



Greenside Primary School

Writing Progression Framework

Curriculum Intent

Community	Resilience	Creativity	Aspiration	Diversity
<p>In English, we invite into school local and national authors and poets to support with our writing. The audience for our writing is dependent on its purpose, we may write to our local MP or say 'thank you' to a trip or workshop lead. However, we always share and celebrate our writing within our classes, across school and with our families.</p>	<p>As writers, we understand the importance of resilience. Children are taught to plan, draft, revise and edit their work before it is published. In this way, they are encouraged to self-assess and act on feedback from adults and peers to make their writing as effective as it can be.</p>	<p>Through studying a range of genres and text types, children are exposed to a breadth and depth of writing styles. Children are encouraged to write with creativity and flair, showcasing their understanding of the genre and intended audience.</p>	<p>At Greenside, we encourage all of our children to see themselves as budding authors and poets. Through every piece of writing they create, children are asked to consider the audience and purpose of their writing to ensure its effectiveness. We invite authors and poets into school to discuss their writing so that we may draw inspiration from them.</p>	<p>We study the work of a diverse range of authors and poets. The core texts we have carefully selected to support our children's writing include stories from other cultures as well as their own. They act as mirrors to their lives and the Greenside school community as well as windows to the outside world.</p>

The writing curriculum at Greenside aims for children to develop:

- A love of writing and an appreciation of its educational, cultural and entertainment values.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.

Implementation

The Writing curriculum at Greenside Primary school has been carefully considered to ensure coverage of all the National Curriculum objectives whilst taking into account the needs and interests of our pupils. As a one and a half form entry school, we have carefully devised a 2-year cycle to ensure coverage of key knowledge and skills.

All English units have a corresponding medium-term plan, which maps knowledge, skills and vocabulary on a lesson-by-lesson basis to ensure progression. Each unit has clear end point in which children produce an outcome piece of writing after planning, drafting, revising and editing their work. The teaching of grammar and punctuation aligns with that set out in the National Curriculum and is taught both discretely and within the context of the unit being studied.

Poetry also forms part of our writing curriculum and each year group from Year 1 onwards, has two forms of poetry to explore and create. This allows children the opportunity to learn more about how poetry can be structured and to write their own poems using a wide range of poetic devices.

The English Curriculum and Provision for Pupils with SEND

At Greenside Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The English curriculum can be adapted to meet the needs of children with SEND in the following ways:

Universal Support across school for all subjects

Word Banks for pre-learning and to support during topics and themes
Cutting and Sticking Key Words on to work as prompts
Print out portions of work and learning objectives to minimise writing
Coloured Paper or recycled paper to minimise visual stress & background colours of the whiteboard is considered for pupils with dyslexia.
Breaking down lessons into short, manageable chunks
Mixed ability groups – using peers as support and role models
Adult assistance nearby/ Using another student as a reader/support
Now/Next or Visual Timetables – class and individual/ My Turn/Your Turn
Knowledge map/Mind Maps
Printing work larger and in smaller chunks
Cloze passages/activities to check learning
Draw answers or explanations / Actions – telling the story of a lesson
Fidget toys available/ Cushions for seats – wobble and wedge cushions- access to standing desks.
Pupils with hearing impairments/visual impairments are positioned close to the whiteboard to be able to access.
Word lists of key vocabulary for pre-learning and as prompts
A safe/quiet space in or Cloud Room
Keeping instructions short and one at a time

Universal Support specific to subject

Assistive technology, e.g. text to talk dictation. Clicker 7 to help with spelling, providing a talking word bank. Dragon Dictate to support collect pupils' ideas
Word lists of key vocabulary for pre-learning and as prompts
Variety of pens/writing implements
Pencil grippers – variety of pens and pencils
Sentence stems and words banks to prompt and support
Talking post cards to reduce working memory
Songs and rhymes/mnemonics
Make available a range of accessible materials including, for example: chunky pencils, different coloured crayons, individual whiteboards and pens for writing in different contexts, pencil grips for pupils who need them, and cordless/tracker ball mouse for pupils with mobility difficulties.
Provide well-maintained and attractive library corner/shelves containing a range of texts that will appeal to pupils who are meeting reading challenges in the class. Include: highly visual texts, newspapers, comics, instruction booklets, and texts from popular culture, media and sport. The display should contain pupils' own reading recommendations and include clearly printed directions to help identify where texts are housed. Allocate time for pupils to gather appropriate literacy resources such as dictionaries, spelling cards, etc.

When planning for English, class teachers should adapt their lessons where necessary using ideas taken from this list, however, it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

We also have 'Continuum of Provision Maps' for each area of SEND need (e.g. Autism, Cognitive, SEMH, Visual impairment etc).

Breadth of Study

Key Concepts	EYFS	KS1	KS2
Narrative	<ul style="list-style-type: none"> ❖ Handwriting – requires dexterity, muscle control and hours of practice. Children need to learn and remember letter shapes. ❖ Sentence writing – children should begin to spell words based on how they sound and form them into sentences. ❖ Sharing with others – writing needs a purpose. 	<ul style="list-style-type: none"> ❖ Write stories set in places pupils have been. ❖ Write stories with imaginary settings. ❖ Write stories that use the language of fairy tales and traditional tales. ❖ Write stories that mimic significant authors. ❖ Write narrative diaries. 	<ul style="list-style-type: none"> ❖ Write stories set in places pupils have been. ❖ Write stories that contain mythical, legendary or historical characters or events. ❖ Write stories of adventure. ❖ Write stories of mystery and suspense. ❖ Write letters. ❖ Write plays. ❖ Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.
Non-fiction	<ul style="list-style-type: none"> ❖ Handwriting. ❖ Write labels. ❖ Write lists. ❖ Sentence writing. 	<ul style="list-style-type: none"> ❖ Write labels. ❖ Write lists. ❖ Write captions. ❖ Write instructions. ❖ Write recounts. ❖ Write glossaries. ❖ Present information. ❖ Write non-chronological reports. 	<ul style="list-style-type: none"> ❖ Write instructions. ❖ Write recounts. ❖ Write persuasively. ❖ Write explanations. ❖ Write non-chronological reports. ❖ Write biographies. ❖ Write in a journalistic style. ❖ Write arguments. ❖ Write formally.
Poetry	<ul style="list-style-type: none"> ❖ Learn and perform poems and nursery rhymes. 	<ul style="list-style-type: none"> ❖ Write poems that use pattern, rhyme and description. ❖ Write acrostic poems and concrete poems. ❖ Write kennings and cleriehew poems. 	<ul style="list-style-type: none"> ❖ Learn by heart and perform a significant poem. ❖ Write poems that convey an image (simile, word play, rhyme and metaphor). ❖ Write list and diamante poems. ❖ Write tanka and cinquain poems. ❖ Write nonsense and narrative poems. ❖ Write blackout and spoken word poems.

Audience and Purpose

At Greenside, we are committed to developing children’s flare for writing. We do this by ensuring work is written with a real purpose and audience in mind. At the end of the writing process, the outcome piece is shared with the intended audience. We teach four main types of writing across the school: writing to entertain; to inform; to persuade and writing to discuss.

Long Term Plan – Cycle A

Year Group	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Discuss
Years 1 & 2	Poetry: Acrostic (A1) Narrative (A2) Description: Setting (A2) Poetry: Concrete (Sp1) Narrative (Su1) Narrative (Su2)	Report (A1) Recount (A1) Postcard (A2) Diary (Sp1) Newspaper (Sp2) Instructions (Sp2) Fact File (Su1) Report (Su2)	Poster (Sp2)	Oral Discussion (Sp 1)
Years 3 & 4	Narrative: 1 st Person (A1) Description: Character (A1) Poetry: List/1 st Person (Spr 1) Narrative (Su1) Poetry: Diamante (Su2) Narrative (Su2)	Report (A2) Newspaper (Sp2) Instructions (Sp2) Biography (Sp2) Explanation (Su1)	Sale Listing (A2) Advert: Radio (Sp1) Motivational Speech (Su1)	
Years 5 & 6	Fictional Diary (A1) Description: Setting (A2) Poetry: Nonsense (A2) Narrative (Sp1) Poetry: Narrative (Su1) Narrative (Su1)	Biography (A1) Report (A2) Explanation (Sp2) Diary (Sp2) Newspaper (Sp2)	Letter (Sp2) Leaflet (Su1)	Balanced Argument (Sp2) Balanced Argument (Su2)

Long Term Plan – Cycle B

Year Group	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Discuss
Years 1 & 2	Poetry: Kenning (A1) Description: Setting (A2) Description: Character (A2) Poetry: Diamante (Sp1) Narrative (Sp1) Narrative (Su1) Narrative: Another culture (Su1)	Letter (A1) Instructions (A2) Report (Sp1) Fact File (Sp2) Diary (Sp2) Newspaper (Su2) Postcard (Su2)	Poster (Su2)	
Years 3 & 4	Narrative: Myth (A1) Description: Setting (Sp1) Poetry: Tanka (Sp1) Description: Character (Su1) Narrative: Opening (Su1) Description: Character (Su2) Poetry: Cinquain (Su2)	Diary (A2) Recount (A2) Explanation Text (Su1) Report: Comparative (Su1) Playscript (Su2)	Persuasive Letter (Sp2)	Argument (A1)
Years 5 & 6	Description: Character (A1) Narrative (A1) Poetry (A2) Description: Setting (Sp1) Narrative (Sp2) Description: Setting (Su2)	Information Leaflet (A1) Diary (A1) Letter (A1) Biography (A2) Report (Sp2) Diary (Sp2)	Leaflet (Su1)	Balanced Argument (A2)

Key

Entertain	Inform	Persuade	Discuss	Poetry
Fiction: narrative; description and fictional recounts	Non-Fiction: personal recount, letter, instructions, reports, fact files, biography, newspaper report or explanation.	Persuade: advert, letter, poster, speech or campaign,	Writing to discuss: argument, newspaper or review.	Poetry: see reading and poetry spine for coverage.

English Writing – Cycle A

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	See EYFS LTP – Literacy strand					
Years 1 & 2	<p>Poetry: Acrostic Outcome: Poem on Florence Nightingale Key Text: Various acrostic poems</p> <p>Non-Fiction: Non-chronological report Outcome: Report on Mary Seacole Key Text: The Extraordinary Life of Mary Seacole</p> <p>Non-Fiction: Recount Outcome: Retelling of learning at Thackray Medical Museum Key Text: N/A</p>	<p>Fiction: Description Outcome: Setting description of a forest Key Text: The Squirrels Who Squabbled</p> <p>Non-Fiction: Letter Outcome: Informal letter to a family member Key Text: The Extraordinary Life of Mary Seacole</p>	<p>Fiction: Fictional recount Outcome: Diary entry from the point of view of Toby during the Great Fire of London Key Text: Toby and the Great Fire of London/ Samuel Pepys (diary extracts)</p> <p>Non-Fiction: Argument Outcome: Should Lubna give her pebble to Amir? Key Text: Lubna and Pebble</p> <p>Poetry: Concrete Outcome: Flame-shaped poem using poetry machine Key Text: Various poems</p>	<p>Non-Fiction: Recount Outcome: Newspaper article Key Text: The Enormous Crocodile</p> <p>Non-Fiction: Instructions Outcome: How to make a miniature playground Key Text: The Enormous Crocodile</p> <p>Non-Fiction: Persuasion Outcome: Poster to encourage a visit to Eureka! The National Children’s Museum Key Text: A range of persuasive flyers and leaflets</p>	<p>Fiction: Narrative Outcome: Alternate opening of Dolphin Boy Key Text: Dolphin Boy</p> <p>Non-Fiction: Recount Outcome: Biography Key Text: Who was Christopher Columbus?</p> <p>Fiction: Narrative Outcome: Retell of opening, build-up and problem Key Text: One World</p>	<p>Fiction: Narrative (ending) Outcome: Alternate ending for a well-known fairy tale Key Text: Little Red and The True Story of the 3 Little Pigs</p> <p>Non-Fiction: Non-chronological report Outcome: Report on habitats for minibeasts. Key Text: Bug’s Save the World</p>

<p>Years 3 & 4</p>	<p>Fiction: Description Outcome: Character description of Om Key Text: Stone Age Boy</p> <p>Fiction: Narrative Outcome: Inventive retelling of the Stone Age Boy Key Text: Stone Age Boy</p>	<p>Non-Fiction: Non-chronological report Outcome: Report on Skara Brae Key Text: Explore! Stone, Bronze and Iron Ages</p> <p>Non-fiction: Persuasion Outcome: Selling an Iron Age Roundhouse Key Text: Range of estate agent listings (online and paper)</p>	<p>Non-fiction: Persuasion Outcome: Radio advert persuading to book an Alpine holiday. Key Text: Selection of radio/TV adverts</p> <p>Poetry: List/first person narrative Outcome: Poem from the point of view of King Tutankhamun's Death Mask Key Text: Poems Aloud, Joesph Coelho</p>	<p>Non-Fiction: Newspaper Outcome: Report on the discovery of Tutankhamun's tomb Key Text: Newspaper clippings from 1922</p> <p>Non-Fiction: Instructions Outcome: How to Make Mummy! Key Text: Grammarsaurus and visit to Cliffe Castle Museum</p> <p>Non-Fiction: Biography Outcome: Life of Howard Carter Key Text: Ancient Egypt, The History Detective Investigates</p>	<p>Non-fiction: Persuasion Outcome: Motivational speech to keep resilient as inspired by Jordan Romero Key Text: No Summit Out of Sight</p> <p>Non-Fiction: Explanation Outcome: Explaining how animals are adapted to their natural habitats Key Text: Various explanation texts/Leeds SLS non-fiction topic books</p>	<p>Poetry: Diamante Outcome: Transport poems written in the form of a diamante Key Text: Poems Aloud, Joesph Coelho</p> <p>Fiction: Narrative Outcome: Inventive rewrite of the problem and resolution Key Text: The Hodgeheg</p>
<p>Years 5 & 6</p>	<p>Non-Fiction: Biography Outcome: Biography of Michael Morpurgo Key Text: A Bit of a Daredevil</p>	<p>Non-Fiction: Non-chronological report Outcome: Comparative report on Arctic and Fennec Foxes</p>	<p>Fiction: Narrative Outcome: Character description and retelling Key Text: The Promise</p>	<p>Non-Fiction: Explanation Outcome: Lifecycle of a Butterfly Key Text: Children self-select sources from the internet</p>	<p>Poetry: Classic narrative Outcome: Performing and writing a narrative Key Text: The Highwayman</p>	<p>Non-Fiction: Argument and Debate Outcome: Should children be sent to correctional facilities?</p>

	<p>Non-Fiction: Recount Outcome: Diary entry from the point of view of Ayesha Key Text: Oranges in No Man's Land</p>	<p>Key Text: Range of texts children have researched from the internet</p> <p>Fiction: Description Outcome: A setting description of Glockenheim Key Text: Clockwork</p> <p>Poetry: Nonsense Outcome: Performing and writing nonsense poems Key Text: Jabberwocky</p>	<p>Non-Fiction: Argument and Debate Outcome: Should Macbeth kill King Duncan? Key Text: Macbeth</p>	<p>Fiction: Fictional recount Outcome: Diary entry from the point of view of Cherry Key Text: The Giant's Necklace</p> <p>Non-Fiction: Newspaper Outcome: Report of the storm and missing girl Key Text: The Giant's Necklace</p>	<p>Non-fiction: Persuasion Outcome: 'Come to Whitby' persuasive leaflet Key Text: Range of leaflets e.g. Whitby Abbey, Captain Cook Museum and Whitby Museum</p>	<p>Key Text: Holes</p>
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English Writing – Cycle B

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	See EYFS LTP – Literacy strand					
Years 1 & 2	<p>Poetry: Kennings Outcome: Playground kenning Key Text: Various kennings</p> <p>Non-Fiction: Letter Outcome: ‘Thank you’ letter to staff at Abbey House Museum Key Text: N/A</p>	<p>Fiction: Narrative Outcome: Character description of Bunting and another toy of children’s choice Key Text: Lost in a Toy Museum</p> <p>Fiction: Narrative Outcome: Setting description of the Toy Museum and/or Abbey House Museum Key Text: Lost in a Toy Museum</p> <p>Non-Fiction: Instructions Outcome: How to make a paper toy Key Text: Range of instructional texts</p>	<p>Non-Fiction: Non-chronological report Outcome: Report on different types of transport Key Text: N/A (Video from BBC)</p> <p>Fiction: Narrative Outcome: Alternative narrative Key Text: Orion and the Dark</p> <p>Poetry: Clerihew Outcome: Write and perform a clerihew about themselves and Orion Key Text: Smile Out Loud/Orion and the Dark</p>	<p>Fiction: Fictional Diary Outcome: Diary entry of Toby Key Text: Taking Flight (short film)</p> <p>Non-Fiction: Recount Outcome: Biography of Amelia Earhart Key Text: Little People, Big Dreams</p>	<p>Fiction: Narrative – Stories from another culture Outcome: Retell of a story from another culture Key Text: Rainbow Bird: An Aboriginal Folk Tale</p> <p>Fiction: Narrative Outcome: Setting description of the fire Key Text: Through the Smoke</p>	<p>Non-fiction: Persuasion Outcome: Wanted poster, with reward, for finding the scarecrow Key Text: The Scarecrows’ Wedding</p> <p>Non-Fiction: Newspaper Outcome: Newspaper article recounting main events from the story Key Text: The Scarecrows’ Wedding</p> <p>Non-Fiction: Recount (postcard) Outcome: Postcard from visit to Scarborough Key Text: The Lighthouse Keeper’s Lunch</p>

<p>*Years 3 & 4</p>	<p>Fiction: Narrative Outcome: Retelling of Romulus and Remus myth Key Text: The Orchard Book of Roman Myths</p> <p>Fiction: Narrative Outcome: Inventive retelling of the Stone Age Boy Key Text: Stone Age Boy</p> <p>Non-Fiction: Balanced Argument Outcome: Should Chloe allow Mr Stink to stay in her shed? Key Text: Mr Stink</p>	<p>Non-Fiction: Diary Outcome: Diary entry from the point of view of Tranio or Livia Key Text: Escape from Pompeii</p>	<p>Fiction: Narrative Outcome: Setting description of the rainforest Key Text: The Great Kapok Tree</p> <p>Poetry: Tanka Outcome: Tanka on the Amazon rainforest Key Text: Wild World</p>	<p>Fiction: Narrative Outcome: Retelling of build-up and problem Key Text: Journey to the River Sea</p> <p>Non-fiction: Persuasion Outcome: Letter to a local MP explaining effects of deforestation Key Text: Amazon Rainforest in 30 seconds</p>	<p>Fiction: Narrative Outcome: Character description of Grendel/Beowulf Key Text: Beowulf</p> <p>Fiction: Narrative Outcome: Retelling of opening Key Text: The Iron Man</p> <p>Non-Fiction: Explanation Text Outcome: Explanation of the water cycle Key Text: Visit to Yorkshire Water Education Centre</p>	<p>Non-Fiction: Non-chronological report Outcome: Comparative report between Anglo-Saxon and Roman Britain Key Text: Everything: Anglo-Saxons</p> <p>Non-Fiction: Playscript Outcome: Performing scenes (speaking and listening) Key Text: Fantastic Mr Fox, The Play</p>
<p>Years 5 & 6</p>	<p>Fiction: Narrative Outcome: Character description of Ahmed Key Text: The Boy at the Back of the Class</p> <p>Poetry: Spoken Word/Narrative</p>	<p>Fiction: Narrative Outcome: Writing opening to the wordless story Key Text: The Arrival</p> <p>Non-Fiction: Informal Letter Outcome: Informal letter from the point of view of a</p>	<p>Fiction: Narrative Outcome: Setting description of Jotunheim Key Text: Odd and the Frost Giants</p> <p>Fiction: Narrative Outcome: Retelling of the story Key Text: Odd and the Frost Giants</p>	<p>Non-Fiction: Non-chronological Report Outcome: Report on Jorvik Key Text: Leaflets on Jorvik</p> <p>Non-Fiction: Informal Diary Outcome: Informal diary entry from the</p>	<p>Non-fiction: Persuasion Outcome: 'Come to Whitby' persuasive leaflet Key Text: Range of leaflets e.g. Whitby Abbey, Captain Cook Museum and Whitby Museum</p>	<p>Fiction: Narrative Outcome: 1st person character description of Perseus and Medusa Key Text: Who Let the Gods Out?</p>

	<p>Outcome: Performing and writing own poem Key Text: Windrush Child</p>	<p>character from their choosing Key Text: The Arrival</p> <p>Non-Fiction: Biography Outcome: Biography of Jane Goodall Key Text: Jane Goodall – A Life with Chimps</p> <p>Non-Fiction: Balanced Argument Outcome: Should a dragon be given as a Christmas present? Key Text: TV advertisement for John Lewis</p>		<p>point of view of Mina Key Text: Skellig</p>		
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Progression of Skills

	EYFS (Milestone 1)	KS1 (Milestone 2)	LKS2 (Milestone 3)	UKS2 (Milestone 4)
Composition – Write with Purpose	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve. 	<ul style="list-style-type: none"> • Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. 	<ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve.
Composition – Use imaginative description	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and teachers. 	<ul style="list-style-type: none"> • Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. 	<ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. 	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue.
Composition – Organise writing appropriately		<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose. 	<ul style="list-style-type: none"> • Use organisational devices such as headings and subheadings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation. • Ensure correct use of tenses throughout a piece of writing.

Composition — Use paragraphs		<ul style="list-style-type: none"> • Write about more than one idea. • Group related information. 	<ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs. 	<ul style="list-style-type: none"> • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length.
Composition – Use sentences appropriately	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. 	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form clear narratives. • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin. 	<ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases. 	<ul style="list-style-type: none"> • Write sentences that include: <ul style="list-style-type: none"> • relative clauses • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points.

Transcription – Present neatly

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Form lower case and capital letters correctly.
- Write recognisable letters, most of which are correctly formed.

- Sit correctly and hold a pencil correctly.
- Begin to form lower-case letters correctly.
- Form capital letters.
- Form digits 0-9.
- Understand letters that are formed in similar ways.
- Form lower-case letters of a consistent size.
- Begin to join some letters.
- Write capital letters and digits of consistent size.
- Use spacing between words that reflects the size of the letters.

- Join letters, deciding which letters are best left un-joined.
- Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.

- Write fluently and legibly with a personal style.

Transcription – Spell correctly

- Spell words by identifying the sounds and then writing the sound with the letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

- Spell words containing 40+ learned phonemes.
- Spell common exception words (the, said, one, two and the days of the week).
- Name letters of the alphabet in order.
- Use letter names to describe spellings of words.
- Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).
- Use the prefix un.
- Use suffixes where no change to the spelling of the root word is needed: **helping**, **helped**, **helper**, **eating**, **quicker**, **quickest**.
- Use spelling rules.
- Write simple sentences dictated by the teacher.
- Spell by segmenting words into phonemes and represent them with the correct graphemes.
- Learn some new ways to represent phonemes.

- Use prefixes and suffixes and understand how to add them.
- Spell homophones correctly.
- Spell correctly often misspelt words.
- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

- Use prefixes appropriately.
- Spell some words with silent letters (knight, psalm and solemn).
- Distinguish between homophones and other words that are often confused.
- Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.
- Use dictionaries to check spelling and meaning of words.
- Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.
- Use a thesaurus.
- Spell the vast majority of words correctly.

		<ul style="list-style-type: none">• Spell common exception words correctly.• Spell contraction words correctly (can't, don't).• Add suffixes to spell longer words (-ment, -ness, -ful and -less).• Use the possessive apostrophe. (singular) (for example, the girl's book)• Distinguish between homophones and near-homophones.		
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Transcription – Punctuate accurately

- Form lower case and capital letters correctly.

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

- Develop the foundations of a handwriting style which is fast, accurate and efficient.

ELG:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

- Write recognisable letters, most of which are correctly formed.

- Leave spaces between words. • Use the word ‘and’ to join words and sentences.

- Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.

- Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.

- Use sentences with different forms: statement, question, exclamation and command.

- Use extended noun phrases to describe and specify (e.g. the blue butterfly).

- Use subordination (when, if, that or because).

- Use coordination (or, and, but).

- Use some features of standard written English.

- Use the present and past tenses correctly, including the progressive form.

- Develop understanding of writing concepts by:

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

- Using the present perfect form of verbs in contrast to the past tense.

- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

- Using conjunctions, adverbs and prepositions to express time and cause.

- Using fronted adverbials.

- Indicate grammatical and other features by:

- Using commas after fronted adverbials.

- Indicating possession by using the possessive apostrophe with plural nouns.

- Using and punctuating direct speech.

- Develop understanding of writing concepts by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

- Using passive verbs to affect the presentation of information in a sentence.

- Using the perfect form of verbs to mark relationships of time and cause.

- Using expanded noun phrases to convey complicated information concisely.

- Using modal verbs or adverbs to indicate degrees of possibility.

- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

- Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing.

- Using hyphens to avoid ambiguity.

- Using brackets, dashes or commas to indicate parenthesis.

				<ul style="list-style-type: none"> • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently.
Analysis and presentation – Analyse writing	<ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. 	<ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: <p>Year 1</p> <ul style="list-style-type: none"> • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. <p>Year 2</p> <ul style="list-style-type: none"> • Use and understand grammatical terminology in discussing writing: • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. 	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p>Year 3</p> <ul style="list-style-type: none"> • word family, conjunction, adverb, preposition, direct speech, inverted commas (or ‘speech marks’), prefix, consonant, vowel, clause, subordinate clause. <p>Year 4</p> <ul style="list-style-type: none"> • pronoun, possessive pronoun, adverbial. 	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p>Year 5</p> <ul style="list-style-type: none"> • relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. <p>Year 6</p> <ul style="list-style-type: none"> • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.

Analysis and presentation –
Present writing

- Read aloud writing.

- Read aloud writing clearly enough to be heard by peers and the teacher.
- Read aloud writing with some intonation.

- Read aloud writing to a group or whole class, using appropriate intonation.

- Perform compositions, using appropriate intonation and volume.