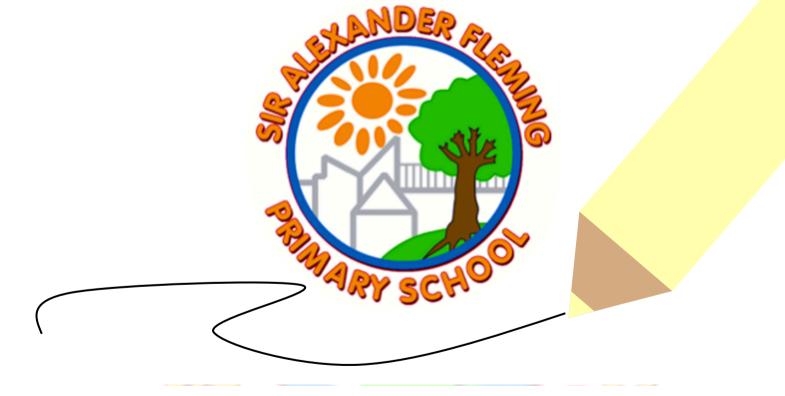
Sir Alexander Fleming Primary School

# WRITING PROGRESSION



Updated: May 2023

By: Hannah Dornan-Steer

	SUBSTANTIV	DISCIPLINARY KNOWLEDGE	VOCAE	BULARY	
Expectations	puq	es that enable children to write for different poses.	The ability to evaluate and edit writing through the application of	The key technical or genre specific	The key spellings required to know
•	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	substantive knowledge and through	vocabulary.	and spell.
by the end	The ability to plan, draft and construct	The use of grammatical and linguistic	the process think critically about		
of EYFS	writing	features.	writing.	<u> </u>	
	To sequence ideas through talk.	To use vocabulary of objects and people	To retell simple past events to an	full stop	is.
	To create stories within their play.	who are important to them.	adult.	past tense	it ·
	To hear the initial letter of their	To use different tools and modia too		story labels	in 
	To write the initial letter in their	To use different tools and media to	75		at and
N1	name.	mark make.		sequence sentence	the
Nursery		To hold a pencil between the first two		letter formation	to
		fingers and thumb,		Jerner Jernatuert	no
		To show some control in forming lines		<u>_</u>	go
		and circles.			I
		To use vocabulary of objects and people			on
		who are important to them.			a
	To write own name.	To use the past tense in their writing.	To retell and act out a narrative	5	
	To write a short caption.	To use prepositions in their writing.	as part of a group.		
	To write labels.	To begin to use a full stop.			
	To write simple sentences which can				
	be read by themselves and others.	To hold a pencil in a tripod grip.			
	To sequence a known story or their	To show a preference for a dominant			
	own narrative.	hand.			
Decention	To develop own narratives by	To begin to form letters with the			
Reception	connecting ideas or events. To use language to imagine and	correct orientation.			
	recreate roles and experiences.	To spell some words correctly and			
	To say the sounds and names of	others are phonetically plausible.			
	each letter in the alphabet.	To spell some tricky words.			
	To say a word and its sounds before	To use vocabulary of objects and stories			
	writing it.	they have heard.			
		ary sc			

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

Sir Alexander Fleming Primary School Writing Progression

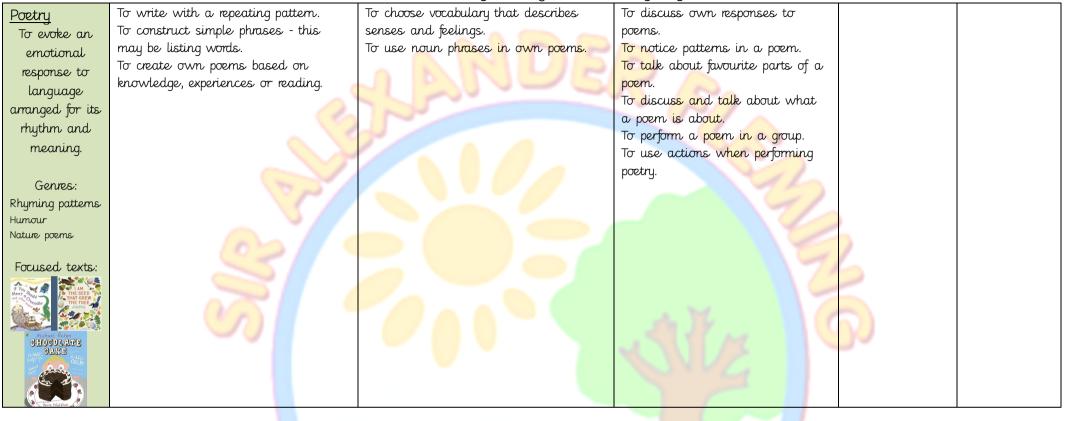
		Alexander Fleming Primary School W	5 5	1	
		wh, ay, ea, igh, y, ow, ew, ou, oi, oy, or,			she
		al, nk, er, ir, ur, au, aw			house
					our
		To begin to expand vocabulary from	0		friend
		stories or discussions.	NT IN		school
					put
		Genne focus for Year 1			push
Narrative	To construct brief and simple	To use proper nouns for the names of	To use meaningful words and		you
To entertain	sentences.	people, places and days of the week.	phrases that express ideas.		your
and enthral	To retell familiar stories and recount	To write sentences in the past tense	To read writing to peers to check		they
	events.	using regular past tense verbs: loved,	it makes sense.		be
Genres:	To recite stories using story language	jumped.	To make decisions about where		
Familiar settings	and order events.	To write sentences that predominantly	authors have set a story and the		
Repeating	To explain orally and begin to write	start with a pronoun and verb.	events that take place.		
patterns	where events take place.	To begin to include adverbials of time			
Traditional tales	To act out stories to portray	to sequence.			
Stories on a	characters and motives.	To use simple adjectives in a noun			
theme	To have ideas that are relevant to	phrase.			
Fairy tales	the context.	To use co-ordinating conjunctions: and,			
Modern fiction	To form understandable ideas.	but.			
,	To communicate meaning, even	To be sing the new stands of the sector of t			
Focused texts:	though word choice is limited.	To begin to punctuate sentences using			
Five Minutes' Peace	To use patterns and language from	a capital letter and full stop.			
	familiar stories and experiences in	To show some control over letter size,			
	own writing.	shape and orientation in writing.			
Jill Murphy	5	To write capital letters in the correct			
ANERTA DIAK	To follow the structure:	direction and position.			
	OPENING	To sit correctly holding a pencil in the			
	DILEMMA	correct grasp.			
GRETA	ENDING	To make phonetically plausible attempts			
GIANIS		at spelling.			
	700	To begin to include some interesting			
		and exciting vocabulary (may be			
With a second		repeated from a known text)			
Recounts	To describe incidents from their own	To use simple and regular past tense	To read personal recounts and		
To retell events	experiences in an audible voice using	words.	begin to recognise the generic		
	sequencing words and phrases.	To use co-ordinating conjunctions: and,	structure for example, the		
(from either	To write simple first-person recounts	but.	sequence of events.		
the point of	linked to topics of interests or	To include some noun phrases with	To read writing to peers to check		
view of	personal experiences.	simple adjectives.	it makes sense.		
		and the adjourney.			

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

Sir Alexander Fleming Primary School Writing Progression

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Instructions	To orally give clear instructions.	To use simple and regular past tense	To read and follow a short
To tell	To listen and follow a single more	words.	sequence of instructions written
someone how	detailed instruction.	To use co-ordinating conjunctions: and,	by someone else.
to do or make	To follow a short series of	but.	To reread writing to peers and
something.	instructions in a shared context.	To write sentences that include	check it makes sense.
son ieu iu iu.	To follow written labels.	imperative verbs.	To follow and carry out
Focused texts:	To contribute to class compositions of	To use full stops and capital letters on	instructions.
Don't Let the Pigeon	instructions.	some occasions.	
the Pigeon Stay Up	To write two consecutive ins <mark>tructions</mark>	To include capital letters for proper	
Late! O	independently.	nouns on some occasions.	
	To write simple words and phrases	To show some control over letter size,	
wints and platmins by no willings	mainly in an appropriate order and	shape and orientation in writing.	
	the procedure is generally clear.	To write capital letters in the correct	
	To write in a structured, simple	direction and position.	
	chronological order.	To sit correctly holding a pencil in the	
		correct grasp.	
	To follow the structure:	To make phonetically plausible attempts	
	TITLE	at spelling.	
	METHOD	To write meaningful words and phrases	
	-	expressing ideas in sentences.	
Discursive	To write in mainly simple sentences.	To use simple and regular past tense	To explore how others might think,
To present	To sustain writing with ideas that are	words.	feel and react differently through
arguments and	relevant.	To use co-ordinating conjunctions: and,	discussion and role play.
information	To connect ideas by writing in simple,	but.	To consider how characters might
•	chronological order.	To use full stops and capital letters on	think, <mark>feel an</mark> d react differently
from different	To explain orally before beginning to	some occasions.	through discussion and role play.
viewpoints.	write.	To include capital letters for proper	To dis <mark>cuss differe</mark> nt viewpoints.
		nouns on some occasions.	To reread writing to peers and
Cross curricular		To use question marks with support	check it makes sense.
writing:		and prompts.	
Newspaper		To show some control over letter size,	
Leaflet	To follow the structure:	shape and orientation in writing.	
Debate	TITLE	To write capital letters in the correct	
	FIRST ARGUMENT	direction and position.	
	SECOND ARGUMENT	To sit correctly holding a pencil in the	
	~	correct grasp.	
	· · · · · ·	To make phonetically plausible attempts	
		at spelling.	
		To choose words that are simple but	
		related to the topic.	

		Alexander Flering Printing School M	
Explanations	To read captions, pictures and	To use co-ordinating conjunctions: and,	To reread writing to peers and
To explain	diagrams to explain a process.	but.	check it makes sense.
how or why	To draw pictures to illustrate a	To use full stops and capital letters on	
something	process to explain orally.	some occasions.	
happens.	To connect ideas with simple phrases.	To include capital letters for proper	NT No.
	To structure writing in chronological	nouns on some occasions.	
Cross curricular	order.	To use question marks with support	
writing:		and prompts.	
Manual		To show some control over letter size,	
Non-fiction book		shape and orientation in writing.	
		To write capital letters in the correct	
	To follow the structure:	direction and position.	
	TITLE	To sit correctly holding a pencil in the	
	INTRODUCTION	correct grasp.	
	DIAGRAM	To make phonetically plausible attempts	
	POINT	at spelling.	
		To make simple word choices that are	
		related to the topic.	
Non	To write a sim <mark>ple sente</mark> nce to	To use simple present tense statements	To reread witing to peers and
<u>chronological</u>	describe the aspects of the subject.	often beginning with simple subject and	check it makes sense.
J	To convey recognisable information in	verb.	
<u>reports</u>	writing - simple sentences may not be	To begin sentences with personal	
To describe	related.	pronouns.	
the	To write with some headings.	To use full stops and capital letters on	
characteristics	To write a short series of informative	some occasions.	
of something.	points with ideas grouped into	To include capital letters for proper	
	sequences of sentences.	nouns on some occasions.	
Cross curricular writing:		To show some control over letter size,	
Leaflet		shape and orientation in writing.	
Magazine article		To write capital letters in the correct	
Letter		direction and position.	
Encyclopaedia		To sit correctly holding a pencil in the	
Non-fiction book		correct grasp.	
	To follow the structure:	To make phonetically plausible attempts	
	TITLE	at spelling.	
	KEY POINTS	To use meaningful words and phrase	
		related to the task.	
		To express ideas with clear word	
		choices.	





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

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		silent b, silent w, silent k, wh, ph, ea,		imperative verb	class	
		soft c, soft g, wa, ou, air, ch, ay, ee,		expanded noun	grass	
		ie, oa, ue, k, er, oi, ou, or, ey, ear,		phrase	pass	
		silent h, silent c, are, ti, i. eigh, o, ture,		cursive	plant	
		ie, ore, le		adverb	path	
		To consider key vocabulary when		diagonal	bath	
		planning writing.		horizontal	hour	
		To use reading to add exciting words.		punctuation	move	
				time adverbials	prove	
	Ge	enre focus for Year 2			improve	
Narrative	To use a variety of se <mark>ntence ty</mark> pes	To connect sentences using pronouns	To use meaningful words and	chronological	sure	
	such as statements, exclamations	referring to the same person or thing.	phrases to express or explain	stanza	sugar	
To entertain and	and questions.	To use noun phrases.	ideas.	possessive	eye	
enthral	To include some detail to interest	To use adverbial phrases that may be	To understand conventional	contraction	could	
	the reader.	simple and express time.	beginnings and endings in	rhyme	should	
Genres:	To write a simple, broadly	To use adjectives in expanded noun	stories.	repetition	would	
Familiar setting	chronological sequence of events.	phrases to describe and specify.	To reread writing to check it	dialogue	who	
Fantasy	To write an opening that describes a	To include subordinating conjunctions:	makes sense.	inverted comma	whole	
Stories on a theme	character, time or place.	because, if, when.	To make decisions about where	first person	any	
Fables	To write a narrative about personal	To include co-ordinating conjunctions:	authors have set a story and the	modal verb	many	
Stories by the same	experiences – may be real or	and, but, or.	events that take place.	irregular	clothes	
author	fictional.	To use capital letters correctly.	To make simple additions to	J	busy	
Quest stories	To relate events to the story with an	To use full stops accurately,	writin <mark>g.</mark>		people	
Focused texts:	appropriate ending.	To convey a character's thoughts	To be <mark>gin to</mark> proofread writing to		water	
	To write in the first or third person –	through dialogue with inverted	check for any spelling, grammar or		again half	
Bert HOW, BERNARD	this may not be consistent.	commas.	punc <mark>tuation</mark> errors.			
	To write story events that are	To use question marks to punctuate	To re <mark>ad writi</mark> ng aloud to a peer		money Mr	
Die Contraction	expanded through description.	questions accurately.	audi <mark>bly and c</mark> learly.		Mrs <sub>2</sub>	
Hanseland Greek	To write a piece that is equivalent	To use apostrophes for contraction or			Parents	
	to I page of A4.	singular possession correctly.			r tilei tusi	
	1 min	To write capital letters and digits in				
GORILLA 30		the correct orientation, size and				
100 G		relationship to each other.				
	To follow the structure:	To use spacing between words that				
	TITLE	reflects the size of the letters.				
Lost and Found	BUILD UP	To begin to use diagonal and				
	DILEMMA	horizontal strokes to join letters.				
	ENDING	To include a good range of vocabulary				
		where spellings are phonetically	· ·			
		plausible.				

Sir Alexander Fleming Primary School Writing Progression

		To use some good vocabulary - may	
		not be sustained.	
Recounts	To include relevant subject matter.	To include proper nouns for people,	To read personal accounts and
110000000	To link events clearly.	places or time.	begin to recognise a generic
To retell events	To make some connections between	To use subordinating conjunctions:	structure.
(from either the	sentences referring to objects 🛛 👝 🛰	because, if, when.	To listen to others recounts and
point of view of	encountered during events.	To use co-ordinating conjunctions:	ask relevant questions.
someone who	To describe incidents from own	and, but, or.	To reread writing to check it
was there or from	experiences using sequencing words.	To include time adverbials.	makes sense.
an impersonal	To write simple first-person recounts	To use first person that is mostly	To make simple additions to
standpoint)	linked to topics of interest or study	sustained.	writing.
Suu upou u)	or personal experiences.	To use regular and irregular past	To understand the importance of
Genres:	To write a simple recount that is	tense words.	vocabulary choices when writing
Recount of a trip	sequenced broadly in chronological	To use capital letters correctly.	about personal experiences.
	order.	To use full stops accurately,	To begin to proofread writing to
	To write a re <mark>count wit</mark> h a mixture of	To use question marks to punctuate	check for any spelling, grammar or
Look inside a	simple and compound sentences.	questions accurately.	punctuation errors.
Castle i	To write a recount with the opening	To include exclamation marks to	To read writing aloud to a peer
	that establis <mark>hes time</mark> and place.	punctuate sentences that express	audibly and clearly.
	To write a general concluding	extreme emotions.	
	statement.	To use apostrophes for contraction or	
	To show some awareness of the	singular possession correctly.	
	reader by explaining or recommending	To include inverted commas for	
	something.	dialogues.	
	To repeat phrases, sometimes for	To write capital letters and digits in	
	emphasis.	the correct orientation, size and	
	To use a variety of sentence types	relationship to each other.	
	such as statements, exclamations	To use spacing between words that	
	and questions.	reflects the size of the letters.	
	To have some evidence of viewpoint	To begin to use diagonal and	
	that indicates a po <mark>sitive attitu</mark> de,	horizontal strokes to join letters.	
	evaluation or description.	To include a good range of vocabulary	
	Too ensure that writing is structured	where spellings are phonetically	
	appropriately with main ideas linked	plausible.	
	together with some line breaks.	To spell regular past tense verbs	
	To maintain tense and person.	correctly.	
	To follow the structure:	To expand on recounted events	
	TITLE	through appropriate vocabulary choices.	
	OVERVIEW	To ensure that vocabulary accurately	
	EVENT I	describes the activity or event.	

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

Sir Alexanda	er Fleming	Primary	School	Writing	Progression

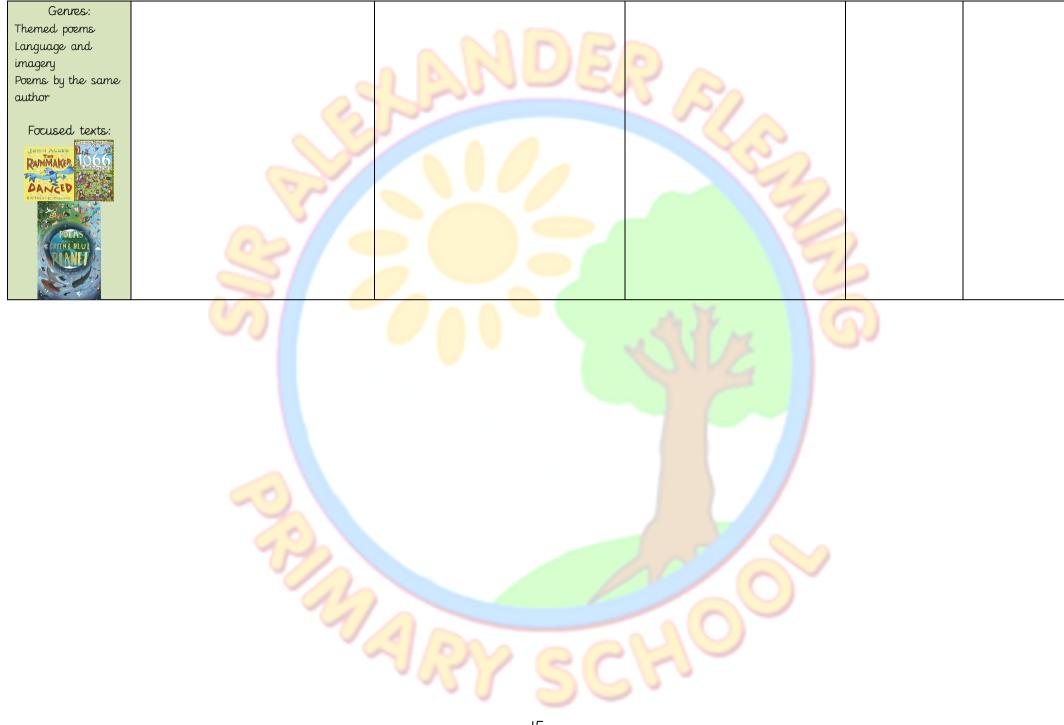
		5 5	5 5	
CHILDREN'S	chosen procedure in chronological	To use pronouns.	ingredients and the sequence of	
<u> </u>	order.	To use capital letters correctly.	steps.	
COOK	To explain reasons for instructions.	To use full stops accurately,	To reread writing to check it	
BOOK	To use numbering to connect ideas.	To use apostrophes for contraction or	makes sense.	
	To use a range of sentence types 👝	singular possession correctly.	To make simple additions to	
	such as statement and commands.	To write capital letters and digits in	writing.	
	To use an informative style with	the correct orientation, size and	To begin to proofiead writing to	
	simple lists of imperatives and	relationship to each other.	check for an <mark>y spelling, gra</mark> mmar or	
	appropriate vocabulary.	To use spacing between words that	punctuation errors.	
	To compose a set of instructions	reflects the size of the letters.	To read writing aloud to a peer	
	with additional diagr <mark>ams.</mark>	To begin to use diagonal and	audibly and clearly.	
	To write simple instructions	horizontal strokes to join letters.		
	independently.	To include a good range of vocabulary		
	To structure tex <mark>t appropriately by using</mark>	where spellings are phonetically		
	a range of wa <mark>ys to eng</mark> age a	plausible.		
	reader's inter <mark>est.</mark>			
	To link ideas together with use of			
	line breaks, <mark>numbers,</mark> time adverbials,			
	labelled diag <mark>rams</mark> .			
	To follow the structure:	To include repeated and related		
	TITLE	vocabulary.		
	WHAT IS NEEDED	To include a wide range of vocabulary		
	METHOD	with some imaginative choices.		
Discursive	To connect some ideas to explain	To include simple time adverbials to	To use previous reading and life	
To present	and give more detail.	indicate order.	situations to recognise that	
arguments and	To write simple and compound	To use subordinating conjunctions:	different people have different	
information from	sentences.	because, if, when.	thou <mark>ghts and</mark> feelings.	
different	To develop idea <mark>s into a r</mark> ecognisable	To use co-ordinating conjunctions:	To explore different viewpoints.	
••	simple text structure.	and, but, or.	To re <mark>read wri</mark> ting to check it	
viewpoints.	To include relevant subject matter.	To use capital letters correctly.	makes sense.	
	To link events and <mark>ideas tog</mark> ether	To use full stops accurately,	To make simple additions to	
Cross curricular	with the use of line breaks, number,	To use apostrophes for contraction or	writing.	
writing:	time adverbials and lab <mark>elled</mark>	singular possession correctly.	To begin to proofiead writing to	
Newspaper	diagrams.	To write capital letters and digits in	check for any spelling, grammar or	
Leaflet Debate	To structure texts appropriately and	the correct orientation, size and	punctuation errors.	
	engage the reader's interest.	relationship to each other.	To read writing aloud audibly	
	To include a variety of sentence 🚩 🦲	To use spacing between words that	and clearly.	
	types such as statements, questions	reflects the size of the letters.		
	and exclamations.	To begin to use diagonal and		
		horizontal strokes to join letters.		

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		example Flering Prinary School Wi	
		To spell words reflecting on growing	
	To follow the structure:	knowledge.	
	TITLE	To include a good range of vocabulary	
	ISSUES	where spellings are phonetically	
	FIRST ARGUMENT	plausible.	
	SECOND ARGUMENT	To include interesting vocabulary.	
		To use some technical vocabulary	
		related to the topic.	
Explanations	To structure sentences in different	To include simple time adverbials to	To reflect on practical activities,
To explain how	ways such as compo <mark>und and sim</mark> ple.	indicate order.	investigations and construction
or why something	To connect ideas to explain and give	To use subordinating conjunctions:	tasks.
happens.	more detail.	because, if, when.	To reread writing to check it
	To orally explain a process using	To use co-ordinating conjunctions:	makes sense.
Cross curricular	language or ge <mark>stures</mark> appropriately.	and, but, or.	To make simple additions to
writing:	To develop ide <mark>as into</mark> a recognisable	To use capital letters correctly.	writing.
Manual	simple text st <mark>ructure.</mark>	To use full stops accurately,	To begin to proofread writing to
Non-fiction book	To include relevant subject matter.	To use apostrophes for contraction or	check for any spelling, grammar or
	To link even <mark>ts.</mark>	singular possession correctly.	punctuation errors.
	To structure the text appropriately	To write capital letters and digits in	To read writing aloud to a peer
	using a range of ways to engage the	the correct orientation, size and	audibly and clearly.
	reader's interest.	relationship to each other.	
	To include detail to describe or	To use spacing between words that	
	explain.	reflects the size of the letters.	
	To include repetition for emphasis.	To begin to use diagonal and	
	To link ideas together with line	horizontal strokes to join letters.	
	breaks, numbers, time adverbials and	To include a good range of vocabulary	
	labelled diagrams.	where spellings are phonetically	
	To follow the structure:	plausible.	
	TITLE	To use some technical vocabulary	
	INTRODUCTION	related to the topic.	
	DIAGRAM	To include a wide range of vocabulary	
	POINT I	with some imaginative choices.	
	POINT 2		
Non	To include a mixture of simple	To include simple time adverbials to	To read texts containing
	sentences or compound sentences.	indicate order.	information in a simple report
<u>chronological</u>	To repeat subjects frequently.	To use subordinating conjunctions:	format and to assemble ideas.
<u>reports</u>	To include generally clear information	because, if, when.	To assemble and gather
	to the reader.	To use co-ordinating conjunctions:	information from other texts.
		and, but, or.	
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To describe the	To build connections within the text	To use regular and irregular past	To reread writing to check it
characteristics of	that may be unclear.	tense verbs correctly and consistently.	makes sense.
something.	To include detail to interest the	To begin to include modal verbs:	To make simple additions to
	reader.	should, would, could.	writing.
Cross curricular	To express ideas in a simple form 👝	To use expanded noun phrases to	To begin to proofread writing to
writing:	that are generally relevant and 👝 🛰	describe and specify,.	c <mark>he</mark> ck f <mark>or an</mark> y spelling, grammar or
Leaflet	grouped around a main topic i <mark>nto</mark>	To use capital letters correctly.	punctuation errors.
Magazine article Letter	sequences of sentences.	To use full stops accurately,	To read writing aloud to a peer
Encyclopaedia	To use a variety of sentence types	To use apostrophes for contraction or	audibly and clearly.
Non-fiction book	such as statements, <mark>exclamations</mark>	singular possession correctly.	
	and questions.	To include exclamation marks to	
	To begin a report with a simple	punctuate sentences that express	
	opening sentence.	extreme emotions.	
	To link sentenc <mark>es by</mark> a topic but	To write capital letters and digits in	
	information is <mark>sometimes</mark> uneven or	the correct orientation, size and	
	unconnected.	relationship to each other.	
	To link ideas together using line	To use spacing between words that	
	breaks, numbers or time adverbials.	reflects the size of the letters.	
		To begin to use diagonal and	
		horizontal strokes to join letters.	
	To follow the structure:	To include a good range of vocabulary	
	TITLE	where spellings are phonetically	
	KEY POINTS	plausible.	
	POINT I	To achieve coherence through repletion	
		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.	
Poetry	To include stanzas in writing.	To use exciting and adventurous	To talk about simple poetry
To evoke an	To write poems about personal or	vocabulary.	patterns.
emotional	known experiences.	To begin to experiment with rhyme	To perform poems individually or
response to	To write with a humorous tone.	and rhyming words.	in groups.
language	To write simple poetry.		To speak audibly and clearly.
arranged for its	To repeat particular words or phrases	6	To talk about their own views
rhythm and	to create a pattern.		and possible meanings.
meaning.			To comment on the effect that
			words in poems have.

Sir Alexander Fleming Primary School Writing Progression



	SUBSTANTIV	E KNOWLEDGE	DISCIPLINARY KNOWLEDGE	VOCABL	JLARY
	The application of knowledge and strategi	es that enable children to write for different	The ability to evaluate and edit	The key technical	The key
	pur	DOSES.	writing through the application of	or genre specific	spellings
	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	substantive knowledge and through	vocabulary.	required to
	The ability to plan, draft and construct	The use of grammatical and linguistic	the process think critically about	5	know and spell.
	writing	features.	writing.		
	To write for a range of purposes and	To include subordinating conjunctions:	To assess the effectiveness of their	full stop	accident(ally)
	audiences.	because, then, if, when, while.	own and oth <mark>ers writing</mark> .	past tense	actual (ly)
	To write in the present and past	To include co-ordinating conjunctions:	To begin to sugge <mark>st improveme</mark> nts	story	address
	tense including correct p <mark>rogressive for</mark> m.	and, but, or, so	to others writing.	labels	answer
	To structure and organise writing	To include a range of fronted	To reread their writing to a group	sequence	appear
	within sections of text. 📏 🦯	adverbials for time and manner.	using appropriate tone and	sentence	arrive
	To use simple org <mark>anisati</mark> onal devices	To demarcate all sentences with	volume.	letter formation	believe
	that are included in non-narrative	capital letters, full stops, question	To independently read work again	/	bicycle
	material.	marks and exclamation marks.	to make sure it makes sense.	verb	breath
Expectations	To adopt and maintain appropriate	To use commas after fronted adverbials.	To proofread own work to check	adjective	breathe
•	form throughou <mark>t longer pieces</mark> of	To accurately use commas in a list.	for spelling, grammar or	noun	build
by the end of	writing.	To use apostrophes for singular	punctuation errors.	noun phrase	business
Year 3	To plan, compose and rehearse	possession, plural possession and	To understand the structure of	orientation	calendar
	sentences orally.	contracted forms.	different text types.	co-ordinating	caught
	To begin to demonstrate	To use inverted commas for speech	and a	conjunctions	centre
	understanding of purpose and	accurately.		editing	century
	audience.	To use neat and joined handwriting.		question	certain
	To begin to create own settings,	To continue to use diagonal and		suffix	circle
	characters and plots in narrative.	horizontal strokes to join.		narrative	complete
	To write a piece that is equivalent or	To understand which letters should not		fiction	consider
	more than I page of A4.	be joined.		non-fiction	continue
	60	To increase legibility and quality of		persuade	decide
		handwriting with writing spaced		convince	describe
		sufficiently.		phonetic	different
	Inter 1	To spell some year 3 and 4 common		regular	difficult
		exception words.			disappear
		To accurately spell some prefixes: un-,		proper noun	early
	1. F	dis-, mis-, in-, re-, sub-		common noun	earth
		To accurately spell some suffixes: -		subordinating	eight
		ation, -sure, -ture, -sion		apostrophe	eighth
		To spell some common homophones		exclamation	enough
		accurately.			
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<b></b>	Su .	Alexander Fleming Primary School W	i i i i i i i i i i i i i i i i i i i		
		To spell familiar words accurately and		command	exercise
		make phonetically plausible attempts at		imperative verb	experience
		unfamiliar and new vocabulary.		expanded noun	experiment
		To be able to read and write words	0	phrase	extreme
		with:	NT INC	cursive	famous
		ai, ea, ie, oa, ue, e-e, n, soft c, soft g,		adverb	favourite
		tch, dge, le, qu, s, se, -less, -able, a, e,		diagonal	February
		i, σ, u, ear, ure, gn, ph, air, ex		horizontal	forward
		To include vocabulary that is extended			fruit
		and rich to match topics.		punctuation	grammar
	200	To make deliberate and ambitious word	75	time adverbials	group
		choices.		chronological	guard
		Genre focus for Year 3		stanza	guide
Narrative	To write a mixtur <mark>e of simpl</mark> e and	To include subordinating conjunctions:	To discuss the reasons why	possessive	heard
Inditidute	complex sentences.	because, then, if, when, while.	authors have set a story and the	contraction	heart
To entertain	To write in eith <mark>er the first</mark> or third	To include co-ordinating conjunctions:	events that take place.	rhyme	height
and enthral	person.	and, but, or, so	To assess the effectiveness of their	repetition	history
	To maintain a story form.	To include a range of fronted	own and others writing.	dialogue	imagine
Genres:	To attempt to interest the reader	adverbials for time and manner.	To begin to suggest improvements	inverted comma	increase
Stories on a	through characters, settings or events.	To use a range of adverbs.	to others writing.	first person	important
theme	To develop events using detail and	To include expanded noun phrases.	To reread their writing to a group	modal verb	interest
Picture books	description.	To demarcate all sentences with	using appropriate tone and	irregular	island
Classic fiction	To use dialogue to move the story	capital letters, full stops, question	votume.	ureguum	knowledge
Modern fiction	forward.	marks and exclamation marks.	To independently read work again	dimet encode	learn
Alternative tales	To sequence events that are	To use commas after fronted adverbials.	to make sure it makes sense.	direct speech	length
Tales from	illustrated through a repeated pattern	To accurately use commas in a list.	To pro <mark>ofread o</mark> wn work to check	comma	library
around the	that leads to a conclusion.	To use apostrophes for singular	for spelling, grammar or	familiar	material
world	To structure and organise writing	possession, plural possession and	punctuation errors.	unfamiliar	medicine
Converse de travetor	within a text using paragraphs.	contracted forms.		third person	mention
Focused texts:	To write a piece that is equivalent or	To use inverted commas for speech		homophones	minute
US De la company	more than I page of A4.	accurately.		alliteration	natural
2		To use commas within an expanded		similes	naughty
and a		noun phrase.		onomatopoeia	notice
Restort Days	AL.	To use neat and joined handwriting.		bullet points	occasion (ally)
		To continue to use diagonal and		paragraphs	often
		horizontal strokes to join.		fronted	opposite
	Ta fallous the structure.	To understand which letters should not		adverbials	ordinary
	To follow the structure:	be joined.			
	1			1	1
		17			
		17			

	Sir ,	Alexander Fleming Primary School W	riting Progression		
THE GREAT TAND GREAT TAND GREAT TAND GREAT TAND COMPANY TANDA TANDA TAND	TITLE	To increase legibility and quality of	5 5	plural	particular
KSBy Char - Brown if Hair Hole	BUILD UP	handwriting with writing spaced		singular	peculiar
	DILEMMA	sufficiently.		audience	perhaps
CHRISTMASAURUS Do Lelo	RESOLUTION	To spell familiar words accurately and	0	proofread	popular
Roald Dahly	ENDING	make phonetically plausible attempts at	1 C	prefix	position
The Example Consider		unfamiliar and new vocabulary.			possess (ion)
Tom FLET Man State File	6	To include imaginative and rich		headings	possible
		vocabulary.			potatoes
		To make deliberate and ambitious word			pressure
		choices.			, probably
Recounts	To write sentences that are mainly	To include subordinating conjunctions:	To watch or listen to third person		promise
1100000000	compound.	because, then, if, when, while.	recounts such as news or sports		purpose
To retell events	To identify and sequence the main	To include co-ordinating conjunctions:	reports.		quarter
(from either	events of a recount.	and, but, or, so	To read examples of third person		question
the point of	To write recounts with relevant	To include a range of fronted	recounts and observe the use of		recent
view of	aspects in a sequence.	adverbials for time and manner.	pronouns.		regular
someone who	To structure and organise writing in	To use a range of adverbs.	To assess the effectiveness of their		reign
was there or	paragraphs.	To include expanded noun phrases.	own and others writing.		remember
from an	To decide to write in first or third	To include pronouns that are accurate.	To begin to suggest improvements		sentence
5	person and maintain this throughout	To demarcate all sentences with	to others writing.	J~	separate
impersonal	writing.	capital letters, full stops, question	To reread their writing to a group		special
standpoint)	To use a predominately narrative style.	marks and exclamation marks.	using appropriate tone and		straight
	To clearly organise events	To use commas after fronted adverbials.	volume.		strange
	chronologically.	To accurately use commas in a list.	To independently read work again		strength
Cross curricular	To include stylistic choices to	To use apostrophes for singular	to ma <mark>ke sure</mark> it makes sense.		suppose
writing:	contribute to a descriptive effect.	possession, plural possession and	To pro <mark>ofread o</mark> wn work to check		surprise
Autobiography Diary	To describe the event and directly	contracted forms.	for spelling, grammar or		therefore
Trip reflection	address the reader.	To use inverted commas for speech	punctuation errors.		though
Report	To structure and organise writing	accurately.			although
Experiment	within a text using par <mark>agraphs.</mark>	To use commas within an expanded			thought
Biography	To write a piece that is equivalent or	noun phrase.			through
5 1 5	more than I page of A4.	To use neat and joined handwriting.			various
		To continue to use diagonal and			weight
		horizontal strokes to join.			woman
	2	To understand which letters should not			women
	~	be joined.			
	· · · · · · · · · · · · · · · · · · ·	To increase legibility and quality of			
		handwriting with writing spaced			
		sufficiently.			

	Su	Alexander Fleming Primary School W	n aan ay noglessaan a
		To spell familiar words accurately and	
		make phonetically plausible attempts at	
		unfamiliar and new vocabulary.	
	To follow the structure:	To begin to use technical or subject	
	TITLE	specific vocabulary.	NT IN
	OVERVIEW	To include imaginative and rich	
	EVENT I	vocabulary.	
	EVENT 2	To make deliberate and ambitious word	
	OTHER EVENTS	choices.	
	CONCLUSION		
Persuade	To create a simple structure that	To include subordinating conjunctions:	To read and evaluate a wider
<u> </u>	organises writing into paragraphs with	because, then, if, when, while.	range of simple persuasive texts,
To persuade	specific points and show obvious	To include co-ordinating conjunctions:	explaining orally some of the
the reader to	divisions.	and, but, or, so	features included.
a particular	To begin to use words or pictures to	To include a range of fronted	To assess the effectiveness of their
viewpoint	persuade others when appropriate.	adverbials for time and manner.	own and others writing.
through	To write short and simple sentences.	To use a range of adverbs.	To begin to suggest improvements
rational	To include som <mark>e details</mark> of interest.	To include expanded noun phrases.	to others writing.
	To have some awareness of audience	To include modal verbs: should, could,	To reread their writing to a group
argument.	but may not address the audience	would can, will	using appropriate tone and
Cross curricular	effectively.	To include imperative verbs.	volume.
writing:	To write a piece that is equivalent or	To demarcate all sentences with	To independently read work again
Advertisement	more than I page of A4.	capital letters, full stops, question	to make sure it makes sense.
Travel brochure	To plan main points before	marks and exclamation marks.	To proofread own work to check
Book blurb	composition.	To use commas after fronted adverbials.	for spelling, grammar or
Letter		To accurately use commas in a list.	punctuation errors.
Manifesto		To use apostrophes for singular	
Thurigesto		possession, plural possession and	
		contracted forms.	
		To use inverted commas for speech	
		accurately.	
	200	To use commas within an expanded	
		noun phrase.	
	A.F.	To use neat and joined handwriting.	
		To continue to use diagonal and	
		horizontal strokes to join. To understand which letters should not	
		be joined.	
		19	

Instructions focused texts     To follow the structure: WHAT 1 THINK (POINT 1) WHY I THINK (POINT 1) WHY I THINK (POINT 2)     To follow the structure: WHAT I THINK (POINT 2)     To follow the structure: WHAT I THINK (POINT 2)     To follow the structure: WHAT I THINK (POINT 2)     To spell points to structure out new vocabilition; to specific wrashilory. To spell to specific wrashilory. To the doesn protecture in a lear dhoredgical order.     To peak different out arbitrate and arbitrate wrate someone low to call doesn protecture in a lear dhoredgical order.     To read other instructions and charace, then, if when, while.     To read other instructions and commot on the structure and format on the structure out protection of the protection to include some marks different to include some marks that is a mark of the that may be mary bases to include some states of the procedure with by there may be some to include some base of the processing to include numbering and builts prote.     To read other instructures and commot on the structure and provide marks. To include a number nump of instruct to include some marks, guassin to include numbering and builts prote.     To read other instructures and commot on the structure and provide marks. To include nump frames different to include nump frames different to include nump frames. To include nump frames. To include nump frames. To include numbering and builts protes. To protect on work to check proses. To protect on work to check. To understime trave differents. To understime trave differents and protect house. To include numbers by ingular protes. To understime. To understime trave differents and protect house. To understime trave differents in a list. To understime trave differents and protect house. To understime trave differents in a list. To understime trave dinagrand and to instructure trave differents. To und		Su i	Alexander Fleming Primary School W	
Instructions semesting   To follow the structure: WHY I THINK (POINT 2)   To follow the structure: WHY I THINK (POINT 2)   To follow the structure: WHY I THINK (POINT 2)   To reserve televant instructions for the chacked to main points be the main focus of form the main beause that, where while someone have to reclude the main focus of form the procedule with the structure of form the procedule with the structure of form the procedule with the structure the the tructure withing within sections of the the tructure withing within sections to the structure withing within sections to the structure withing within sections to use approximation the structure withing within sectins to find the the structure withing within se			To increase legibility and quality of	
Instructions To failed someone how someone how housing appendix to the procedure of the procedure on a clear transition and the someone someone how housing appendix to the main (statuscions) for the the procedure on a clear transition and the someone transition and the someone transit and the someone transition and the someone transition and the s			handwriting with writing spaced	
Instructional To follow the structure: uniprimition and new vectohilding;   WHY 1 THINK (POINT 1) To begin to use technical, or subject specify vectobilding; To use technical, or subject specify vectobilding;   Instructional To present relevant instructorify for the structure in a biger to use technical, or subject specify vectobilding. To reade their unstructorify for the to unclude instructorify for the to unclude or continuing conjunctions: to dotters. To reade their unstructorify for the to unclude or continuing conjunctions: to include the mains, faithers of from the main, faithers of from the main faithers of from the procedure. To include the mains, faithers of from the procedure.   To include the main, faithers of from the procedure. To include a conge of found adders. To include the mains, faithers of from the procedure. To include the mains, faithers of from the procedure. To include the procedure. To include the procedure.   To structure writing within, sectors of the procedure. To include expanded noun phrases. To include mains of another componite verting. To include mains of another componite verting.   To tructure writing within, sectors of the procedure. To include expanded noun, phrases. To include mains of the componite verting. To include mains of the componite verting.   To include mains path baller To include mains of the structure. To include mains of the componite verting. To include mains of the componite verting.   To include mains path baller To include mains path ballers. To include			sufficiently.	
Instructional To follow the structure: uniprimition and new vectohilding;   WHY 1 THINK (POINT 1) To begin to use technical, or subject specify vectobilding; To use technical, or subject specify vectobilding;   Instructional To present relevant instructorify for the structure in a biger to use technical, or subject specify vectobilding. To reade their unstructorify for the to unclude instructorify for the to unclude or continuing conjunctions: to dotters. To reade their unstructorify for the to unclude or continuing conjunctions: to include the mains, faithers of from the main, faithers of from the main faithers of from the procedure. To include the mains, faithers of from the procedure.   To include the main, faithers of from the procedure. To include a conge of found adders. To include the mains, faithers of from the procedure. To include the mains, faithers of from the procedure. To include the procedure. To include the procedure.   To structure writing within, sectors of the procedure. To include expanded noun phrases. To include mains of another componite verting. To include mains of another componite verting.   To tructure writing within, sectors of the procedure. To include expanded noun, phrases. To include mains of the componite verting. To include mains of the componite verting.   To include mains path baller To include mains of the structure. To include mains of the componite verting. To include mains of the componite verting.   To include mains path baller To include mains path ballers. To include			To spell familiar words accurately and	0
Instructions. To table To pelow the structure: WHAT 1 THINK WHY 1 THINK (POINT 2) To begin to use technical or subject specific vocabilary. To include imaginative and rich worabilary. To make delaberate and ambitions word choroces. To reade other instructions and corment on the structure and phones.   Instructions. To table someone how someone how someone how ach other include versus there age performed appendix someone how to do or make. To include versus that are related to ach other. To reade other instructions and corment on the structure and phones.   Genras. Manual To present relevant instructions of form that may be muningl. To include versus that are related to ach other. To include versus there, fi when, while. To include versus that are related to ach other. To include versus that are related to ach other. To include versus that are related to ach other.   Foused texts: To frame man pantis legise composition. To fouse on ange of duters. To use commas effort formed acheredue. To include versus that are related to ach other. To dematate a cut spantise with to include versus that are related to ach other.   To plan. main pantis legise composition. To use commas within an expanded nonu pinse. To use commas within an expanded nonu pinse. To use commas within an expanded nonun pinse.				
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WHY I THINK (POINT I) WHY I THINK (POINT 2) To include imaginative and rich vocabulary. To make deliberate and ambitious word choices. To read other instructions and comment on the structure and choices.   Instructions To tall semeone how to do or make someting. To reache the main fatures of firm the procedure but there may be some that may be minimal. To focus on the depropriate aspects of the procedure but there may fatures of firm autual To include expanded noun phrases. To include expanded noun phrases. To include nonze of adverts. To use a controle all settors, full stops, quastion marks and exclanation marks. To use a controle advertile. To use a advertified adverbials. To use a advertified		5	5	
WHY I THINK (POINT 2) vocabulary. Tor make deliberate and ambiticus work choices. If reade other instructions and choices.   Instructions To tell someone how tor dor or make something. If present relevant instructions for the chosen- procedure in a clear chonolicical order. To include suboffinating conjunctions: because, then, tj, when, while. If read other instructions and comment on the structure and processes the effectiveness of their or unable the main factures of form but may be mained. To include a mange of forted adverbals for time and manner. To include events that are related to adverbals importate screets. If read other instructions and comment on the structure and processes the effectiveness of their own and others writing To include events that are related to adverbals importate include versis should, could, walld can, will To include importate appents To include events that are related to adverbals importate inter writing to a group using appropriate time and volume.   Focused tests: To funde events that are related to adverbals importate inter writing to a group using appropriate time and volume. To independentify read work again. To independentify read work to chicke for use commas in a list. To use commas in a list. To use commas in a list. To use commas in an list. To use commas writing an expanded nour, phrase. To read ther writing to reate and pioned handwriting To continue to use diagonal and horizontal strokes to join.		WHY I THINK (POINT I)	1 3 3	
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Instructions   To present relevant instructions for the some make some how to do or make some thing.   To include subordinating conjunctions: because, then, if, when, while.   To read other instructions and comment on the structure and form.     Genuss:   To include the main faitures of form but may be minimal.   To include a condinating conjunctions: to include subordinating conjunctions: to do or make some the appropriate approprise approprise appropriate appropriate appropriate approp				
Instruction   chosen procedure in a clear downdigical order.   chosen procedure in a clear downdial   because, then, if, when, while.   To include or ordinating conjunctions: adwethals for time and manner.   To include or ange of fonted adwethals for time and manner.   To assess the effectiveness of ther own and others writing.     Focused texts:   To include eurose in the content.   To include or ange of fonted adwethals for time and manner.   To recad their writing to a group using appropriate tone and writing.     Focused texts:   To structure writing writin sections or plan main points before composition.   To include impentive verts.   To include terms, ill stops, question marks and exclanation marks.   To use commas in a list.     To use commas writin an expanded notur phrase.     To use neat and joined handwriting To continue to use diagrapal and horizontal strokes tor join.   To use for joint.   To use for joint.	Instructions	To present relevant instructions for the		To read other instructions and
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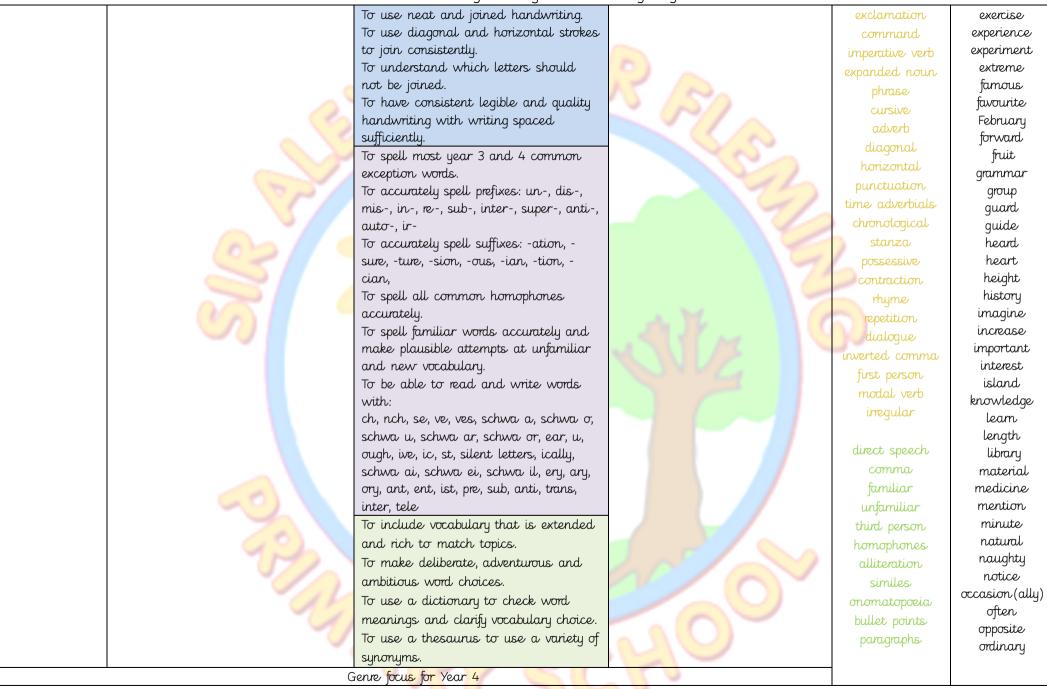
		Alexuluer Flering Prunury School W	5 5
		To increase legibility and quality of	
		handwriting with writing spaced	
		sufficiently.	
		To spell familiar words accurately and	
		make phonetically plausible attempts at	
-	^`	unfamiliar and new vocabulary.	
	To follow the structure:	To begin to use technical or subject	
	TITLE	specific vocabulary.	
	WHAT IS NEEDED	To include imaginative and rich	
	METHOD	vocabulary.	
		To make deliberate and ambitious word	
		choices.	
Discursive	To write some significant points, but	To include subordinating conjunctions:	To explore how different views
To present	they may not be <mark>emphasised</mark> or	because, then, if, when, while.	might be expressed, explained or
arguments and	explained.	To include co-ordinating conjunctions:	justified.
information	To understand the purpose of written	and, but, or, so	To explore how different views can
5	speech or discussion and have an	To include a range of fronted	be expressed, explained or justified
from different	awareness of c <mark>ontext.</mark>	adverbials for time and manner.	though role play.
viewpoints.	To make simple assertions with little	To use a range of adverbs.	To assess the effectiveness of their
	elaboration.	To include expanded noun phrases.	own and others writing.
Cross curricular	To show some awareness of audience	To include modal verbs: should, could,	To begin to suggest improvements
writing:	through the choice of information or	would can, will	to others writing.
Newspaper	acknowledgement of the audience.	To include imperative verbs.	To reread their writing to a group
Leaflet	To use simple organisational devices	To demarcate all sentences with	using appropriate tone and
Debate	such as headings.	capital letters, full stops, question	volume.
	To write a piece that is equivalent or	marks and exclamation marks.	To independently read work again
	more than I page of A4.	To use commas after fronted adverbials.	to ma <mark>ke sure</mark> it makes sense.
	To plan main points before	To accurately use commas in a list.	To pr <mark>oofiead o</mark> wn work to check
	composition.	To use apostrophes for singular	for spelling, grammar or
	To structure and organise writing	possession, plural possession and	punctuation errors.
	within a text using pa <mark>ragraphs.</mark>	contracted forms.	
	7172	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.	2

To explain how or why something happens.flowcharts to summarise or make notes for the stages of the process. To include co-ordinating conjunctions: and, but, or, sonotes and ensuring relevant details are included.To write showing evidence of viewpoint.To include co-ordinating conjunctions: and, but, or, soTo explore how different views can be expressed, explained or justifiedGenres: Non-fiction bookTo have an authoritative voice, but it may not be precise.To include expanded norun phrases. To include modal verbs: should, could,To assess the effectiveness of their own and others writing.			Alexander Therming Prunking School M		I
include subordinating conjunctions:   To explain the structure:   It is split formiting words accumpting and make prometically plausible utampts at unformiting and new vocability;     issues   FIRST ARGUMENT SOCIEUSION   To explain the structure:   To foldow the structure:     issues   First ARGUMENT CONCLUSION   To include subordinating conjunctions:   To include subordinating conjunctions:     town or wing something happens.   for orested diagrams such as formities of make deliberate and ambitimus word thacks.   If or explain the structure:   If or explain the structure in include subordinating conjunctions:     forware in one impersonal style, but this may not be sustained.   To include subordination or of proteed advertues of include extended norms frame and manare.   If or demanare of porteed advertues in include extended norms frames.     To structure.   To include subordination or any of diverts.   To include extended norms frames.   To include extended norms frames.     To structure.   To demanare all sentences with could can, will.   To demanare all sentences with as its queption.   To include extended norms frames.     To include extended commas for sugging frames.   To demanare and joined handwriting.   To independenting advertue in modes asses.   To independenting advertue in modes asses.     To structure.   To demanare and joined handwriting.   To independenting advertue in modes astructure.   To independenting ad					
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The E   Informitian and new vocabulary.     TSUES   FIRST ARGUMENT SECOND ARGUMENT CONCUSION   To begin to use tachnical or subject specific vocabulary.     To reate diagrams such as for explana- tors or this may not be sustained.   To reate diagrams such as for make deliberate and ambitious word choices.   To explain processes mally using notes for the stages of the process.     To reate diagrams such as for explana- nones for the stages of the process.   To notable subordinating conjunctions: and, but, or, sor to notable so and non- word withis say not be sustained.   To notable scales, then, if, when, while this may not be sustained.     To rectael diagrams such as for use to non impersonal subje, but is may not be persise.   To notable or armog of fortied diverbals for time and manner.   To notable or armog of fortied diverbals for time and manner.     To notable or armog of jortied and scale or and ubce sustained.   To notable or armog of fortied diverbals for time and manner.   To notable or armog of diverbs.     To notable or armog of jortied and scale or and chars, should, could, to subject improvements to structure writing into dar   To deamarcate all sentences with cartal laters, fill stops question- marks and exclamation marks.   To reade thar writing to a grap using appropriate time and volume.     To use invested, forms.   To use orms within an expanded nonun phrese.   To use and ported handwriting to use armographed.   To profeed own work to check to profeed own work to check to reade start or use diagrand and   To proteal own work to check to					
ISSUES   First ARGUMENT SECOND ARGUMENT CONCLUSION   To begin to use technical or subject specific vocabulary. To make deliberate and ambinus word choices.   To explain processes orally using notes for the subgroup of the subformations word choices.     Explanations. To explain how or vhry sharpens.   To cented diagrams such as flowcharts to summariae or make to stages of the process. To include to ordinating conjunctions: and, but, or sor to include to range of jointed adverbals for ince and monther.   To explain processes orally using notes and ensuing relevant deatils are included.     Genes: ion-fiction book ion-fiction book somethings.   To structure writing uitor clear proragraphs.   To include a range of jointed adverbals for ince and monte phrases. To include a range of adverbs.   To adverbals for include servers should, could, to include co-will adverbals for ince and monte phrases. To include a commas the subtained.   To adverbals for include servers should, could, to include acon, will   To assess the effectiveness of their row and others writing to rande surface adverbals.     For use commas glar firmted adverbals. To use commas within an expanded nour, phrase. To use commas within an expanded nour, phrase. To use commas differ firmted handverbals. To use commas differ firmted handverbals. To use commas differ firmted handverbals. To use commas within an expanded nour, phrase. To use commas differ firmted handverbals. To use use ad printed handverbals. To use commas differ fir		5		NT PO	
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CONCLUSION   To include unaginative and nch variabiliany.     To conclusion   To include subordinating conjunctions:     To explain   To reate diagrams such as for the stages of the process.     To why something   To write showing evidence of vexpoint.     To make and hot, our or why something   To include subordinating conjunctions:     To while in an unpersonal stup, but it is may not be sustained.   To include or ordinating conjunctions:     To reacte tests:   To stude withing into clear paragraphs.   To include and pointed of the process.     Foreselt tests:   To subordinating conjunctions: it is considered of the process.   To include and pointed of the process.     For solutions:   To write in an unpersonal stup, but it is not unpersonal stup, but it is not unpersonal stup, but it is not unpersonal stup.   To include explanet nour phrases.   To include and exclamation marks and exclamation marks.     To suscent tests:   To suscent and exclamation marks and exclamation marks.   To use commas of pr singular possession and contracted it prosesses of singular possession and contracted forms.   To independential is and work again.     To use inverted commas for speech accurately.   To use commas of pr speech accurately.   To independential read work again.     To use inverted commas for speech accurately.   To use neat and joined hondwriting for orors.   To unce not and joined hondwriting for ors. <th></th> <th>FIRST ARGUMENT</th> <th>5 3</th> <th></th> <th></th>		FIRST ARGUMENT	5 3		
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paragraphs.   To demarcate all sentences with capital letters, full stops, question marks and exclamation marks.   To reread their writing to a group using appropriate tone and volume.     To use commas after fronted adverbials.   To accurately use commas in a list.   To roread their writing to a group using appropriate tone and volume.     To use apostrophes for singular possession, plural possession and contracted forms.   To use inverted commas for speech accurately.   To use inverted commas for speech accurately.     To use neat and joined handwriting.   To use neat and joined handwriting.   To use diagonal and   Image applied in the market in the	·		To include modal verbs: should, could,	To begin to suggest improvements	
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To continue to use diagonal and					
To continue to use diagonal and			To use neat and joined handwriting.		
			3		
			5		
				<u> </u>	

		Alexander Therming Finning School W		
		To understand which letters should not		
		be joined.		
		To increase legibility and quality of		
		handwriting with writing spaced		
		sufficiently.	NT NO	
		To spell familiar words accurately and		
		make phonetically plausible attempts at		
	To follow the structure:	unfamiliar and new vocabulary.		
	TITLE	To begin to use technical or subject		
	INTRODUCTION	specific vocabulary.		
	DIAGRAM	To include imaginative and rich		
		vocabulary.	4/	
	POINT I	To make deliberate and ambitious word		
	POINT 2	choices.		
		To begin to use a dictionary to support		
		explanations of technical vocabulary.		
Non	To use third person.	To include subordinating conjunctions:	To analyse several report texts	
<u>chronological</u>	To write in th <mark>e past ten</mark> se that is	because, then, if, when, while.	and note their function, form and	
reports	sustained throughout.	To include co-ordinating conjunctions:	typical language features.	/
To describe	To write statements that present	and, but, or, so	To demonstrate research and	
the	relevant, precise information.	To include a range of fronted	note-taking techniques using	
characteristics	To include short statements to	adverbials for time and manner.	diagrams to organise information.	
of something.	introduce each aspect of new	To use a range of adverbs.	To assess the effectiveness of their	
	language.	To include expanded noun phrases.	own and others writing.	
Genres:	To structure and organise writing	To include modal verbs: should, could,	To begin to suggest improvements	
Encyclopaedia	within sections of text such as	would can, will	to others writing.	
	paragraphs.	To demarcate all sentences with	To rer <mark>ead thei</mark> r writing to a group	
Focused texts:	To have some evidence of viewpoint	capital letters, full stops, question	using appropriate tone and	
GREAT RIVERS	but may be sustaining an advisory	marks and exclamation marks.	volume.	
of the World	tone.	To use commas after fronted adverbials.	To independently read work again	
	To ensure that similar information is	To accurately use commas in a list.	to make sure it makes sense.	
	grouped together.	To use apostrophes for singular	To proofread own work to check	
	To sequence ideas with related	possession, plural possession and	for spelling, gramm <mark>ar</mark> or	
	vocabulary.	contracted forms.	punctuation errors.	
	To distinguish between generalisations	To use inverted commas for speech		
	and specific information.	accurately.		
	To use simple organisational devices	To use commas within an expanded		
	such as headings.	noun phrase.		
	To write a piece that is equivalent or	To use neat and joined handwriting.		
	more than I page of A4.			

		Alexander Fleining Finning School M		
	To plan main points before	To continue to use diagonal and		
	composition.	horizontal strokes to join.		
		To understand which letters should not		
		be joined.		
		To increase legibility and quality of	AT IN	
		handwriting with writing spaced		
	and the second sec	sufficiently.		
-	To follow the structure:	To spell familiar words accurately and		
	TITLE	make phonetically plausible attempts at		
	CONTENT	unfamiliar and new vocabulary.		
	KEY POINTS	To begin to use technical or subject		
	POINT I	specific vocabulary.		
		To include imaginative and rich		
		vocabulary.		
		To make deliberate and ambitious word		
		to make deliberate and ambitious word choices.		
		To begin to use a dictionary to support		
	-	explanations of technical vocabulary.		
Poetry	To purposely pa <mark>rticular w</mark> ords or	To <mark>use alliteration.</mark>	To perform poems individually.	
	phrases.	To include similes.	To vary volume and experiment	
enwonun	To structure poems with stanzas or	To begin to use onomatopoeia.	with expression and pauses when	
response to	shapes.	To include exciting and powerful	performing.	
language	To write a free verse.	vocabulary.	To describe the effect a poem has.	
arranged for its	To use experiences to write poetry.	To include rhyme accurately.	To suggest possible interpretations	
rhythm and			of a poem.	
J			To discuss the choice of words	
meaning.			and th <mark>eir imp</mark> act.	
			To ex <mark>plain the</mark> pattern of a poem.	
Genres:				
Acrostic				
Poems on a theme				
Shape poems				
onapo poonto				
Focused texts:	44			
BoW-Tie Pa@la	24			
	~ 1			
Vy series and the series of th				
APES				
CEBRAS AS				

	SUBSTANTIV	E KNOWLEDGE	DISCIPLINARY KNOWLEDGE	VOCABL	JLARY
	The application of knowledge and strategi	es that enable children to write for different	The ability to evaluate and edit	The key technical	The key
	րաղ	DOSES.	writing through the application of	or genre specific	spellings
	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	substantive knowledge and through	vocabulary.	required to
	The ability to plan, draft and construct	The use of grammatical and linguistic	the process think critically about		know and spell.
	writing	features.	writing.		
	To write for a range of purpose and	To include subordinating conjunctions:	To assess th <mark>e effectiveness</mark> of	full stop	accident(ally)
	audience.	because, then, if, when, while, although,	their own and others writing.	past tense	actual (ly)
	To maintain tense.	however, before.	To suggest improv <mark>ements to ot</mark> hers	story	address
	To structure writing in a variety of	To include co-ordinating conjunctions:	writing.	labels	answer
	sections.	and, but, or, so, for, yet.	To reread their writing t <mark>o the</mark>	sequence	appear
	To maintain audience throughout	To include a range of fronted	class using appropriate tone and	sentence	arrive
	writing.	adverbials for time, place and manner.	volume.	letter formation	believe
	To consistently o <mark>rganise wri</mark> ting in	To use the correct article before nouns.	To independently read work again	/	bicycle
	paragraphs.	To use past perfect tense.	to make sure it makes sense.	verb	breath
Expectations	To create settings and character	To use present perfect tense.	To proofread own work to check	adjective	breathe
by the end of	descriptions.	To use comparative adjectives.	for spelling, grammar or	noun	build
Year 4	To understand the active voice.	To include modal verbs: should, could,	punctuation errors.	noun phrase	business
	To attempt to create interest and	would, will, can, shall, may.	To amend their own writing.	orientation	calendar
	anticipation.	To demarcate all sentences with	To understand the structure of	co-ordinating	caught
	To engage the reader.	capital letters, full stops, question	different text types.	conjunctions	centre
	To write with a range of sentences.	marks and exclamation marks.		editing	century
	To write a piece that is equivalent	To correctly use commas after fronted		question	certain
	to 2 pages of A4.	adverbials.		suffix	circle
		To accurately use commas in a list		narrative	complete
		with a colon to indicate.		fiction	consider
		To use apostrophes for singular		non-fiction	continue
	60	possession, plural possession (regular		persuade	decide
		and irregular) and contracted forms.		convince	describe
		To use inverted commas for speech		phonetic	different
	1 diala	accurately.		regular	difficult
		To begin to use commas for clarity.			disappear
		To use brackets to add additional		proper noun	early
		information.		common noun	earth
	- (1)	To include ellipsis for effect.		subordinating	eight
		To understand and use rhetorical		apostrophe	eighth
		questions.		- the second best	enough
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		the wind the finding that way so work to			
Varrative	To include varied sentences in	To include subordinating conjunctions:	To read and review other	fronted	particular
	writing.	because, then, if, when, while, although,	author's work and discuss	adverbials	peculiar
To entertain	To have some evidence of a	however, before.	feelings evoked by these stories.	plural	perhaps
and enthral	narrator's viewpoint.	To include co-ordinating conjunctions:	To assess the effectiveness of	singular	popular
	To structure and organise paragraphs.	and, but, or, so, for, yet.	their own and others writing.	audience	position
Genres:	To create suspense or humour. 🚬 📩	To include a range of fronted	To suggest improvements to others	proofread	possess(ion)
amiliar settings	To show a simple chronological	adverbials for time, place and manner.	writing.		possible
tories that raise	sequence through time adverbials.	To use the correct article before nouns.	To reread their writing to the	prefix	potatoes
sues	To have a consistent form throughout.	To use past perfect tense or present	class using appropriate tone and	headings	pressure
lay scripts	To write in the active voice.	perfect tense.	volume.		probably
tories from other	To attempt to create in <mark>terest and</mark>	To use comparative adjectives.	To independently read work again	article	promise
ultures	anticipation.	To include expanded noun phrases.	to make sure it makes sense.	synonyms	purpose
Iodern fiction	To have an awareness of the reader	To include modal verbs: should, could,	To proofread own work to check	cohesion	quarter
antasy	throughout the narrative.	would, will, can, shall, may.	for spelling, grammar or	ellipsis	question
ocused texts:	To plan narrative using research and	To demarcate all sentences with	punctuation errors.	active voice	recent
ocuseu vents.	knowledge of s <mark>tories.</mark>	capital letters, full stops, question	To amend their own writing.	rhetorical	regular
GREENTROOT	To write a piece that is equivalent	marks and exclamation marks.		questions	reign
TI	to 2 pages of <mark>A4.</mark>	To correctly use commas after fronted		ambiguity	remember
Rang ?		adverbials.		cliché	sentence
in My Bedroom		To use apostrophes for singular		metaphor	separate
James Sclick Prans Prestor-Gazaso		possession, plural possession (regular		present perfect	special
		and irregular) and contracted forms.			straight
		To use inverted commas for speech		past perfect	strange
R PLARUS DKULOUS		accurately.		clarity	strength
		To begin to use commas for clarity.		manner	suppose
And Stink		To use brackets to add additional		formal	surprise
David Walliams		information.		brackets	therefore
A PAR PERSON		To include ellipsis for effect.		colon	though
E Contract		To use neat and joined handwriting.		balance	although
		To use diagonal and horizontal strokes		thesaurus	thought
HOTLEBB HIKAEB		to join consistently.		comparative	through
HERE COMES	To follow the structure:	To understand which letters should		adjectives	various
HERCULES!	TITLE	not be joined.		subheadings	weight
HIL TRAVA A ROMAN STORY LEAR ASHEED	BUILD UP	To have consistent legible and quality		metaphors	woman
	DILEMMA	handwriting with writing spaced			women
CHARIOTS & CHARIOTS & CHARING AND A CHARING	RESOLUTION	sufficiently.			
	ENDING	To spell familiar words accurately and			
A A A		make plausible attempts at unfamiliar			
		and new vocabulary.			

		To include vocabulary that is extended and rich to match topics.		
		and rich to match topics.		
		To make deliberate, adventurous and		
		ambitious word choices.		
		To use a dictionary to check word	NT R	
		meanings and clarify vocabulary choice.		
		To use a thesaurus to use a variety of		
		synonyme.		
Recounts To inclu	ude complex sentences that	To include subordinating conjunctions:	To watch or listen to third person	
	mes clarify relatio <mark>nships of time</mark>	because, then, if, when, while, although,	recounts such as news and	
To retell events and pla	ace.	however, before.	sports events.	
(from either the To use	, the correct tense t <mark>hat</mark> is	To include co-ordinating conjunctions:	To read examples of third person	
1 5	red through <mark>out.</mark>	and, but, or, so, for, yet.	recounts such as letters,	
	te in the <mark>third perso</mark> n.	To include a range of fronted	newspapers, reports and diaries.	
	w variatio <mark>n in wor</mark> d order and	adverbials for time, place and manner.	To identify the use of pronouns in	
or from an position	r of clau <mark>ses to hi</mark> ghlight	To use the correct article before nouns.	current recounts.	
impersonal meaning	5	To use past perfect tense.	To assess the effectiveness of	
standpoint.) To link	ideas within paragraphs to	To use comparative adjectives.	their own and others writing.	
ensure	balanced coverage.	To demarcate all sentences with	To suggest improvements to others	
Gerues:	ablish a viewpoint that is	capital letters, full stops, question	writing.	
Biography maintai		marks and exclamation marks.	To reread their writing to the	
To inclu	ude and describe events.	To correctly use commas after fronted	class using appropriate tone and	
	empt to create interest.	adverbials.	volume.	
WIST ANTINIT	w some evidence of	To accurately use commas in a list	To independently read work again	
	rasing and speech in writing.	with a colon to indicate.	to make sure it makes sense.	
	re an awareness of the reader	To use apostrophes for singular	To proofeed own work to check	
	rout writing.	possession, plural possession (regular	for sp <mark>elling, gra</mark> mmar or	
	r recounts <mark>using rese</mark> arch,	and irregular) and contracted forms.	punctuation errors.	
	nce and knowledge.	To use inverted commas for speech	To a <mark>mend the</mark> ir own writing.	
	te a piece that is equivalent	accurately.		
DAMIAN HARVEY Illustrotind by YULYIA SOMINA	ges of A4.	To begin to use commas for clarity.		
		To use brackets to add additional		
		information.		
	94	To use neat and joined handwriting.		
		To use diagonal and horizontal strokes		
		to join consistently.		
		To understand which letters should		
		not be joined.		

	Su /	Alexuluer Flering Philing School W	
		To have consistent legible and quality	
		handwriting with writing spaced	
		sufficiently.	
		To spell familiar words accurately and	
		make plausible attempts at unfamiliar	NY No.
		and new vocabulary.	
	To follow the structure:	To include vocabulary that is extended	
	TITLE	and rich to match topics.	
	OVERVIEW	To make deliberate, adventurous and	
	EVENT I	ambitious word choices.	
	EVENT 2	To use a dictionary to check word	
	OTHER EVENTS	meanings and clarify vocabulary choice.	
	CONCLUSION	To use a thesaurus to use a variety of	
		synonyms.	
Persuade	To use chosen tense consistently.	To include subordinating conjunctions:	To look at examples of persuasive
reisuuue	To make a series of persuasive points.	because, then, if, when, while, although,	writing investigating how style
To persuade	To structure writing in paragraphs.	however, before.	and vocabulary are used to
the reader to a	To include evidence of viewpoint.	To include co-ordinating conjunctions:	convince the reader.
particular	To make attempts to impress	and, but, or, so, for, yet.	To evaluate advertisements for
viewpoint	audience, this may have an	To include a range of fronted	their impact, appeal and honesty.
•	impersonal tone.	adverbials for time, place and manner.	To look at how information is
through rational	To make stylistic choices to support	To use the correct article before nouns.	presented, exaggerated to grab
argument.	persuasive purpose for example	To use past perfect tense or present	attention.
	vocabulary.	perfect tense.	To consider the writers choice of
Genres	To back up points with illustrations	To use comparative adjectives.	invented words and alliteration.
Letter	and examples.	To include expanded noun phrases.	To assess the effectiveness of
	To present a point of view both orally	To include modal verbs: should, could,	their own and others writing.
Focused texts:	and in writing.	would, will, can, shall, may.	To suggest improvements to others
700	To use a conversational style of	To demarcate all sentences with	writing.
A.C.	address.	capital letters, full stops, question	To reread their writing to the
	To have an awareness of the reader	marks and exclamation marks.	class using appropriate tone and
	throughout writing.	To correctly use commas after fronted	volume.
	To plan writing using research,	adverbials.	To independently read work again
	experience and knowledge.	To accurately use commas in a list	to make sure it makes sense.
	To write a piece that is equivalent	with a colon to indicate.	To proofread own work to check
	to 2 pages of A4.	To use apostrophes for singular	for spelling, grammar or
	, , , , , , , , , , , , , , , , , , ,	possession, plural possession (regular	punctuation errors.
		and irregular) and contracted forms.	To amend their own writing.
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		<u> </u>	

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. 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. To spell familiar words accurately and make plausible attempts at unfamiliar and new vocabulary. To follow the structure: To include vocabulary that is extended WHAT I THINK and rich to match topics. WHY I THINK (POINT I) To make deliberate, adventurous and ambitious word choices. WHY I STILL THINK IT To use a dictionary to check word meanings and clarify vocabulary choice. To use a thesaurus to use a variety of synonyms. To research a particular area and To include subordinating conjunctions: To read and follow instructions Instructions prepare a set of instructions. because, then, if, when, while, although, independently. To tell To organise writing consistently however, before. To give clear instructions to someone how through numbering and paragraphs. To include co-ordinating conjunctions: others. to do or make To have a clear procedure for each and, but, or, so, for, yet. To compare examples of something. To include a range of fronted instructional texts by evaluating stage. To systematically state each point. adverbials for time, place and manner. their effectiveness. Cross curricular To include imagination through the To use the correct article before nouns. To analyse more complicated writing: inclusion of detail. To include imperative verbs. instructions identifying devices Recipes To show evidence of viewpoint To use comparative adjectives. used to make them easier to Manuals To include expanded noun phrases. related to the overall purpose. follow. Rules To assess the effectiveness of To make attempts at a formal tone To include modal verbs: should, could, Routes

Sir Alexander Fleming Primary School Writing Progression

their own and others writing.

would, will, can, shall, may.

of address.

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

Newspaper		Alexander Fleming Primary School W To include modal verbs: should, could,	To reread their writing to the
Leaflet	To group similar ideas together and		5
Debate	form sections with paragraphs around a theme.	would, will, can, shall, may.	class using appropriate tone and volume.
Debute	To write simple viewpoints that are	To choose nouns or pronouns appropriately for clarity and cohesion.	To independently read work again
	presented and beginning to have a	To use present tense accurately.	to make sure it makes sense.
	more balanced coverage.	To demarcate all sentences with	To proofiead own work to check
	To select information that is relevant.		
	To write simple descriptions and	capital letters, full stops, question marks and exclamation marks.	for spelling, grammar or punctuation errors.
	detail to add interest to each	To correctly use commas after fronted	To amend their own writing.
	section.	adverbials.	10 unterta alea overte vitaria.
	To plan writing using research,	To accurately use commas in a list	
	experience and knowledge.	with a colon to indicate.	
	To write a piece that is equivalent	To use apostrophes for singular	
	to 2 pages of A4.	possession, plural possession (regular	
		and irregular) and contracted forms.	
		To begin to use commas for clarity.	76
		To use brackets to add additional	
		information.	
		To use neat and joined handwriting.	
		To use diagonal and horizontal strokes	
		to join consistently.	
		To understand which letters should	
	To follow the structure:	not be joined.	
	TITLE	To have consistent legible and quality	
	ISSUES	handwriting with writing spaced	
	FIRST ARGUMENT POINT I	sufficiently.	
	SECOND ARGUMENT POINT I	To spell familiar words accurately and	
	FIRST ARGUMENT POINT 2	make plausible attempts at unfamiliar	
	SECOND ARGUMENT POINT 2	and new vocabulary.	
	CONCLUSION		
		To include vocabulary that is extended	
		and rich to match topics.	
	-//	To make deliberate, adventurous and	
	AV.	ambitious word choices.	
		To use a dictionary to check word	
		meanings and clarify vocabulary choice.	
		To use a thesaurus to use a variety of	
		synonyme.	
		32	

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

		Alexander Fleming Prinary School W		
	DIAGRAM	To spell familiar words accurately and		
	POINT I	make plausible attempts at unfamiliar		
	POINT 2	and new vocabulary.		
	POINT 3	To include vocabulary that is extended		
		and rich to match topics.		
		To make deliberate, adventurous and		
		ambitious word choices.		
Nan	To collect information to write a	To include subordinating conjunctions:	To assess the effectiveness of	
Non	report.	because, then, if, when, while, although,	their own and others writing.	
<u>chronological</u>	To have a consistent use of third	however, before.	To suggest improvements to others	
<u>reports</u>	person throughout writing.	To include co-ordinating conjunctions:	writing.	
To describe the	To include modal constructions that	and, but, or, so, for, yet.	To reread their writing to the	
characteristics	are appropriate to headings.	To include a range of fronted	class using appropriate tone and	
of something.	To have a variety of sentence	adverbials for time, place and manner.	volume.	
	structures that supports explanations	To use the correct article before nouns.	To independently read work again	
Genres:	or reasoning.	To use comparative adjectives.	to make sure it makes sense.	
Article	To show awareness of purpose and	To include expanded noun phrases.	To proofread own work to check	
Focused texts:	audience.	To include modal verbs: should, could,	for spelling, grammar or	
	To show an awareness of an	would, will, can, shall, may.	punctuation errors.	
ESCAPE FROM POMPEII	appropriate style.	To choose nouns or pronouns	To amend their own writing.	
CHRISTINA BALT	To have divisions between sections of	appropriately for clarity and cohesion.		
	content.	To use the past perfect tense.		
	To have development and detail	To demarcate all sentences with		
	within each section of content	capital letters, full stops, question		
	providing the reader with more	marks and exclamation marks.		
	evidence.	To correctly use commas after fronted		
	To structure writing in paragraphs	adverbials.		
	around a theme.	To include inverted commas for		
	To plan writing using experience,	dialogue or quotations where		
	research and knowledge.	appropriate.		
	To write a piece that is equivalent to	To accurately use commas in a list		
	2 pages of A4.	with a color to indicate.		
		To use apostrophes for singular		
	A.F.	possession, plural possession (regular		
		and irregular) and contracted forms.		
		To begin to use commas for clarity.		
		To use brackets to add additional		
		information.		
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		To include bullet points where		
		necessary.		
		To use neat and joined handwriting.		
		To use diagonal and horizontal strokes		
		to join consistently.	NT Pa	
		To understand which letters should		
		not be joined.		
		To have consistent legible and quality		
		handwriting with writing spaced		
		sufficiently.		
	To follow the structure:	To spell familiar words accurately and		
	TITLE	make plausible attempts at unfamiliar		
	CONTEXT	and new vocabulary.		
	KEY POINTS	To include vocabulary that is extended		
	POINT I	and rich to match topics.		
	POINT 2	To make deliberate, adventurous and		
		ambitious word choices.		
	60	To use a dictionary to check word		
		meanings and clarify vocabulary choice.		
		To use a thesaurus to use a variety of		
		synonyme.	C C C C	
Poetry	To include phrases for ambiguity.	To use language to exaggerate.	To perform a poem varying volume,	
To evoke an	To structure poems with carefully	To use similes to create cliches in	pace and appropriate expression.	
emotional	crafted stanzas.	writing.	To des <mark>cribe t</mark> he impact of a poem.	
response to	To create an atmosphere in poems.	To use metaphors.	To exp <mark>lain o</mark> wn interpretation <mark>s</mark> of	
language	To write poems with imagery.	To consider how to punctuate poems	poems.	
arranged for its		with commas, capitals, question marks.	To comment on the use of	
rhythm and		To carefully select words and language.	similes, language and atmosphere.	
meaning.			To discuss the effect of a poem	
meaning.			on a reader.	
Camma	700			
Genres: Syllabic				
Narrative				
Odes and insults	92			
Focused texts:				
CLOUD BISTING		222		
Research Construction Construction				

	SUBSTANTIV	E KNOWLEDGE	DISCIPLINARY KNOWLEDGE	VOCABL	JLARY
	The application of knowledge and strategies that enable children to write for different		The ability to evaluate and edit	The key technical	The key
	puŋ	ooses.	writing through the application of	or genre specific	spellings
	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	substantive knowledge and through	vocabulary.	required to
	The ability to plan, draft and construct	The use of grammatical and linguistic	the process think critically about	J.	know and spell.
	writing	features .	writing.		
	To write for a range of purposes and	To include subordinating conjunctions:	To consider h <mark>ow</mark> authors have	full stop	accommodate
	audiences.	because, then, if, when, while, although,	developed cha <del>racters an</del> d settings	past tense	accompany
	To structure and organise writing by	however, before, though	based on what th <mark>ey</mark> have	story	according
	its audience, purpose an <mark>d context</mark>	To include co-ordinating conjunctions:	previously written.	labels	achieve
	through paragraphs.	FANBOYS	To perform their own writing with	sequence	aggressive
	To have evidence of deliberate	To include a range of fronted	intonation, volume, movement and	sentence	amateur
	vocabulary choices.	adverbials for time, reasoning, place	tone.	letter formation	ancient
	To consistently lin <mark>k details</mark> across	and manner.	To assess the effectiveness of their		apparent
	paragraphs.	To use relative clauses with a wide	own and others writing by	verb	appreciate
Expectations	To adapt formality and viewpoint	range of relative pronouns.	suggesting improvements.	adjective	attached
by the end of	according to genre.	To use the correct article before nouns.	To independently read work again	noun	available
Year 5	To plan writing by identifying audience	To use past perfect tense.	to make sure it makes sense.	noun phrase	average
/004 0	and purpose.	To use present perfect tense.	To proofread own work to check	orientation	awkward
	To make a choice of tense and other	To use comparative and superlative	for spelling, grammar or	co-ordinating	bargain
	devices to build cohesion throughout	adjectives.	punctuation errors.	conjunctions	bruise
	a written piece.	To include a variety of modal verbs.	To proofread work to make it	editing	category
	To describe settings, characters and	To demarcate all sentences with	more precise and remove anything	question	cemetery
	atmosphere with carefully chosen	capital letters, full stops question	unnecessary by making	suffix	committee
	vocabulary.	marks, exclamation marks and commas	amendments.	narrative	communicate
	To write a sustained piece that is	for lists, clarity and after adverbials.	To edi <mark>t own</mark> work to assess the	fiction	community
	the length of a minimum equivalent	To accurately use a colon for a list.	effectiv <mark>eness o</mark> f their own writing.	non-fiction	competition
	of 2 pages of A4.	To use apostrophes for singular		persuade	conscience
		possession, plural possession (regular		convince	conscious
		and irregular) and contracted forms.		phonetic	controversy
		To use inverted commas for speech		regular	convenience
		accurately.		5	correspond
		To use parenthesis such as brackets or		proper noun	criticise
		dashes to add additional information.		common noun	curiosity
		To include ellipsis for effect.		subordinating	definite
		To understand and use rhetorical		apostrophe	desperate
		questions.			determined
		148 2C			

	Str .	Alexander Fleming Primary School V	Inting Progression		
		To have consistent legible and quality		exclamation	develop
		handwriting with horizontal and		command	dictionary
		diagonal strokes joined correctly.		imperative verb	disastrous
		To write at a sustained speed.	0	expanded noun	embarrass
		To spell some year 5 and 6 common	NT IN	phrase	environment
		exception words.		cursive	equip
		To accurately spell all prefixes		adverb	especially
		To accurately spell all suffixes.		diagonal	exaggerate
		To spell all common homophones		horizontal	excellent
		accurately.		punctuation	existence
		To spell familiar words accurately and		time adverbials	explanation
		make plausible attempts at unfamiliar		chronological	familiar
		sophisticated vocabulary.		stanza	foreign
		To be able to read and write words		/	forty
		with:		possessive	frequently
		age, nge, ance, ancy, ence, ency, multi,		contraction	government
		auto, mega, super, cent, post, tion, sion,		rhyme	guarantee harass
		ssion, cian, ation, ch, sure, ture, ble, ate,		repetition	hindrance
		ise, ify, ous, ious, cial, tial, I, graph,	.SIM	dialogue	identity
		ology,		inverted comma	immediate (ly)
		To include vocabulary that is extended	ALL A	first person	individual
		and rich to match topics.		modal verb	interfere
		To make deliberate, adventurous and		irregular	interrupt
		ambitious word choices.			language
		To use a dictionary to check word		direct speech	leisure
		meanings and clarify vocabulary choice.		comma	lightning
		To use a thesaurus to use a variety of		familiar	marvellous
		synonyms.		unfamiliar	mischievous
		Genre focus for Year 5		third person	muscle
Narrative	To adapt story form to genre, for	To include subordinating conjunctions:	To <mark>evaluate vocabula</mark> ry choices	homophones	necessary
	example adventure needi <mark>ng more p</mark> ace.	because, then, if, when, while, although,	that add to the mood of writing.	alliteration	neighbour
To entertain	To use a style that is effective for the	however, before, though	To understand the choices made	similes	nuisance
and enthral	purpose of a story.	To include co-ordinating conjunctions:	by an author.	onomatopoeia	occupy
6	To write a narrative that engages the	FANBOYS	To consider how authors have	bullet points	occur
Genres:	reader throughout.	To include a range of fronted	developed characters and settings	paragraphs	opportunity
Stories on a	To engage a reader by creating a	adverbials for time, reasoning, place	based on what they have	fronted	parliament
theme	climax or suspense through an	and manner.	pr <mark>eviously</mark> written.	adverbials	persuade
Fantasy Modern fiction	unexpected ending.	To use relative clauses with a wide			physical
Modern fiction		range of relative pronouns.		plural	prejudice

		· · · · · · · · · · · · · · · · · · ·			
Classic fiction	To organise a story into paragraphs	To use the correct article before nouns.	To perform their own writing with	singular	privilege
Gothic fiction	with the structure and organisation of	To use past perfect tense.	intonation, volume, movement and	audience	profession
	writing informed by the audience,	To use present perfect tense.	tone.	proofread	programme
Focused texts:	purpose and context.	To use comparative and superlative	To assess the effectiveness of their	prefix	pronunciation
The 1,000	To plan and develop initial ideas.	adjectives.	own and others writing by	headings	queue
(1,000) (Jear: old	To write a sustained piece that is	To include a variety of modal verbs.	suggesting improvements.	Territings	recognise
Boy	the length of a minimum equivalent	To demarcate all sentences with	To independently read work again	antiala	recommend
	of 2 pages of A4.	capital letters, full stops question	to make sure it makes sense.	article	relevant
Ross Welford	To create characters that are carefully	marks, exclamation marks and commas	To proofread own work to check	synonyms	restaurant
LOUISE COOPER	considered and detailed.	for lists, clarity and after adverbials.	for spelling, grammar or	cohesion	rhyme
CUADT	To develop settings that are	To accurately use a colon for a list.	punctuation errors.	ellipsis	rhythm
JULI	descriptive.	To use apostrophes for singular	To proofread work to make it	active voice	sacrifice
and SPOOKYI		possession, plural possession (regular	more precise and remove anything	rhetorical	secretary
A book of very short SPOOKY stories		and irregular) and contracted forms.	unnecessary by making	questions	shoulder
MICHAEL		To use inverted commas for direct and	amendments.	ambiguity	signature
MORPURGO		indirect speech accurately.	To edit own work to assess the	cliché	sincere (ly)
		To use parenthesis such as brackets or	effectiveness of their own writing.	metaphor	soldier
		dashes to add additional information.	To use a dictionary to check the	present perfect	stomach
KINGDOM		To include ellipsis for effect.	spellings and meanings of words.	past perfect	sufficient
		To understand and use rhetorical		clarity	suggest
		questions.		manner	symbol
REASURE		To have consistent legible and quality			system
Island		handwriting with horizontal and		formal	temperature
Chel Low Summer		diagonal strokes joined correctly.		brackets	thorough
	To follow the structure:	To write at a sustained speed.		colon	twelfth
The	TITLE	To spell familiar words accurately and		balance	variety
GIRL	BUILD UP	make plausible attempts at unfamiliar		thesaurus	vegetable
1 STAINT	DILEMMA	sophisticated vocabulary.		comparative	vehicle
E ST AT	RESOLUTION	To include vocabulary that is extended		adjectives	yacht
Farex Oldivered Bargress	ENDING	and rich to match topics.		subheadings	
		To make deliberate, adventurous and		metaphors	
		ambitious word choices.			
1 A		To use a dictionary to check word		dashes	
	d h	3		intonation	
tales from Outer Suburbia		meanings and clarify vocabulary choice.		parenthesis	
shaun tan		To use a thesaurus to use a variety of		relative clause	
and the second	· · · · · · · · · · · · · · · · · · ·	synonyme.		relative pronoun	
				remuve prorivult	
	1			1	1

<u>Recounts</u>	To include a varied sentence	To include subordinating conjunctions:	To discuss the features of	indirect speech	
	structure that includes adverbials and	because, then, if, when, while, although,	recounted texts such as reports,	superlative	
To retell events	expanded noun phrases to describe	however, before, though	diaries, experiments and	adjective	
(from either	events.	To include co-ordinating conjunctions:	biographies.	ambiguity	
the point of	To add appropriate detail or indicate 🚽	FANBOYS	To perform their own writing with	5 5	
view of	the writer's attitude to the 🛛 🖊 🔼	To include a range of fronted	intonation, volume, movement and		
someone who	experiences.	adverbials for time, reasoning, place	tone.		
was there or	To identify the features of recounted	and manner.	To assess th <mark>e effectiveness</mark> of their		
from an	texts such as chronological order and	To use relative clauses with a wide	own and others writing by		
impersonal	consistent use of the pa <mark>st tense</mark> .	range of relative pronouns.	suggesting improve <mark>ments.</mark>		
standpoint)	To include the main fea <mark>tures of fo</mark> rm	To use the correct article before nouns.	To independently read work again		
suu upou u)	for the purpose, for example headings,	To use past perfect tense.	to make sure it makes <mark>sense.</mark>		
Cross curricular	subheadings.	To use comparative and superlative	To proofread own work to check		
writing:	To adapt a descri <mark>ptive form.</mark>	adjectives.	for spelling, grammar or		
Autobiography	To include sectio <mark>ns of tex</mark> t that are	To include a variety of modal verbs.	punctuation errors.		
Diary	developed aroun <mark>d a topic</mark> sentence.	To demarcate all sentences with	To proofread work to make it		
Trip reflection	To group similar content together in	capital letters, full stops question	more precise and remove anything		
Report	paragraphs.	marks, exclamation marks and commas	unnecessary by making		
Experiment	To plan and d <mark>evelop init</mark> ial ideas.	for lists, clarity and after adverbials.	amendments.		
Biography	To write a sustained piece that is	To accurately use a colon for a list.	To edit own work to assess the		
5 1 5	the length of a minimum equivalent	To use apostrophes for singular	effectiveness of their own writing.		
	of 2 pages of A4.	possession, plural possession (regular	To use a dictionary to check the		
		and irregular) and contracted forms.	spellings and meanings of words.		
		To use inverted commas for speech			
		accurately.			
		To use parenthesis such as brackets or			
		dashes to add additional information.			
		To have consistent legible and quality			
		handwriting with horizontal and			
		diagonal strokes joined correctly.			
		To write at a sustained speed.			
	700	To spell familiar words accurately and			
		make plausible attempts at unfamiliar			
		sophisticated vocabulary.			
	To follow the structure:	To include vocabulary that is technical			
	TITLE	and rich to match topics.			
	OVERVIEW	To make deliberate, adventurous and			
	EVENT I	ambitious word choices.			
	EVENT 2				
	OTHER EVENTS				

CONCL		Ta use a distignary ta sheet ward		
CUNCL	USTON	To use a dictionary to check word		
		meanings and clarify vocabulary choice.		
		To use a thesaurus to use a variety of	-	
		synonyme.		
	t or write individual persuasive	To include subordinating conjunctions:	To read and analyse persuasive	
	for real purposes.	because, then, if, when, while, although,	texts giving their own opinions	
	e a commentary on an is <mark>sue</mark>	however, before, though	and justifications.	
	er or screen, setting o <mark>ut</mark> and	To include co-ordinating conjunctions:	To perform th <mark>eir own writi</mark> ng with	
a particular justifyin	g a point of view.	FANBOYS	intonation, volume, movement and	
viewpoint To use	structures from re <mark>ading to set</mark>	To include a range of fronted	tone.	
through out and	d link points such <mark>as,</mark>	adverbials for time, reasoning, place	To assess the effectiveness of their	
rational number	ed lists or bullet po <mark>ints.</mark>	and manner.	own and others writing by	
argument. To inclu	ude a balanced coverage.	To use relative clauses with a wide	suggesting improvements.	
To esta	blish a vie <mark>wpoint th</mark> at is	range of relative pronouns.	To independently read work again	
(-onme	ined for example, a friendly	To use the correct article before nouns.	to make sure it makes sense.	<u>_</u>
Travel writing	ational r <mark>elationship</mark> with	To use past perfect tense.	To proofiead own work to check	
- audiena		To use present perfect tense.	for spelling, grammar or	
Forus of toxts.	stylistic choices consistently to	To use comparative and superlative	punctuation errors.	
support	, the per <mark>suasive p</mark> urpose so that	adjectives.	To proofread work to make it	
EPIC descript	tion and persuasion are	To include a variety of modal verbs.	more precise and remove anything	
Intervo		To demarcate all sentences with	unnecessary by making	
	ain the style of address to the	capital letters, full stops question	amendments.	
audien		marks, exclamation marks and commas	To edit own work to assess the	
	ı and develop initial ideas.	for lists, clarity and after adverbials.	effectiv <mark>eness o</mark> f their own writing.	
	e a sustained piece that is	To accurately use a colon for a list.	To us <mark>e a dict</mark> ionary to check the	
	gth of a minimum equivalent	To use apostrophes for singular	spellin <mark>gs and</mark> meanings of words.	
of 2 pa	ges of A4.	possession, plural possession (regular		
		and irregular) and contracted forms.		
		To use inverted commas for speech		
		accurately.		
	4 ch	To use parenthesis such as brackets or		
		dashes to add additional information.		
	-	To include ellipsis for effect.		
	CA V	To understand and use rhetorical		
		questions.		
		To have consistent legible and quality		
		handwriting with horizontal and		
		diagonal strokes joined correctly.		
		To write at a sustained speed.		

Instructions:   To include sentence that are   To include submittation or emphasis.     To include sentence that are   To include submittation or emphasis.   To include submittation or emphasis.     To include sentence that are   To include submittation or emphasis.   To include submittation or emphasis.     To include description, with expanded to the text types.   To include a submittation or emphasis.   To include a submittation or emphasis.     To include description, with expanded with the text types.   To include a submittation or emphasis.   To include a submittation or emphasis.     To include a description, with expanded name.   To include a submittation or emphasis.   To include a submittation or emphasis.     To include a submittation or emphasis.   To include a submittation or emphasis.   To include a common task with increased complexitu.     Reviews   To compare instructions which a submittation, in prime or proper text types.   To use or elative clauses with a wide ange of finited and superlative clauses with a wide ange of interve trans.   To review a set of instructions by transmer.     Reviews   To group content appropriately within each section.   To independently readiation.   To independently readiation and agent ange of importative verts.     To review a set of instructions and advice.   To include a submittation.   To use comparative trans.   To review a set of instructions by transmer. <th></th> <th></th> <th>Alexander Flerning Printing School W</th> <th></th>			Alexander Flerning Printing School W	
Instructions   To include sentence that are structures and ambitious word choices.   To include vacabulary that is technical and rich to match topics.     Instructions   To include sentence that are structure if and in the sentence that are structure if and rich to match topics.   To use a dictorary to check word meanings and clarify vacabulary choice.   To give oral instructions in pairs or groups to achieve and compared to the sentence that are structure if and rich to match topics.   To include sentence that are structure if and the subordinating conjunctions: heaves.   To include sentence that are structure, topics to use a variety of anone phrases.     To realize a compare instructions which or match set types.   To include a complex procedures or an and eritize or annae of instructions in terms of audience, purpose and form.   To use relative clauses with a wide and eritize before norus.     Rutase   To require the achieve and divertices for groups conducting set to achieve and advertices for use compare take with intonation, ustructions which a campe of forted appropriately within each section.   To use relative clauses with a wide analy of restarce achieve and advertices before norus.     Rutase   To orgone instructions in terms of audience, purpose and form.   To use reacmparative and superfact tense.   To use present perfact tense.   To use present perfact tense.   To use present perfact tense.   To use are mange of inparative and superfact were.     To group content appropriately within each section.   To use are mange of inparative avets.   To use are mange of inparative avets. </th <th></th> <th></th> <th>To spell familiar words accurately and</th> <th></th>			To spell familiar words accurately and	
To follow the structure:   To include vocabulary that is technical and nch to match topics.     WHAT I THINK (POINT 1)   To include vocabulary to check word     WHY I THINK (POINT 2)   To include sentence that are structure.     To tall someone how to determine to include a source to the determine someone determine someone how to determine the target the target to the determine someone to addite the target types of the target types the determine someone to addite the target types of the target ty			1 1 3	
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WHY I STILL THINK IT OTHER OPINNIONS   To use a dictionary to check word, meanings and clarify vocabulary choice. To use a thesaurus to use a variety of synonyms.   To give oral instructions in pars or goups to achieve and complete a common task with increased complexity. To include set of instructions which are for more complex procedures or are combined with other text types. To include a suitable balance of audience, purpose and form. Rules   To include set of instructions in terms of audience, purpose and form. Rules   To include a suitable balance of information, instructions and terms of audience, purpose and darice relating to procedure given under the appropriate headings. To distinguish a chromotogical approach that are logical. To relating use heading.   To use a dictionary to check word, meanings and clarify vocabulary choice. To include a set of instructions in terms of audience, purpose and form. Rules   To include a suitable balance of ro use relative clauses with a wide range of relative pronouns. To use the correct article before nouns. To use present perfect tense. To use a range of imperative verbs. To independently read work again To independently read work again. To independently read work or check for speling, gammar or punctuation erors.			To make deliberate, adventurous and	
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To include description with expanded to do or make something.To include description with expanded noun phrases.To include co-ordinating conjunctions: FANBOYSincreased complexity. To evaluate a set of instructions for purpose, organisation and layout, darity and usefulness.Cross curicular writing:To include a set of instructions which are for more complex procedures or are combined with other text types.To include a range of fonted advertials for time, reasoning, place and manner.To revaluate a set of instructions for purpose, organisation and layout, darity and usefulness.Recipes Manuals RoutesTo include a suitable balance of information, instruction and advice relating to procedure given under the appropriate headings.To use present perfect tense. To use orange of imperative verbs.To assess the effectiveness of their own and others writing by suggesting improvements.To group content appropriately within each section.To use ange of imperative verbs. To use arange of imperative verbs.To assess the effectiveness of their own and others writing by suggesting improvements.To distinguish a chronological approach that are logical. To order points clearly. To plan and develop initial ideas.To demarcate all sentences with capital letters, full stops question marks, exclamation marks and commasTo includion enors.		, <u> </u>		
something.noun phrases.FANBOYSTo evaluate a set of instructions.Something.To identify a set of instructions which are for more complex procedures or are combined with other text types.To include a range of fronted adverbials for time, reasoning, place and manner.for purpose, organisation and layout, clarity and usefulness.RecipesTo compare instructions in terms of audience, purpose and form.To use relative clauses with a wide range of relative pronouns.To revise a set of instructions by trying them first.RulesTo include a suitable balance of information, instruction and advice relating to procedure given under the appropriate headings.To use present perfect tense. To use comparative and superfact tense.To use comparative and superfact adjectives.To distinguish a chronological approach that are logical.To include a variety of modal verbs. To include a variety of modal verbs.To range of instruction enders.To order points clearly. To make points clearly.To demarcate all sentences with range, sextanation marks and commasTo purpors.				increased complexity.
To identify a set of instructions which are for more complex procedures or are combined with other text types.To include a range of fonted adverbials for time, reasoning, place and manner.for purpose, organisation and layout, clarity and usefilness.Recipes ManualsTo compare instructions in terms of adverbialsTo use relative clauses with a wide range of relative pronouns.To perform their own writing with intonation, volume, movement and to use past perfect tense.To assess the effectiveness of their own and others writing by suggesting improvements.RoutesIf group content appropriately within each section.To use a range of imperative verbs. To use a range of imperative verbs.To independently read work again to make sure it makes sense.To distinguish a chronological approach that are logical.To include a variety of modal verbs. to relate al sentences withTo proofead own work to check for spelling, grammar or punctuation enors.		noun phrases.	FANBOYS	To evaluate a set of instructions
writing: Recipescombined with other text types.and manner.To revise a set of instructions byImage of instruction by <t< td=""><td>son waiting.</td><td>To identify a set of instructions which</td><td>To include a range of fronted</td><td>for purpose, organisation and</td></t<>	son waiting.	To identify a set of instructions which	To include a range of fronted	for purpose, organisation and
writing: Recipescombined with other text types.and manner.To revise a set of instructions byImage of instructions byImage of instructions byImage of instructions in terms of audience, purpose and form.To use relative clauses with a wide range of relative pronouns.To perform their own writing withImage of instruction and adviceImage of relative pronouns.Image of relative pr	Cross curricular	are for more complex procedures or are	adverbials for time, reasoning, place	layout, clarity and usefulness.
Recipes.To compare instructions in terms of audience, purpose and form.To use relative clauses with a wide range of relative pronouns.trying them first.RulesTo include a suitable balance of information, instruction and advice relating to procedure given under the appropriate headings.To use past perfect tense.To assess the effectiveness of their own and others writing byTo group content appropriately within each section.To use a range of imperative verbs.To indude a variety of modal verbs.To independently read work again to make sure it makes sense.To distinguish a chronological approach that are logical.To demarcate all sentences with range and develop initial ideas.To demarcate all sentences with range of marks, exclamation marks and commasTo punctuation errors.		combined with other text types.	and manner.	To revise a set of instructions by
Manualsaudience, purpose and form.range of relative pronouns.To perform their own writing with intonation, volume, movement andRulesTo include a suitable balance of information, instruction and advice relating to procedure given under the appropriate headings.To use past perfect tense.To assess the effectiveness of their own and others writing byTo assess the effectiveness of their own and others writing byTo distinguish a chronological approach that are logical.To include a variety of modal verbs.To independently read work again to make sure it makes sense.To profead own work to check for spelling, grammar or punctuation errors.To ponctuation errors.	0	To compare instructions in terms of	To use relative clauses with a wide	trying them first.
Routesinformation, instruction and advice relating to procedure given under the appropriate headings.To use past perfect tense. To use present perfect tense.tone.To group content appropriately within each section.To use a range of imperative verbs. To include a variety of modal verbs.To independently read work again to make sure it makes sense.To proofead own work to check for spelling, grammar or punctuation errors.To proofead own work to check for spelling, grammar or punctuation errors.To punctuation errors.		audience, purpose and form.	range of relative pronouns.	To perform their own writing with
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 use present perfect tense. To use comparative and superlative adjectives. To use a range of imperative verbs. To include a variety of modal verbs. To demarcate all sentences with To plan and develop initial ideas. To use a range of imperative verbs. To demarcate all sentences with To demarcate all sentences with To plan and develop initial ideas. To profect tense. To use a range of imperative verbs. To include a variety of modal verbs. To demarcate all sentences with To plan and develop initial ideas. To plan and develop initial ideas.	Rules	To include a suitable balance of	To use the correct article before nouns.	intonation, volume, movement and
appropriate headings.To use comparative and superlative adjectives.own and others writing by suggesting improvements.To group content appropriately within each section.To use a range of imperative verbs.To independently read work againTo distinguish a chronological approach that are logical.To demarcate all sentences with capital letters, full stops question marks, exclamation marks and commasTo proofread own work to check for spelling, grammar or punctuation errors.	Routes	information, instruction and advice	To use past perfect tense.	tone.
To group content appropriately within each section.adjectives.suggesting improvements.To distinguish a chronological approach that are logical.To include a variety of modal verbs.To independently read work again to make sure it makes sense.To order points clearly.To demarcate all sentences with capital letters, full stops questionTo rspelling, grammar or punctuation errors.		relating to procedure given under the	To use present perfect tense.	To ass <mark>ess the</mark> effectiveness of their
each section.To use a range of imperative verbs.To independently read work againTo distinguish a chronological approach that are logical.To include a variety of modal verbs.To make sure it makes sense.To order points clearly.To demarcate all sentences with capital letters, full stops question marks, exclamation marks and commasTo report sentences.		appropriate headings.	To use comparative and superlative	own a <mark>nd oth</mark> ers writing by
To distinguish a chronological approach that are logical.To include a variety of modal verbs.to make sure it makes sense.To demarcate all sentences with To order points clearly.To demarcate all sentences with capital letters, full stops question marks, exclamation marks and commasTo report advector points.		To group content appropriately within	adjectives.	sugges <mark>ting im</mark> provements.
approach that are logical.To demarcate all sentences withTo proofeed own work to checkTo order points clearly.capital letters, full stops questionfor spelling, grammar orTo plan and develop initial ideas.marks, exclamation marks and commaspunctuation errors.			To use a range of imperative verbs.	To independently read work again
To order points clearly. To plan and develop initial ideas. capital letters, full stops question for spelling, grammar or punctuation errors.			To include a variety of modal verbs.	
To plan and develop initial ideas. marks, exclamation marks and commas punctuation errors.		11 5		
			1 3 1 0	
Try write a support of micros for the standard of the standard stand				
		To write a sustained pie <mark>ce</mark> .	for lists, clarity and after adverbials.	To proofiead work to make it
To accurately use a colon for a list. more precise and remove anything			5	5 5
To use apostrophes for singular unnecessary by making		A.F.		
possession, plural possession (regular amendments.				
and irregular) and contracted forms. To edit own work to assess the				
To use inverted commas for speech effectiveness of their own writing.		_	To use inverted commas for speech	e <mark>ffectivene</mark> ss of their own writing.
accurately.			accurately.	
41			41	

	5 u -	Alexuluer Fleridig Philling School M		
		To use parenthesis such as brackets or	To use a dictionary to check the	
		dashes to add additional information.	spellings and meanings of words	
		To include a bullet pointed list.		
		To have consistent legible and quality		
	4	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 follow the structure:	To include vocabulary that is technical		
	TITLE	and rich to match topics.		
	WHAT IS NEEDED	To make deliberate, adventurous and		
	METHOD	ambitious word choices.		
	CONCLUSION	To use a dictionary to check word		
		meanings and clarify vocabulary choice.		
		To use a thesaurus to use a variety of		
		synonyme.		
Discursive	To include subordinate clauses to	To include subordinating conjunctions:	To explore discursive texts and	
To present	help to expand or justify the main	because, then, if, when, while, although,	those presenting a particular	
arguments and	points of the case, though not always	however, before, though	argument.	
information	with control.	To include co-ordinating conjunctions:	To distinguish and discuss any	
from different	To use discussion that has an	FANBOYS	texts that seem to be trying to	
5 55	opening and a closing section.	To include a range of fronted	present a more balanced or	
viewpoints.	To address the audience in a	adverbials for time, reasoning, place	reasoned view.	
	sustained, whether its formal or	and manner.	To explore more than one writer's	
Genres:	conversational style.	To use relative clauses with a wide	possible perspective on an issue.	
Debate	To structure and organise writing that	range of relative pronouns.	To pe <mark>rform the</mark> ir own writing with	
	is informed by its audience, purpose	To use the correct article before nouns.	intonation, volume, movement and	
Focused texts: What's so special about	and context through the appropriate	To use past perfect tense.	tone.	
Shakespeare?	use of paragraphs to organise	To use present perfect tense.	To assess the effectiveness of their	
	information and ideas around a	To use comparative and superlative	own and others writing by	
	theme.	adjectives.	suggesting improvements.	
	To use key signposts that are	To include a variety of modal verbs.	To independently read work again	
Part and	consistently indicated.	To demarcate all sentences with	to make sure it makes sense.	
MICHAEL ROSEN	To include transitions between 🤍	capital letters, full stops question	To proofiead own work to check	
	paragraphs, but sometimes abrupt.	marks, exclamation marks and commas	fo <mark>r spelling</mark> , grammar or	
		for lists, clarity and after adverbials.	punctuation errors.	
		To accurately use a colon for a list.		

	04. /			
	To have a coverage that is balanced with viewpoints that are established	To use apostrophes for singular possession, plural possession (regular	To proofread work to make it more precise and remove anything	
	and maintained in different sections.	and irregular) and contracted forms.	unnecessary by making	
	To include simple reflective comments,	To use inverted commas for speech	amendments.	
	observations and detail to add	accurately.	To edit own work to assess the	
	interest.	To use parenthesis such as brackets or	effectiveness of their own writing.	
	To include simple evidence to support	dashes to add additional information.	To use a dictionary to check the	
	each point of view and is given on	To include ellipsis for effect.	spellings and meanings of words.	
	some occasions.	To have consistent legible and quality		
	To plan and develop initial ideas.	handwriting with horizontal and		
	To write a sustained pie <mark>ce that is</mark>	diagonal strokes joined correctly.		
	the length of a minimum equivalent	To write at a sustained speed.	1	
	of 2 pages of A4.	To spell familiar words accurately and		
	To follow the structure:	make plausible attempts at unfamiliar		
	TITLE	sophisticated vocabulary.		
	ISSUES	To spell familiar words accurately and		
	FIRST ARGUMENT POINT	make plausible attempts at unfamiliar		
	SECOND ARGUMENT POINT I	sophisticated vocabulary.		
	FIRST ARGUMENT POINT 2			
	SECOND ARGUMENT POINT 2	To include vocabulary that is technical		
	CONCLUSION	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.		
Explanations	To include new sections or	To include subordinating conjunctions:	To independently edit and refine	
To explain	paragraphs consistently indicated for	because, then, if, when, while, although,	explanatory texts using reading as	
how or why	example, introductory phrases,	however, before, though	a source focusing on clarity,	
something	subheadings or conventional phrases.	To include co-ordinating conjunctions:	conciseness and impersonal style.	
happens.	To include ideas develop <mark>ed within</mark>	FANBOYS	To explore more than one writer's	
	sections for example, main proposition,	To include a range of fronted	possible perspective on an issue.	
Cross curricular	followed by further detail, explanation	adverbials for time, reasoning, place	To perform their own writing with	
writing:	or justification.	and manner.	intonation, volume, movement and	
Manual	To ensure that structure and	To use relative clauses with a wide	tone.	
Non-fiction book	organisation of writing is informed by	range of relative pronouns.	T <mark>o assess</mark> the effectiveness of their	
	its audience, purpose and context	To use the correct article before nouns.	o <mark>wn and o</mark> thers writing by	
	through the appropriate use of	To use past perfect tense.	suggesting improvements.	

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

Sir Alexander	Fleming	Primary	School	Writing	Progression

Non	exclamations used to give advice and	To include co-ordinating conjunctions:	focusing on clarity, conciseness
chronological	encouragement.	FANBOYS	and impersonal style.
reports	To plan and compose a short non-	To include a range of fronted	To perform their own writing with
To describe	chronological comparative report that	adverbials for time, reasoning, place	intonation, volume, movement and
the	focuses on clarity, conciseness and	and manner.	tone.
characteristics	impersonal style.	To use relative clauses with a wide	To asses <mark>s the effectiveness</mark> of their
of something.	To include some complex sentenc <mark>es.</mark>	range of relative pronouns.	own and others writing by
oj soniedury.	To include accurate sentence	To use the correct article before nouns.	suggesting improvements.
Genres:	demarcation.	To use past perfect tense.	To independently read work again
letters	To write a straightforward description	To use comparative and superlative	to make sure it m <mark>akes sense.</mark>
letter 3	with some detail to hig <mark>hlight som</mark> e	adjectives.	To proofread own work to check
Focused texts:	features of the subject and may	To include a variety of modal verbs.	for spelling, grammar or
AGALAXY of HER OWN	describe some concepts that highlight	To demarcate all sentences with	punctuation errors.
HEROWN	unfamiliar aspects <mark>.</mark>	capital letters, full stops question	To proofread work to make it
	To include a text structure that sets	marks, exclamation marks and commas	more precise and remove anything
	a simple context and provides a	for lists, clarity and after adverbials.	unnecessary by making
	clear sense of purpose.	To accurately use a colon for a list.	amendments.
AMAZING & WOMEN M SPACE	To include stra <mark>nds of text that focus</mark>	To use apostrophes for singular	To edit own work to assess the
11801 340,004	on specific feat <mark>ures</mark> of the subject.	possession, plural possession (regular	effectiveness of their own writing.
	To include information in each	and irregular) and contracted forms.	To use a dictionary to check the
	section that links together.	To use inverted commas for speech	spellings and meanings of words.
	To organise writing and structure that	accurately.	
	is informed by audience, purpose and	To use parenthesis such as brackets or	
	context through the appropriate use of	dashes to add additional information.	
	paragraphs to organise information	To include ellipsis for effect.	
	and ideas around a theme.	To include bullet points for a list.	
	To indicate new sections and	To have consistent legible and quality	
	paragraphs with subheadings, bullet	handwriting with horizontal and	
	points and introductory phrases.	diagonal strokes joined correctly.	
	To begin to use the passive voice.	To write at a sustained speed.	
	To plan and develop initial ideas.	To spell familiar words accurately and	
	To write a sustained piece that is	make plausible attempts at unfamiliar	
	the length of a minimum equivalent	sophisticated vocabulary.	
	of 2 pages of A4.		
	To follow the structure:	To spell familiar words accurately and	
	TITLE	make plausible attempts at unfamiliar	
	CONTEXT	sophisticated vocabulary.	
	KEY POINTS	To include vocabulary that is technical	
	POINT I	and rich to match topics.	
	POINT 2		

		Alexulturer Flering Pruriury School M	in turing Progression i			
	SUMMARY	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	NT No.			
		synonyms.				
Poetry	To write free verse, using or inventing	To use unusual or surprising language	To discuss a poet's possible			
To evoke an	repeating patterns, attempting different	choices and effects such as	viewpoint, ex <mark>plaining and j</mark> ustifying			
emotional	forms including rhyme or humour.	onomatopoeia.	own responses and			
response to	To write with varying pitch, pace and	To explor <mark>e im</mark> ag <mark>ery</mark> including metaphors.	interpretations.			
language	pauses to create an impact.	To invent nonsense words and	To compare different forms and			
arranged for its	To use carefully observed details and	situations with unexpected word	describe the impact.			
rhythm and	images to bring subject matter alive	combinations.	To use actions, sound effects and			
meaning.	but avoiding clich <mark>é in own</mark> writing.	To consider how to punctuate a poem	expression when reciting poetry.			
meanury.		with commas and capital letters.	To proofiead own word and edit			
Commo			or refine writing.			
Genres:						
Aspirational						
poems Poems on a						
theme						
Anthologies.						
r in the togetog.						
Focused texts:						
T ALLESTRATE						
EVERY						
CHANGE CONTRACTOR	700					
Moon Juice						
		46				
46						

	SUBSTANTIVI	E KNOWLEDGE	DISCIPLINARY KNOWLEDGE	VOCABL	JLARY
	The application of knowledge and strategi	es that enable children to write for different	The ability to evaluate and edit	The key technical	The key
		IOSES.	writing through the application of	or gen <i>r</i> e specific	spellings
	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	substantive knowledge and through	vocabulary.	required to
	The ability to plan, draft and construct	The use of grammatical and linguistic	the process think critically about		know and spell.
	writing	features.	writing.		
	To write effectively for a range of	To include subordinating conjunctions:	To habitually proofeead own work	full stop	accommodate
	purposes.	AWHITEBUS	to check for s <mark>pelling, gra</mark> mmar or	past tense	accompany
	To select language that shows a	To include co-ordinating conjunctions:	punctuation errors.	story	according
	good awareness of the r <mark>eader.</mark>	FANBOYS	To perform their own writing with	labels	achieve
	To describe settings, characters and	To include a range of fronted	intonation, volume, movement and	sequence	aggressive
	atmosphere.	adverbials for time, reasoning, place	tone.	sentence	amateur
	To use the passive voice.	and manner.	To assess the effectiveness of their	letter formation	ancient
	To distinguish be <mark>tween lang</mark> uage and	To use relative clauses with a wide	own and others writing by		apparent
	appropriate register.	range of relative pronouns.	suggesting improvements and	verb	appreciate
Expectations	To organise writing appropriately.	To use the correct article before nouns.	proposing changes.	adjective	attached
•	To understand the structure of writing	To use past perfect tense.	To independently read work again	noun	available
by the end of	for each genre.	To use present perfect tense.	to make sure it makes sense.	noun phrase	average
Year 6	To plan writing identifying audience	To use comparative and superlative	To use dictionaries to check	orientation	awkward
	and purpose.	adjectives.	spellings and meanings of words.	co-ordinating	bargain
	To write a sustained piece with a	To include a variety of modal verbs.	To proofread work to make it	conjunctions	bruise
	minimum of 3 pages of A4.	To demarcate all sentences with	more precise and remove anything	editing	category
	To plan and develop initial ideas	capital letters, full stops question	unnecessary by making	question	cemetery
	using prior reading, research,	marks, exclamation marks and commas	amendments.	suffix	committee
	experience and knowledge.	for lists, clarity and after adverbials.	To edi <mark>t own</mark> work to assess the	narrative	communicate
	To recognise how words are related by	To accurately use a colon for a list.	effectiv <mark>eness o</mark> f their own writing.	fiction	community
	meanings with synonyms and	To use apostrophes for singular	To proofiead work to precise longer	non-fiction	competition
	antonyms.	possession, plural possession (regular	passages to remove irrelevant or	persuade	conscience
	To choose the appropriate level of	and irregular) and contracted forms.	repeated details.	convince	conscious
	formality.	To use inverted commas for speech		phonetic	controversy
	To use the appropriate tense: past	accurately.		regular	convenience
	progressive, past perfect, present	To use the contracted form in dialogue.		5	correspond
	progressive, present perfect.	To use parenthesis such as brackets or		proper noun	criticise
	To write with a range of sentence	dashes to add additional information.		common noun	curiosity
	types.	To include ellipsis for effect.		subordinating	definite
	To include relative clauses.	To understand and use rhetorical		apostrophe	desperate
		questions.		exclamation	determined
		To use hyphens to avoid ambiguity.		excurrenter	develop

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	colons to mark	command	dictionary
independent	clauses.	imperative verb	disastrous
To have con	istent legible and quality	expanded noun	embarrass
	vith horizontal and	phrase	environment
-	kes joined correctly.	cursive	equip
	r sustained and efficient	adverb	especially
speed.	55	diagonal	exaggerate excellent
To identify w	ren to capitalise letters for	horizontal	existence
an effect or	purpose.	punctuation	explanation
To spell mos	year 5 and 6 common	time adverbials	familiar
exception wo	rds.	chronological	foreign
To accurately	spell all prefixes	stanza	forty
	spell all suffixes.	possessive	frequently
	ommon homophones.	contraction	government
	amiliar words correctly and	rhyme	guarantee
	le attempts at unfamiliar	repetition	harass
sophisticated	5	dialogue	hindrance
	d morphology and	inverted comma	identity
etymology in		first person	immediate (ly)
	o read and write words	modal verb	individual
with:			interfere
	uad, oct, dec, ei, ie, ci,	irregular	interrupt
	louble letters, cc, fer, long		language
	ilent digraphs, ui, gue, gu,	direct speech	leisure
ere, schwa.	r, ety, ial, able, que, ne, ly,	comma	lightning
	rabulary that is extended	familiar	marvellous
	reabulary that is extended,	unfamiliar	mischievous
	l rich to match topics.	third person	muscle
	berate, adventurous and	homophones	necessary
ambitious w		alliteration	neighbour
	tionary to check word	similes	nuisance
	d clarify vocabulary choice.	onomatopoeia	occupy
	saurus to use a variety of	bullet points	occur
synonyme ar	3	paragraphs	opportunity parliament
	ulary and structures in the	fronted	persuade
	rm in formal writing.	adverbials	physical
Genre focus for	Year 6		pingeneri
	48		

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<u>Narrative</u>	To establish a narrator's viewpoint	To include subordinating conjunctions:	To habitually proofread own work	plural	prejudice
	that is maintained throughout.	AWHITEBUS	to check for spelling, grammar or	singular	privilege
To entertain	To develop an imaginative plot.	To include co-ordinating conjunctions:	punctuation errors.	audience	profession
and enthral	To have a well-paced, developed story	FANBOYS	To perform their own writing with	proofread	programme
_	with a credible and engaging ending.	To include a range of fronted	intonation, volume, movement and	prefix	pronunciation
Genres:	To shift time and place to guide 👝 🔪	adverbials for time, reasoning, place	tone.	headings	queue
Stories that	readers through the text.	and manner.	To assess the effectiveness of their		recognise
raise issues	To connect sequences of events	To use relative clauses with a wide	own and oth <mark>ers</mark> writing by	article	recommend
Historical fiction	within paragraphs.	range of relative pronouns.	suggesting improvements and		relevant
Significant	To make continuous refe <mark>rences throug</mark> h	To use a variety of figurative language.	proposing changes.	synonyms	restaurant
authors	the whole composition with regular	To use the correct article before nouns.	To independently read work again	cohesion	rhyme
Horror	links.	To use a sustained tense throughout.	to make sure it makes <mark>sense.</mark>	ellipsis	rhythm
Short stories	To include the passive voice.	To use comparative and superlative	To use dictionaries to check	active voice	sacrifice
playscripts	To create a strong and sustained	adjectives.	spellings and meanings of words.	rhetorical	secretary
Focused texts:	development of c <mark>haracter</mark> and setting,	To include a variety of modal verbs.	To proofread work to make it	questions	shoulder
	that is descriptive and imaginative.	To demarcate all sentences with	more precise and remove anything	ambiguity	signature
SURVIVORS	To engage the reader in a variety of	capital letters, full stops question	unnecessary by making	cliché	sincere (ly)
Economical Taxo now us File on Entern	ways using gra <mark>mmatical</mark> and	marks, exclamation marks and commas	amendments.	metaphor	soldier
A STATE LOCK AND AND A STATE AND A	punctuation te <mark>chniques.</mark>	for lists, clarity and after adverbials.	To edit own work to assess the	present perfect	stomach
MURLIER WY STREET	To consider the reader by using an	To accurately use a colon for a list.	effectiveness of their own writing.	past perfect	sufficient
MURDER	informal style, repetition and carefully	To use apostrophes for singular	To proofread work to precis longer	clarity	suggest
MURDER UNLADYLIKE	selected vocabulary choices.	possession, plural possession (regular	passages to remove irrelevant or	manner	symbol
RODIN STRVENS	To carefully choose tense that is	and irregular) and contracted forms.	repeated details.	formal	system
MICHAEL	appropriate to the composition,	To use inverted commas for speech	To evaluate vocabulary choices		temperature
	however this may change for effect, for	accurately.	made <mark>by ano</mark> ther author.	brackets	thorough
52A	example shifting to present tense for	To use the contracted form in dialogue.	To comment on character	colon	twelfth
WAR HORSE	dialogue.	To use parenthesis such as brackets or	develo <mark>pment</mark> within stories.	balance	variety
	To include a range of sentence types	dashes to add additional information.	To an <mark>alyse sto</mark> ry plots, considering	thesaurus	vegetable
1 hours	in writing, with some short sentences	To include ellipsis for effect.	the i <mark>mportance</mark> of effects on the	comparative	vehicle
and a series	to add pace.	To understand and use rhetorical	pace or creation of suspense or	adjectives	yacht
A MONSTER CALLS	To consider the audience, purpose	questions.	humour.	subheadings	
Autologic ATRICK INST	and context.	To use hyphens to avoid ambiguity.		metaphors	
	To write sentences with a varied	To use semi-colons to mark			
	word order for emphasis.	independent clauses.			
ARY SCHO					

		Alexander Fleming Primary School W	riury Progressiuri	
PRATICIPET T	To structure narratives with cohesive	To have consistent legible and quality		dashes
	devices that are sustained throughout.	handwriting with horizontal and		intonation
	To have a chronological sequence, by	diagonal strokes joined correctly.		parenthesis
Dedger	may be disrupted to include	To write at a sustained and efficient	0	relative clause
Dångei	flashbacks.	speed.	NT IN	relative pronoun
DOALD	To plan and develop initial ideas 👝 🔪	To identify when to capitalise letters for		indirect speech
ROALD	using experience, research and pri <mark>or</mark>	an effect or purpose.		superlative
DAHL	reading.	To spell all familiar words correctly and		adjective
CHARLIE	To write a sustained piece with a	make plausible attempts at unfamiliar		ambiguity
ADD AND THE	minimum of 3 pages of A4.	sophisticated vocabulary.		uribiguitg
CHOCOLATE	To follow the structure:	To include vocabulary that is extended,	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	morphology
ADAPTED BY RICHARD GEORGE	TITLE	technical and rich to match topics.		1 00
* * * * * * * * * * * * * *	BUILD UP	To make deliberate, adventurous and		etymology
	DILEMMA	ambitious word choices.		subjunctive
	RESOLUTION	To use a dictionary to check word		hyphen
	ENDING	meanings and clarify vocabulary choice.		antonym
		To use a thesaurus to use a variety of		precis
	( ) )	synonyms and antonyms.		personification
		To use vocabulary and structures in the	.SIM	semi colon
		subjunctive form in formal writing.		figurative
Recounts	To establish a clear and consistent	To include subordinating conjunctions:	To habitually proofread own work	hypothesis
	viewpoint.	AWHITEBUS	to check for spelling, grammar or	flashbacks
To retell events	To use paragraphs to group ideas and	To include co-ordinating conjunctions:	punctuation errors.	
(from either	sequence material.	FANBOYS	To per <mark>form th</mark> eir own writing with	
the point of	To use direct address to include and	To include a range of fronted	intona <mark>tion, vo</mark> lume, movement and	
view of	engage the reader.	adverbials for time, reasoning, place	tone.	
someone who	To make shifts between the account	and manner.	To assess the effectiveness of their	
was there or	and comments.	To use relative clauses with a wide	own <mark>and othe</mark> rs writing by	
from an	To cover events that are engaging but	range of relative pronouns.	sugge <mark>sting improvements</mark> and	
impersonal	have balance.	To use a variety of figurative language.	proposing changes.	
standpoint)	To write a controlled and coherent	To use the correct article before nouns.	To independently read work again	
· · · · · · · · · · · · · · · · · · ·	piece.	To use a sustained tense throughout.	to make sure it makes sense.	
Cross curricular	To logically order and sequence	To use comparative and superlative	To use dictionaries to check	
writing:	paragraphs, carefully selecting and	adjectives.	spellings and meanings of words.	
Autobiography	prioritising particular points.	To include a variety of modal verbs.	To proofeed work to make it	
Diary	To make a choice between the first	To demarate all sentences with	more precise and remove anything	
Trip reflection	and third person.	capital letters, full stops question	unnecessary by making	
Report	To compose an account based on	marks, exclamation marks and commas	am <mark>en</mark> dments.	
	detailed research.	for lists, clarity and after adverbials.	-	

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

		The ward and the terrary served to the			
through	To use simple, repetitive structures for	To use relative clauses with a wide	To assess the effectiveness of their		
rational	effect.	range of relative pronouns.	own and others writing by		
argument.	To use stylistic devices to engage an	To use a variety of figurative language.	suggesting improvements and		
5	audience, for example slogans, direct	To use the correct article before nouns.	proposing changes.		
Genres	address.	To use the present tense throughout.	To independently read work again		
Letter	To entertain the audience with 🚬 🔪	To use comparative and superlative	to make sure it makes sense.		
	linguistic patterning for example,	adjectives.	To use dictionaries to check		
Focused texts:	alliteration, rhetorical questions and	To include imperative verbs for effect.	spellings and meanings of words.		
Eloise WILLAMS	figurative language.	To include a variety of modal verbs.	To proofread work to make it		
	To shape and adapt content for effect.	To demarcate all sentences with	more precise and remove anything		
	To logically order and sequence	capital letters, full stops question	unnecessary by making		
	paragraphs.	marks, exclamation marks and commas	amendments.		
OIL of PI	To include paragraphs of different	for lists, clarity and after adverbials.	To edit own work to assess the		
GASLIGHT	lengths for empha <mark>sis.</mark>	To accurately use a colon for a list.	effectiveness of their own writing.		
HAVE YOU MEN HEN	To have a clear and consistent	To use apostrophes for singular	To proofread work to precis longer		
	viewpoint that is controlled.	possession, plural possession (regular	passages to remove irrelevant or		
	To write clauses that are expanded	and irregular) and contracted forms.	repeated details.		
	in detail or sh <mark>ortened fo</mark> r effect.	To use inverted commas for speech	To understand the difference		
	To manipulate word order for	accurately.	between fact, opinion and fiction.		
	emphasis.	To use the contracted form in dialogue.	To orally construct persuasive	J~	
	To use impersonal constructions	To use parenthesis such as brackets or	language to deliberately influence		
	appropriately with conversational or	dashes to add additional information.	the listener.		
	humorous tones.	To include ellipsis for effect.	To analyse persuasive texts,		
	To plan and develop initial ideas	To understand and use rhetorical	commenting on their ability to		
	using experience, research and prior	questions.	influen <mark>ce the</mark> audience.		
	reading.	To use hyphens to avoid ambiguity.			
	To write a sustained piece with a	To use semi-colons to mark			
	minimum of 3 pages of A4.	independent clauses.			
		To have consistent legible and quality			
		handwriting with horizontal and			
		diagonal strokes joined correctly.			
	7100	To write at a sustained and efficient			
		speed.			
		To identify when to capitalise letters for			
	90	an effect or purpose.			
		To spell all familiar words correctly and			
		make plausible attempts at unfamiliar			
		sophisticated vocabulary.			
	To follow the structure:	To include vocabulary that is extended,			
	WHAT I THINK	technical and rich to match topics.	-		

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	WHY I THINK (POINT I)	To make deliberate, adventurous and		
	WHY I THINK (POINT 2)	ambitious word choices.		
	WHY I STILL THINK IT	To use a dictionary to check word		
	OTHER OPINNIONS	meanings and clarify vocabulary choice.		
	CONCLUSION	To use a thesaurus to use a variety of	NT INC	
		synonyms and antonyms.		
Instructions	To develop meaning using complex verb	To include subordinating conjunctions:	To habitually proofiead own work	
To tell	phrases.	AWHITEBUS	to check for spelling, grammar or	
someone how	To alter word order to sustain	To include co-ordinating conjunctions:	punctuation errors.	
to do or make	interest.	FANBOYS	To perform their own writing with	
something.	To carefully consider audience, purpose	To include a range of fronted	intonation, volume, movement and	
	and context.	adverbials for time, reasoning, place	tone.	
Cross curricular	To sustain tense th <mark>roug</mark> hout writing.	and manner.	To assess the effectiveness of their	
writing:	To use the passiv <mark>e voice.</mark>	To use relative clauses with a wide	own and others writing by	
Recipes	To use a consiste <mark>nt style</mark> with either	range of relative pronouns.	suggesting improvements and	
Manuals	some explanation or deliberately	To use the correct article before nouns.	proposing changes.	
Rules	minimal with bullet points.	To use present tense throughout.	To independently read work again	
Routes	To have a coh <mark>erent and</mark> well-paced	To use imperative verbs accurately.	to make sure it makes sense.	
	piece.	To include a variety of modal verbs.	To use dictionaries to check	
	To carefully consider the most effective	To demarcate all sentences with	spellings and meanings of words.	
	layout.	capital letters, full stops question	To proofread work to make it	
	To establish the tone of address and	marks, exclamation marks and commas	more precise and remove anything	
	maintain this throughout.	for lists, clarity and after adverbials.	unnecessary by making	
	To group content appropriately with	To accurately use a colon for a list.	amendments.	
	given headings that highlight	To use apostrophes for singular	To edit own work to assess the	
	important ideas.	possession, plural possession (regular	effectiveness of their own writing.	
	To have a secure grasp of the genre.	and irregular) and contracted forms.	To proofread work to precise longer	
	To draw on knowledge of non-fiction	To use parenthesis such as brackets or	passages to remove irrelevant or	
	text types to support writing.	dashes to add additional information.	repeated details.	
	To plan and develop initial ideas using experience, research and prior	To use hyphens to avoid ambiguity.	To read and comment on the	
	reading.	To use semi-colons to mark	effectiveness of other instructional	
		independent clauses. To have consistent legible and quality	pieces.	
		handwriting with horizontal and		
	22	diagonal strokes joined correctly.		
		To write at a sustained and efficient		
		speed.		
		To identify when to capitalise letters for		
		an effect or purpose.		
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		To spell all familiar words correctly and	
		make plausible attempts at unfamiliar	
		sophisticated vocabulary.	
	To follow the structure:	To include vocabulary that is extended,	
	TITLE	technical and rich to match topics.	
	WHAT IS NEEDED	To make deliberate, adventurous and	
	METHOD	ambitious word choices.	
	CONCLUSION	To use a dictionary to check word	
		meanings and clarify vocabulary choice.	
		To use a thesaurus to use a variety of	
		synonyme and antonyme.	
		To use vocabulary and structures in the	
		subjunctive form in formal writing.	
Discursive	To write simple, repetitive structures or	To include subordinating conjunctions:	To recognise and understand the
	shortened sentences to add impact	AWHITEBUS	difference between persuasion and
To present	or effect.	To include co-ordinating conjunctions:	discursive writing.
arguments and	To have some variation in the	FANBOYS	To orally explore a controversial
information	subjects of the sentences.	To include a range of fronted	issue by discussing it with
from different	To maintain tense throughout but may	adverbials for time, reasoning, place	balance and fairness.
viewpoints.	incorporate elements of future tense	and manner.	To habitually proofiead own work
	with some use of modal verbs.	To use relative clauses with a wide	to check for spelling, grammar or
Cross curricular	To include sentences expressing	range of relative pronouns.	punctuation errors.
writing:	condition or hypothesis.	To use the correct article before nouns.	To perform their own writing with
Newspaper	To use connectives that are	To use present tense throughout.	intona <mark>tion, vo</mark> lume, movement and
Leaflet Debate	associated with reasoning.	To include expanded noun phrases and	tone.
Debute	To have a reasonable content	figurative language.	To assess the effectiveness of their
	coverage with balance.	To use comparative and superlative	own <mark>and other</mark> s writing by
	To have some acknowledgement of	adjectives.	sugge <mark>sting improvements</mark> and
	the audience.	To include a variety of modal verbs.	proposing changes.
	To make some attempt, but may not	To demarcate all sentences with	To independently read work again
	be sustained, to convey objectivity.	capital letters, full stops question	to make sure it makes sense.
	To introduce paragraphs with a topic	marks, exclamation marks and commas	To use dictionaries to check
	sentence.	for lists, clarity and after adverbials.	spellings and meanings of words.
	To embed speech that is appr <mark>opriate</mark>	To accurately use a colon for a list.	To proofread work to make it
	to context and audience.	To use apostrophes for singular	more precise and remove anything
	To organise and present detail with 🤝	possession, plural possession (regular	unnecessary by making
	clear examples.	and irregular) and contracted forms.	amendments.
	To begin to establish a detached	To use inverted commas for speech	To edit own work to assess the
	viewpoint.	accurately.	effectiveness of their own writing.

	To have balanced paragraphs that link	To use the contracted form in dialogue.	To proofread work to precis longer	
	ideas.	To use parenthesis such as brackets or	passages to remove irrelevant or	
	To plan and develop initial ideas	dashes to add additional information.	repeated details.	
	using experience, research and prior	To use hyphens to avoid ambiguity.	0	
	reading.	To use semi-colons to mark	NT IN	
	To write a sustained piece with a 🚽	independent clauses.		
	minimum of 3 pages of A4.	To have consistent legible and quality		
		handwriting with horizontal and		
	To follow the structure:	diagonal strokes joined correctly.		
	TITLE	To write at a sustained and efficient		
	ISSUES	speed.	A M	
	FIRST ARGUMENT POINT I	To identify when to capitalise letters for	4/	
	SECOND ARGUMENT POINT	an effect or purpose.		
	FIRST ARGUMENT POINT 2	To spell all familiar words correctly and		
	SECOND ARGUMENT POINT 2	make plausible attempts at unfamiliar		
	CONCLUSION	sophisticated vocabulary.		
		sopriisiicaiteat vocaibilitary.		
		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		
		synonyme and antonyme.		
		To use vocabulary and structures in the		
		subjunctive form in formal writing.		
xplanations	To include a variation in subjects.	To include subordinating conjunctions:	To ha <mark>bitually p</mark> roofiead own work	
To explain	To write simple, compound and	AWHITEBUS	to ch <mark>eck for s</mark> pelling, grammar or	
how or why	complex sentences using a variety of	To include co-ordinating conjunctions:	pun <mark>ctuation errors.</mark>	
something	conjunctions.	FANBOYS	To perform their own writing with	
happens.	To include attitude of th <mark>e writer.</mark>	To include a range of fronted	intonation, volume, movement and	
	To express possibility with modal verbs.	adverbials for time, reasoning, place	tone.	
Genres:	To ensure that short sentence <mark>s add</mark>	and manner.	To assess the effectiveness of their	
on-fiction book	impact.	To use relative clauses with a wide	own and <mark>others wr</mark> iting by	
	To establish and maintain a	range of relative pronouns.	sugges <mark>ting improvem</mark> ents and	
Focused texts:	viewpoint.	To use the correct article before nouns.	proposing changes.	
	To make connections between ideas.	To use present tense throughout.	To independently read work again	
	To write according to audience,	To include expanded noun phrases and	to make sure it makes sense.	
	purpose and context.	figurative language.		



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

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Non	To carefully consider audience, purpose	To include subordinating conjunctions:	To habitually proofread own work	
chronological	and context.	AWHITEBUS	to check for spelling, grammar or	
	To include the passive voice.	To include co-ordinating conjunctions:	punctuation errors.	
<u>reports</u>	To convey information succinctly.	FANBOYS	To perform their own writing with	
To describe the	To include adequate description 🥚	To include a range of fronted	intonation, volume, movement and	
	through expanded noun phrases and	adverbials for time, reasoning, place	tone.	
characteristics	other descriptive devices.	and manner.	To assess the effectiveness of their	
of something.	To balance coverage of information.	To use relative clauses with a wide	own and others writing by	
Canima	To address readership consist <mark>ently.</mark>	range of relative pronouns.	suggesting improvements and	
Genres: Newspaper	To attempt to engage th <mark>e reader.</mark>	To use the correct article before nouns.	proposing changes.	
article	To maintain an objective viewpoint.	To use present tense throughout.	To independently read work again	
ui ucce	To present information with some	To include expanded noun phrases and	to make sure it makes sense.	
Focused texts:	authority.	figurative language.	To use dictionaries to check	
INDUSTRIAL	To make connecti <mark>ons betwe</mark> en ideas.	To use comparative and superlative	spellings and meanings of words.	
REVOLUTION	oi use a variety <mark>of expressio</mark> n and	adjectives.	To proofread work to make it	
NET EVEN INTERIORE	comparisons.	To include a variety of modal verbs.	more precise and remove anything	
	To develop future possibilities logically.	To demarcate all sentences with	unnecessary by making	
	To use some appropriate stylistic	capital letters, full stops question	amendments.	
reter herewait	features based on the audience.	marks, exclamation marks and commas	To edit own work to assess the	
	To use creative headings and titles.	for lists, clarity and after adverbials.	effectiveness of their own writing.	
	To present background information	To accurately use a colon for a list.	To proofread work to precis longer	
	that is interesting and adapted to	To use apostrophes for singular	passages to remove irrelevant or	
	engage the reader.	possession, plural possession (regular	repeated details.	
	To include quotations and to direct	and irregular) and contracted forms.	To discuss key elements of non-	
	the readers focus.	To use inverted commas for speech	chronological texts.	
	To vary word order to build up detail	accurately.	To consider the language choices	
	and emphasis.	To use the contracted form in dialogue.	used by authors.	
	To include rhetoric to add interest.	To use parenthesis such as brackets or	To evaluate the style and form of	
	To include clear and logical	dashes to add additional information.	current writing and discuss the	
	paragraphs that structure the article	To use hyphens to avoid ambiguity.	impact it has on the audience	
	in a cohesive manner.	To use semi-colons to mark	and purpose.	
	To have a conclusion that draws	independent clauses.		
	together the key features and may	To have consistent legible and quality		
	include some reflective commentary.	handwriting with horizontal and		
	To have some connections within the	diagonal strokes joined correctly.		
	text that links paragraph.	To write at a sustained and efficient		
	To include short sentences for impact.	speed.		
		To identify when to capitalise letters for		
		an effect or purpose.		

	Ju	Alexander Fleming Primary School W	nui y riogiessui i
Poetry To evoke an	To develop details and may have attempts at incorporating elements of humour. To build thematic links. To make a conscious effort of addressing the reader, there may be some deliberate attempts at a conversational style when appropriate. 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. To follow the structure: TITLE CONTEXT KEY POINTS POINT I POINT 2 SUMMARY To use language imaginatively to create surreal and amusing poetry.	To spell all familiar words correctly and make plausible attempts at unfamiliar sophisticated vocabulary. 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. To use simple metaphors and similes within poems. To include personification.	To explain the impact of figurative and expressive language on a reader.
emotional response to language	To create surprising and inventive poems. To select pattern or form to match	To use unexpected word combinations. To consider how to punctuate a poem	To comment on poems structures and how these influence
arranged for its	meaning.	with commas and capital letters.	meaning.
rhythm and	10 trautile own voice within poens.		To interpret poems explaining how
meaning.	To write poems based on real or		the poet creates shades of
	imagined experiences.		meaning. To justify own views and explain
Genres:			underlying themes within poems.
War poetry	700		To vary pitch, pace, volume and
Narrative			rhythm when reading poetry.
Choral poetry	a h		To Use actions, dramatic
Focused texts:			interpretations and expression to
		ARY BC	convey a poem to an audience.
		58	
		50	