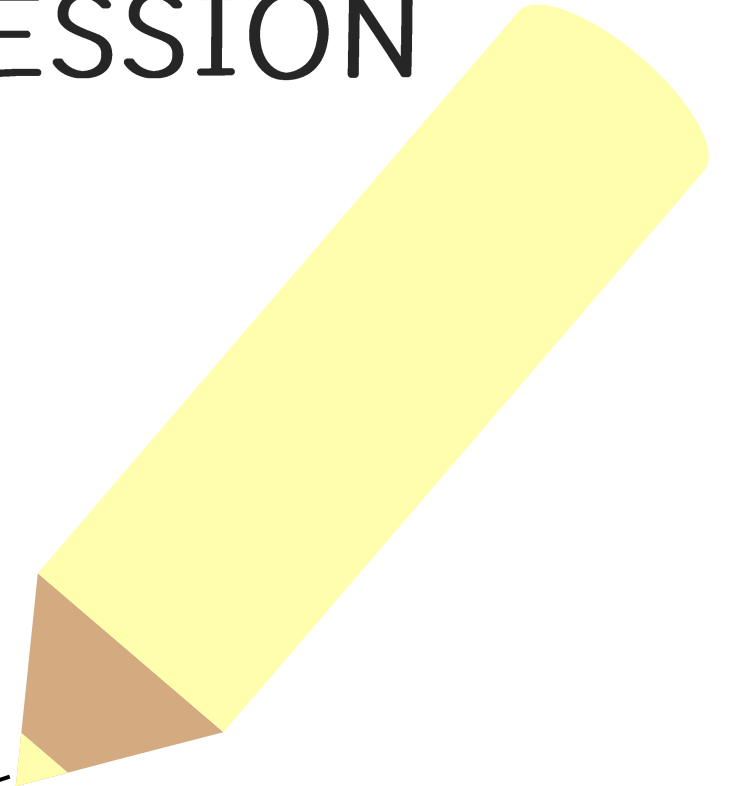


Sir Alexander Fleming Primary School

WRITING PROGRESSION



Updated: September 2024

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Sir Alexander Fleming Primary School Writing Progression

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


	SUBSTANTIVE KNOWLEDGE		DISCIPLINARY KNOWLEDGE	VOCABULARY				
	The application of knowledge and strategies that enable children to write for different purposes.			The key technical or genre specific vocabulary.	The key spellings required to know and spell.			
Expectations by the end of Year 1	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE						
	The ability to plan, draft and construct writing					The use of grammatical and linguistic features.		
	To write captions, label and attempts other simple forms of writing. To construct simple sentences independently with a subject and verb. To use own experiences to support sentence writing. To produce own ideas and sentences for writing. To show control over word order producing logical statements. To say out loud what they are going to write about before writing. To write sentences that are meaningful.	Grammar To use co-ordinating conjunction: and. To use adjectives to describe. To use simple noun phrases. To use the simple past tense. To include proper nouns for the names of people, places and days of the week.				To discuss writing with peers. To read writing out loud to others in a clear voice. To use role play to retell events in a story. To reread writing to check it makes sense. To begin to independently make changes to writing such as punctuation and spelling errors. To begin to form an opinion about a written text. To use meaningful words and phrases that express ideas.	full stop past tense story labels sequence sentence letter formation	the do to today of said says are were was is his has we no go so by my here there where love come some one once ask pull full he me she house our
	To produce at least 3 sentences of developed ideas independently that can be read without help from the child.	Punctuation To use capital letters at the beginning of sentences and names consistently. To use full stops consistently. To use finger spaces consistently.				verb adjective noun letter orientation co-ordinating conjunctions editing prefix suffix narrative fiction non-fiction persuade convince phonetic regular		
		Handwriting To show some control over letter size, shape and orientation in writing. To write capital letters in the correct direction and position. To sit correctly holding a pencil in the correct grasp.						
	Spelling To spell most year 1 common exception words. To use logical phonic strategies when trying to spell unknown words in more than three statements. To segment spoken words into phonemes, spelling some correctly. To spell words containing suffixes: -s, -ing or -ed.							
		To begin to expand vocabulary from stories or discussions.						
Genre focus for Year 1								

<p><u>Narrative</u> To entertain and enthrall</p>	<p>To follow the structure: OPENING DILEMMA ENDING</p>		<p>friend school put push you your they be</p>
<p><u>Recounts</u> To retell events Cross curricular writing.</p>	<p>To follow the structure: TITLE EVENT 1 CONCLUSION</p>		
<p><u>Persuade</u> To persuade the reader to a particular viewpoint. Cross curricular writing.</p>	<p>To follow the structure: WHAT I THINK</p>		
<p><u>Instructions</u> To tell someone how to do or make something. Cross curricular writing.</p>	<p>To follow the structure: TITLE METHOD</p>		
<p><u>Discursive</u> To present information from different viewpoints. Cross curricular writing.</p>	<p>To follow the structure: TITLE FIRST ARGUMENT SECOND ARGUMENT</p>		
<p><u>Explanations</u> To explain how or why something happens. Cross curricular writing.</p>	<p>To follow the structure: TITLE INTRODUCTION DIAGRAM POINT</p>		
<p><u>Non chronological reports</u> To describe the characteristics of something. Cross curricular writing.</p>	<p>To follow the structure: TITLE KEY POINTS</p>		
<p><u>Poetry</u> To evoke an emotional response to language arranged for its rhythm and meaning.</p>			
	<p>SUBSTANTIVE KNOWLEDGE The application of knowledge and strategies that enable children to write for different purposes.</p>	<p>DISCIPLINARY KNOWLEDGE</p>	<p>VOCABULARY</p>


Sir Alexander Fleming Primary School Writing Progression

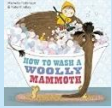
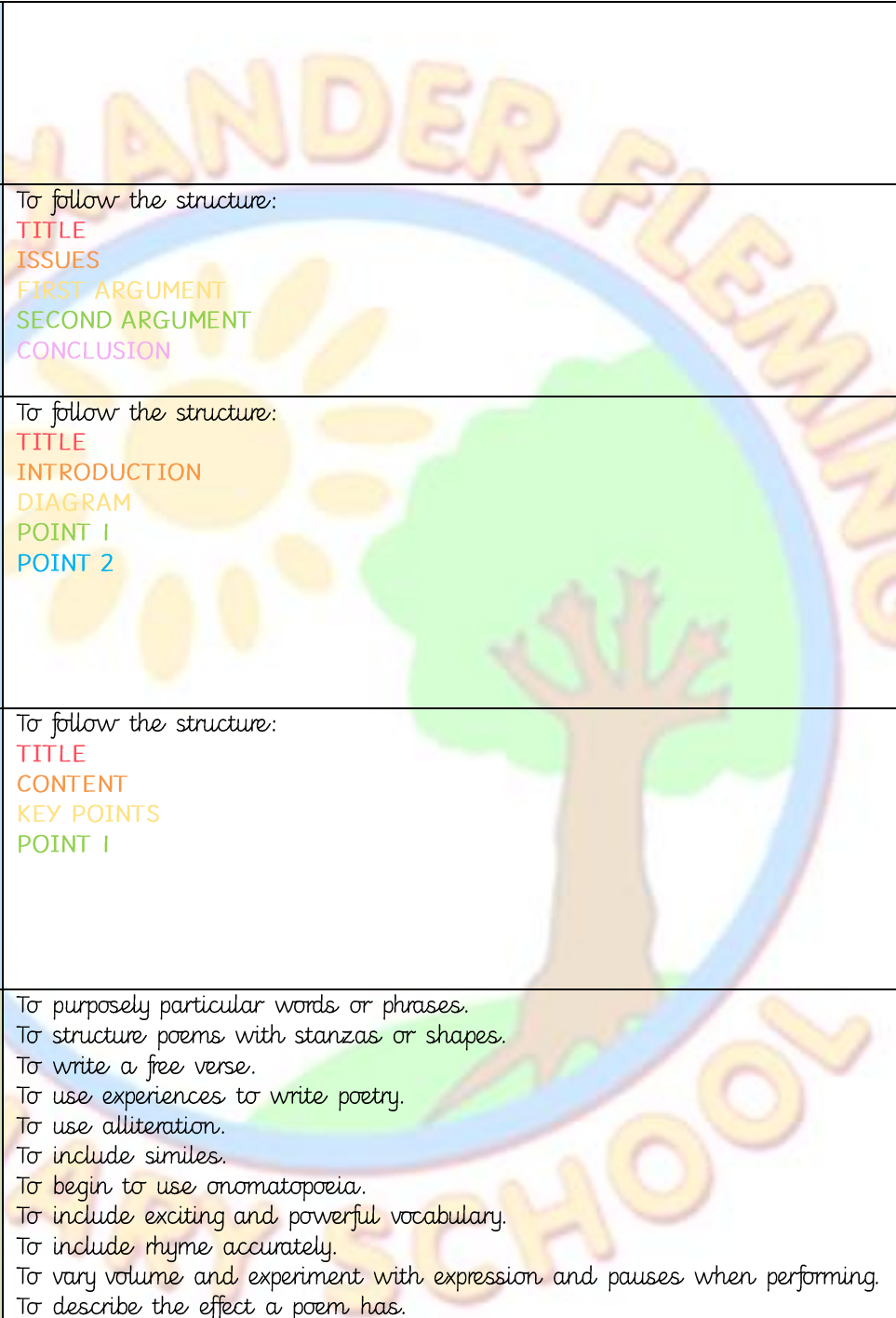



Expectations by the end of Year 2	DECLARATIVE KNOWLEDGE The ability to plan, draft and construct writing	PROCEDURAL KNOWLEDGE The use of grammatical and linguistic features.	The ability to evaluate and edit writing through the application of substantive knowledge and through the process think critically about writing.	The key technical or genre specific vocabulary.	The key spellings required to know and spell.
	<p>To plan what they are going to write about.</p> <p>To say sentences and rehearse them before writing.</p> <p>To write narratives about personal experiences that may be real or fictional.</p> <p>To write sentences that contain a subject, noun and verb.</p> <p>To construct sentences that are accurate and meaningful.</p> <p>To write about real events.</p> <p>To write for different purposes.</p> <p>To be able to explain what they are going to write about.</p> <p>To write a range of sentences with different sentence types: command, exclamations, questions and statements.</p> <p>To write sentences that make chronological sense.</p> <p>To write a piece that is equivalent to 1 page of A4.</p>	<p>To use expanded noun phrases.</p> <p>To use subordinating conjunctions: because, if, when.</p> <p>To use co-ordinating conjunctions: and, but, or.</p> <p>To use the simple past tense correctly.</p> <p>To use the present progressive tense correctly.</p> <p>To use time adverbials.</p> <p>To use capital letters correctly.</p> <p>To use full stops accurately,</p> <p>To use question marks and exclamation marks where appropriate.</p> <p>To use apostrophes for contraction and singular possession.</p> <p>To write capital letters and digits in the correct orientation, size and relationship to each other.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use diagonal and horizontal strokes to join letters.</p> <p>To spell most Year 2 common exception words.</p> <p>To segment spoken words into phonemes.</p> <p>To make phonetically plausible attempts at spelling words.</p> <p>To add suffixes to spell most words correctly: -ment, -ness, -ful, -less, -ly.</p> <p>To consider key vocabulary when planning writing.</p> <p>To use reading to add exciting words.</p>	<p>To reread own writing to check it makes sense.</p> <p>To begin to proofread writing to check for any spelling, grammar or punctuation errors.</p> <p>To make some simple additions to own writing.</p> <p>To evaluate work with a teacher.</p> <p>To make decisions about where authors have set a story and the events that take place.</p> <p>To use meaningful words and phrases to express or explain ideas.</p> <p>To understand conventional beginnings and endings in stories.</p> <p>To read writing aloud to a peer audibly and clearly.</p> <p>To use previous reading and life situations in own writing.</p>	<p>full stop</p> <p>past tense</p> <p>story</p> <p>labels</p> <p>sequence</p> <p>sentence</p> <p>letter formation</p> <p>verb</p> <p>adjective</p> <p>noun</p> <p>noun phrase</p> <p>orientation</p> <p>co-ordinating conjunctions</p> <p>editing</p> <p>question</p> <p>suffix</p> <p>narrative</p> <p>fiction</p> <p>non-fiction</p> <p>persuade</p> <p>convince</p> <p>phonetic</p> <p>regular</p> <p>proper noun</p> <p>common noun</p> <p>subordinating</p> <p>apostrophe</p> <p>exclamation</p> <p>command</p> <p>imperative verb</p>	<p>door</p> <p>floor</p> <p>poor</p> <p>because</p> <p>find</p> <p>kind</p> <p>mind</p> <p>behind</p> <p>child</p> <p>children</p> <p>wild</p> <p>climb</p> <p>most</p> <p>only</p> <p>both</p> <p>old</p> <p>cold</p> <p>gold</p> <p>hold</p> <p>told</p> <p>every</p> <p>everybody</p> <p>even</p> <p>great</p> <p>break</p> <p>steak</p> <p>pretty</p> <p>beautiful</p> <p>after</p> <p>fast</p> <p>last</p> <p>past</p> <p>father</p> <p>class</p>
Genre focus for Year 2					

<p><u>Narrative</u></p> <p>To entertain and enthrall</p> <p>Focused texts:</p> 	<p>To follow the structure:</p> <p>TITLE BUILD UP DILEMMA ENDING</p>	<p>expanded noun phrase cursive adverb diagonal horizontal punctuation time adverbials chronological</p>	<p>grass pass plant path bath hour move prove improve sure</p>
<p><u>Recounts</u></p> <p>To retell events (from either the point of view of someone who was there or from an impersonal standpoint)</p> <p>Focused texts:</p> 	<p>To follow the structure:</p> <p>TITLE OVERVIEW EVENT 1 EVENT 2 CONCLUSION</p>	<p>stanza possessive contraction rhyme repetition dialogue inverted comma first person modal verb irregular</p>	<p>sugar eye could should would who whole any many clothes busy people water again half money</p>
<p><u>Persuade</u></p> <p>To persuade the reader to a particular viewpoint through rational argument.</p> <p>Focused text:</p>	<p>To follow the structure:</p> <p>WHAT I THINK WHY I THINK (POINT 1)</p>		<p>Mr Mrs Parents</p>
<p><u>Instructions</u></p> <p>To tell someone how to do or make something.</p> <p>Focused texts:</p> 	<p>To follow the structure:</p> <p>TITLE WHAT IS NEEDED METHOD</p>		

<p><u>Discursive</u> To present arguments and information from different viewpoints.</p> <p>Cross curricular writing:</p>	<p>To follow the structure:</p> <p>TITLE ISSUES FIRST ARGUMENT SECOND ARGUMENT</p>		
<p><u>Explanations</u> To explain how or why something happens.</p> <p>Cross curricular writing:</p>	<p>To follow the structure:</p> <p>TITLE INTRODUCTION DIAGRAM POINT 1 POINT 2</p>		
<p><u>Non chronological reports</u> To describe the characteristics of something.</p> <p>Cross curricular writing:</p>	<p>To follow the structure:</p> <p>TITLE KEY POINTS POINT 1</p>		
<p><u>Poetry</u> To evoke an emotional response to language arranged for its rhythm and meaning.</p> <p>Focused texts:</p> 	<p>To use exciting and adventurous vocabulary. To begin to experiment with rhyme and rhyming words. To include stanzas in writing. To write poems about personal or known experiences. To repeat particular words or phrases to create a pattern. To talk about simple poetry patterns. To perform poems individually or in groups. To speak audibly and clearly. To talk about their own views and possible meanings. To comment on the effect that words in poems have.</p>		

	SUBSTANTIVE KNOWLEDGE		DISCIPLINARY KNOWLEDGE	VOCABULARY				
	The application of knowledge and strategies that enable children to write for different purposes.			The key technical or genre specific vocabulary.	The key spellings required to know and spell.			
Expectations by the end of Year 3	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE						
	The ability to plan, draft and construct writing					The use of grammatical and linguistic features.		
	<p>To write for a range of purposes and audiences.</p> <p>To write in the present and past tense including correct progressive form.</p> <p>To structure and organise writing within sections of text.</p> <p>To use simple organisational devices that are included in non-narrative material.</p> <p>To write a mixture of simple and complex sentences.</p> <p>To adopt and maintain appropriate form throughout longer pieces of writing.</p> <p>To plan, compose and rehearse sentences orally.</p> <p>To have some awareness of audience but may not address the audience effectively.</p> <p>To begin to demonstrate understanding of purpose and audience.</p> <p>To begin to create own settings, characters and plots in narrative.</p> <p>To create a simple structure that organises writing into paragraphs with specific points and show obvious divisions.</p> <p>To write a piece that is equivalent or more than 1 page of A4.</p>	<p>To include subordinating conjunctions: because, then, if, when, while.</p> <p>To include co-ordinating conjunctions: and, but, or, so</p> <p>To include a range of fronted adverbials for time and manner.</p>				<p>To assess the effectiveness of their own and others writing.</p> <p>To begin to suggest improvements to others writing.</p> <p>To reread their writing to a group using appropriate tone and volume.</p> <p>To independently read work again to make sure it makes sense.</p> <p>To proofread own work to check for spelling, grammar or punctuation errors.</p> <p>To understand the structure of different text types.</p>	<p>full stop</p> <p>past tense</p> <p>story</p> <p>labels</p> <p>sequence</p> <p>sentence</p> <p>letter formation</p>	<p>accident (ally)</p> <p>actual (ly)</p> <p>address</p> <p>answer</p> <p>appear</p> <p>arrive</p> <p>believe</p> <p>bicycle</p> <p>breath</p> <p>breathe</p> <p>build</p> <p>business</p> <p>calendar</p> <p>caught</p> <p>centre</p> <p>century</p> <p>certain</p> <p>circle</p> <p>complete</p> <p>consider</p> <p>continue</p> <p>decide</p> <p>describe</p> <p>different</p> <p>difficult</p> <p>disappear</p> <p>early</p> <p>earth</p> <p>eight</p> <p>eighth</p> <p>enough</p> <p>exercise</p> <p>experience</p> <p>experiment</p> <p>extreme</p> <p>famous</p>
						<p>To demarcate all sentences with capital letters, full stops, question marks and exclamation marks.</p> <p>To use commas after fronted adverbials.</p> <p>To accurately use commas in a list.</p> <p>To use apostrophes for singular possession, plural possession and contracted forms.</p> <p>To use inverted commas for speech accurately.</p>		
		<p>To use neat and joined handwriting.</p> <p>To continue to use diagonal and horizontal strokes to join.</p> <p>To understand which letters should not be joined.</p> <p>To increase legibility and quality of handwriting with writing spaced sufficiently.</p>		<p>proper noun</p> <p>common noun</p> <p>subordinating</p> <p>apostrophe</p> <p>exclamation</p> <p>command</p> <p>imperative verb</p> <p>expanded noun</p> <p>phrase</p>				
	<p>To spell some year 3 and 4 common exception words.</p> <p>To accurately spell some prefixes: un-, dis-, mis-, in-, re-, sub-</p> <p>To accurately spell some suffixes: -ation, -sure, -ture, -sion</p> <p>To spell some common homophones accurately.</p>							

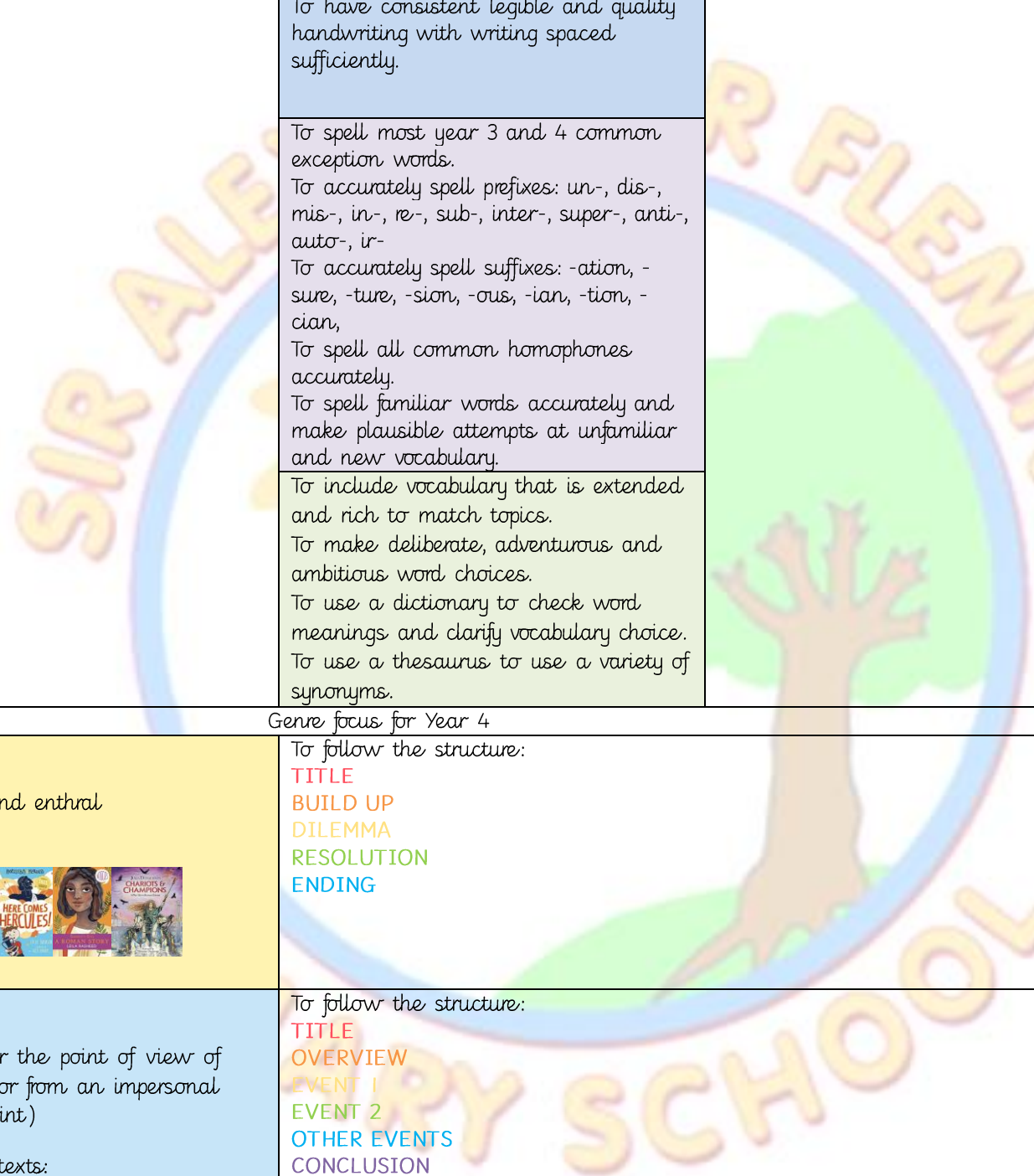

		<p>To spell familiar words accurately and make phonetically plausible attempts at unfamiliar and new vocabulary.</p>		<p><i>cursive</i> <i>adverb</i> <i>diagonal</i> <i>horizontal</i> <i>punctuation</i> <i>time adverbials</i> <i>chronological</i> <i>stanza</i> <i>possessive</i> <i>contraction</i> <i>rhyme</i> <i>repetition</i> <i>dialogue</i> <i>inverted comma</i> <i>first person</i> <i>modal verb</i> <i>irregular</i></p>	<p> favourite February forward fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice</p>
<p><u>Narrative</u></p> <p>To entertain and enthrall</p> <p>Focused texts:</p> 	<p>Genre focus for Year 3</p> <p>To follow the structure:</p> <p>TITLE BUILD UP DILEMMA RESOLUTION ENDING</p>			<p><i>direct speech</i> <i>comma</i> <i>familiar</i> <i>unfamiliar</i> <i>third person</i> <i>homophones</i> <i>alliteration</i> <i>similes</i> <i>onomatopoeia</i> <i>bullet points</i> <i>paragraphs</i> <i>fronted</i> <i>adverbials</i> <i>plural</i> <i>singular</i> <i>audience</i> <i>proofread</i> <i>prefix</i> <i>headings</i></p>	<p>occasion (ally) often opposite ordinary particular peculiar perhaps popular position possess (ion) possible potatoes pressure</p>
<p><u>Recounts</u></p> <p>To retell events (from either the point of view of someone who was there or from an impersonal standpoint)</p> <p>Cross curricular writing:</p>		<p>To follow the structure:</p> <p>TITLE OVERVIEW EVENT 1 EVENT 2 OTHER EVENTS CONCLUSION</p>			
<p><u>Persuade</u></p> <p>To persuade the reader to a particular viewpoint through rational argument.</p> <p>Cross curricular writing:</p>		<p>To follow the structure:</p> <p>WHAT I THINK WHY I THINK (POINT 1) WHY I THINK (POINT 2)</p>			
<p><u>Instructions</u></p> <p>To tell someone how to do or make something.</p> <p>Focused texts:</p>		<p>To follow the structure:</p> <p>TITLE WHAT IS NEEDED METHOD</p>			



			<p>probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though although thought through various weight woman women</p>
<p><u>Discursive</u> To present arguments and information from different viewpoints.</p> <p>Cross curricular writing:</p>	<p>To follow the structure:</p> <p>TITLE ISSUES FIRST ARGUMENT SECOND ARGUMENT CONCLUSION</p>		
<p><u>Explanations</u> To explain how or why something happens.</p> <p>Focused texts:</p> 	<p>To follow the structure:</p> <p>TITLE INTRODUCTION DIAGRAM POINT 1 POINT 2</p>		
<p><u>Non chronological reports</u> To describe the characteristics of something.</p> <p>Focused texts:</p> 	<p>To follow the structure:</p> <p>TITLE CONTENT KEY POINTS POINT 1</p>		
<p><u>Poetry</u> To evoke an emotional response to language arranged for its rhythm and meaning.</p> <p>Focused texts:</p> 	<p>To purposely particular words or phrases. To structure poems with stanzas or shapes. To write a free verse. To use experiences to write poetry. To use alliteration. To include similes. To begin to use onomatopoeia. To include exciting and powerful vocabulary. To include rhyme accurately. To vary volume and experiment with expression and pauses when performing. To describe the effect a poem has.</p>		

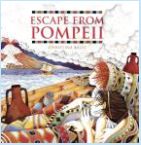

	<p>To suggest possible interpretations of a poem. To discuss the choice of words and their impact. To explain the pattern of a poem. To perform poems individually.</p>		
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	SUBSTANTIVE KNOWLEDGE		DISCIPLINARY KNOWLEDGE	VOCABULARY	
	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE		The key technical or genre specific vocabulary.	The key spellings required to know and spell.
Expectations by the end of Year 4	The application of knowledge and strategies that enable children to write for different purposes.		The ability to evaluate and edit writing through the application of substantive knowledge and through the process think critically about writing.		
	<p>The ability to plan, draft and construct writing</p> <p>To write for a range of purpose and audience. To maintain tense. To structure writing in a variety of sections. To maintain audience throughout writing. To consistently organise writing in paragraphs. To create settings and character descriptions. To understand the active voice. To attempt to create interest and anticipation.</p>	<p>The use of grammatical and linguistic features.</p> <p>To include subordinating conjunctions: because, then, if, when, while, although, however, before. To include co-ordinating conjunctions: and, but, or, so, for, yet. To include a range of fronted adverbials for time, place and manner. To use the correct article before nouns. To use past perfect tense. To use present perfect tense. To use comparative adjectives. To include modal verbs: should, could, would, will, can, shall, may.</p>	<p>To assess the effectiveness of their own and others writing. To suggest improvements to others writing. To reread their writing to the class using appropriate tone and volume. To independently read work again to make sure it makes sense. To proofread own work to check for spelling, grammar or punctuation errors. To amend their own writing. To understand the structure of different text types.</p>	<p>full stop past tense story labels sequence sentence letter formation</p> <p>verb adjective noun noun phrase orientation co-ordinating conjunctions editing question suffix narrative fiction non-fiction persuade convince phonetic regular</p>	<p>accident (ally) actual (ly) address answer appear arrive believe bicycle breath breathe build business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight eighth enough exercise experience experiment extreme famous</p>
	<p>To present a point of view both orally and in writing. To engage the reader. To make stylistic choices to support persuasive purpose for example vocabulary. To include varied range of sentences in writing. To attempt to create interest and anticipation. To plan writing using research and prior knowledge. To write a piece that is equivalent to 2 pages of A4.</p>	<p>To demarcate all sentences with capital letters, full stops, question marks and exclamation marks. To correctly use commas after fronted adverbials. To accurately use commas in a list with a colon to indicate. To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms. To use inverted commas for speech accurately. To begin to use commas for clarity. To use brackets to add additional information. To include ellipsis for effect. To understand and use rhetorical questions.</p>		<p>proper noun common noun subordinating apostrophe exclamation command imperative verb expanded noun phrase</p>	
		<p>To use neat and joined handwriting. To use diagonal and horizontal strokes to join consistently. To understand which letters should not be joined.</p>			

		<p>To have consistent legible and quality handwriting with writing spaced sufficiently.</p> <p>To spell most year 3 and 4 common exception words.</p> <p>To accurately spell prefixes: un-, dis-, mis-, in-, re-, sub-, inter-, super-, anti-, auto-, ir-</p> <p>To accurately spell suffixes: -ation, -sure, -ture, -sion, -ous, -ian, -tion, -cian,</p> <p>To spell all common homophones accurately.</p> <p>To spell familiar words accurately and make plausible attempts at unfamiliar and new vocabulary.</p> <p>To include vocabulary that is extended and rich to match topics.</p> <p>To make deliberate, adventurous and ambitious word choices.</p> <p>To use a dictionary to check word meanings and clarify vocabulary choice.</p> <p>To use a thesaurus to use a variety of synonyms.</p>		<p><i>cursive</i></p> <p><i>adverb</i></p> <p><i>diagonal</i></p> <p><i>horizontal</i></p> <p><i>punctuation</i></p> <p><i>time adverbials</i></p> <p><i>chronological</i></p> <p><i>stanza</i></p> <p><i>possessive</i></p> <p><i>contraction</i></p> <p><i>rhyme</i></p> <p><i>repetition</i></p> <p><i>dialogue</i></p> <p><i>inverted comma</i></p> <p><i>first person</i></p> <p><i>modal verb</i></p> <p><i>irregular</i></p> <p><i>direct speech</i></p> <p><i>comma</i></p> <p><i>familiar</i></p> <p><i>unfamiliar</i></p> <p><i>third person</i></p> <p><i>homophones</i></p> <p><i>alliteration</i></p> <p><i>similes</i></p> <p><i>onomatopoeia</i></p> <p><i>bullet points</i></p> <p><i>paragraphs</i></p> <p><i>fronted</i></p> <p><i>adverbials</i></p> <p><i>plural</i></p> <p><i>singular</i></p> <p><i>audience</i></p> <p><i>proofread</i></p> <p><i>prefix</i></p> <p><i>headings</i></p> <p><i>article</i></p> <p><i>synonyms</i></p>	<p>favourite</p> <p>February</p> <p>forward</p> <p>fruit</p> <p>grammar</p> <p>group</p> <p>guard</p> <p>guide</p> <p>heard</p> <p>heart</p> <p>height</p> <p>history</p> <p>imagine</p> <p>increase</p> <p>important</p> <p>interest</p> <p>island</p> <p>knowledge</p> <p>learn</p> <p>length</p> <p>library</p> <p>material</p> <p>medicine</p> <p>mention</p> <p>minute</p> <p>natural</p> <p>naughty</p> <p>notice</p> <p>occasion (ally)</p> <p>often</p> <p>opposite</p> <p>ordinary</p> <p>particular</p> <p>peculiar</p> <p>perhaps</p> <p>popular</p> <p>position</p> <p>possess (ion)</p> <p>possible</p> <p>potatoes</p> <p>pressure</p> <p>probably</p> <p>promise</p>
Genre focus for Year 4					
<p><u>Narrative</u></p> <p>To entertain and enthrall</p> <p>Focused texts:</p> 	<p>To follow the structure:</p> <p>TITLE</p> <p>BUILD UP</p> <p>DILEMMA</p> <p>RESOLUTION</p> <p>ENDING</p>				
<p><u>Recounts</u></p> <p>To retell events (from either the point of view of someone who was there or from an impersonal standpoint)</p> <p>Focused texts:</p>	<p>To follow the structure:</p> <p>TITLE</p> <p>OVERVIEW</p> <p>EVENT 1</p> <p>EVENT 2</p> <p>OTHER EVENTS</p> <p>CONCLUSION</p>				



		cohesion ellipsis active voice rhetorical questions ambiguity cliché metaphor present perfect past perfect clarity manner formal brackets colon balance thesaurus comparative adjectives subheadings metaphors	purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though although thought through various weight woman women
<p><u>Persuade</u></p> <p>To persuade the reader to a particular viewpoint through rational argument.</p> <p>Focused texts:</p> 	<p>To follow the structure:</p> <p>WHAT I THINK WHY I THINK (POINT 1) WHY I THINK (POINT 2) WHY I STILL THINK IT</p>		
<p><u>Instructions</u></p> <p>To tell someone how to do or make something.</p> <p>Cross curricular writing</p>	<p>To follow the structure:</p> <p>TITLE WHAT IS NEEDED METHOD</p>		
<p><u>Discursive</u></p> <p>To present arguments and information from different viewpoints.</p> <p>Cross curricular writing:</p>	<p>To follow the structure:</p> <p>TITLE ISSUES FIRST ARGUMENT POINT 1 SECOND ARGUMENT POINT 1 FIRST ARGUMENT POINT 2 SECOND ARGUMENT POINT 2 CONCLUSION</p>		
<p><u>Explanations</u></p> <p>To explain how or why something happens.</p> <p>Cross curricular writing</p>	<p>To follow the structure:</p> <p>TITLE INTRODUCTION DIAGRAM POINT 1 POINT 2 POINT 3</p>		

<p><u>Non chronological reports</u> To describe the characteristics of something.</p> <p>Focused texts:</p> 	<p>To follow the structure:</p> <p>TITLE CONTEXT KEY POINTS POINT 1 POINT 2</p>		
<p><u>Poetry</u> To evoke an emotional response to language arranged for its rhythm and meaning.</p> <p>Focused texts:</p> 	<p>To include phrases for ambiguity. To structure poems with carefully crafted stanzas. To create an atmosphere in poems. To write poems with imagery. To use language to exaggerate. To use similes to create cliches in writing. To use metaphors. To consider how to punctuate poems with commas, capitals, question marks. To carefully select words and language. To perform a poem varying volume, pace and appropriate expression. To describe the impact of a poem. To explain own interpretations of poems. To comment on the use of similes, language and atmosphere. To discuss the effect of a poem on a reader.</p>		

	SUBSTANTIVE KNOWLEDGE		DISCIPLINARY KNOWLEDGE	VOCABULARY	
	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE		The key technical or genre specific vocabulary.	The key spellings required to know and spell.
Expectations by the end of Year 5	The application of knowledge and strategies that enable children to write for different purposes.		The ability to evaluate and edit writing through the application of substantive knowledge and through the process think critically about writing.	The key technical or genre specific vocabulary.	The key spellings required to know and spell.
	<p>The ability to plan, draft and construct writing</p> <p>To write for a range of purposes and audiences. To structure and organise writing by its audience, purpose and context through paragraphs. To have evidence of deliberate vocabulary choices. To consistently link details across paragraphs. To include a varied sentence structure that includes adverbials and expanded noun phrases to describe events. To adapt formality and viewpoint according to genre. To plan writing by identifying audience and purpose. To make a choice of tense and other devices to build cohesion throughout a written piece. To describe settings, characters and atmosphere with carefully chosen vocabulary. To engage a reader by creating a climax or suspense through an unexpected ending. To write a sustained piece that is the length of a minimum equivalent of 2 pages of A4.</p>	<p>The use of grammatical and linguistic features.</p> <p>To include subordinating conjunctions: because, then, if, when, while, although, however, before, though To include co-ordinating conjunctions: FANBOYS To include a range of fronted adverbials for time, reasoning, place and manner. To use relative clauses with a wide range of relative pronouns. To use the correct article before nouns. To use past perfect tense. To use present perfect tense. To use comparative and superlative adjectives. To include a variety of modal verbs.</p>			
	<p>To demarcate all sentences with capital letters, full stops question marks, exclamation marks and commas for lists, clarity and after adverbials. To accurately use a colon for a list. To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms. To use inverted commas for speech accurately. To use parenthesis such as brackets or dashes to add additional information. To include ellipsis for effect. To understand and use rhetorical questions.</p>	<p>To consider how authors have developed characters and settings based on what they have previously written. To perform their own writing with intonation, volume, movement and tone. To assess the effectiveness of their own and others writing by suggesting improvements. To independently read work again to make sure it makes sense. To proofread own work to check for spelling, grammar or punctuation errors. To evaluate vocabulary choices that add to the mood of writing. To proofread work to make it more precise and remove anything unnecessary by making amendments. To edit own work to assess the effectiveness of their own writing. To use a dictionary to check the spellings and meanings of words.</p>			
	<p>To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly. To write at a sustained speed.</p>				

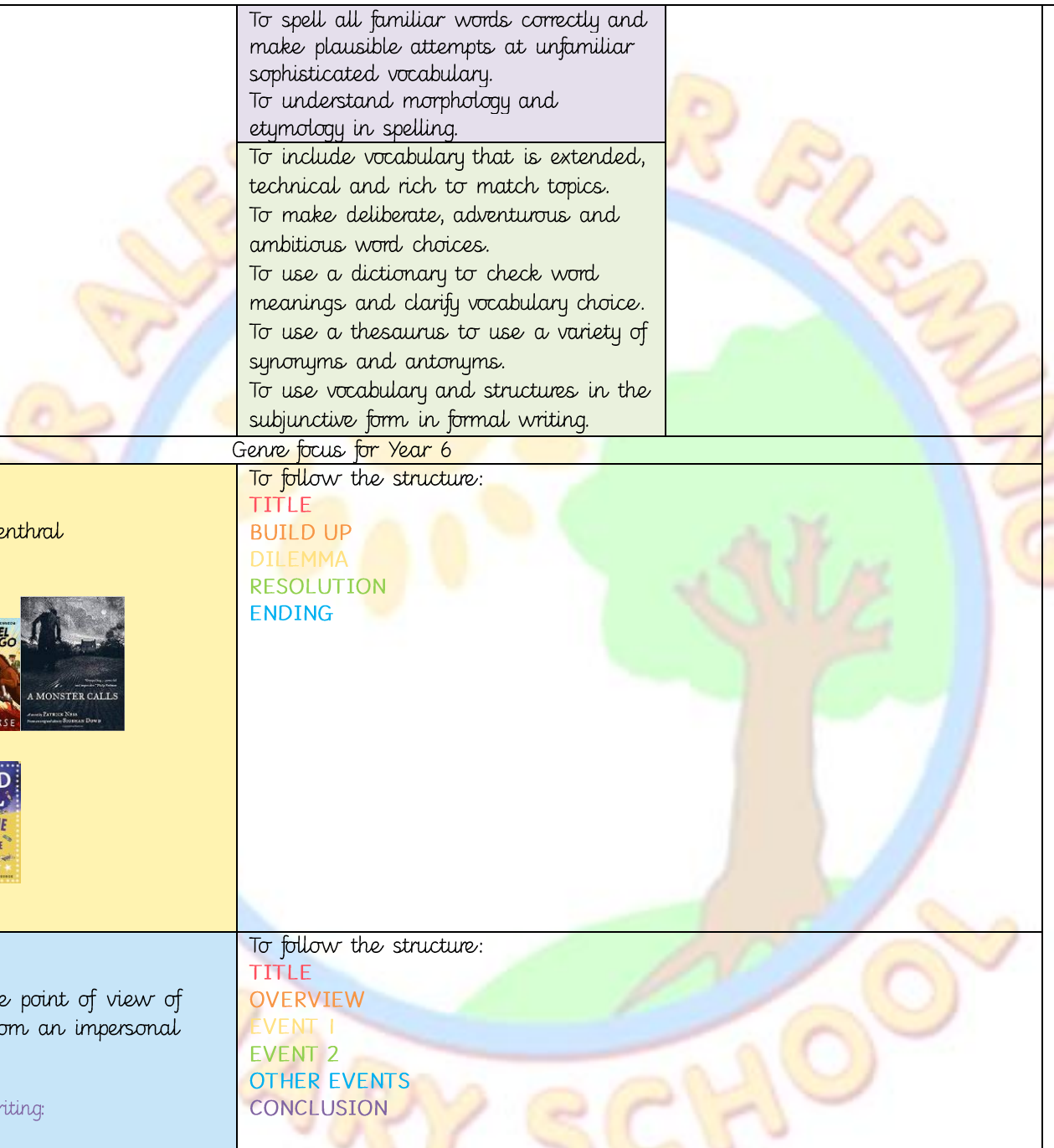

		<p>To spell some year 5 and 6 common exception words. To accurately spell all prefixes To accurately spell all suffixes. To spell all common homophones accurately. To spell familiar words accurately and make plausible attempts at unfamiliar sophisticated vocabulary.</p>		<p><i>cursive</i> <i>adverb</i> <i>diagonal</i> <i>horizontal</i> <i>punctuation</i> <i>time adverbials</i> <i>chronological</i> <i>stanza</i> <i>possessive</i> <i>contraction</i> <i>rhyme</i> <i>repetition</i> <i>dialogue</i> <i>inverted comma</i> <i>first person</i> <i>modal verb</i> <i>irregular</i></p>	<p>environment equip especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate (ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend</p>
<p>Genre focus for Year 5</p>					
<p><u>Narrative</u></p> <p>To entertain and enthrall</p> <p>Focused texts:</p> 		<p>To follow the structure:</p> <p>TITLE BUILD UP DILEMMA RESOLUTION ENDING</p>		<p><i>direct speech</i> <i>comma</i> <i>familiar</i> <i>unfamiliar</i> <i>third person</i> <i>homophones</i> <i>alliteration</i> <i>similes</i> <i>onomatopoeia</i> <i>bullet points</i> <i>paragraphs</i> <i>fronted</i> <i>adverbials</i> <i>plural</i> <i>singular</i> <i>audience</i> <i>proofread</i> <i>prefix</i> <i>headings</i></p>	
<p><u>Recounts</u></p> <p>To retell events (from either the point of view of someone who was there or from an impersonal standpoint)</p> <p>Cross curricular writing</p>		<p>To follow the structure:</p> <p>TITLE OVERVIEW EVENT 1 EVENT 2 OTHER EVENTS CONCLUSION</p>		<p><i>article</i> <i>synonyms</i></p>	
<p><u>Persuade</u></p> <p>To persuade the reader to a particular viewpoint through rational argument.</p>		<p>To follow the structure:</p> <p>WHAT I THINK WHY I THINK (POINT 1) WHY I THINK (POINT 2)</p>			

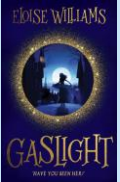
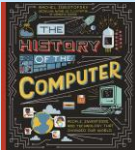
<p>Focused texts:</p> 	<p>WHY I STILL THINK IT OTHER OPINIONS</p>	<p>cohesion ellipsis active voice rhetorical questions ambiguity cliché metaphor present perfect past perfect</p>	<p>relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere (ly) soldier stomach sufficient</p>
<p><u>Instructions</u> To tell someone how to do or make something.</p> <p>Cross curricular writing:</p>	<p>To follow the structure: TITLE WHAT IS NEEDED METHOD CONCLUSION</p>	<p>clarity manner formal brackets colon balance thesaurus comparative adjectives subheadings metaphors</p>	<p>temperature thorough twelfth variety vegetable vehicle yacht</p>
<p><u>Discursive</u> To present arguments and information from different viewpoints.</p> <p>Focused texts:</p> 	<p>To follow the structure: TITLE ISSUES FIRST ARGUMENT POINT 1 SECOND ARGUMENT POINT 1 FIRST ARGUMENT POINT 2 SECOND ARGUMENT POINT 2 CONCLUSION</p>	<p>dashes intonation parenthesis relative clause relative pronoun indirect speech superlative adjective ambiguity</p>	
<p><u>Explanations</u> To explain how or why something happens.</p> <p>Cross curricular writing:</p>	<p>To follow the structure: TITLE INTRODUCTION DIAGRAM POINT 1 POINT 2 POINT 3</p>		

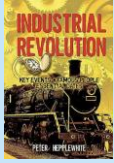
		CONCLUSION				
<p><u>Non chronological reports</u> To describe the characteristics of something.</p> <p>Focused texts:</p> 		<p>To follow the structure:</p> <p>TITLE CONTEXT KEY POINTS POINT 1 POINT 2 SUMMARY</p>				
<p><u>Poetry</u> To evoke an emotional response to language arranged for its rhythm and meaning.</p> <p>Focused texts:</p> 		<p>To write free verse, using or inventing repeating patterns, attempting different forms including rhyme or humour.</p> <p>To write with varying pitch, pace and pauses to create an impact.</p> <p>To use carefully observed details and images to bring subject matter alive but avoiding cliché in own writing.</p> <p>To use unusual or surprising language choices and effects such as onomatopoeia.</p> <p>To explore imagery including metaphors.</p> <p>To invent nonsense words and situations with unexpected word combinations.</p> <p>To consider how to punctuate a poem with commas and capital letters.</p> <p>To discuss a poet's possible viewpoint, explaining and justifying own responses and interpretations.</p> <p>To compare different forms and describe the impact.</p> <p>To use actions, sound effects and expression when reciting poetry.</p> <p>To proofread own word and edit or refine writing.</p>				
Expectations by the end of Year 6	SUBSTANTIVE KNOWLEDGE The application of knowledge and strategies that enable children to write for different purposes.		DISCIPLINARY KNOWLEDGE The ability to evaluate and edit writing through the application of substantive knowledge and through the process think critically about writing.		VOCABULARY	
	DECLARATIVE KNOWLEDGE The ability to plan, draft and construct writing		PROCEDURAL KNOWLEDGE The use of grammatical and linguistic features.		The key technical or genre specific vocabulary.	The key spellings required to know and spell.
	To write effectively for a range of purposes. To select language that shows a good awareness of the reader.		To include subordinating conjunctions: AWHITEBUS To include co-ordinating conjunctions: FANBOYS		To habitually proofread own work to check for spelling, grammar or punctuation errors.	full stop past tense story labels

Sir Alexander Fleming Primary School Writing Progression

<p>To describe settings, characters and atmosphere. To use the passive voice. To distinguish between language and appropriate register. To organise writing appropriately. To understand the structure of writing for each genre. To plan writing identifying audience and purpose. To write a sustained piece with a minimum of 3 pages of A4. To plan and develop initial ideas using prior reading, research, experience and knowledge. To recognise how words are related by meanings with synonyms and antonyms. To choose the appropriate level of formality. To use the appropriate tense: past progressive, past perfect, present progressive, present perfect. To write with a range of sentence types. To include relative clauses.</p>	<p>To include a range of fronted adverbials for time, reasoning, place and manner. To use relative clauses with a wide range of relative pronouns. To use the correct article before nouns. To use past perfect tense. To use present perfect tense. To use comparative and superlative adjectives. To include a variety of modal verbs.</p> <p>To demarcate all sentences with capital letters, full stops, question marks, exclamation marks and commas for lists, clarity and after adverbials. To accurately use a colon for a list. To use apostrophes for singular possession, plural possession (regular and irregular) and contracted forms. To use inverted commas for speech accurately. To use the contracted form in dialogue. To use parenthesis such as brackets or dashes to add additional information. To include ellipsis for effect. To understand and use rhetorical questions. To use hyphens to avoid ambiguity. To use semi-colons to mark independent clauses.</p> <p>To have consistent legible and quality handwriting with horizontal and diagonal strokes joined correctly. To write at a sustained and efficient speed. To identify when to capitalise letters for an effect or purpose.</p> <p>To spell most year 5 and 6 common exception words. To accurately spell all prefixes. To accurately spell all suffixes. To spell all common homophones.</p>	<p>To perform their own writing with intonation, volume, movement and tone. To assess the effectiveness of their own and others writing by suggesting improvements and proposing changes. To independently read work again to make sure it makes sense. To use dictionaries to check spellings and meanings of words. To proofread work to make it more precise and remove anything unnecessary by making amendments. To edit own work to assess the effectiveness of their own writing. To proofread work to precis longer passages to remove irrelevant or repeated details.</p>	<p>sequence sentence letter formation</p> <p>verb adjective noun noun phrase orientation co-ordinating conjunctions editing question suffix narrative fiction non-fiction persuade convince phonetic regular</p> <p>proper noun common noun subordinating apostrophe exclamation command imperative verb expanded noun phrase cursive adverb diagonal horizontal punctuation time adverbials chronological stanza possessive</p>	<p>aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity definite desperate determined develop dictionary disastrous embarrass environment equip especially exaggerate excellent existence explanation familiar foreign forty</p>
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		<p>To spell all familiar words correctly and make plausible attempts at unfamiliar sophisticated vocabulary. To understand morphology and etymology in spelling.</p>		<p>contraction rhyme repetition dialogue inverted comma first person modal verb irregular</p> <p>direct speech comma familiar unfamiliar third person homophones alliteration similes onomatopoeia bullet points paragraphs fronted adverbials plural singular audience proofread prefix headings</p> <p>article synonyms cohesion ellipsis active voice rhetorical questions ambiguity cliché metaphor</p>	<p>frequently government guarantee harass hindrance identity immediate (ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere (ly)</p>
<p>Genre focus for Year 6</p>		<p>To include vocabulary that is extended, technical and rich to match topics. To make deliberate, adventurous and ambitious word choices. To use a dictionary to check word meanings and clarify vocabulary choice. To use a thesaurus to use a variety of synonyms and antonyms. To use vocabulary and structures in the subjunctive form in formal writing.</p>			
<p><u>Narrative</u></p> <p>To entertain and enthrall</p> <p>Focused texts:</p> 		<p>To follow the structure:</p> <p>TITLE BUILD UP DILEMMA RESOLUTION ENDING</p>			
<p><u>Recounts</u></p> <p>To retell events (from either the point of view of someone who was there or from an impersonal standpoint)</p> <p>Cross curricular writing:</p>		<p>To follow the structure:</p> <p>TITLE OVERVIEW EVENT 1 EVENT 2 OTHER EVENTS CONCLUSION</p>			

<p><u>Persuade</u></p> <p>To persuade the reader to a particular viewpoint through rational argument.</p> <p>Focused texts:</p> 	<p>To follow the structure:</p> <p>WHAT I THINK WHY I THINK (POINT 1) WHY I THINK (POINT 2) WHY I STILL THINK IT OTHER OPINIONS CONCLUSION</p>	<p>present perfect past perfect clarity manner formal brackets colon balance thesaurus comparative adjectives subheadings metaphors</p>	<p>soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>
<p><u>Instructions</u></p> <p>To tell someone how to do or make something.</p> <p>Cross curricular writing:</p>	<p>To follow the structure:</p> <p>TITLE WHAT IS NEEDED METHOD CONCLUSION</p>	<p>dashes intonation parenthesis relative clause relative pronoun indirect speech superlative adjective ambiguity</p>	
<p><u>Discursive</u></p> <p>To present arguments and information from different viewpoints.</p> <p>Cross curricular writing:</p>	<p>To follow the structure:</p> <p>TITLE ISSUES FIRST ARGUMENT POINT 1 SECOND ARGUMENT POINT 1 FIRST ARGUMENT POINT 2 SECOND ARGUMENT POINT 2 CONCLUSION</p>	<p>morphology etymology subjunctive hyphen antonym precis personification semi colon figurative hypothesis flashbacks</p>	
<p><u>Explanations</u></p> <p>To explain how or why something happens.</p> <p>Focused texts:</p> 	<p>To follow the structure:</p> <p>TITLE INTRODUCTION DIAGRAM POINT 1 POINT 2 POINT 3 CONCLUSION</p>	<p>morphology etymology subjunctive hyphen antonym precis personification semi colon figurative hypothesis flashbacks</p>	
<p><u>Non chronological reports</u></p> <p>To describe the characteristics of something.</p> <p>Focused texts:</p>	<p>To follow the structure:</p> <p>TITLE CONTEXT KEY POINTS POINT 1 POINT 2 SUMMARY</p>	<p>morphology etymology subjunctive hyphen antonym precis personification semi colon figurative hypothesis flashbacks</p>	



Poetry

To evoke an emotional response to language arranged for its rhythm and meaning.

Focused texts:



- To use language imaginatively to create surreal and amusing poetry.
- To create surprising and inventive poems.
- To select pattern or form to match meaning.
- To include own voice within poems.
- To write poems based on real or imagined experiences
- To use simple metaphors and similes within poems.
- To include personification.
- To use unexpected word combinations.
- To consider how to punctuate a poem with commas and capital letters..
- To explain the impact of figurative and expressive language on a reader.
- To comment on poems structures and how these influence meaning.
- To interpret poems explaining how the poet creates shades of meaning.
- To justify own views and explain underlying themes within poems.
- To vary pitch, pace, volume and rhythm when reading poetry.
- To use actions, dramatic interpretations and expression to convey a poem to an audience.

