts that highlight unfamiliar aspects.</p> <p>To include a text structure that sets a simple context and provides a clear sense of purpose.</p> <p>To include strands of text that focus on specific features of the subject.</p> <p>To include information in each section that links together.</p> <p>To organise writing and structure that is informed by audience, purpose and context through the appropriate use of paragraphs to organise information and ideas around a theme.</p> <p>To indicate new sections and paragraphs with subheadings, bullet points and introductory phrases.</p> <p>To begin to use the passive voice.</p> <p>To plan and develop initial ideas.</p> <p>To write a sustained piece that is the length of a minimum equivalent of 2 pages of A4.</p> <p>To follow the structure:</p> <p><b>TITLE</b></p> <p><b>CONTEXT</b></p> <p><b>KEY POINTS</b></p> <p><b>POINT 1</b></p> <p><b>POINT 2</b></p>	<p>To include co-ordinating conjunctions: FANBOYS</p> <p>To include a range of fronted adverbials for time, reasoning, place and manner.</p> <p>To use relative clauses with a wide range of relative pronouns.</p> <p>To use the correct article before nouns.</p> <p>To use past perfect tense.</p> <p>To use comparative and superlative adjectives.</p> <p>To include a variety of modal verbs.</p> <p>To demarcate all sentences with capital letters, full stops question marks, exclamation marks and commas for lists, clarity and after adverbials.</p> <p>To accurately use a colon for a list.</p> <p>To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms.</p> <p>To use inverted commas for speech accurately.</p> <p>To use parenthesis such as brackets or dashes to add additional information.</p> <p>To include ellipsis for effect.</p> <p>To include bullet points for a list.</p> <p>To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly.</p> <p>To write at a sustained speed.</p> <p>To spell familiar words accurately and make plausible attempts at unfamiliar sophisticated vocabulary.</p> <p>To spell familiar words accurately and make plausible attempts at unfamiliar sophisticated vocabulary.</p> <p>To include vocabulary that is technical and rich to match topics.</p>	<p>focusing on clarity, conciseness and impersonal style.</p> <p>To perform their own writing with intonation, volume, movement and tone.</p> <p>To assess the effectiveness of their own and others writing by suggesting improvements.</p> <p>To independently read work again to make sure it makes sense.</p> <p>To proofread own work to check for spelling, grammar or punctuation errors.</p> <p>To proofread work to make it more precise and remove anything unnecessary by making amendments.</p> <p>To edit own work to assess the effectiveness of their own writing.</p> <p>To use a dictionary to check the spellings and meanings of words.</p>		
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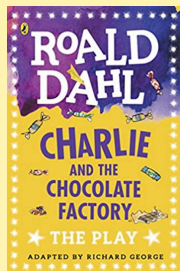

	<p><b>SUMMARY</b></p>	<p>To make deliberate, adventurous and ambitious word choices.                  To use a dictionary to check word meanings and clarify vocabulary choice.                  To use a thesaurus to use a variety of synonyms.</p>			
<p><u>Poetry</u>                  To evoke an emotional response to language arranged for its rhythm and meaning.</p> <p>Genres:                  Aspirational poems                  Poems on a theme                  Anthologies.</p> <p>Focused texts:</p>  	<p>To write free verse, using or inventing repeating patterns, attempting different forms including rhyme or humour.                  To write with varying pitch, pace and pauses to create an impact.                  To use carefully observed details and images to bring subject matter alive but avoiding cliché in own writing.</p>	<p>To use unusual or surprising language choices and effects such as onomatopoeia.                  To explore imagery including metaphors.                  To invent nonsense words and situations with unexpected word combinations.                  To consider how to punctuate a poem with commas and capital letters.</p>	<p>To discuss a poet's possible viewpoint, explaining and justifying own responses and interpretations.                  To compare different forms and describe the impact.                  To use actions, sound effects and expression when reciting poetry.                  To proofread own work and edit or refine writing.</p>		

	SUBSTANTIVE KNOWLEDGE		DISCIPLINARY KNOWLEDGE	VOCABULARY	
	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE		The key technical or genre specific vocabulary.	The key spellings required to know and spell.
Expectations by the end of Year 6	The application of knowledge and strategies that enable children to write for different purposes.		The ability to evaluate and edit writing through the application of substantive knowledge and through the process think critically about writing.	The key technical or genre specific vocabulary.	The key spellings required to know and spell.
	The ability to plan, draft and construct writing	The use of grammatical and linguistic features.			
	<p>To write effectively for a range of purposes.</p> <p>To select language that shows a good awareness of the reader.</p> <p>To describe settings, characters and atmosphere.</p> <p>To use the passive voice.</p> <p>To distinguish between language and appropriate register.</p> <p>To organise writing appropriately.</p> <p>To understand the structure of writing for each genre.</p> <p>To plan writing identifying audience and purpose.</p> <p>To write a sustained piece with a minimum of 3 pages of A4.</p> <p>To plan and develop initial ideas using prior reading, research, experience and knowledge.</p> <p>To recognise how words are related by meanings with synonyms and antonyms.</p> <p>To choose the appropriate level of formality.</p> <p>To use the appropriate tense: past progressive, past perfect, present progressive, present perfect.</p> <p>To write with a range of sentence types.</p> <p>To include relative clauses.</p>	<p>To include subordinating conjunctions: AWHITEBUS</p> <p>To include co-ordinating conjunctions: FANBOYS</p> <p>To include a range of fronted adverbials for time, reasoning, place and manner.</p> <p>To use relative clauses with a wide range of relative pronouns.</p> <p>To use the correct article before nouns.</p> <p>To use past perfect tense.</p> <p>To use present perfect tense.</p> <p>To use comparative and superlative adjectives.</p> <p>To include a variety of modal verbs.</p>	<p>To habitually proofread own work to check for spelling, grammar or punctuation errors.</p> <p>To perform their own writing with intonation, volume, movement and tone.</p> <p>To assess the effectiveness of their own and others writing by suggesting improvements and proposing changes.</p> <p>To independently read work again to make sure it makes sense.</p> <p>To use dictionaries to check spellings and meanings of words.</p> <p>To proofread work to make it more precise and remove anything unnecessary by making amendments.</p> <p>To edit own work to assess the effectiveness of their own writing.</p> <p>To proofread work to precis longer passages to remove irrelevant or repeated details.</p>	<p>full stop</p> <p>past tense</p> <p>story</p> <p>labels</p> <p>sequence</p> <p>sentence</p> <p>letter formation</p> <p>verb</p> <p>adjective</p> <p>noun</p> <p>noun phrase</p> <p>orientation</p> <p>co-ordinating conjunctions</p> <p>editing</p> <p>question</p> <p>suffix</p> <p>narrative</p> <p>fiction</p> <p>non-fiction</p> <p>persuade</p> <p>convince</p> <p>phonetic</p> <p>regular</p> <p>proper noun</p> <p>common noun</p> <p>subordinating</p> <p>apostrophe</p> <p>exclamation</p>	<p>accommodate</p> <p>accompany</p> <p>according</p> <p>achieve</p> <p>aggressive</p> <p>amateur</p> <p>ancient</p> <p>apparent</p> <p>appreciate</p> <p>attached</p> <p>available</p> <p>average</p> <p>awkward</p> <p>bargain</p> <p>bruise</p> <p>category</p> <p>cemetery</p> <p>committee</p> <p>communicate</p> <p>community</p> <p>competition</p> <p>conscience</p> <p>conscious</p> <p>controversy</p> <p>convenience</p> <p>correspond</p> <p>criticise</p> <p>curiosity</p> <p>definite</p> <p>desperate</p> <p>determined</p> <p>develop</p>
		<p>To demarcate all sentences with capital letters, full stops question marks, exclamation marks and commas for lists, clarity and after adverbials.</p> <p>To accurately use a colon for a list.</p> <p>To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms.</p> <p>To use inverted commas for speech accurately.</p> <p>To use the contracted form in dialogue.</p> <p>To use parenthesis such as brackets or dashes to add additional information.</p> <p>To include ellipsis for effect.</p> <p>To understand and use rhetorical questions.</p> <p>To use hyphens to avoid ambiguity.</p>			




		<p>To use semi-colons to mark independent clauses.</p> <p>To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly. To write at a sustained and efficient speed. To identify when to capitalise letters for an effect or purpose.</p> <p>To spell most year 5 and 6 common exception words. To accurately spell all prefixes To accurately spell all suffixes. To spell all common homophones. To spell all familiar words correctly and make plausible attempts at unfamiliar sophisticated vocabulary. To understand morphology and etymology in spelling. To be able to read and write words with: uni, bi, tri, quad, oct, dec, ei, ie, ci, cious, eous, double letters, cc, fer, long oo, ai, t, m, silent digraphs, ui, gue, gu, ough, ure, our, ety, ial, able, que, ne, ly, ere, schwa.</p> <p>To include vocabulary that is extended, technical and rich to match topics. To make deliberate, adventurous and ambitious word choices. To use a dictionary to check word meanings and clarify vocabulary choice. To use a thesaurus to use a variety of synonyms and antonyms. To use vocabulary and structures in the subjunctive form in formal writing.</p>		<p>command imperative verb expanded noun phrase cursive adverb diagonal horizontal punctuation time adverbials chronological stanza possessive contraction rhyme repetition dialogue inverted comma first person modal verb irregular</p> <p>direct speech comma familiar unfamiliar third person homophones alliteration similes onomatopoeia bullet points paragraphs fronted adverbials</p>	<p>dictionary disastrous embarrass environment equip especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical</p>
		<p>Genre focus for Year 6</p>			

<p><u>Narrative</u></p> <p>To entertain and enthrall</p> <p>Genres: Stories that raise issues Historical fiction Significant authors Horror Short stories playscripts</p> <p>Focused texts:</p> 	<p>To establish a narrator's viewpoint that is maintained throughout.</p> <p>To develop an imaginative plot.</p> <p>To have a well-paced, developed story with a credible and engaging ending.</p> <p>To shift time and place to guide readers through the text.</p> <p>To connect sequences of events within paragraphs.</p> <p>To make continuous references through the whole composition with regular links.</p> <p>To include the passive voice.</p> <p>To create a strong and sustained development of character and setting, that is descriptive and imaginative.</p> <p>To engage the reader in a variety of ways using grammatical and punctuation techniques.</p> <p>To consider the reader by using an informal style, repetition and carefully selected vocabulary choices.</p> <p>To carefully choose tense that is appropriate to the composition, however this may change for effect, for example shifting to present tense for dialogue.</p> <p>To include a range of sentence types in writing, with some short sentences to add pace.</p> <p>To consider the audience, purpose and context.</p> <p>To write sentences with a varied word order for emphasis.</p>	<p>To include subordinating conjunctions: AWHITEBUS</p> <p>To include co-ordinating conjunctions: FANBOYS</p> <p>To include a range of fronted adverbials for time, reasoning, place and manner.</p> <p>To use relative clauses with a wide range of relative pronouns.</p> <p>To use a variety of figurative language.</p> <p>To use the correct article before nouns.</p> <p>To use a sustained tense throughout.</p> <p>To use comparative and superlative adjectives.</p> <p>To include a variety of modal verbs.</p> <p>To demarcate all sentences with capital letters, full stops, question marks, exclamation marks and commas for lists, clarity and after adverbials.</p> <p>To accurately use a colon for a list.</p> <p>To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms.</p> <p>To use inverted commas for speech accurately.</p> <p>To use the contracted form in dialogue.</p> <p>To use parenthesis such as brackets or dashes to add additional information.</p> <p>To include ellipsis for effect.</p> <p>To understand and use rhetorical questions.</p> <p>To use hyphens to avoid ambiguity.</p> <p>To use semi-colons to mark independent clauses.</p>	<p>To habitually proofread own work to check for spelling, grammar or punctuation errors.</p> <p>To perform their own writing with intonation, volume, movement and tone.</p> <p>To assess the effectiveness of their own and others writing by suggesting improvements and proposing changes.</p> <p>To independently read work again to make sure it makes sense.</p> <p>To use dictionaries to check spellings and meanings of words.</p> <p>To proofread work to make it more precise and remove anything unnecessary by making amendments.</p> <p>To edit own work to assess the effectiveness of their own writing.</p> <p>To proofread work to precis longer passages to remove irrelevant or repeated details.</p> <p>To evaluate vocabulary choices made by another author.</p> <p>To comment on character development within stories.</p> <p>To analyse story plots, considering the importance of effects on the pace or creation of suspense or humour.</p>	<p>plural singular audience proofread prefix headings</p> <p>article synonyms cohesion ellipsis active voice rhetorical questions ambiguity cliché metaphor present perfect past perfect clarity manner formal brackets colon balance thesaurus comparative adjectives subheadings metaphors</p>	<p>prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere (ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>
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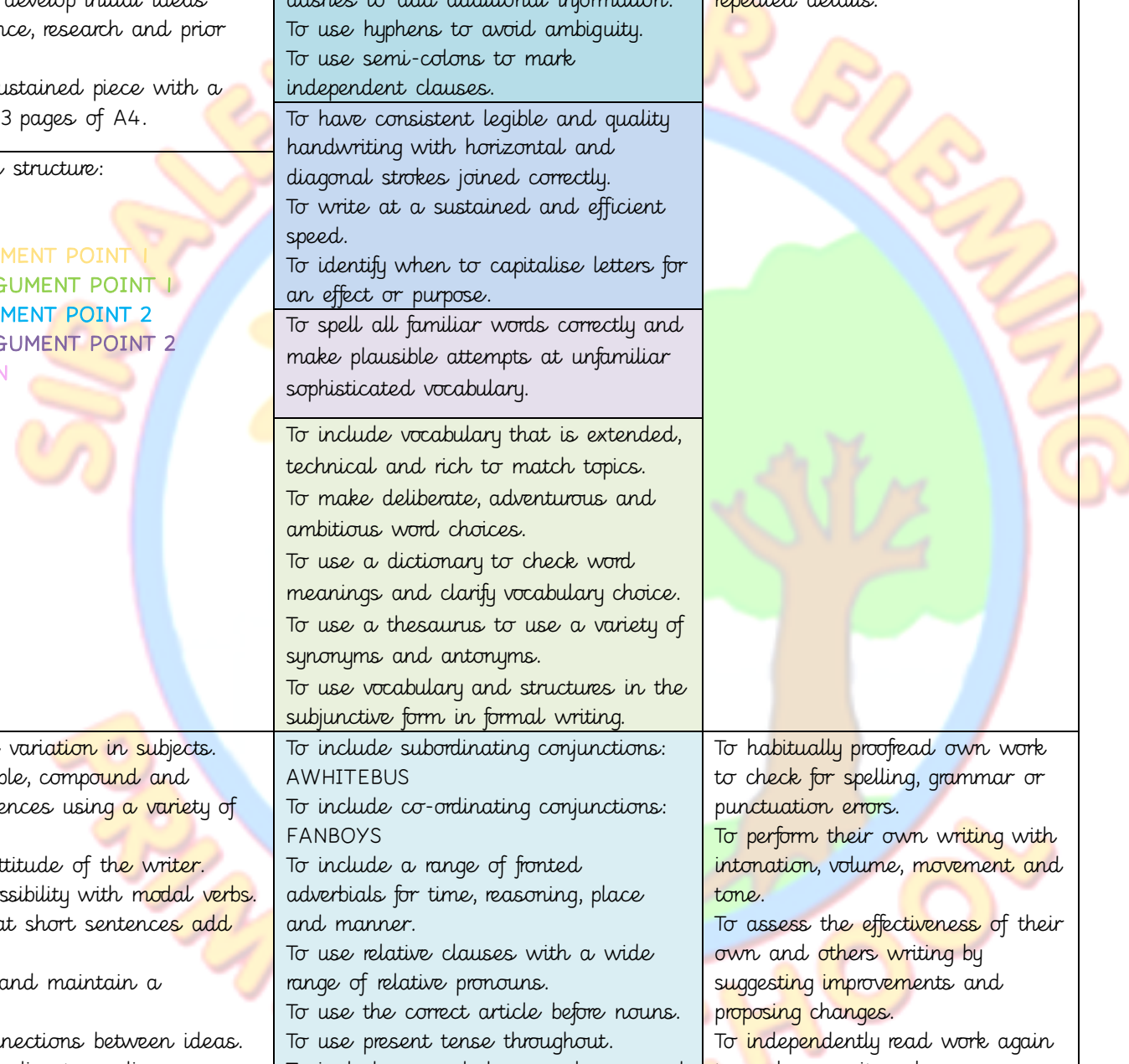
 	<p>To structure narratives with cohesive devices that are sustained throughout. To have a chronological sequence, by may be disrupted to include flashbacks.</p> <p>To plan and develop initial ideas using experience, research and prior reading. To write a sustained piece with a minimum of 3 pages of A4.</p> <p>To follow the structure:  <b>TITLE</b>  <b>BUILD UP</b>  <b>DILEMMA</b>  <b>RESOLUTION</b>  <b>ENDING</b></p>	<p>To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly. To write at a sustained and efficient speed. To identify when to capitalise letters for an effect or purpose.</p> <p>To spell all familiar words correctly and make plausible attempts at unfamiliar sophisticated vocabulary.</p> <p>To include vocabulary that is extended, technical and rich to match topics. To make deliberate, adventurous and ambitious word choices. To use a dictionary to check word meanings and clarify vocabulary choice. To use a thesaurus to use a variety of synonyms and antonyms. To use vocabulary and structures in the subjunctive form in formal writing.</p>		<p>dashes intonation parenthesis relative clause relative pronoun indirect speech superlative adjective ambiguity</p> <p>morphology etymology subjunctive hyphen antonym precis personification semi colon figurative hypothesis flashbacks</p>	
<p><u>Recounts</u></p> <p>To retell events (from either the point of view of someone who was there or from an impersonal standpoint.)</p> <p>Cross curricular writing: Autobiography Diary Trip reflection Report</p>	<p>To establish a clear and consistent viewpoint. To use paragraphs to group ideas and sequence material. To use direct address to include and engage the reader. To make shifts between the account and comments. To cover events that are engaging but have balance. To write a controlled and coherent piece. To logically order and sequence paragraphs, carefully selecting and prioritising particular points. To make a choice between the first and third person. To compose an account based on detailed research.</p>	<p>To include subordinating conjunctions: AWHITEBUS</p> <p>To include co-ordinating conjunctions: FANBOYS</p> <p>To include a range of fronted adverbials for time, reasoning, place and manner. To use relative clauses with a wide range of relative pronouns. To use a variety of figurative language. To use the correct article before nouns. To use a sustained tense throughout. To use comparative and superlative adjectives. To include a variety of modal verbs.</p> <p>To demarcate all sentences with capital letters, full stops question marks, exclamation marks and commas for lists, clarity and after adverbials.</p>	<p>To habitually proofread own work to check for spelling, grammar or punctuation errors. To perform their own writing with intonation, volume, movement and tone. To assess the effectiveness of their own and others writing by suggesting improvements and proposing changes. To independently read work again to make sure it makes sense. To use dictionaries to check spellings and meanings of words. To proofread work to make it more precise and remove anything unnecessary by making amendments.</p>		

<p>Experiment Biography</p>	<p>To write each point to cover and emphasise relevant and important ideas. To write with a controlled and convincing voice. To show detail and flair throughout the piece, highlighting language and vocabulary. To plan and develop initial ideas using experience, research and prior reading. To write a sustained piece with a minimum of 3 pages of A4.</p>	<p>To accurately use a colon for a list. To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms. To use inverted commas for speech accurately. To use the contracted form in dialogue. To use parenthesis such as brackets or dashes to add additional information. To use hyphens to avoid ambiguity. To use semi-colons to mark independent clauses.</p> <p>To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly. To write at a sustained and efficient speed. To identify when to capitalise letters for an effect or purpose.</p> <p>To spell all familiar words correctly and make plausible attempts at unfamiliar sophisticated vocabulary.</p>	<p>To edit own work to assess the effectiveness of their own writing. To proofread work to precis longer passages to remove irrelevant or repeated details. To distinguish between biography and autobiography, recognising the effect of the reader. To understand the difference between fact, opinion and fiction. To distinguish between implicit and explicit points and view and comment on how these can differ.</p>		
	<p>To follow the structure: <b>TITLE</b> <b>OVERVIEW</b> <b>EVENT 1</b> <b>EVENT 2</b> <b>OTHER EVENTS</b> <b>CONCLUSION</b></p>	<p>To include vocabulary that is extended, technical and rich to match topics. To make deliberate, adventurous and ambitious word choices. To use a dictionary to check word meanings and clarify vocabulary choice. To use a thesaurus to use a variety of synonyms and antonyms. To use vocabulary and structures in the subjunctive form in formal writing.</p>			
<p><u>Persuade</u></p> <p>To persuade the reader to a particular viewpoint</p>	<p>To tailor the tone of writing to formal or informal based on audience. To write with a range of sentence types, for example compound and complex, with relative clauses to clarify relationships between ideas.</p>	<p>To include subordinating conjunctions: AWHITEBUS To include co-ordinating conjunctions: FANBOYS To include a range of fronted adverbials for time, reasoning, place and manner.</p>	<p>To habitually proofread own work to check for spelling, grammar or punctuation errors. To perform their own writing with intonation, volume, movement and tone.</p>		

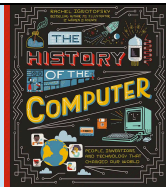
<p>through rational argument.</p> <p>Genres Letter</p> <p>Focused texts:</p> 	<p>To use simple, repetitive structures for effect.</p> <p>To use stylistic devices to engage an audience, for example slogans, direct address.</p> <p>To entertain the audience with linguistic patterning for example, alliteration, rhetorical questions and figurative language.</p> <p>To shape and adapt content for effect.</p> <p>To logically order and sequence paragraphs.</p> <p>To include paragraphs of different lengths for emphasis.</p> <p>To have a clear and consistent viewpoint that is controlled.</p> <p>To write clauses that are expanded in detail or shortened for effect.</p> <p>To manipulate word order for emphasis.</p> <p>To use impersonal constructions appropriately with conversational or humorous tones.</p> <p>To plan and develop initial ideas using experience, research and prior reading.</p> <p>To write a sustained piece with a minimum of 3 pages of A4.</p> <p>To follow the structure: <b>WHAT I THINK</b></p>	<p>To use relative clauses with a wide range of relative pronouns.</p> <p>To use a variety of figurative language.</p> <p>To use the correct article before nouns.</p> <p>To use the present tense throughout.</p> <p>To use comparative and superlative adjectives.</p> <p>To include imperative verbs for effect.</p> <p>To include a variety of modal verbs.</p> <p>To demarcate all sentences with capital letters, full stops question marks, exclamation marks and commas for lists, clarity and after adverbials.</p> <p>To accurately use a colon for a list.</p> <p>To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms.</p> <p>To use inverted commas for speech accurately.</p> <p>To use the contracted form in dialogue.</p> <p>To use parenthesis such as brackets or dashes to add additional information.</p> <p>To include ellipsis for effect.</p> <p>To understand and use rhetorical questions.</p> <p>To use hyphens to avoid ambiguity.</p> <p>To use semi-colons to mark independent clauses.</p> <p>To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly.</p> <p>To write at a sustained and efficient speed.</p> <p>To identify when to capitalise letters for an effect or purpose.</p> <p>To spell all familiar words correctly and make plausible attempts at unfamiliar sophisticated vocabulary.</p> <p>To include vocabulary that is extended, technical and rich to match topics.</p>	<p>To assess the effectiveness of their own and others writing by suggesting improvements and proposing changes.</p> <p>To independently read work again to make sure it makes sense.</p> <p>To use dictionaries to check spellings and meanings of words.</p> <p>To proofread work to make it more precise and remove anything unnecessary by making amendments.</p> <p>To edit own work to assess the effectiveness of their own writing.</p> <p>To proofread work to precis longer passages to remove irrelevant or repeated details.</p> <p>To understand the difference between fact, opinion and fiction.</p> <p>To orally construct persuasive language to deliberately influence the listener.</p> <p>To analyse persuasive texts, commenting on their ability to influence the audience.</p>		
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	<p>WHY I THINK (POINT 1)                  WHY I THINK (POINT 2)                  WHY I STILL THINK IT                  OTHER OPINIONS                  CONCLUSION</p>	<p>To make deliberate, adventurous and ambitious word choices.                  To use a dictionary to check word meanings and clarify vocabulary choice.                  To use a thesaurus to use a variety of synonyms and antonyms.</p>		
<p><u>Instructions</u>                  To tell someone how to do or make something.                  Cross curricular writing:                  Recipes                  Manuals                  Rules                  Routes</p>	<p>To develop meaning using complex verb phrases.                  To alter word order to sustain interest.                  To carefully consider audience, purpose and context.                  To sustain tense throughout writing.                  To use the passive voice.                  To use a consistent style with either some explanation or deliberately minimal with bullet points.                  To have a coherent and well-paced piece.                  To carefully consider the most effective layout.                  To establish the tone of address and maintain this throughout.                  To group content appropriately with given headings that highlight important ideas.                  To have a secure grasp of the genre.                  To draw on knowledge of non-fiction text types to support writing.                  To plan and develop initial ideas using experience, research and prior reading.</p>	<p>To include subordinating conjunctions:                  AWHITEBUS                  To include co-ordinating conjunctions:                  FANBOYS                  To include a range of fronted adverbials for time, reasoning, place and manner.                  To use relative clauses with a wide range of relative pronouns.                  To use the correct article before nouns.                  To use present tense throughout.                  To use imperative verbs accurately.                  To include a variety of modal verbs.                  To demarcate all sentences with capital letters, full stops, question marks, exclamation marks and commas for lists, clarity and after adverbials.                  To accurately use a colon for a list.                  To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms.                  To use parenthesis such as brackets or dashes to add additional information.                  To use hyphens to avoid ambiguity.                  To use semi-colons to mark independent clauses.                  To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly.                  To write at a sustained and efficient speed.                  To identify when to capitalise letters for an effect or purpose.</p>	<p>To habitually proofread own work to check for spelling, grammar or punctuation errors.                  To perform their own writing with intonation, volume, movement and tone.                  To assess the effectiveness of their own and others writing by suggesting improvements and proposing changes.                  To independently read work again to make sure it makes sense.                  To use dictionaries to check spellings and meanings of words.                  To proofread work to make it more precise and remove anything unnecessary by making amendments.                  To edit own work to assess the effectiveness of their own writing.                  To proofread work to precis longer passages to remove irrelevant or repeated details.                  To read and comment on the effectiveness of other instructional pieces.</p>	

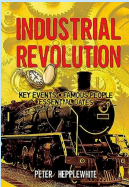
		<p>To spell all familiar words correctly and make plausible attempts at unfamiliar sophisticated vocabulary.</p>			
	<p>To follow the structure:  <b>TITLE</b>  <b>WHAT IS NEEDED</b>  <b>METHOD</b>  <b>CONCLUSION</b></p>	<p>To include vocabulary that is extended, technical and rich to match topics.                  To make deliberate, adventurous and ambitious word choices.                  To use a dictionary to check word meanings and clarify vocabulary choice.                  To use a thesaurus to use a variety of synonyms and antonyms.                  To use vocabulary and structures in the subjunctive form in formal writing.</p>			
<p><u>Discursive</u>                  To present arguments and information from different viewpoints.</p> <p>Cross curricular writing:                  Newspaper                  Leaflet                  Debate</p>	<p>To write simple, repetitive structures or shortened sentences to add impact or effect.                  To have some variation in the subjects of the sentences.                  To maintain tense throughout but may incorporate elements of future tense with some use of modal verbs.                  To include sentences expressing condition or hypothesis.                  To use connectives that are associated with reasoning.                  To have a reasonable content coverage with balance.                  To have some acknowledgement of the audience.                  To make some attempt, but may not be sustained, to convey objectivity.                  To introduce paragraphs with a topic sentence.                  To embed speech that is appropriate to context and audience.                  To organise and present detail with clear examples.                  To begin to establish a detached viewpoint.</p>	<p>To include subordinating conjunctions: AWHITEBUS                  To include co-ordinating conjunctions: FANBOYS                  To include a range of fronted adverbials for time, reasoning, place and manner.                  To use relative clauses with a wide range of relative pronouns.                  To use the correct article before nouns.                  To use present tense throughout.                  To include expanded noun phrases and figurative language.                  To use comparative and superlative adjectives.                  To include a variety of modal verbs.</p> <p>To demarcate all sentences with capital letters, full stops question marks, exclamation marks and commas for lists, clarity and after adverbials.                  To accurately use a colon for a list.                  To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms.                  To use inverted commas for speech accurately.</p>	<p>To recognise and understand the difference between persuasion and discursive writing.                  To orally explore a controversial issue by discussing it with balance and fairness.                  To habitually proofread own work to check for spelling, grammar or punctuation errors.                  To perform their own writing with intonation, volume, movement and tone.                  To assess the effectiveness of their own and others writing by suggesting improvements and proposing changes.                  To independently read work again to make sure it makes sense.                  To use dictionaries to check spellings and meanings of words.                  To proofread work to make it more precise and remove anything unnecessary by making amendments.                  To edit own work to assess the effectiveness of their own writing.</p>		


	<p>To have balanced paragraphs that link ideas. To plan and develop initial ideas using experience, research and prior reading. To write a sustained piece with a minimum of 3 pages of A4.</p>	<p>To use the contracted form in dialogue. To use parenthesis such as brackets or dashes to add additional information. To use hyphens to avoid ambiguity. To use semi-colons to mark independent clauses.</p>	<p>To proofread work to precis longer passages to remove irrelevant or repeated details.</p>		
	<p>To follow the structure: <b>TITLE</b> <b>ISSUES</b> <b>FIRST ARGUMENT POINT 1</b> <b>SECOND ARGUMENT POINT 1</b> <b>FIRST ARGUMENT POINT 2</b> <b>SECOND ARGUMENT POINT 2</b> <b>CONCLUSION</b></p>	<p>To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly. To write at a sustained and efficient speed. To identify when to capitalise letters for an effect or purpose.</p>			
		<p>To spell all familiar words correctly and make plausible attempts at unfamiliar sophisticated vocabulary.</p>			
		<p>To include vocabulary that is extended, technical and rich to match topics. To make deliberate, adventurous and ambitious word choices. To use a dictionary to check word meanings and clarify vocabulary choice. To use a thesaurus to use a variety of synonyms and antonyms. To use vocabulary and structures in the subjunctive form in formal writing.</p>			
<p><u>Explanations</u> To explain how or why something happens.  Genres: Non-fiction book  Focused texts:</p>	<p>To include a variation in subjects. To write simple, compound and complex sentences using a variety of conjunctions. To include attitude of the writer. To express possibility with modal verbs. To ensure that short sentences add impact. To establish and maintain a viewpoint. To make connections between ideas. To write according to audience, purpose and context.</p>	<p>To include subordinating conjunctions: A WHITE BUS To include co-ordinating conjunctions: FANBOYS To include a range of fronted adverbials for time, reasoning, place and manner. To use relative clauses with a wide range of relative pronouns. To use the correct article before nouns. To use present tense throughout. To include expanded noun phrases and figurative language.</p>	<p>To habitually proofread own work to check for spelling, grammar or punctuation errors. To perform their own writing with intonation, volume, movement and tone. To assess the effectiveness of their own and others writing by suggesting improvements and proposing changes. To independently read work again to make sure it makes sense.</p>		





<p>To make stylistic choices that consistently support the presentation of information.</p> <p>To include deliberate repetition.</p> <p>To adapt points for specific readership.</p> <p>To engage the reader through direct address.</p> <p>To organise each point with the coverage and emphasis on main ideas.</p> <p>To manipulate word order for emphasis.</p> <p>To use a wide range of clause structures sometimes varying their position within the sentence.</p> <p>To have clear relationships between paragraphs.</p> <p>To show a clear and consistent viewpoint.</p> <p>To have an evident relationship between writer and audience, this may convey a sense of urgency or have a business-like approach.</p> <p>To use stylistic choices to maintain the readers interest such as engaging vocabulary.</p> <p>To plan and develop initial ideas using experience, research and prior reading.</p> <p>To write a sustained piece with a minimum of 3 pages of A4.</p>	<p>To use comparative and superlative adjectives.</p> <p>To include a variety of modal verbs.</p>	<p>To use dictionaries to check spellings and meanings of words.</p> <p>To proofread work to make it more precise and remove anything unnecessary by making amendments.</p>	
<p>To follow the structure:</p> <p><b>TITLE</b></p> <p><b>INTRODUCTION</b></p> <p><b>DIAGRAM</b></p> <p><b>POINT 1</b></p> <p><b>POINT 2</b></p> <p><b>POINT 3</b></p> <p><b>CONCLUSION</b></p>	<p>To demarcate all sentences with capital letters, full stops question marks, exclamation marks and commas for lists, clarity and after adverbials.</p> <p>To accurately use a colon for a list.</p> <p>To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms.</p> <p>To use inverted commas for speech accurately.</p> <p>To use the contracted form in dialogue.</p> <p>To use parenthesis such as brackets or dashes to add additional information.</p> <p>To use hyphens to avoid ambiguity.</p> <p>To use semi-colons to mark independent clauses.</p>	<p>To edit own work to assess the effectiveness of their own writing.</p> <p>To proofread work to precis longer passages to remove irrelevant or repeated details.</p> <p>To read a variety of explanations commenting on audience, style and language conventions.</p>	
	<p>To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly.</p> <p>To write at a sustained and efficient speed.</p> <p>To identify when to capitalise letters for an effect or purpose.</p>		
	<p>To spell all familiar words correctly and make plausible attempts at unfamiliar sophisticated vocabulary.</p>		
	<p>To include vocabulary that is extended, technical and rich to match topics.</p> <p>To make deliberate, adventurous and ambitious word choices.</p> <p>To use a dictionary to check word meanings and clarify vocabulary choice.</p> <p>To use a thesaurus to use a variety of synonyms and antonyms.</p> <p>To use vocabulary and structures in the subjunctive form in formal writing.</p>		

<p><u>Non chronological reports</u></p> <p>To describe the characteristics of something.</p> <p>Genres: Newspaper article</p> <p>Focused texts:</p> 	<p>To carefully consider audience, purpose and context.</p> <p>To include the passive voice.</p> <p>To convey information succinctly.</p> <p>To include adequate description through expanded noun phrases and other descriptive devices.</p> <p>To balance coverage of information.</p> <p>To address readership consistently.</p> <p>To attempt to engage the reader.</p> <p>To maintain an objective viewpoint.</p> <p>To present information with some authority.</p> <p>To make connections between ideas.</p> <p>or use a variety of expression and comparisons.</p> <p>To develop future possibilities logically.</p> <p>To use some appropriate stylistic features based on the audience.</p> <p>To use creative headings and titles.</p> <p>To present background information that is interesting and adapted to engage the reader.</p> <p>To include quotations and to direct the readers focus.</p> <p>To vary word order to build up detail and emphasis.</p> <p>To include rhetoric to add interest.</p> <p>To include clear and logical paragraphs that structure the article in a cohesive manner.</p> <p>To have a conclusion that draws together the key features and may include some reflective commentary.</p> <p>To have some connections within the text that links paragraph.</p> <p>To include short sentences for impact.</p>	<p>To include subordinating conjunctions: A WHITE BUS</p> <p>To include co-ordinating conjunctions: FANBOYS</p> <p>To include a range of fronted adverbials for time, reasoning, place and manner.</p> <p>To use relative clauses with a wide range of relative pronouns.</p> <p>To use the correct article before nouns.</p> <p>To use present tense throughout.</p> <p>To include expanded noun phrases and figurative language.</p> <p>To use comparative and superlative adjectives.</p> <p>To include a variety of modal verbs.</p> <p>To demarcate all sentences with capital letters, full stops question marks, exclamation marks and commas for lists, clarity and after adverbials.</p> <p>To accurately use a colon for a list.</p> <p>To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms.</p> <p>To use inverted commas for speech accurately.</p> <p>To use the contracted form in dialogue.</p> <p>To use parenthesis such as brackets or dashes to add additional information.</p> <p>To use hyphens to avoid ambiguity.</p> <p>To use semi-colons to mark independent clauses.</p> <p>To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly.</p> <p>To write at a sustained and efficient speed.</p> <p>To identify when to capitalise letters for an effect or purpose.</p>	<p>To habitually proofread own work to check for spelling, grammar or punctuation errors.</p> <p>To perform their own writing with intonation, volume, movement and tone.</p> <p>To assess the effectiveness of their own and others writing by suggesting improvements and proposing changes.</p> <p>To independently read work again to make sure it makes sense.</p> <p>To use dictionaries to check spellings and meanings of words.</p> <p>To proofread work to make it more precise and remove anything unnecessary by making amendments.</p> <p>To edit own work to assess the effectiveness of their own writing.</p> <p>To proofread work to precis longer passages to remove irrelevant or repeated details.</p> <p>To discuss key elements of non-chronological texts.</p> <p>To consider the language choices used by authors.</p> <p>To evaluate the style and form of current writing and discuss the impact it has on the audience and purpose.</p>		
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	<p>To develop details and may have attempts at incorporating elements of humour.</p> <p>To build thematic links.</p> <p>To make a conscious effort of addressing the reader, there may be some deliberate attempts at a conversational style when appropriate.</p> <p>To plan and develop initial ideas using experience, research and prior reading.</p> <p>To write a sustained piece with a minimum of 3 pages of A4.</p>	<p>To spell all familiar words correctly and make plausible attempts at unfamiliar sophisticated vocabulary.</p>			
<p><u>Poetry</u></p> <p>To evoke an emotional response to language arranged for its rhythm and meaning.</p> <p>Genres:</p> <p>War poetry Narrative Choral poetry</p> <p>Focused texts:</p> 	<p>To use language imaginatively to create surreal and amusing poetry.</p> <p>To create surprising and inventive poems.</p> <p>To select pattern or form to match meaning.</p> <p>To include own voice within poems.</p> <p>To write poems based on real or imagined experiences.</p>	<p>To use simple metaphors and similes within poems.</p> <p>To include personification.</p> <p>To use unexpected word combinations.</p> <p>To consider how to punctuate a poem with commas and capital letters.</p>	<p>To explain the impact of figurative and expressive language on a reader.</p> <p>To comment on poems structures and how these influence meaning.</p> <p>To interpret poems explaining how the poet creates shades of meaning.</p> <p>To justify own views and explain underlying themes within poems.</p> <p>To vary pitch, pace, volume and rhythm when reading poetry.</p> <p>To Use actions, dramatic interpretations and expression to convey a poem to an audience.</p>		