PROGRESSION IN WRITING

Year 1-Year 6

This tool enables all teachers to see how the skills of writing are built on year by year and how different skill sets are developed within and across the year.

Narrative writing is developed progressively each half term. Within a year, this clearly identifies a building of skills. The transformation, allows us to see Greater depth learners performing more adeptly across the year, rather than just at the end of the year.

Non-fiction writing is clearly mapped to enable children to hone their skills in a cyclical manner, building on skills within a year and from year to year. Non-fiction writing may be linked to foundation subject learning; this opportunity enables children to have secure understanding of the subject specific vocabulary and knowledge and therefore concentrate on the writing skills and organisation of text. Non-fiction writing may also come from quality fiction that is being shared with the children too. Exploiting opportunities this way enable our learners to be fully immersed in the subject knowledge from the text and, again, be able to concentrate on writing skills and text structure and organisation.

Additional writing opportunities support our drive for children to become authors, poets, bloggers, playwrights, journalists, advertisers, lyricists and broadcasters etc.

Year 1

Suggested texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Narrative 1 Tell a basic 3- part story about a central character eg Alfie **Transform for GDS** Add additional character description.	**Narrative 2** Retell a simple story with predictable phrases eg. repetition of key phrases – "huff and puff and blow your house down", "We're going on a bear hunt….". Focus on creation of sentence. **Transform for GDS** Add additional detail joining sentences using 'and'	**Narrative 3** Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted. **Transform for GDS** Focus on a descriptive setting	**Narrative 4** Retell a familiar story in 3 parts. Include accurate sentence punctuation. **Transform for GDS** Write own version of the story recounting the information in sequence – then, next, after etc.	**Narrative 5** Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation. **Transform for GDS** Include some of the patterns and language of familiar stories eg. repeating same words and phrases three times – "run, run as fast as you can"	**Narrative 6** Write a story which includes strong characterisation eg. good or bad character. Include accurate sentence punctuation. **Transform for GDS** Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives
	Recount 1 Write sentences to match pictures, or sequences of pictures, illustrating an event. ***E.g. experiencing toys.*** **Transform for GDS** Structure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction 'and'.	**Non-Chronological Report 1** Describe something or someone with consistent use of tense (past or present depending on the report). ***E.g. Historical report.*** **Transform for GDS** Expand sentences with conjunction 'and' use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement	**Instructions** Write simple instructions about something they know well including imperative verbs, precise language and commands. ***E.g. DT – making a structure.*** **Transform for GDS** Expand by including more instructional features eg. a list of equipment, numbered lists, bullet points.	**Recount 2** Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense. **Transform for GDS** Expand by using simple descriptive language to add detail	**Non-Chronological Report 2** Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject. ***E.g. seaside, plants, local environment*** **Transform for GDS** Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning.	**Persuasion** Write a simple persuasive piece based on research, a topic of interest or a fictional book. ***E.g. Grace Darling's dilemma*** **Transform for GDS** Change a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter
	Additional Writing Opportunities:	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**
Teacher assessment support against termly milestones	**If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x)** • Use predictable and repeated phrases in own writing drawn from reading and role-play • Describe a character using simple adjectives • Write sentences to match pictures, or sequences of pictures, illustrating an event • Write sentences sometimes demarcated accurately with full stops • Begin to separate words with spaces • Begin to use capital letters for the beginning of sentences and for names • Use their soundswrite code knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible • Makes phonetically plausible attempts to spell sounds that have not been learnt • Form many lower case letters in the correct direction, starting and finishing in the right place **If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+** • Independently structure writing by ordering sequence of events with use of words like first, next, after, when. • Join clauses by using the conjunction 'and'. • Make careful choices of adjectives. • Distinguish between a statement and a command • Expand by including more instructional features e.g. numbered points		**If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T +** • Use traditional story language • Structure story into three parts • Describe a setting, something or someone with some appropriate adjectives • Write simple instructions in order with some imperative verbs • Write in first person using capital letter for "I" • Write sentences mostly demarcated by full stops and capital letters • Experiment with exclamation marks • Write in sequence using words to signal time e.g. first, next, then, after • Maintain past tense • Spell most common exception words taught so far • Form most lower case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another in some of their writing **If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be an EXS** • Independently choose to expand ideas and sentences using "and" • Independently choose to add detail using a variety of adjectives • Independently choose to use and apply vocabulary gathered from reading. • Consider the reader when making vocabulary choices • Read own writing to check it makes sense • Make simple edits and corrections to own writing after discussion with the teacher		**If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS** • Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense. • Structure writing using some features of the given form • Assemble information about a topic, describing different aspects of the subject. • Use the conjunction "and" • Use descriptive language with some use of comparative and superlative adjectives • Spell words containing each of the sounds taught • Use simple past and present verbs mostly accurately • Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences • Use spaces between words • Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits • Use features of standard English **If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD** • Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories • Always think about reader as they write, making precise choices • Choose to expand ideas with simple conjunctions and descriptive language • Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately • Add the suffixes –ing, -ed, -er to spell many words correctly • Evaluate the impact of writing on the reader • Articulate own success criteria	

Year 2

Suggested texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Narrative 1 Retell a 3 part story that has a key central character. **Transform for GDS** Change character to opposite of first draft with a focus on opposite, comparative and superlative adjective	**Narrative 2** Retell a traditional tale –with repeated events using the rule of three. **Transform for GDS** Make the three events contrast by using adjectives and careful choice of expanded noun phrases.	**Narrative 3** Plan and tell a 3 part story based on own experience with a focus on expanded noun phrases to provide detail and specification. **Transform for GDS** Revise the way the nouns are expanded eg. Adjectives after the noun, before the noun and use of additional information	**Narrative 4** Plan and tell a story in four parts with clear use of subordination and co-ordination. **Transform for GDS** Expand on the main event with a focus on use of verbs and adverb	**Narrative 5** To plan and write your own four part story showing the use of a range of sentence types and language to add detail. **Transform for GDS** Expand on the language by introducing simple figurative language and more adventurous vocabulary.	**Narrative 6** To plan and write a familiar story with a range of sentence types – applying the skills of Year 2. **Transform for GDS** Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.
	Recount 1 Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person. ***E.g. Great Fire of London – perspective*** **Transform for GDS** Write same recount as a third person recount.	**Non-chronological report 1** Use the language and structural features in a specific form eg. leaflet. ***E.g. Explorer – based on geographical knowledge*** **Transform for GDS** Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.	**Instructions** Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands. ***E.g. Mechanisms that move, explorers and what they need*** **Transform for GDS** Extend and clarify instructions using expanded nouns, subordination and co-ordination to specify and add detail.	**Recount 2** Write a narrative recount in role. Write about a real experience. ***E.g. significant individuals*** **Transform for GDS** Change the form of the recount eg. postcard, diary or letter considering how language and vocabulary choices may change	**Non-chronological report 2** Use information from research to group and assemble information into a short nonchronological report. ***E.g. Historical unit*** **Transform for GDS** Expand on the information using subordination, coordination, expanded noun phrases to describe and specify	**Persuasion** Write a simple persuasive piece based on research, a topic of interest or a fictional book. ***E.g. Grace Darling's dilemma*** **Transform for GDS** Change a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter
	Additional Writing Opportunities:	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**
Teacher assessment support against termly milestones	**If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x)** • Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language • Use information from research to group and assemble information into a short non-chronological report. • Write about a real event, recording it simply and clearly • Demarcate sentences with capital letters and full stops. • Understand how to write in the past tense • Write in the first and third person • Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but) • Form lower-case letters in the correct direction, starting and finishing in the right place • Form lower-case letters of the correct size relative to one another in some of their writing • Use their soundswrite code knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly **If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+** • Expand information using some subordination AND co-ordination • Use some expanded noun phrases to describe and specify • Use a wider range of adjectives e.g. superlative and comparative adjectives • Structure own writing deciding on what goes in each part		**If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T +** • Write simple, coherent narratives in four parts • Write about a real experience structured appropriately • Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands • Expand noun phrases to describe and specify • Demarcate many sentences with capital letters and full stops, and use question marks correctly when required • Use capital "I" for personal pronouns • Use a wider range of subordination (e.g. when/if/that/because) to join clauses • Form lower-case letters of the correct size relative to one another in most of their writing • Use spacing between words that reflects the sizes of the letters • Spell common exception words covered so far **If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a EXS** • Write effectively and coherently to recount, instruct and entertain • Decide on the structure of writing based on its form. • Know what features to change when changing the form of writing. • Identify where words are spelt incorrectly • Edit own writing with simple corrections • Add suffixes to spell some words correctly • Experiment with cursive writing • Understand 1st person and 3rd person writing • Experiment with a range of ways of expanding nouns • Experiment with adverbs		**If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS** • Write simple, coherent narratives in four parts • Write a simple persuasive piece • Demarcate most sentences with capital letters and full stops, and use question marks correctly when required • Use past tense mostly correctly and consistently • Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses • Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters • Spell many common exception words • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others **If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD** • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Experiment with simple figurative language • Make simple additions, revisions and proof-reading corrections to their own writing spell most common exception words add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* • Use the diagonal and horizontal strokes needed to join some letters Independently choose to use features of different forms of writing showing awareness of audience and form.	

Year 3

Suggested texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Narrative 1 To write a story in four parts, in the first person, with a definite ending. **Transform for GDS** Change into a third person story.	**Narrative 2** To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included. **Transform for GDS** Revise how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrase	**Narrative 3** Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest. **Transform for GDS** Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the read	**Narrative 4** To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward. **Transform for GDS** Revise one section of the story i.e. "problem". Use words and phrases to capture the readers' interest and imagination and select verbs carefully to describe actions, thoughts and feelings	**Narrative 5** Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time. **Transform for GDS** Include detailed description of setting and time by using expanded noun phrases to give precise detail.	**Narrative 6** Write a story where dialogue is the drive to move the story on. **Transform for GDS** Revise the dialogue to provide strong characterisation.
	Non-chronological report 1 Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing. ***E.g. Plants and Light, Italy*** **Transform for GDS** Change the form of the non-chronological report so there is a change in structure and language features e.g. magazine article.	**Recount 1** Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions. ***E.g. Printing, Stone Age (Now Press Play)*** **Transform for GDS** Write same event in a different form e.g. as a story, a letter or a diary	**Explanation** Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included. ***E.g. Stone Age: food (DT), survival, animals etc*** **Transform for GDS** Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience	**Instructions** Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience. ***E.g. Stuctures and 3D frames, Forces*** **Transform for GDS** Explore a range of organisational devices and use to transform the instructions, evaluating the effectiveness.	**Persuasion** Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader. ***E.g. Roman Empire, Leaving a volcanic danger zone - Pompeii*** **Transform for GDS** Change the viewpoint of the author, selecting vocabulary appropriately.	**Non-chronological report 2** Write a non- chronological report about a subject researched in a specific form e.g. leaflet ***E.g. Ancient Greece*** **Transform for GDS** Compare the subject in the leaflet to another similar subject using language of comparison and contrast
	Additional Writing Opportunities:	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**
Teacher assessment support against termly milestones	**If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x)** • Write a four part story with strong ending. • Some use of inverted commas to mark direct speech • Maintain writing in the 1st person • Write increasingly complicated instructions with clear audience ensuring they can be easily followed. • Show some awareness of different sentence openers including adverbs. • With support begin to use paragraphs to organise ideas. • Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession • Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far • Use diagonal and horizontal strokes needed to join letters in some of their writing **If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+** • Independently choose and know what to adapt and include when changing the form of writing. • Maintain writing in the 1st and 3rd person. • Include additional features for the form and audience of the writing. • Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections.		**If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T +** • Re-tell or write own story varying voice and intonation to create effects and sustain interest • Write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward. • Write a formal information piece with a specific audience and specific form • Write a series of extended sentences to explain a process • Organise paragraphs around a theme • Use heading and sub-headings to aid presentation • Begin to experiment with figurative language • Use some words that capture the reader's interest, imagination and create a specific effect on the reader • Use inverted commas to punctuate direct speech • Capital letters, full stops, question marks and exclamation marks used mostly correctly. • Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly • Begin to use joined writing throughout independent writing **If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a EXS** • Use dialogue to support characterisation and set the scene to a story. • Apt use of vocabulary especially verbs • Independently choose and know what to adapt and include when changing the form of writing. • Inverted commas used mostly accurately • Evaluate own writing against the purpose, text structure, audience.		**If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS** • Write a story that has a problem and a resolution and where dialogue is beginning to move the story on. • Present a persuasive point of view in the form of a letter • Plan with a clear purpose, audience and form • Express time, place and cause using conjunctions • Independently organise paragraphs around a theme • Use expanded noun phrases to add detail and precision to writing • Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors. • Use inverted commas to punctuate direct speech • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly • Use joined writing throughout independent writing • Proof-read for spelling and punctuation errors, making corrections and revisions to own writing. **If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD** • Explore a range of organisation devices depending on the form and purpose of the writing • Select precise vocabulary based on the audience and style of writing • Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing • Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.	

Year 4

Suggested texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Narrative 1 To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures. **Transform for GDS** Add character descriptions designed to provoke sympathy or dislike in the reader	**Narrative 2** Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution. **Transform for GDS** Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader	**Narrative 3** Plan a complete story focussed on organisational devices eg. times of day, repeated words and phrases, adverbial phrases and use of pronouns. **Transform for GDS** Experiment with using different organisational devices with some attempt to link paragraphs together	**Narrative 4** Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere. **Transform for GDS** Transform the narrative through a change in atmosphere, varying the vocabulary to support it	**Narrative 5** Write in role as a character from a story. **Transform for GDS** Change the narrative voice or write from two perspectives.	**Narrative 6** Plan and write a story with a strong central character using "show not tell" techniques to provide information to the reader about that character. **Transform for GDS** Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.
	Non-chronological report 1 Write a report with a clear audience and specific form. ***E.g. Lindisfarne*** **Transform for GDS** Explore and manage the shifts between past and present within the report and transform by changing the form, style or audience	**Recount 1** Write a recount in the 1st person with a clear audience and form ***E.g. a day in the life of a Saxon invader for children.*** **Transform for GDS** Make a change to the person it is written in, the audience or form and chose what text and language features to use.	**Explanation** Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience. ***E.g. Electricity and sound*** **Transform for GDS** Write same explanation in an informal style noting change of audience and form to suit this text.	**Persuasion** Write an advertisement focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices ***E.g. pencil case*** **Transform for GDS** Change the advert into a different form eg. poster to TV advert changing organisational devises, use of vocabulary and linguistic devices	**Non-chronological report 2** Write a report based on their own notes taken from several sources. ***E.g. South America, Ancient Mayans: Gods, chocolate etc, Henri Rousseau*** **Transform for GDS** Turn the report into a clear form with a different audience eg. fact file, webpage, entry into non-fiction book.	**Instructions** Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience. ***E.g. Stuctures and 3D frames, Forces*** **Transform for GDS** Explore a range of organisational devices and use to transform the instructions, evaluating the effectiveness.
	Additional Writing Opportunities:	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**
Teacher assessment support against termly milestones	**If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x)** • Plan and write their own version of a familiar story with a focus on varied and rich vocabulary • Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution. • Write a recount in the 1st person with a clear audience and form • Organise into paragraphs around a theme and for different sections of a story. • Include descriptive and expanded noun phrases to evoke setting and make it more vivid • Use of varied and rich vocabulary drawn from reading • Begin to use fronted adverbials • Use inverted commas accurately to punctuate direct speech • Begin to use sentences with more than one clause • Spell some words from Year 3/4 correctly and spell words in contracted form correctly • Consistently use joined writing **If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+** • Use character descriptions designed to provoke sympathy or dislike in the reader • Extend the range of sentences with more than one clause by using a wider range of conjunctions. • Use sentence type and length to create tension and impact on the reader. • Adapt or maintain writing in the 1st and 3rd person. • Select form of writing and make vocabulary and grammar choice based on audience.		**If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T +** • Plan a complete story focussed on organisational devices • Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere. • Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience • Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose • Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately • Use present, past, progressive and perfect tense verb forms mostly accurately • Use pronouns and nouns to aid cohesion and avoid repetition • Confidently use fronted adverbials using a comma after the fronted adverbial • Begin to use relative clauses • Develop the use of sentences with more than one • clause **If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a EXS** • Write effectively for the purpose and audience, selecting language that shows good awareness of the reader • Independently choose to use a range of organisational and cohesive devices to help structure texts • Use a range of conjunctions to support cohesion within writing • Adapt style of writing based on a change to audience and form. • Select own success criteria • Explore and manage the shifts between past and present tense appropriately within information texts. • Use a range of descriptive techniques to manage changes in mood and atmosphere.		**If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS** • In narratives, write in role and describe settings and characters using "show not tell" techniques • Write a report with a clear audience and specific form • Write a comparative report based on their own notes taken from several sources. • In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices g. puns, alliteration, invented words • Use a range of devices to structure the writing and support the reader based on the form and purpose. • Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas) • Use fronted adverbials including the correct use of a comma • Develop the use of sentences with more than on clause by using a wider range of conjunctions • Effectively use conjunctions, adverbs and prepositions to express time, cause and place • Spell correctly most words using their soundswrite code knowledge • Use joined-up writing throughout all independent writing • Make simple additions, revisions and proof-reading corrections to their own writing **If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD** • Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form. • Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood. • Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation • Consistently use a range of conjunctions to support cohesion • Use a range of precise vocabulary • Consistently produce legible joined handwriting • Evaluate and re-draft own writing, proposing changes to grammar and vocabulary	

Year 5

Suggested texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Narrative 1 Write a five part story using language to evoke mood and atmosphere and develop characterisation. **Transform for GDS** Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to change the atmosphere.	**Narrative 2** Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense. **Transform for GDS** Change the story to focus on a different technique looking at how the language choice changes.	**Narrative 3** Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases. **Transform for GDS** Adapt the story for a different audience aiming for consistency in character and style	**Narrative 4** Plan and tell a story to explore narrative viewpoint eg. retell a familiar story from the point of view of another character. **Transform for GDS** Change the story to show parallel narrators where events are portrayed simultaneously.	**Narrative 5** Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts. **Transform for GDS** Use the non-linear structure to show changes in atmosphere and mood.	**Narrative 6** Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward. **Transform for GDS** Add an additional narrative voice demonstrating a change in formality.
	Non-chronological Reports Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience. ***E.g. Scandinavia, Gershwin*** **Transform for GDS** Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report	**Recount** Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. ***E.g. Viking raiders*** **Transform for GDS** Write the same recount for two or three audiences, appealing to each one through managed shifts of formality.	**Procedural Text** Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity. ***E.g. River journey, Earth and Space*** **Transform for GDS** Change to a non-linear structure with choices for the reader to refer to different sections. Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt structural, vocabulary and grammar choices based on the form and audience.	**Persuasion** Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject. ***E.g. Forces – how they exist Sir Isaac Newton, River pollution*** **Transform for GDS** Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary or adding quotes or references.	**Non-chronological report 2** Write a report based on their own notes taken from several sources. ***E.g. South America, Ancient Mayans: Gods, chocolate etc, Henri Rousseau*** **Transform for GDS** Turn the report into a clear form with a different audience eg. fact file, webpage, entry into non-fiction book.	**Explanation** Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style. ***E.g. Climate, vegetation, Northern/Southern Hemisphere, Henry Moore's sculptures*** **Transform for GDS** Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences
	Additional Writing Opportunities:	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**	**Additional Writing Opportunities:**
Teacher assessment support against termly milestones	**If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x)** • Plan and write a five part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style. • Write a recount with a specific form and audience • Use literary devices such as repetition, alliteration, "rule of three". • Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience. • Begin to use dialogue to convey character and advance the action • Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs • Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones **If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+** • Independently adapt language choices based on the audience and the intended impact on the reader. • Write for more than one audience, managing changes in content, features and levels of formality. • Embed one text-type within another, controlling the writing and maintain the overall purpose. • Use a wide range of clause structures, sometimes varying their position within a sentence.		**If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T +** • Effectively use dialogue to convey character and advance the action. • Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases. • Write a linear procedural text with a wide range of presentational and organisational devices • Use a wide range of presentational and organisational features to structure texts specific to the form and audience. • Begin to adapt writing based on a change in the audience. • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs • Use commas to clarify meaning and avoid ambiguity • Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons. • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6 • Consistently produce legible joined handwriting **If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a EXS** • Develop writing into a parallel narrative telling same events from two points of view. • Start to build cohesion within a paragraph e.g some use of pronouns, conjunctions and reference chains. • Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing • Independently enhance the effectiveness of writing through reading, evaluating and re-drafting • Use the full range of punctuation taught correctly and appropriately • Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading.		**If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS** • In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism. • Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader • Write with a non-linear structure. • Plan, compose, edit and refine an explanation text showing good awareness of the reader • Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary • Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness • Use dialogue to convey character and advance the action. • Use preposition phrases and expanded noun phrases to add detail, qualification and precision • Build cohesion within and across a paragraph using a range of devices. • Spell correctly many words from Yr5/6 using soundswrite code knowledge • Consistently produce legible joined writing **If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD** • Choose to combine text-types to support overall effectiveness of the writing. • Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices. • Select precise vocabulary and grammatical structures • Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader • Use the full range of punctuation taught correctly and appropriately • Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis. • Develop own success criteria and makes choices on audience and form of writing.	

Year 6

Suggested texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Narrative 1 **Flashback** Plan and write a non- linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time. Transform for GDS Independently use a non- linear structure to show control of formality for different shifts of time	**Narrative 2** **Write the next part of the story** Plan and write a story with a very distinct atmosphere – eg. suspense, panic, humour Transform for GDS Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.	**Narrative 3** Write a story focussing on dialogue being used to develop characterisation and move action forward. Transform for GDS Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control.	**Narrative 4** Plan and write a story with two narrators to tell the story from different perspectives. Transform for GDS Independently change the formality of the two narrators so that they contrast.	**Narrative 5** Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere. Transform for GDS Independently include dialogue to show shifts of formality; develop character and move the action forward.	**Narrative 6** Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader. Transform for GDS Write own story that they have always wanted to write!
	Recount **Journalistic writing** Write a recount in a specific form with a clear audience ensuring formality is appropriate ***e.g. blog, War report comparisons (Battle of Britain)*** Transform for GDS Independently consider how formality will change when the audience or form is changed e.g recount same event as a formal newspaper article	**Explanation** Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader. ***E.g. Mandela, Natural disasters*** Transform for GDS Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news	**Non-chronological report** Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required ***e.g. web page, Light, Paul Nash*** Transform for GDS Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.	**Persuasion** Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively. ***E.g. coastal safety, erosion, life guard*** Transform for GDS Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.	**Discussion** Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice. ***E.g. Textile differences (opinion), Where to build, Evolution and Inheritance*** Transform for GDS Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality	**Non-fiction (choice)** Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features. ***E.g. Hybrid texts – Natural disasters***
	Additional Writing Opportunities: How did WW2 affect children? Linked text- extract from Letter from the Lighthouse (pg 30-31) Leaflet about evacuation, rationing, family life during WW2	**Additional Writing Opportunities:** A day in the life of Anne Frank Linked text- Extract from Anne Frank's personal diary. Anne Frank Diary Writing	**Additional Writing Opportunities:** How is Global Warming affecting our future? Linked text- No one is too small to save the world- Greta Thunberg. Non-Chronological report about the effects of Global Warming.	**Additional Writing Opportunities:** Who was Charlies Darwin? Linked text - On the Origin of the Species (biography section) Biography of the life of Charles Darwin.	**Additional Writing Opportunities:** What were workhouses like during Victorian England? Linked text- Oliver Twist Recount- life inside a Victorian Workhouse	**Additional Writing Opportunities:** Critical review of a piece of artwork Linked text-
Teacher assessment support against termly milestones	**If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x)** • Integrate dialogue in narrative to convey character and advance the action • Describe settings and characters building a distinct atmosphere • Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page. • Write a recount in a specific form with a clear audience ensuring formality is appropriate • Use layout devices, such as headings, sub-headings, bullets and tables to structure texts • Write effectively for each purpose and selected audience, showing good awareness of the reader • Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader • Draw on their knowledge of etymology and morphology to support spelling • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly **If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+** • Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing • Consciously control the structure of sentences • Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately • Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity • Evaluate, draft and re-draft.		**If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T +** • In narratives, describe settings, character and atmosphere • Integrate dialogue in narratives to convey character and advance the action • Write an effective persuasive and explanation text effectively for a specific audience, selecting language that shows good awareness of the reader • Use the range of punctuation taught at key stage 2 mostly correctly • Use verb tenses consistently and correctly throughout their writing • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. • Maintain legibility in joined handwriting when writing at speed **If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a EXS** • Use a non-linear structure to show assured and conscious control of formality for different shifts of time • Independently choose vocabulary and language features appropriately for the style and tone of the text • Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes • Distinguish between the language of speech and writing and choose the appropriate register • Choose to combine different text types and associated language features for effect and specific purpose • Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity • Independently enhance the effectiveness of writing through reading, evaluating and redrafting.		**If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS** • In narratives, describe settings, character and atmosphere • Integrate dialogue in narratives to convey character and advance the action • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • Use the range of punctuation taught at key stage 2 mostly correctly • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. • Spell correctly most words from the year 5/6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious • Maintain legibility in joined handwriting when writing at speed **If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD** • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing • Distinguish between the language of speech and writing and choose the appropriate register • Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this • Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.	