Sir Alexander Fleming Primary School

WRITING PROGRESSION



Updated: September 2024

By: Hannah Dornan-Steer

	SUBSTANTIV	E KNOWLEDGE	DISCIPLINARY KNOWLEDGE	VOCAE	BULARY
		es that enable children to write for different	The ability to evaluate and edit writing through the application of	The key technical	The key spellings
Expectations	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	substantive knowledge and through	or genre specific	required to know
by the end	The ability to plan, draft and construct	The use of grammatical and linguistic	the process think critically about	vocabulary.	and spell.
of EYFS	writing	features.	writing.		
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 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.	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
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 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.	To retell and act out a narrative as part of a group.		

	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
		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 captions, label and atte <mark>mpts</mark>	Grammar	To discuss writing with peers.	full stop	the
	other simple forms of writing.	To use co-ordinating conjunction: and.	To read writing out loud to others	past tense	do
	To construct simple sentences	To use adjectives to describe.	in a clear voic <mark>e.</mark>	story	to
	independently with a subject and verb.	To use simple noun phrases.	To use role play to retell events in	labels	today
	To use own experiences to support	To use the simple past tense.	a story.	sequence	र्ज
	sentence writing.	To include proper nouns for the names	To reread writing to che <mark>ck it</mark>	sentence	said
	To produce own ideas and sentences	of people, places and days of the	makes sense.	letter formation	says
	for writing.	week.	To begin to independently make		are
	To show control <mark>over word</mark> order	Punctuation	changes to writing such as	verb	were
	producing logical statements.	To use capital letters at the beginning	punctuation and spelling errors.	adjective	was
Expectations	To say out loud what they are going	of sentences and names consistently.	To begin to form an opinion	noun	is
by the end of	to write about before writing.	To use full stops consistently.	about a written text.	letter orientation	his
, ,	To write sente <mark>nces that</mark> are	To use finger spaces consistently.	To use meaningful words and	co-ordinating	has
Year I	meaningful.	Handwriting	phrases that express ideas.	conjunctions	we
	To produce at least 3 sentences of	To show some control over letter size,		editing	no
	developed ideas independently that	shape and orientation in writing.		prefix	gσ
	can be read without help from the	To write capital letters in the correct	Control of the contro	suffix	so
	child.	direction and position.		narrative	by
		To sit correctly holding a pencil in the		fiction	my
		correct grasp.		non-fiction	here
		Spelling		persuade	there
		To spell most year I common exception		convince	where
		words.		phonetic	love
		To use logical phonic strategies when		regular	come
		trying to spell unknown words in more			some
		than three statements.			one
		To segment spoken words into			once
	7 1-50	phonemes, spelling some correctly.			ask
		To spell words containing suffixes: -s, -			pull
		ing or -ed.			full
					he
		To begin to expand vocabulary from			me
		stories or discussions.			she
					house
		Genre focu <mark>s for</mark> Yea <mark>r I</mark>	100		our

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

		Texas Testing Filling School W	3 3		-1 '
Expectations by	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	The ability to evaluate and edit	The key technical	The key
the end of Year	The ability to plan, draft and construct	The use of grammatical and linguistic	writing through the application of	or genre specific	spellings
2	writing	features.	substantive knowledge and through	vocabulary.	required to
_			the process think critically about		know and
			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 say sentences and rehearse them	because, if, when.	To beg <mark>in to proo</mark> fread writing to	story	poor
	before writing.	To use co-ordinating conjunctions:	check for any spelling, grammar or	labels	because
	To write narratives about personal	and, but, or.	punctuation errors.	sequence	find
	experiences that may be real or	To use the simple past tense correctly.	To make some si <mark>mple additio</mark> ns	sentence	kind
	fictional.	To use the present progressive tense	to own writing.	letter formation	mind
	To write sentences that contain a	correctly.	To evaluate work with a teacher.		behind
	subject, noun and verb.	To use time adverbials.	To make decisions about where	verb	child
	To construct se <mark>ntenc</mark> es that are	To use capital letters correctly.	authors have set a story and the	adjective	children
	accurate and meaningful.	To use full stops accurately,	events that take place.	noun	wild
	To write about real events.	To use question marks and	To use meaningful words and	noun phrase	climb
	To write for different purposes.	exclamation marks where appropriate.	phrases to express or explain	orientation	most
	To be able to explain what they are	To use apostrophes for contraction and	ideas.	co-ordinating	only
	going to wri <mark>te about.</mark>	singular possession.	To understand conventional	conjunctions	both
	To write a range of sentences with	To write capital letters and digits in	beginnings and endings in	editing	old
	different sentence types: command,	the correct orientation, size and	stories.	question	cold
	exclamations, questions and	relationship to each other.	To read writing aloud to a peer	suffix	gold
	statements.	To use spacing between words that	audibly and clearly.	narrative	hold
	To write sentences that make	reflects the size of the letters.	To use previous reading and life	fiction	told
	chronological sense.	To begin to use diagonal and	situations in own writing.	non-fiction	every
	To write a piece that is equivalent	horizontal strokes to join letters.		persuade	everybody
	to I page of A4.	To spell most Year 2 common		convince	even
		exception words.		phonetic	great
		To segment spoken words into		regular	break
		phonemes.			steak
		To make phonetically plausible		proper noun	pretty
		attempts at spelling words.		common noun	beautiful
		To add suffixes to spell most words		subordinating	after
		correctly: -ment, -ness, -ful, -less, -ly.		apostrophe	fast
		To consider key vocabulary when		exclamation	last
	4/1/2	planning writing.		command	past
		To use reading to add exciting words.		imperative verb	father
		enre focus for Year 2		urperame verb	class
	G	arue jucus jur reur z			

Sir Alexander Fleming Primary School Writing Progression						
Narrative	To follow the structure:	expanded noun	grass			
	TITLE	phrase	pass			
To entertain and enthral	BUILD UP	cursive	plant			
	DILEMMA	adverb	path			
Focused texts:	ENDING	diagonal	bath			
Tin Forest Handled Greto GORILLA	mo a mall to	horizontal	hour			
	P/	punctuation	move			
Lost and Found		time adverbials	prove			
	The state of the s	chronological	improve			
Recounts	To follow the structure:	stanza	sure			
	TIŤLE		sugar			
To retell events (from either the point of view of someone	OVERVIEW	possessive	eye			
who was there or from an impersonal standpoint)	EVENT I	contraction	could			
	EVENT 2	rhyme	should			
Focused texts:	CONCLUSION	repetition	would who			
Castle		dialogue	whole			
		inverted comma				
		first person	any			
With perioded		modal verb	many clothes			
		irregular	busy			
		20	people			
<u>Persuade</u>	To follow the structure:		water			
	WHAT I THINK		again			
To persuade the reader to a particular viewpoint through	WHY I THINK (POINT I)		half			
rational argument.			money			
			Mr			
Focused text:			Mrs			
			Parents			
Instructions	To follow the structure:					
To tell someone how to do or make something.	TITLE					
	WHAT IS NEEDED					
Focused texts:	METHOD					
CHILDREN'S						
STEP-BY-STEP-G						
COOK						
BOOK I						
19.4.9						

Discursive To present arguments and information from different viewpoints. Cross curricular writing Explanations: To explain how or why something happens. To follow the structure: ITILE INTRODUCTION DIAGRAM POINT 1 POINT 2 Non chronotogical reports: To describe the characteristics of something. Cross curricular writing: Poetry To exote an emotional response to language arranged for its rhythm and meaning. Focused texts: Focused texts: Focused texts: Focused principlar writing to begin to experiment with rhyme and rhyming words. To repeat particular words or phrases to receive a pattern. To talk about simple poorty patterns. To perform poems individually or in groups.	SV A	lexarater Flerring Printing School Writing Progression
ISSUES FIRST ARGUMENT Explanations To explain how or why something happens. To fillow the structure: ITILE INTRODUCTION DIAGRAM POINT 1 POINT 2 Non chronological reports To describe the characteristics of something. Cross curricular writing: To evote an emotional response to language arranged for its hythm and meaning. Focused texts: To repeat particular words or phrases to oracte a pattern. To repeat particular words or phrases to oracte a pattern. To repeat particular words or phrases to oracte a pattern. To repeat particular words or phrases to oracte a pattern. To repeat particular words or phrases to oracte a pattern. To repeat particular words or phrases to oracte a pattern. To repeat particular words or phrases to oracte a pattern. To repeat particular words or phrases to oracte a pattern. To repeat particular words or phrases to oracte a pattern.	Discursive	
Cross curricular writing: Explanations. To explain how or why something happens. Cross curricular writing: To follow the structure: TITLE INFRODUCTION DIAGRAM POINT 1 POINT 2 Non chronological reports. To describe the characteristics of something. Cross curricular writing: To describe the characteristics of something. Cross curricular writing: To follow the structure: TITLE TITLE KEY POINTS POINT 1 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 tall about simple poetry patterns.	To present arguments and information from different	
Explanations To explain how or why something happens. To explain how or why something happens. Cross curricular writing: Non chronological reports To describe the characteristics of something. Cross curricular writing: To follow the structure: TITLE KEY POINT 2 To follow the structure: TITLE KEY POINTS POINT 1 Poetry To evoke an emotional response to language amanged for its rhythm and meaning. Focused texts: To repeat particular words or phrases to create a pattern. To talk about simple poetry patterns.	viewpoints.	
Explanations To explain how or why something happens. Cross curricular writing: Non chronological reports To describe the characteristics of something. Cross curricular writing: Non chronological reports To describe the characteristics of something. Cross curricular writing: Poetry To evoke an emotional response to language arranged for its rhythm and meaning. Focused texts: Focused texts: To talk about simple poetry patterns.		
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To explain how or why something happens. Cross curricular writing: Non chronological reports: To describe the characteristics of something. Cross curricular writing: To evoke an emotional response to language arranged for its rhythm and meaning. Focused texts: Focused texts: Title KEY POINTS POINT I 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 wrotes or phrases to create a pattern. To talk about simple poetry patterns.		The state of the s
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To evoke an emotional response to language arranged for its rhythm and meaning. 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.	Cross curricular writing:	POINT I
To evoke an emotional response to language arranged for its rhythm and meaning. 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.		
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its rhythm and meaning. 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 write poems about personal or known experiences. Focused texts: To repeat particular words or phrases to create a pattern. To talk about simple poetry patterns.		
Focused texts: To repeat particular words or phrases to create a pattern. To talk about simple poetry patterns.	its mythm and meaning.	
To talk about simple poetry patterns.	Forused, texts:	
To perform poems individually or in groups.	Tooland tooks.	
	1066	To perform poems individually or in groups.
To speak audibly and clearly.		To speak audibly and clearly.
To talk about their own views and possible meanings.		To talk about their own views and possible meanings.
To comment on the effect that words in poems have.	Andrew College	10 continuent on the effect that words in poems have.

	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
		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	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</mark> writing.	past tense	actual (ly)
	To write in the present and past	To include co-ordinating conjunctions:	To begin to suggest improvements	story	address
	tense including correct progressive form.	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 organisational devices		volume.	letter formation	believe
	that are included in non-narrative		To independently read work again		bicycle
	material.		to make sure it makes sense.	verb	breath
	To write a mixtu <mark>re of simp</mark> le and		To proofread own work to check	adjective	breathe
	complex sentenc <mark>es.</mark>	To demarcate all sentences with	for spelling, grammar or	noun	build
Expectations	To adopt and maintain appropriate	capital letters, full stops, question	punctuation errors.	noun phrase	business
by the end of	form throughout longer pieces of	marks and exclamation marks.	To understand the structure of	orientation	calendar
Year 3	writing.	To use commas after fronted adverbials.	differ <mark>ent t</mark> ext types.	co-ordinating	caught
yeur 3	To plan, compose and rehearse	To accurately use commas in a list.		conjunctions	centre
	sentences orally.	To use apostrophes for singular		editing	century
	To have some awareness of audience	possession, plural possession and		question	certain
	but may not address the audience	contracted forms.		suffix	circle
	effectively.	To use inverted commas for speech		narrative	complete
	To begin to demonstrate	accurately.		fiction	consider
	understanding of purpose and	To use neat and joined handwriting.		non-fiction	continue
	audience.	To continue to use diagonal and		persuade	decide
	To begin to create own settings,	horizontal strokes to join.		convince	describe
	characters and plots in narrative.	To understand which letters should not		phonetic	different
	To create a simple structure that	be joined.		regular	difficult
	organises writing into paragraphs with	To increase legibility and quality of			disappear
	specific points and show obvious	handwriting with writing spaced		proper noun	early
	divisions.	sufficiently.		common noun	earth
	To write a piece that is equivalent or	To spell some year 3 and 4 common		subordinating	eight
	more than I page of A4.	exception words.		apostrophe	eighth
		To accurately spell some prefixes: un-,		exclamation	enough
		dis-, mis-, in-, re-, sub-	0 11	command	exercise
		To accurately spell some suffixes: -		imperative verb	experience
		ation, -sure, -ture, -sion		expanded noun	experiment
		To spell some common homophones	110	phrase	extreme
		accurately.		1	famous

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	To spell familiar words accurately and	cursive	favourite
	make phonetically plausible attempts at	adverb	February
	unfamiliar and new vocabulary.	diagonal	forward
		horizontal	fruit
	To include vocabulary that is extended	punctuation	grammar
	and rich to match topics.	time adverbials	group
(do	To make deliberate and ambitious word	chronological	guard
	choices.	stanza	guide heard
	Genre focus for Year 3	possessive	heart
Narrative	To follow the structure:	contraction	height
<u>INCOLUMNO</u>	TITLE	rhyme	history
To entertain and enthral	BUILD UP	repetition	imagine
	DILEMMA	dialogue	increase
Course de Assets	RESOLUTION	inverted comma	important
Focused texts:	ENDING	first person	interest
CHRISTMASAURUS BOALD		modal verb	island
THE GAPE THE GAPE THE CONTRAIN		irregular	knowledge
		3	learn
To Market Prince		direct speech	length
		comma	library
Recounts	To follow the structure:	familiar	material
	TITLE	unfamiliar	medicine
To retell events (from either the point of view of	OVERVIEW	third person	mention
someone who was there or from an impersonal	EVENT I	homophones	minute natural
standpoint)	EVENT 2	alliteration	naughty
Construction from a sixting	OTHER EVENTS	similes	notice
Cross curricular writing:	CONCLUSION	onomatopoeia	occasion (ally)
		bullet points	often
		paragraphs	opposite
Persuade	To follow the structure:	fronted	ordinary
_	WHAT I THINK	adverbials	particular
To persuade the reader to a particular viewpoint	WHY I THINK (POINT I)	plural	'peculiar
through rational argument.	WHY I THINK (POINT 2)	singular	perhaps
Compared the state of the state		audience	popular
Cross curricular writing:			position
T	To Cilian the atmost on	proofread	possess (ion)
Instructions	To follow the structure:	prefix	possible
To tell someone how to do or make something.	TITLE WHAT IS NEEDED	headings	potatoes
Focused texts:			pressure
	METHOD		

	Alexander Trestaing Truttaing Science Wilding Trogression	
REW TO BALLA A WIGOTA TO MANAGEMENT A STATE OF THE STATE	ANDER	probably promise purpose quarter question recent
Discursive To present arguments and information from different viewpoints. Cross curricular writing:	To follow the structure: TITLE ISSUES FIRST ARGUMENT SECOND ARGUMENT CONCLUSION	regular reign remember sentence separate special straight
Explanations To explain how or why something happens.	To follow the structure: TITLE INTRODUCTION DIAGRAM	strange strength suppose surprise
Focused texts:	POINT 1 POINT 2	therefore though although thought through various
Non chronological reports To describe the characteristics of something. Focused texts:	To follow the structure: TITLE CONTENT KEY POINTS POINT I	weight woman women
Poetry To evoke an emotional response to language arranged for its rhythm and meaning.	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.	
Focused texts:	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.	

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.



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	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
	1 1	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		know and spell.
	writing	features.	writing.		
	To write for a range of purpose and	To include subordinating conjunctions:	To asse <mark>ss</mark> the effectiveness of	full stop	accident(ally)
	audience.	because, then, if, when, while, although,	their own a <mark>nd others writ</mark> ing.	past tense	actual (ly)
	To maintain tense.	however, before.	To suggest imp <mark>rovements</mark> to others	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 to the	sequence	appear
	To maintain audience th <mark>rougho</mark> ut	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 organise writing 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
	To create settings and character	To use present perfect tense.	To proofread own work to check	adjective	breathe
	descriptions.	To use comparative adjectives.	for spelling, grammar or	noun	build
Expectations	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
by the end of	anticipation.	To demarcate all sentences with	To understand the structure of	co-ordinating	caught
Year 4	To present a point of view both orally	capital letters, full stops, question	different text types.	conjunctions	centre
	and in writing.	marks and exclamation marks.	33	editing	century
	To engage the reader.	To correctly use commas after fronted	The state of the s	question	certain
	To make stylistic choices to support	adverbials.		suffix	circle
	persuasive purpose for example	To accurately use commas in a list	and the second	narrative	complete
	vocabulary.	with a colon to indicate.		fiction	consider
	To include varied range of sentences	To use apostrophes for singular		non-fiction	continue
	in writing.	possession, plural possession (regular		persuade	decide
	To attempt to create interest and	and irregular) and contracted forms.		convince	describe
	anticipation.	To use inverted commas for speech		phonetic	different
	To plan writing using research and	accurately.		regular	difficult
	prior knowledge.	To begin to use commas for clarity.		3	disappear
	To write a piece that is equivalent	To use brackets to add additional		proper noun	early
	to 2 pages of A4.	information.		common noun	earth
	1 9 1	To include ellipsis for effect.		subordinating	eight
		To understand and use rhetorical		apostrophe	eighth
	CA K	questions.		exclamation	enough
		To use neat and joined handwriting.		command	exercise
		To use diagonal and horizontal strokes			experience
	-	to join consistently.		imperative verb	experiment
		To understand which letters should	The state of the s	expanded noun	extreme
		not be joined.	0	phrase	famous

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

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

To follow the structure: Non chronological reports TITLE To describe the characteristics of something. CONTEXT Focused texts: POINT I POINT 2 To include phrases for ambiquity. Poetry To structure poems with carefully crafted stanzas. To evoke an emotional response to language arranged To create an atmosphere in poems. for its rhythm and meaning. To write poems with imagery. To use language to exaggerate. Focused texts: 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.

	SUBSTANTIV	E KNOWLEDGE	DISCIPLINARY KNOWLEDGE	VOCABL	ILARY
	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	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	v	know and spell.
	writing	features.	writing.		1.0000
	To write for a range of purposes and	To include subordinating conjunctions:	To consider how authors have	full stop	accommodate
	audiences.	because, then, if, when, while, although,	developed ch <mark>ara</mark> cter <mark>s and s</mark> ettings	past tense	accompany
	To structure and organise writing by	however, before, though	based on wha <mark>t they ha</mark> ve	story	according
	its audience, purpose and cont <mark>ext</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 delib <mark>erate</mark>	To include a range of fronted	intonation, volume, mov <mark>ement an</mark> d	sentence	amateur
	vocabulary choices.	adverbials for time, reasoning, place	tone.	letter formation	ancient
	To consistently link details 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
	To include a varied sentence	range of relative pronouns.	suggesting improvements.	adjective	attached
	structure that includes adverbials and	To use the correct article before nouns.	To independently read work again	noun	available
Expectations	expanded noun phrases to describe	To use past perfect tense.	to make sure it makes sense.	noun phrase	average
by the end of	events.	To use present perfect tense.	To proofread own work to check	orientation	awkward
Year 5	To adapt formality and viewpoint	To use comparative and superlative	for spelling, grammar or	co-ordinating	bargain
year 5	according to genre.	adjectives.	punctuation errors.	conjunctions	bruise
	To plan writing by identifying audience	To include a variety of modal verbs.	To evaluate vocabulary choices	editing	category
	and purpose.	To demarcate all sentences with	that add to the mood of writing.	question	cemetery
	To make a choice of tense and other	capital letters, full stops question	To proofread work to make it	suffix	committee
	devices to build cohesion throughout	marks, exclamation marks and commas	more precise and remove anything	narrative	communicate
	a written piece.	for lists, clarity and after adverbials.	unnec <mark>essary by making</mark>	fiction	community
	To describe settings, characters and	To accurately use a colon for a list.	amendments.	non-fiction	competition
	atmosphere with carefully chosen	To use apostrophes for singular	To edit own work to assess the	persuade	conscience
	vocabulary.	possession, plural possession (regular	effectiveness of their own writing.	convince	conscious
	To engage a reader by creating a	and irregular) and contracted forms.	To use a dictionary to check the	phonetic	controversy
	climax or suspense through an	To use inverted commas for speech	spellings and meanings of words.	regular	convenience
	unexpected ending.	accurately.	-pg	3	correspond
	To write a sustained piece that is	To use parenthesis such as brackets or		proper noun	criticise
	the length of a minimum equivalent	dashes to add additional information.		common noun	curiosity
	of 2 pages of A4.	To include ellipsis for effect.		subordinating	definite
	a symmetry and the symm	To understand and use rhetorical		apostrophe	desperate
	CA N	questions.		' '	determined
		To have consistent legible and quality		exclamation	develop
		handwriting with horizontal and	~ 0 (1)	command	dictionary
	9	diagonal strokes joined correctly.		imperative verb	disastrous
		To write at a sustained speed.	and the same of th	expanded noun	embarrass
		10 White at a subtained speed.	0 0	phrase	en wantaa
		W 11			

	Alexander Flerhing Printing School W	<u> </u>		
	To spell some year 5 and 6 common		cursive	environment
	exception words.		adverb	equip
	To accurately spell all prefixes		diagonal	especially
	To accurately spell all suffixes.		horizontal	exaggerate
	To spell all common homophones		punctuation	excellent
	accurately.		time adverbials	existence
	To spell familiar words accurately and		chronological	explanation fraciliar
	make plausible attempts at unfamiliar sophisticated vocabulary.		stanza	familiar fomian
	To include vocabulary that is extended		possessive	foreign forty
	and rich to match topics.		contraction	frequently
(30	To make deliberate, adventurous and		rhyme	government
	ambitious word choices.		repetition	guarantee
	To use a dictionary to check word		dialogue	harass
	meanings and clarify vocabulary choice.		inverted comma	hindrance
	To use a thesaurus to use a variety of		first person	identity
	synonyms.		modal verb	immediate(ly)
	Genre focus for Year 5		irregular	individual
Narrative	To follow the structure:	- 10	and a	interfere
Narawe	TITLE		direct speech	interrupt
To entertain and enthral	BUILD UP		comma	language
	DILEMMA		familiar	leisure
Focused texts:	RESOLUTION		unfamiliar	lightning marvellous
*	ENDING		third person	mischievous
1,000 COURSE COOPER MORPHISCO			homophones	muscle
Tear old			alliteration	necessary
Boy SITUM			similes	neighbour
and spooky!			onomatopoeia	nuisance
A book of very short SPOOKY stories KINDROM			bullet points	оссиру
Decorunte	To follow the structure:		paragraphs	occur
Recounts	TITLE		fronted	opportunity
To retell events (from either the point of view of	OVERVIEW		adverbials	parliament
someone who was there or from an impersonal	EVENT I		plural	persuade
standpoint)	EVENT 2		singular	physical
sum aupou w j	OTHER EVENTS		audience	prejudice
Cross curricular writing	CONCLUSION		proofread	privilege
			probjecta	profession
		~ 0 EL 11	headings	programme
Persuade	To follow the structure:	1120	Tienungs	pronunciation
	WHAT I THINK		article	queue recognise
To persuade the reader to a particular viewpoint	WHY I THINK (POINT I)	0		recommend
through rational argument.	WHY I THINK (POINT 2)		synonyms	recontinue w

	The state of the s	1 .	
	WHY I STILL THINK IT	cohesion	relevant
Focused texts:	OTHER OPINNIONS	ellipsis	restaurant
EDIC -		active voice	rhyme
		rhetorical	rhythm
ADVENTURES		questions	sacrifice
	The same of the	ambiguity	secretary
Oracia Discourse Constitution C		cliché	shoulder
		metaphor	signature
		present perfect	sincere(ly)
Tooling	The field on the continuous	past perfect	soldier
Instructions	To follow the structure:	clarity	stomach
To tell someone how to do or make something.			sufficient
	WHAT IS NEEDED	manner	suggest
Cross curricular writing:	METHOD	formal	symbol
	CONCLUSION	brackets	system
		colon	temperature
		balance	thorough
		thesaurus	twelfth
		comparative	variety
		adjectives	vegetable
		subheadings	vehicle
		metaphors	yacht
		'	
		dashes	
D: :	To full our the continue.	intonation	
Discursive	To follow the structure:	parenthesis	
To present arguments and information from different	ISSUES	relative clause	
viewpoints.	FIRST ARGUMENT POINT I	relative pronoun	
	SECOND ARGUMENT POINT I		
Focused texts:	FIRST ARGUMENT POINT 2	indirect speech	
What's no special about. Ship Kes peacle?	SECOND ARGUMENT POINT 2	superlative	
	CONCLUSION	adjective	
	CONCLUSION	ambiguity	
MICHAELKSEN			
Explanations	To follow the structure:		
To explain how or why something happens.	TITLE		
	INTRODUCTION		
Cross curricular writing:	DIAGRAM		
	POINT I		
	POINT 2		
	POINT 3		

		CONCLUSION			
Non chronolog To describe	ce the characteristics of something. Focused texts:	To follow the structure: TITLE CONTEXT KEY POINTS POINT I POINT 2 SUMMARY	RARRA		
	notional response to language arranged its rhythm and meaning.	To write free verse, using or inventing reportance including rhyme or humour. To write with varying pitch, pace and pa To use carefully observed details and importance includes the control of the con	uses to create an impact.		
Focused texts: To one to the property of the		but avoiding clich é in own writing. To use unusual or surprising language of onomatopoeia. To explore imagery including metaphors. To invent nonsense words and situations combinations. To consider how to punctuate a poem vor discuss a poet's possible viewpoint, expressonses and interpretations. To compare different forms and describe to use actions, sound effects and expressons proofread own word and edit or refine	with unexpected word with commas and capital letters. Aplaining and justifying own he impact. ion when reciting poetry. writing.	3 0	
Expectations		E KNOWLEDGE es that enable children to write for different	DISCIPLINARY KNOWLEDGE The ability to evaluate and edit	VOCABL The key technical	JLARY The key
by the end of Year 6	DECLARATIVE KNOWLEDGE The ability to plan, draft and construct writing	PROCEDURAL KNOWLEDGE The use of grammatical and linguistic features.	writing through the application of substantive knowledge and through the process think critically about writing.	or genre specific vocabulary.	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 habitua <mark>lly proofre</mark> ad own work to check for spelling, grammar or punctuation errors.	full stop past tense story labels	accommodate accompany according achieve

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.

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.

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.

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.

To spell most year 5 and 6 common exception words.

To accurately spell all prefixes
To accurately spell all suffixes.
To spell all common homophones.

To 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.

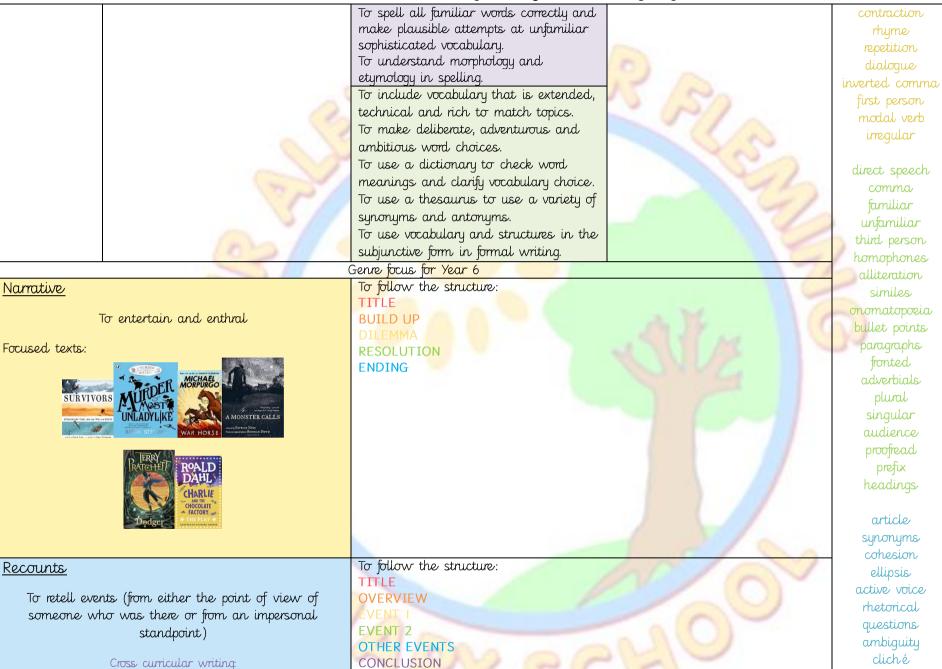
To edit own work to assess the effectiveness of their own writing. To proofead work to precis longer passages to remove irrelevant or repeated details.

sequence sentence letter formation

verb adjective noun noun phrase orientation co-ordinatina conjunctions editing question suffix narrative fiction non-fiction persuade convince phonetic regular

proper noun common noun subordinating apostrophe exclamation command imperative verb expanded noun phrase cursive adverb diagonal horizontal punctuation time adverbials chronological stanza possessive

aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversu convenience correspond criticise curiositu definite desperate determined develop dictionary disastrous embarrass environment equip especially exaggerate excellent existence explanation familiar foreign forty



frequently government quarantee 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)

rhyme

comma

familiar

similes

fronted

plural

singular

prefix

article

ellipsis

cliché

metaphor

Su Alexulus Flatury Phillury School Wharly Progression				
<u>Persuade</u>	To follow the structure:	present perfect	soldier	
	WHAT I THINK	past perfect	stomach	
To persuade the reader to a particular viewpoint	WHY I THINK (POINT I)	clarity	sufficient	
through rational argument.	WHY I THINK (POINT 2)	manner	suggest	
	WHY I STILL THINK IT	formal	symbol	
Focused texts:	OTHER OPINNIONS	brackets	system	
ELOISE WILLIAMS	CONCLUSION	colon	temperature	
		balance	thorough	
	2. Otto	thesaurus	twelfth	
			variety	
GASIGHT		comparative	vegetable	
Nort to any natu	To fill you the street we	adjectives	vehicle	
Instructions	To follow the structure:	subheadings	yacht	
To tell someone how to do or make something.	WHAT IS NEEDED	metaphors		
	METHOD			
Cross curricular writing:	CONCLUSION	dashes		
		intonation		
<u>Discursive</u>	To follow the structure:	parenthesis		
To present arguments and information from different	TITLE	relative clause		
viewpoints.	ISSUES	relative pronoun		
	FIRST ARGUMENT POINT I	indirect speech		
Cross curricular writing:	SECOND ARGUMENT POINT I	superlative		
	FIRST ARGUMENT POINT 2	adjective		
	SECOND ARGUMENT POINT 2 CONCLUSION	ambiguity		
E.ml. au ati au a		5 5		
Explanations	To follow the structure:	morphology		
To explain how or why something happens.	INTRODUCTION	etymology		
	DIAGRAM	subjunctive		
Focused texts:	POINT I	hyphen		
1 Ocused Vents.	POINT 2	antonym		
HISTORY	POINT 3	<u> </u>		
COMPUTER	CONCLUSION	precis		
	CONCESSION	personification		
The second secon		semi colon		
Non chronological reports	To follow the structure:	figurative		
To describe the characteristics of something.	TITLE	hypothesis		
	CONTEXT	flashbacks		
	KEY POINTS			
Focused texts:	POINT I			
	POINT 2			
	SUMMARY			



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 <mark>use actions, drama</mark>tic interpretations and expression to convey a poem to

