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| **Communication and Language** | Listening skills/ show interest in sounds. | Speaking skills/vocabulary.  Use language to imitate different roles. | Listen and respond to stories with increasing attention. | Following instructions-listening to others. | Speaking skills-organise talk and sequence ideas. | Answering ‘how’ and ‘why’ questions. |
| Literacy | Reading focus- Join in with stories, rhymes and songs. | Writing focus-  Mark making- forming letters/drawing. | Reading focus- select books independently.  Use phonic knowledge where appropriate. | Writing focus-  Hearing sounds as they write.  Links sounds to letters when writing. | Reading focus- Enjoys a range of different texts.  Reads words/sentences | Writing focus-  Write a short sentence/statement using phonic knowledge. |

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| Reception | | | | | |
| ‘Immerse in a Book’ (Non-negotiable)  Choose appropriate fiction and non-fiction whole class books to teach and support the development of the skills and allow children opportunities to apply their writing skills/genres learned that term, in other areas across the curriculum. | | | | | |
| Progression in Writing | Text Structure | Sentence Construction | Word Structure / Language | Punctuation\* | Terminology\* |
| **In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England** | **Introduce:**  **Planning Tool** –Story map /story mountain  **Whole class retelling of story**  **Understanding of beginning/ middle / end**  **Retell simple 5-part story:**  *Once upon a time*  *First / Then / Next*  *But*  *So*  *Finally,…..happily ever after*  **Non-fiction:**  **Factual writing closely** **linked to a story**  **Simple factual sentences** **based around a theme**  Names  Labels  Captions  Lists  Diagrams  Message | **Introduce:**  **Simple sentences**  **Simple Connectives:**  *and*  *who*  *until*  *but*  **Say a sentence, write and read it back to check it makes sense.**  **Compound sentences using connectives (coordinating conjunctions)**  *and / but*  -‘ly’ **openers**  *Luckily / Unfortunately,*  **‘Run’** - Repetition for rhythm:  e.g.  *He walked and he walked*  **Repetition in description** e.g.  *a lean cat, a mean cat* | **Introduce:**  **Determiners**  *the*  *a*  *my*  *your*  *an*  *this*  *that*  *his*  *her*  *their*  *some*  *all*  **Prepositions:**  *up*  *down*  *in*  *into*  *out*  *to*  *onto*  **Adjectives** e.g.*old, little****,*** *big, small, quiet*  **Adverbs** e.g. *luckily, unfortunately, fortunately*  **Similes** – using ‘like’ | **Introduce:**  Finger spaces  Full stops  Capital letters | **Introduce:**  Finger spaces  Letter  Word  Sentence  Full stops  Capital letter  Simile – ‘like’ |

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| **Year 1** | | | | | | | | | | | | | | |
| Narrative | **Term 1**  Stories with predictable phrasing  (6 weeks-or 2+2+2 weeks) | | | | | **Term 2**  Contemporary fiction – stories reflecting children’s own experience  (4 weeks-or 2+2weeks) | | | | | **Term 3**  Traditional Tales – Fairy tales  (6 weeks-or 2+2+2 weeks) | | | |
| Suggested final written outcome | Write simple sentences using patterned language, words and phrases taken from familiar stories. | | | | | Write a series of sentences to retell events based on personal experience. | | | | | Write a re-telling of a traditional story. | | | |
| Non-fiction | **Term 1**  Labels, lists and captions  (1 week) | **Term 1**  Recount  (2 weeks-or 1+1 week) | | | | **Term 2**  Report  (2 weeks) | | **Term 2**  Instructions  (2 weeks) | | | **Term 3**  Report  (2 weeks) | | | **Term 3**  Explanations  (2 weeks) |
| Suggested final written outcome | Write labels and sentences for an in –class exhibition/museum display. | Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing. | | | | A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general. | | Following a practical experience, write up the instructions for a simple recipe. | | | A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general. | | | Draw pictures to illustrate a simple process and prepare several sentences to support the explanation. |
| Poetry | **Term 1**  Vocabulary building  (1 week) | **Term 1**  Structure-rhyming couplets  (1 week) | | | | **Term 2**  Vocabulary building  (1 week) | | **Term 2**  Structure-rhyming couplets  (1 week) | | | **Term 3**  Vocabulary building  (1 week) | | | **Term 3**  Take a poem- poetry appreciation  (1 week) |
| Suggested Outcome | Read, write and perform free verse. | Recite familiar poems by heart. | | | | Read, write and perform free verse. | | Recite familiar poems by heart. | | | Read, write and perform free verse. | | | Personal responses to poetry.  Recite familiar poems by heart. |
| ‘Immerse in a Book’ (Non-negotiable)  Choose appropriate fiction and non-fiction whole class books to teach and support the development of the skills and allow children opportunities to apply their writing skills/genres learned that term, in other areas across the curriculum. | | | | | | | | | | | | | | |
| Progression in Writing | Text Structure | | Sentence Construction | | | | Word Structure / Language | | Punctuation\* | | | | Terminology\* | |
| **In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England** | **Consolidate Reception list**  **Introduce:**  **Fiction:**  **Planning Tools:** Story map / story mountain  (Refer to Story-Type grids)  **Plan opening** **around** character(s), setting, time of day and type of weather  **Understanding -** beginning /middle /end to a story  **Understanding -** 5 parts to a story:  **Opening**  *Once upon a time…*  **Build-up**  *One day…*  **Problem / Dilemma**  *Suddenly,../ Unfortunately,…*  **Resolution**  *Fortunately,…*  **Ending**  *Finally,….*  **Non-fiction:**  **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)**  **Planning tools:**  text map / washing line  **Heading**  **Introduction**  Opening factual statement  **Middle section(s)**  Simple factual sentences around a *them*  Bullet points for instructions  Labelled diagrams  **Ending**  Concluding sentence | | **Consolidate Reception list**  **(See Connectives and Sentence Signposts doc.)**  **Introduce:**  **Types of sentences:**  Statements  Questions  Exclamations  **Simple Connectives:**  *and*  *or*  *but*  *so*  *because*  *so that*  *then*  *that*  *while*  *when*  *where*  **Also as openers:**  *While…*  *When…*  *Where…*  **-‘ly’ openers**  *Fortunately,…Unfortunately, Sadly,…*  **Simple sentences** e.g.  *I went to the park.*  *The castle is haunted.*  **Embellished simple sentences** **using adjectives** e.g.  *The giant had an enormous beard.*  *Red squirrels enjoy eating delicious nuts.*  **Compound sentences** using connectives (coordinating conjunctions)  and/or/ but/so e.g.  *The children played on the swings* ***and*** *slid down the slide.*  *Spiders can be small* ***or*** *they can be large.*  *Charlie hid* ***but*** *Sally found him.*  *It was raining* ***so*** *they put on their coats.*  **Complex sentences:**  **Use of ‘who’ (relative clause)**  e.g.  *Once upon a time there was a little old woman* ***who*** *lived in a forest.*  *There are many children* ***who*** *like to eat ice cream.*  **‘Run’ - Repetition for rhythm** e.g.  *He walked and he walked and he walked.*  **Repetition for description**  e.g.  *a lean cat, a mean cat*  *a green dragon, a fiery dragon* | | | | **Consolidate Reception list**  **Introduce:**  **Prepositions:**  *inside*  *outside*  *towards*  *across*  *under*  **Determiners:**  *the a my your an this that his her their some all lots of many more those these*  **Adjectives** to describe  e.g. *The* ***old*** *house…*  *The* ***huge*** *elephant…*  **Alliteration**  e.g. *dangerous dragon*  *slimy snake*  **Similes using as….as…**  e.g. *as tall as a house*  *as red as a radish*  **Precise, clear language to give information e**.g.  *First, switch on the red* *button.*  *Next, wait for the green light to flash...*  *Regular* ***plural noun suffixes*** *–s or –es*  *(e.g. dog, dogs; wish, wishes)*  ***Suffixes*** *that can be added to* ***verbs*** *(e.g. helping, helped, helper)*  *How the* ***prefix*** *un– changes the meaning of* ***verbs*** *and* ***adjectives***  *(negation, e.g. unkind, or undoing, e.g. untie the boat)* | | **Consolidate Reception list**  **Introduce:**  Capital Letters:  ***Capital letter for names***  ***Capital letter for the personal pronoun I***  Full stops  Question marks  Exclamation marks  Speech bubble  Bullet points | | | | **Consolidate:**  **Finger spaces**  **Letter**  **Word**  **Sentence**  **Full stops**  **Capital letter**  Simile – ‘like’  **Introduce:**  **Punctuation**  **Question mark**  **Exclamation mark**  Speech bubble  Bullet points  **Singular/ plural**  Adjective  Verbs  Connective  Alliteration  Simile – ‘as’ | |
| **Year 2** | | | | | | | | | | | | | | |
|  | **Term 1** | | | | **Term 2** | | | | | **Term 3** | | | | |
| Narrative | Traditional Tales – Fairy tales  (4 weeks-or 2+2 weeks) | | | | | Stories with recurring literary language  (4 weeks – 2+2 weeks) | | | | | Traditional Tales – Myths  (creation stories)  (4 weeks – or 2+2 weeks) | | | |
| Suggested final written outcome | Write a re-telling of a traditional story. | | | | | Use a familiar story as a model to write a new story | | | | | Write a creation myth based on ones read e.g. how the zebra got his stripes. | | | |
| Non - fiction | **Term 1**  Explanations  (2 weeks) | **Term 1**  Recount  (2 weeks-or 1+1 week) | | | | **Term 2**  Report  (4 weeks-or 2+2 week) | | **Term 2**  Report  (4 weeks-or 2+2 week) | | | **Term 3**  Instructions  (2 weeks) | | | **Term 3**  Explanations  (2 weeks) |
| Suggested final written outcome | Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation. | Write first person recounts retelling historical events, using adverbs of time to aid sequencing and maintaining consistency in tense and peron. | | | | Assemble information on a subject, sorting and categorising information, use comparative language to describe and differentiate. | | Assemble information on a subject, sorting and categorising information, use comparative language to describe and differentiate. | | | Write a series of fiction-based instructions (i.e. ‘How to trap an ogre’) including diagrams. | | | Produce a flowchart, ensuring content is clearly sequenced. |
| Poetry | **Term 1**  Vocabulary building (list poems)  (2 weeks) | **Term 1**  Structure – calligrams  (1 week) | | | | **Term 2**  Vocabulary building  (1 week) | | **Term 2**  Structure – calligrams  2 weeks – or 1+1 weeks) | | | **Term 3**  Vocabulary building  (1 week) | | | **Term 3**  Take a poem – poetry appreciation  (2 weeks) |
| Suggested outcome | Read list poems. Write and perform own versions. | Write own calligrams (based on single words) | | | | Read, write and perform free verse. | | Write own calligrams (shape poems) | | | Read, write and perform free verse. | | | Personal responses to poetry. Recite familiar poems by heart |
| ‘Immerse in a Book’ (Non-negotiable)  Choose appropriate fiction and non-fiction whole class books to teach and support the development of the skills and allow children opportunities to apply their writing skills/genres learned that term, in other areas across the curriculum. | | | | | | | | | | | | | | |
| Progression in Writing | Text Structure | | Sentence Construction | | | | Word Structure / Language | | Punctuation\* | | | | Terminology\* | |
| **In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England** | **Consolidate Year 1 list**  **Introduce:**  **Fiction**  **Secure use of planning tools:** Story map / story mountain / story grids/ ’Boxing-up’ grid  (Refer to Story Types grids)  **Plan opening** **around** character(s), setting, time of day and type of weather  **Understanding 5 parts to a story with more complex vocabulary**  **Opening** e.g.  *In a land far away….*  *One cold but bright morning…..*  **Build-up** e.g.  *Later that day*  **Problem / Dilemma** e.g.  *To his amazement*  **Resolution** e.g.  *As soon as*  **Ending** e.g.  *Luckily, Fortunately,*    **Ending** should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.  **Non-Fiction**  **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)**  **Introduce:**  **Secure use of planning tools:** Text map / washing line / ‘Boxing –up’ grid  **Introduction:**  Heading  Hook to immerse readerFactual statement / definition  Opening question  **Middle section(s)**  Group related ideas / facts into sections  Sub headings to introduce sentences /sections  Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams **Ending** Make final comment to reader Extra tips! / Did-you-know? facts / True or false?  The consistent use of **present tense** versus **past tense** throughout texts  Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g*. she is drumming, he was shouting)* | | **Consolidate Year 1 list**  **Introduce:**  **(See Connectives and Sentence Signposts doc.)**  **Types of sentences:**  Statements  Questions  Exclamations  Commands  **-‘ly’ starters**  e.g. *Usually, Eventually, Finally, Carefully, Slowly, …*  **Vary openers** to sentences  **Embellished simple**  **sentences using:**  **adjectives** e.g.*The boys peeped inside the dark cave.*  **adverbs** e.g**.** *Tom ran quickly down the hill.*  **Secure use of compound sentences (Coordination)** using connectives:  *and/ or / but / so*  (coordinating conjunctions)  **Complex sentences (Subordination) using:**  **Drop in a relative clause:**  **who/which**  e.g.  Sam, **who** was lost, sat down and cried.  The Vikings, **who** came from Scandinavia, invaded Scotland.  The Fire of London, **which** started in Pudding Lane, spread quickly.  **Additional subordinating conjunctions:**  *what/while/when/where/ because/ then/so that/ if/to/until*  e.g. ***While*** *the animals were munching breakfast, two visitors arrived*  *During the Autumn,* ***when*** *the weather is cold, the leaves fall off the trees.*  **Use long and short sentences:**  Long sentences to add description or information. Use short sentences for emphasis.  **Expanded noun phrases**  e.g. ***l****ots of people, plenty of food*    **List of 3 for description**  e.g. *He wore old shoes, a dark cloak and a red hat.*  *African elephants have long trunks, curly tusks and large ears.* | | | | **Consolidate Year 1 list**  **Introduce:**  **Prepositions:**  *behind above along before between after*  **Alliteration**  e.g. *wicked witch*  *slimy slugs*  **Similes using…like…**  e.g.  *… like sizzling sausages*  *…hot like a fire*  **Two adjectives to describe the noun**  e.g.  *The scary, old woman…*  *Squirrels have long, bushy tails.*  **Adverbs for description**  e.g.  *Snow fell gently and covered the cottage in the wood.*  **Adverbs for information** e.g**.**  Lift the pot carefully onto the tray.  The river quickly flooded the town.  **Generalisers for information, e.g.**  Most dogs….  Some cats….  Formation of **nouns** using **suffixes** such as –ness, –er  Formation of **adjectives**  using **suffixes** such as –ful, –less  (A fuller list of **suffixes** can be found in the spelling appendix.)  Use of the **suffixes** –er and –est to form comparisons of **adjectives** and **adverbs** | | **Consolidate Year 1 list**  **Introduce:**  **Demarcate sentences:**  Capital letters  Full stops  Question marks  Exclamation marks  **Commas** to separate items in a list  **Comma** after –ly opener  e.g. *Fortunately,….Slowly,….*  **Speech bubbles /speech marks for direct speech**  ***Apostrophes to mark contracted forms in spelling***  e.g. *don’t, can’t*  ***Apostrophes to mark singular possession*** e.g. *the cat’s name* | | | | **Consolidate:**  **Punctuation**   * **Finger spaces** * **Letter** * **Word** * **Sentence** * **Full stops** * **Capital letter** * **Question mark** * **Exclamation mark** * Speech bubble * Bullet points   **Singular/ plural**  Adjective  Verb  Connective  Alliteration  Simile – ‘as’/ ‘like’  **Introduce:**  **Apostrophe (contractions and singular possession)**  **Commas** for description  **‘Speech marks’**  **Suffix**  **Verb / adverb**  **Statement question exclamation**  **Command** (Imperative verbs)  **Tense (past, present,** future**) ie** not in bold  **Adjective / noun**  **Noun phrases**  Generalisers | |
| **Year 3** | | | | | | | | | | | | | | |
| Narrative | **Term 1**  Traditional Tales – Fables  (2 weeks-or link with play and 2+2 weeks) | | | **Term 1**  Writing and Performing a Play  (2 weeks) | | | | **Term 2**  Traditional Tales – Fairy Tales  (alternative versions e.g. The Three Little Pigs and the Big Bad Wolf  (3 weeks) | | | | **Term 3**  Adventure Stories  (5 weeks) | | |
| Suggested written outcome | Write a new fable to convey a moral. | | | Write and perform a play, based on a familiar story. | | | | Write a traditional tale from a key character’s perspective. | | | | Write an adventure story, focusing on plot. | | |
| Non-fiction | **Term 1**  Recount  (2weeks) | **Term 1**  Instructions-giving directions  (2 weeks) | | | | **Term 2**  Explanations  (2 weeks) | | **Term 2**  Report  (3 weeks) | | | **Term 3**  Persuasion – Persuasive letter writing  (3 weeks) | | | **Term 3**  Persuasion – Persuasive letter writing  (3 weeks) |
| Suggested written outcome | Write a news/sports report of an ‘unfolding event’ (e.g. commentary), including detail expressed in ways that will immerse the reader/viewer. | Write and evaluate a range of instructions, including directions e.g. a treasure hunt. | | | | Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively. | | Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information. | | | Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader. | | | Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader. |
| Poetry | **Term 1**  Vocabulary building  (2 weeks) | **Term 1**  Structure – Limericks  (1 week) | | | | **Term 2**  Vocabulary building  (1 week) | | **Term 2**  Structure – Haiku, tanka and kennings  (2 weeks) | | | **Term 3**  Vocabulary building  (1 week) | | | **Term 3**  Take one poet – poetry appreciation (2 weeks) |
| Suggested outcome | Read, write and perform free verse. | Recite familiar limericks by heart. | | | | Read, write and perform free verse. | | Read and write haiku, tanka and kennings. | | | Read, write and perform free verse. | | | Research a particular poet. Personal responses to poetry. Recite familiar poems by heart. |
| ‘Immerse in a Book’ (Non-negotiable)  Choose appropriate fiction and non-fiction whole class books to teach and support the development of the skills and allow children opportunities to apply their writing skills/genres learned that term, in other areas across the curriculum. | | | | | | | | | | | | | | |
| Progression in Writing | Text Structure | | Sentence Construction | | | | Word Structure / Language | | Punctuation | | | | Terminology | |
| **In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England** | **Consolidate Year 2 list**  **Introduce:**  **Fiction**  **Secure use of planning tools:** Story map /story mountain / story grids / ‘Boxing-up’ grid  (Refer to Story-Type grids)  **Plan opening** **around** character(s), setting, time of day and type of weather  **Paragraphs** to organise ideas into each story part  **Extended vocabulary** to introduce 5 story parts:  **Introduction –**should include detailed description of setting or characters  **Build-up –**build in some suspense towards the problem or dilemma  **Problem / Dilemma –**include detail of actions / dialogue  **Resolution -** should link with the problem  **Ending –** clear endingshould link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.  **Non-Fiction**  **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)**  **Introduce:**  **Secure use of planning tools:**  e.g. Text map, washing line, ‘Boxing –up’ grid, story grids  **Paragraphs** to organise ideas around a theme  **Introduction** Develop hook to introduce and tempt reader in e.g. *Who….? What….? Where….?*  *Why….? When….? How….?*  **Middle Section(s)**  Group related ideas /facts into paragraphs  Sub headings to introduce sections / paragraphs  Topic sentences to introduce paragraphs Lists of steps to be taken  Bullet points for facts Flow diagram  **Develop Ending** Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment  **Use of the perfect form of verbs to mark relationships of time and cause e.g***. I have written it down so I can check what it said.*  **Use of present perfect instead of simple past.** *He has left his hat behind,* as opposed to *He left his hat behind.* | | **Consolidate Year 2 list**  **Introduce:**  **Vary long and short sentences:**  **Long sentences** to add description or information.  **Short sentences** for emphasis and making key points e.g.  *Sam was really unhappy.*  *Visit the farm now.*  **Embellished simple sentences:**  **Adverb starters to add detail** e.g.  *Carefully, she crawled along the floor of the cave….*  Amazingly, small insects can….  **Adverbial phrases** used as a ‘where’, ‘when’ or ‘how’ starter **(fronted adverbials)**  ***A few days ago,*** *we discovered a hidden box.*  ***At the back of the eye,*** *is the retina.*  ***In a strange way,*** *he looked at me.*  ***Prepositional phrases to place the action:*** *on the mat; behind the tree, in the air*  **Compound sentences (Coordination)**  using connectives:  *and/ or / but / so / for /nor / yet*  (coordinating conjunctions)  **Develop complex sentences**  **(Subordination)** with range of subordinating conjunctions  **(See Connectives and Sentence Signposts doc.)**  **-‘ing’ clauses as starters** e.g.  *Sighing, the boy finished his homework.*  *Grunting, the pig lay down to sleep.*  **Drop in a relative clause using: who/whom/which/whose/**  **that** e.g.  *The girl,* ***whom*** *I remember,*  *had long black hair.*  *The boy,* ***whose*** *name is George, thinks he is very brave.*  *The Clifton Suspension bridge,* ***which*** *was finished in 1864,is a popular tourist attraction.*  **Sentence of 3 for description** e.g.  *The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.*  *Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.*  **Pattern of 3 for persuasion** e.g.  *Visit, Swim, Enjoy!*  **Topic sentences to introduce non-fiction paragraphs** e.g.  *Dragons are found across the world*.  **Dialogue –powerful speech verb**  e.g. *“Hello,” she whispered.* | | | | **Consolidate Year 2 list**  **Introduce:**  **Prepositions**  *Next to by the side of*  *In front of during through throughout because of*  **Powerful verbs**  e.g. *stare, tremble, slither*  **Boastful Language**  e.g. *magnificent, unbelievable, exciting!*  **More specific / technical vocabulary to add detail**  e.g.  *A few dragons of this variety can breathe on any creature and turn it to stone immediately.*  *Drops of rain pounded on the corrugated, tin roof.*  ***Nouns formed from* prefixes**  **e.g. *auto… super…anti…***  **Word Families based on common words**  **e.g. *teacher –teach,***  ***beauty – beautiful***    **Use of determiners a or an according to whether next word begins with a vowel**  **e.g. *a rock, an open box*** | | **Consolidate Year 2 list**  **Introduce:**  **Colon** before a list e.g. *What you need:*  **Ellipses** to keep the reader hanging on  **Secure use of inverted commas for direct speech**  Use of commas after **fronted adverbials** (e.g. *Later that day, I heard the bad news.)* | | | | **Consolidate:**  **Punctuation**   * **Finger spaces** * **Letter** * **Word** * **Sentence** * **Statement question exclamation**   **Command**   * **Full stops** * **Capital letter** * **Question mark** * **Exclamation mark** * Speech bubble * **‘Speech marks’** * Bullet points * **Apostrophe (contractions only)** * **Commas for sentence of 3 - description**   **Singular/ plural**  **Suffix**  **Adjective / noun / Noun phrases Verb / adverb**  Imperative verbs  **Tense (past, present, future)**  Connective  Generalisers  Alliteration  Simile – ‘as’/ ‘like’  **Introduce:**   * **Word family** * **Conjunction** * **Adverb** * **Preposition** * **Direct speech** * **Inverted commas** * **Prefix** * **Consonant/Vowel** * **Clause** * **Subordinate clause** * Determiner * Synonyms * Relative clause * Relative pronoun * Imperative * Colon for instructions | |

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| **Year 4** | | | | | | | | | | | | |
| Narrative | **Term 1**  Traditional Tales – Myths (quests)  (4 weeks) | | | **Term 2**  Writing and performing a play  (2 weeks) | | | **Term 2**  Story settings  (3 weeks) | | | **Term 3**  A story/stories with a theme  (4 weeks) | | |
| Suggested final written outcome | Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a ‘Wanted Poster’, ‘Lonely Hearts’ advert, Job Application)  Link dialogue to effective characterisation, interweaving speech and action. | | | Write and perform a play, based on a familiar story. | | | Write a section of a narrative (or several narratives) focusing on setting. | | | Relate the theme of the story to personal experience and write an autobiographical story. Account reflecting that theme. | | |
| Non-fiction | **Term 1**  Report  (4 weeks) | | | **Term 2**  Persuasion  (3 weeks) | | | **Term 3**  Discussion  (2 weeks) | | | **Term 3**  Explanation  (2 weeks) | | |
| Suggested final written outcome | Write own report independently based on notes gathered from several sources. | | | Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing. | | | Consider different sides of an argument and decide on a course of action summarising your reasons in a letter. | | | Create a flow chart to explain how a new invention works; use the notes to write an explanation using an impersonal style. | | |
| Poetry | **Term 1**  Vocabulary building  (2 weeks) | **Term 1**  Structure riddles  (1 week) | | | **Term 2**  Vocabulary building  (1 week) | | **Term 2**  Structure – Narrative poetry  (2 weeks) | | **Term 3**  Vocabulary building  (1 week) | | | **Term 3**  Take one poet – poetry appreciation  (2 weeks) |
| Suggested outcome | Read, write and perform free verse. | Read and write riddles. | | | Read, write and perform free verse. | | Recite some narrative poetry by heart. Read and respond. | | Read, write and perform free verse. | | | Research a particular poet. Personal responses to poetry. Recite familiar poems by heart. |
| ‘Immerse in a Book’ (Non-negotiable)  Choose appropriate fiction and non-fiction whole class books to teach and support the development of the skills and allow children opportunities to apply their writing skills/genres learned that term, in other areas across the curriculum. | | | | | | | | | | | | |
| Progression in Writing | Text Structure | | Sentence Construction | | | Word Structure / Language | | Punctuation | | | Terminology | |
| **In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England** | **Consolidate Year 3 list**  **Introduce:**  **Secure use of planning tools:** e.g. story map /story mountain /story grids /’Boxing-up’ grids  (Refer to Story Types grids)  **Plan opening using:**  Description /action  **Paragraphs:** to organise each part of story to indicate a change in place or jump in time  Build in suspense writing to introduce the dilemma  **Developed 5 parts to story** **Introduction Build-up** **Problem / Dilemma Resolution Ending**  Clear distinction between resolution and ending. Ending should include reflection on events or the characters.  **Non-Fiction**  **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)**  **Introduce:** **Secure use of planning tools:** Text map/ washing line/ ‘Boxing –up’ grid  **Paragraphs** to organise ideas around a theme  Logical organisation  Group related paragraphs  Develop use of a topic sentence  Link information within paragraphs with a range of connectives.  Use of bullet points, diagrams  **Introduction Middle section(s) Ending**  Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader  ***Appropriate choice of pronoun or noun across sentences to aid cohesion*** | | **Consolidate Year 3 list**  **Introduce:**  **Standard English for verb inflections instead of local spoken forms**  **Long and short sentences:**  **Long sentences** to enhance description or information  **Short sentences** to move events on quickly  e.g. *It was midnight.*  *It’s great fun.*  **Start with a simile**  e.g.*As curved as a ball, the moon shone brightly in the night sky.*  *Like a wailing cat, the ambulance screamed down the road.*  **Secure use of simple / embellished simple sentences**  **Secure use of compound sentences (Coordination**) using coordinating conjunction *and / or / but / so / for / nor / yet (coordinating conjunctions)*  **Develop complex sentences:**  **(Subordination)**  **Main and subordinate clauses** with range of subordinating conjunctions.  **(See Connectives and Sentence Signposts doc.)**  **-‘ed’ clauses as starters** e.g.  *Frightened, Tom ran straight home to avoid being caught.*  *Exhausted, the Roman soldier collapsed at his post.*  **Expanded -‘ing’ clauses as starters** e.g.  *Grinning menacingly, he slipped the treasure into his rucksack.*  *Hopping speedily towards the pool, the frog dived underneath the leaves.*  **Drop in –‘ing’ clause** e.g.  *Jane, laughing at the teacher, fell off her chair.*  *The tornedo, sweeping across the city, destroyed the houses.*  **Sentence of 3 for action** e.g.  *Sam rushed down the road, jumped on the bus and sank into his seat.*  *The Romans enjoyed food, loved marching but hated the weather.*  **Repetition to persuade** e.g.  *Find us to find the fun*    **Dialogue** - verb + adverb - *“Hello,” she whispered, shyly.*  *Appropriate choice of* ***pronoun*** *or* ***noun*** *within a* ***sentence*** *to avoid ambiguity and repetition* | | | **Consolidate Year 3 list**  **Introduce:**  **Prepositions**  *at underneath since towards beneath beyond*  **Conditionals**  - *could, should, would*  **Comparative** and **superlative** adjectives  e.g. *small…smaller…smallest*  *good…better…best*  **Proper nouns**-refers to a particular person or thing  e.g. *Monday, Jessica, October, England*  **The grammatical differencebetween** **plural** and **possessive** –s  Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were instead of we was, or I did instead of I done*) | | **Consolidate Year 3 list**  **Introduce:**  **Commas** to mark clauses and to mark off fronted adverbials  **Full punctuation for direct speech:** Each new speaker on a new line  Comma between direct speech and reporting clause e.g. *“It’s late,” gasped Cinderella!*  **Apostrophes** to mark singular and **plural possession**  (e.g. *the girl’s name, the boys’ boots)* as opposed to s to mark a plural | | | **Consolidate:**  **Punctuation**   * Finger spaces * **Letter** * **Word** * **Sentence** * **Statement question exclamation**   **Command**   * **Full stops** * **Capital letter** * **Question mark** * **Exclamation mark** * Speech bubble * **‘Speech marks’** * **Direct speech** * **Inverted commas** * Bullet points * **Apostrophe (contractions only)** * **Commas for sentence of 3 – description, action** * Colon - instructions   **Singular/ plural**  **Suffix/ Prefix**  **Word family**  **Consonant/Vowel**  **Adjective / noun / noun phrase** **Verb / Adverb**  Bossy verbs - imperative  **Tense (past, present, future)**  Connective  **Conjunction**  **Preposition**  **Determiner**/ generaliser  **Clause**  **Subordinate clause**  Relative clause  Relative pronoun  Alliteration  Simile – ‘as’/ ‘like’  Synonyms  **Introduce:**   * **Pronoun** * **Possessive pronoun** * **Adverbial** * **Fronted adverbial** * **Apostrophe – plural possession** | |

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| **Year 5** | | | | | | | | | | |
| Narrative | **Term 1**  Traditional Tales – Legends  (3 weeks) | | | **Term 2**  Suspense and mystery  (4 weeks) | | | | **Term 3**  Fiction from our literary heritage  (4 weeks) | | |
| Suggested final written outcome | Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives. | | | Develop skills of building up atmosphere in writing e.g. passages building up tension. | | | | Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text plan and write their own contemporary version. | | |
| Non-fiction | **Term 1**  Recount  (2 weeks) | **Term 1**  Explanation  (2 weeks) | | **Term 2**  Persuasion  (3 weeks) | | **Term 2**  Instructions  (1 week) | | **Term 3**  Report  (2 weeks) | | **Term 3**  Discusssion  (2 weeks) |
| Suggested final written outcome | Compose a biographical account based on research. | Links t Geography e.g. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | | Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes. | | Detailed instructions with clear introduction and conclusion. | | Write a report, in the form of an information leaflet, in which two or more subjects are compared. | | Write up a balanced discussion presenting two sides of an argument following a debate. |
| Poetry | **Term 1**  Vocabulary building  (2 weeks) | **Term 1**  Structure – cinquain  (1 week) | | **Term 2**  Vocabulary building  (1 week) | | **Term 2**  Structure – spoken word poetry/rap  (2 weeks) | | **Term 3**  Vocabulary building  (1 week) | | **Term 3**  Take one poet – poetry appreciation  (2 weeks) |
| Suggested outcome | Read, write and perform free verse. | Read and respond to cinquains. Experiment with writing their own. | | Read, write and perform free verse. | | Listen to, read and respond to raps. Experiment with writing their own. | | Read, write and perform free verse. | | Research a particular poet. Personal responses to poetry. Recite familiar poems by heart. |
| ‘Immerse in a Book’ (Non-negotiable)  Choose appropriate fiction and non-fiction whole class books to teach and support the development of the skills and allow children opportunities to apply their writing skills/genres learned that term, in other areas across the curriculum. | | | | | | | | | | |
| Progression in Writing | Text Structure | | Sentence Construction | | Word Structure / Language | | Punctuation | | Terminology | |
| **In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England** | **Consolidate Year 4 list**  **Introduce:**  **Secure independent use of planning tools**  Story mountain /grids/flow diagrams  **(Refer to Story Types grids)**  **Plan opening using:**  Description /action/dialogue  **Paragraphs:** Vary connectives within paragraphs to build cohesion into a paragraph  Use change of place, time and action to link ideas across paragraphs.  **Use 5 part story structure**  Writing could start at any of the 5 points.  This may include flashbacks  **Introduction –**should include action / description -character or setting / dialogue  **Build-up –**develop suspense techniques  **Problem / Dilemma –**may be more than one problem to be resolved  **Resolution –**clear links with dilemma  **Ending –**character could reflect on events, any changes or lessons, look forward to the future ask a question.  **Non-Fiction  (Refer to Connectives and Sentence Signposts document for Introduction and Endings)**  **Introduce:**  **Independent planning** across all genres and application  Secure use of range of layouts suitable to text.  **Structure:** Introduction / Middle / Ending  **Secure use of paragraphs:** Use a variety of ways to open texts and draw reader in and make the purpose clear  Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in  Express own opinions clearly  Consistently maintain viewpoint  Summary clear at the end to appeal directly to the reader | | **Consolidate Year 4 list**  **Introduce:**  **Relative clauses beginning with** *who, which, that, where, when, whose* or an omitted relative pronoun.  **Secure use of simple / embellished simple sentences**  **Secure use of compound sentences**  **Develop complex sentences:**  **(Subordination)**  **Main and subordinate clauses** with full range of conjunctions:  **(See Connectives and Sentence Signposts doc.)**  **Expanded –ed clauses as starters** e.g.  *Encouraged by the bright weather, Jane set out for a long walk.*  *Terrified by the dragon, George fell to his knees.*  **Elaboration of starters using adverbial phrases** e.g.  *Beyond the dark gloom of the cave, Zach saw the wizard move.*  *Throughout the night, the wind howled like an injured creature.*  **Drop in –‘ed’ clause** e.g.  *Poor Tim, exhausted by so much effort, ran home.*  *The lesser known Bristol dragon, recognised by purple spots, is rarely seen.*  **Sentence reshaping techniques**  e.g. lengthening or shortening sentence for meaning and /or effect  **Moving sentence chunks (how, when, where) around for different effects** e.g.  *The siren echoed loudly ….through the lonely streets ….at midnight*  **Use of rhetorical questions**  **Stage directions in speech** (speech + verb + action) e.g. *“Stop!” he shouted, picking up the stick and running after the thief.*  **Indicating degrees of possibility using modal verbs *(e.g. might, should, will, must) or adverbs (perhaps, surely)*** | | **Consolidate Year 4 list**  **Introduce:**  **Metaphor**  **Personification**  **Onomatopoeia**  **Empty words**  e.g. *someone, somewhere was out to get him*  Developed use of **technical language**  Converting **nouns** or  **adjectives** into **verbs** using **suffixes** (e.g. –*ate; –ise; –ify)*  **Verb prefixes** (e.g. *dis–, de–, mis–, over– and re–)* | | **Consolidate Year 4 list**  **Introduce:**  **Rhetorical question**  **Dashes**  **Brackets/dashes/commas for parenthesis**  **Colons**  **Use of commas to clarify meaning or avoid ambiguity** | | **Consolidate:**  **Punctuation**   * **Letter/ Word** * **Sentence** * **Statement question exclamation**   **Command**   * **Full stops/ Capitals** * **Question mark** * **Exclamation mark** * **‘Speech marks’** * **Direct speech** * **Inverted commas** * Bullet points * **Apostrophe contractions/ possession** * **Commas for sentence of 3 – description, action** * Colon – instructions * **Parenthesis / bracket / dash**   **Singular/ plural**  **Suffix/ Prefix**  **Word family**  **Consonant/Vowel**  **Adjective / noun / noun phrase**  **Verb / Adverb**  Bossy verbs - **imperative**  **Tense (past, present, future)**  **Conjunction** / Connective  **Preposition**  **Determiner**/ generaliser  **Pronoun – relative/ possessive**  **Clause**  **Subordinate/** relative **clause**  **Adverbial**  **Fronted adverbial**  Alliteration  Simile – ‘as’/ ‘like’  Synonyms  **Introduce:**   * **Relative clause/ pronoun** * **Modal verb** * **Parenthesis** * **Bracket- dash** * **Determiner** * **Cohesion** * **Ambiguity** * Metaphor * Personification * Onomatopoeia * Rhetorical question | |

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| **Year 6** | | | | | | | | | | | | | | | | | |
| Narrative | **Term 1**  Fiction Genres  (4 weeks) | | | **Term 2**  Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere  (4 weeks) | | | | **Term 3**  Focus on study skills  (3/4 weeks) | | | **Term 3**  SATs assessment week | | | | **Term 3**  Extended book study, drama and plays. | | |
| Suggested final written outcome | A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next) | | | A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique. | | | | SATs revision | | | SATs assessment week | | | | Culminate in year group performance | | |
| Non-fiction | **Term 1**  Explanation  (2 weeks) | | **Term 1**  Recounts  (2 weeks) | | | **Term 1**  Report  (2 weeks) | **Term 2**  Persuasion  (3 weeks) | | | **Term 2**  Discussion  (2 weeks) | | | **Term 3**  Focus on study skills  (3/4 weeks) | **Term 3**  SATs assessment week | | | **Term 3**  Debating skills  (2 weeks) |
| Suggested final written outcome | Links to science e.g. reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results. | | Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. | | | Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. | Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. | | | A debate followed by a writ-up which presents and evaluates the opinions of multiple differing viewpoints. | | | SATs revision | SATs assessment week | | | A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views. |
| Poetry | **Term 1**  Vocabulary building  (1 week) | | | | | **Term 2**  Vocabulary building  (1 week) | | | | **Term 2**  Structure monologues  (1 week) | | | | **Term 3**  Take one poet – Poetry appreciation  (2 weeks) | | | |
| Suggested outcome | Read, write and perform free verse | | | | | Read, write and perform free verse | | | | Read and respond | | | | Research a particular poet.  Personal responses to poetry.  Recite familiar poems by heart. | | | |
| ‘Immerse in a Book’ (Non-negotiable)  Choose appropriate fiction and non-fiction whole class books to teach and support the development of the skills and allow children opportunities to apply their writing skills/genres learned that term, in other areas across the curriculum. | | | | | | | | | | | | | | | | | |
| Progression in Writing | | Text Structure | | | Sentence Construction | | | | Word Structure / Language | | | Punctuation | | | | Terminology | |
| **In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England** | | **Consolidate Year 5 list**  **Secure independent planning across story types using 5 part story structure.**  Include suspense, cliff hangers, flashbacks/forwards,  time slips  Start story at any point of the 5 part structure  Maintain plot consistently working from plan  **Paragraphs -**Secure use of linking ideas within and across paragraphs  Secure development of characterisation  **Non-fiction:**  **Secure** planning across non-fiction genres and application  Use a variety of text layouts appropriate to purpose  Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions  Express balanced coverage of a topic  Use different techniques to conclude texts  Use appropriate formal and informal styles of writing  Choose or create publishing format to enhance text type and immerse the reader  Linking ideas across paragraphs using a wider range of **cohesive devices**:  semantic **cohesion** (e.g. repetition of a **word** or phrase),  grammatical connections (e.g. the use of **adverbials** such as on the other hand, in contrast, or as a consequence), and **elision**  Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text | | | **Consolidate Year 5 list**  **Secure use of simple / embellished simple sentences**  **Secure use of compound sentences**  **Secure use of complex sentences:**  **(Subordination)**  **Main and subordinate clauses** with full range of conjunctions:  **(See Connectives and Sentence Signposts doc.)**  **Active and passive verbs to create effect and to affect presentation of information** e.g.  **Active:** *Tom accidently dropped the glass.*  **Passive**: *The glass was accidently dropped by Tom.*  **Active:** *The class heated the water.*  **Passive:** *The water was heated.*  **Developed use of rhetorical questions for persuasion**  Expanded **noun phrases** to convey complicatedinformation concisely (e.g. *the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day*)  The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He’s your friend, isn’t he?*, or the use of the **subjunctive** in some very formal writing and speech) as in *If I were you*. | | | | **Consolidate Year 5 list**  Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *said versus reported, alleged, or claimed in formal speech or writing)*  How words are related as synonyms and antonyms e.g. *big/ large / little* | | | **Consolidate Year 5 list**  Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma. Use of colon to introduce a list and semi-colons within lists.  **Punctuation** of bullet points to list information.  How hyphens can be used to avoid ambiguity (e.g. *man eating shark versus man-eating shark, or recover versus re-cover*) | | | | **Consolidate:**  **Punctuation**   * **Letter/ Word** * **Sentence** * **Statement question exclamation**   **Command**   * **Full stops/ Capitals** * **Question mark** * **Exclamation mark** * **‘Speech marks’** * **Direct speech** * **Inverted commas** * **Bullet points** * **Apostrophe contractions/ possession** * **Commas for sentence of 3 – description, action, views/opinions, facts** * Colon – instructions * **Parenthesis** * **Bracket- dash**   **Singular/ plural**  **Suffix/ Prefix**  **Word family**  **Consonant/Vowel**  **Adjective / noun / noun phrase**  **Verb / Adverb**  Bossy verbs - imperative  **Tense (past, present, future)**  **modal verb**  **Conjunction** / Connective  **Preposition**  **Determiner/** generaliser  **Pronoun – relative/ possessive**  **Clause**  **Subordinate / relative** **clause**  **Adverbial**  **Fronted adverbial**  Rhetorical question  **Cohesion**  **Ambiguity**  Alliteration  Simile – ‘as’/ ‘like’  Synonyms  Metaphor  Personification  Onomatopoeia  **Introduce:**   * **Active and passive voice** * **Subject and object** * **Hyphen** * **Synonym, antonym** * **Colon/ semi-colon** * **Bullet points** * **Ellipsis** | |

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|  | **Progression in narrative 1/3** | |
|  | Strands 2, 5, 6 & 7 Listening to and reading a range of stories on page and screen which provoke different responses:Story structure; Viewpoint: author & narrator; Character & dialogue; Setting | **Strands 1, 8 – 11 Creating stories orally, on page and screen, that will impact on listeners and readers in a range of ways:** Telling stories; Writing |
| **FS** Working Towards | * Listen to stories being told and read. Know when a story has begun and ended. Recognise simple repeatable story structures and some typical story language, for example, ‘*Once upon a time…’* * Be aware that books have authors; someone is telling the story. * Stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in the story by joining in, e.g. with a repeated phrase. * Stories happen in a particular place; identify settings by referring to illustrations and descriptions. | * Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play. * Attempt own writing for various purposes, using features of different forms, including stories. |
| **Year 1**  **1b/1a** | * Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events. * Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the ‘voice’ telling the story is called the narrator. * Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud. * Settings can be familiar or unfamiliar and based on real-life or fantasy. Respond by making links with own experience and identify ‘story language’ used to describe imaginary settings. | * Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives. * Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events. |
| **Year 2**  **2b/2a** | * Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters’ actions and their consequences. * Begin to understand elements of an author’s style, e.g. books about the same character or common themes; * Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. *sighed, shouted, joked.* * Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening. | * Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener’s interest; tell own real and imagined stories; explore characters’ feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group. * Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) *she couldn’t believe her eyes.* |

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|  | **Progression in narrative 2/3** | |
| **Year 3**  **2a/3c** | * Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language or music or camera angle to set scenes, build tension, create suspense. * Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers’ reactions; notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters. * Identify examples of a character telling the story in the 1st person; make deductions about characters’ feelings, behaviour and relationships based on descriptions and their actions in the story; identify examples of stereotypical characters; make judgements about a character’s actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue. * Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension. | * Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. * Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters. |
| **Year 4**  **3b/3a** | * Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth. * Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) *do you agree with the way that the problem was solved?* Understand that the author or director creates characters to provoke a response in the reader, (e.g.) *sympathy, dislike;* discuss whether the narrator has a distinctive ‘voice’ in the story. * Identify the use of figurative and expressive language to build a fuller picture of a character; look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; explore the relationship between what characters say and what they do – do they always reveal what they are thinking? * Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. Look for evidence of the way that characters behave in different settings. | * Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. * Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, ( e.g.) *Some time later…, Suddenly…, Inside the castle…*; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. |

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|  | **Progression in narrative 3/3** | | | | |
| **Year 5**  **3a/4c** | * Recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Analyse more complex narrative structures and narratives that do not have a simple linear chronology, (e.g.) parallel narratives, ‘time slip’. * Authors have particular styles and may have a particular audience in mind; discuss the author’s perspective on events and characters, (e.g.) *the consequences of a character’s mistakes – do they get a second chance? ;* author’s perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly; check whether the viewpoint changes at all during the story; explore how the narration relates to events. * Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) *in response to particular experiences or over time*, what it shows about the character and whether the change met or challenged the reader’s expectations; recognise that characters may have different perspectives on events in the story; look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact in older literature. * Different types of story can have typical settings. Real-life stories can be based in different times or places, (e.g.) historical fiction – look for evidence of differences that will effect the way that characters behave or the plot unfolds. | | | * Plan and tell stories to explore narrative viewpoint, ( e.g.) re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. * Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story.   Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously *(Meanwhile…)*; extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style. | |
| **Year 6**  **4b/4a** | * Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made; make judgements in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily. * Look at elements of an author’s style to identify common elements and then make comparisons between books; consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change and be manipulated, (e.g.) *a different character takes over the story-telling, the story has 2 narrators* – talk about the effect that this has on the story and the reader’s response. * Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. *in parody;* recognise that authors can use dialogue at certain points in a story to, (e.g.) *explain plot, show character and relationships, convey mood or create humour.* * Different episodes (in story and on film) can take place in different settings; discuss why and how the scene changes are made and how they effect the characters and events; recognise that authors use language carefully to influence the reader’s view of a place or situation. | | | * Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. * Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information.   Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds;  Vary narrative structure when writing complete stories, (e.g.) *start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives;* use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative. | |
|  | **Progression in Poetry 1/2** | | | |
|  | **Strands 2, 5, 6 & 7 Reading Poetry**:-   * ***subject matter and theme;*** * ***language use; style*** * ***pattern*** | Strands 1 & 6 Performing Poetry:-  * ***use of voice;*** * ***presentation*** | **Strands 8 – 12 Creating Poetry**: -   * ***original playfulness with language and ideas;*** * ***detailed recreation of closely observed experience;*** * ***using different patterns*** | |
| **FS** Working Towards | * listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns | * join in with class rhymes and poems, * copy actions | * enjoy making up funny sentences and playing with words; * look carefully at experiences and choose words to describe; * make word collections or use simple repeating patterns | |
| **Year 1**  **1b/1a** | * discuss own response and what the poem is about; * talk about favourite words or parts of a poem; * notice the poem’s pattern | * perform in unison, following the rhythm and keeping time * imitate and invent actions | * invent impossible ideas, e.g. magical wishes; * observe details of first hand experiences using the senses and describe; * list words and phrases or use a repeating pattern or line. | |
| **Year 2**  **2b/2a** | * talk about own views, the subject matter and possible meanings; * comment on which words have most effect, noticing alliteration; * discuss simple poetry patterns | * perform individually or together; speak clearly and audibly. * use actions and sound effects to add to the poem’s meaning | * experiment with alliteration to create humorous and surprising combinations; * make adventurous word choices to describe closely observed experiences; * create a pattern or shape on the page; use simple repeating phrases or lines as models | |
| **Year 3**  **2a/3c** | * describe the effect a poem has and suggest possible interpretations; * discuss the choice of words and their impact, noticing how the poet creates ‘sound effects’ by using alliteration, rhythm or rhyme and creates pictures using similes; * explain the pattern of different simple forms | * perform individually or chorally; vary volume, experimenting with expression and use pauses for effect * use actions, voices, sound effects and musical patterns to add to a performance | * invent new similes and experiment with word play; * use powerful nouns, adjectives and verbs; experiment with alliteration; * write free verse; borrow or create a repeating pattern | |
| **Year 4**  **3b/3a** | * describe poem’s impact and explain own interpretation by referring to the poem; * comment on the use of similes and expressive language to create images, sound effects and atmosphere; * discuss the poem’s form and suggest the effect on the reader | * vary volume, pace and use appropriate expression when performing * use actions, sound effects, musical patterns and images to enhance a poem’s meaning | * use language playfully to exaggerate or pretend; * use similes to build images and identify clichés in own writing; * write free verse; use a repeating pattern; experiment with simple forms | |

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| **Year 5**  **3a/4c** | * discuss poet’s possible viewpoint, explain and justify own response and interpretation; * explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; * explore imagery including metaphor and personification; * compare different forms and describe impact | * vary pitch, pace, volume, expression and use pauses to create impact; * use actions, sound effects, musical patterns, images and dramatic interpretation | * invent nonsense words and situations and experiment with unexpected word combinations; * use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing; * write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour |
| **Year 6**  **4b/4a** | * interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes * explain the impact of figurative and expressive language, including metaphor; * comment on poems’ structures and how these influence meaning | * vary pitch, pace volume, rhythm and expression in relation to the poem’s meaning and form * use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT | * use language imaginatively to create surreal, surprising, amusing and inventive poetry; * use simple metaphors and personification to create poems based on real or imagined experience; * select pattern or form to match meaning and own voice |

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|  | **Progression in discussion texts** |
| **FS**  **Working Towards** | * Experience and recognise that others sometimes think, feel and react differently from themselves. * Talk about how they and others might respond differently to the same thing (e.g. like a particular picture or story when someone else doesn’t) * Give oral explanations e.g. their or another’s preferences, e.g. what they like to eat and why. |
| **Year 1**  **1b/1a** | * Through talk and role play explore how others might think, feel and react differently from themselves and from each other. * In reading explore how different characters might think, feel and react differently from themselves and from each other. |
| **Year 2**  **2b/2a** | * Through reading and in life situations, recognise, that different people (characters) have different thought,/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.) * Explore different views and viewpoints. |
| **Year 3**  **2a/3c** | * Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.) * Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated ‘real life’ scenario.) |
| **Year 4**  **3b/3a** | * In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. * Continue to explore the expression of different views through discussion, role play and drama. |
| **Year 5**  **3a/4c** | * In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue. * Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama. |
| **Year 6**  **4b/4a** | * Through reading, identify the language , grammar, organisational and stylistic features of balanced written discussions which: * summarise different sides of an argument * clarify the strengths and weaknesses of different positions * signal personal opinion clearly * draw reasoned conclusions based on available evidence * Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. * First explore orally and then write a balanced report of a controversial issue: * summarising fairly the competing views * analysing strengths and weaknesses of different positions * drawing reasoned conclusions where appropriate * using formal language and presentation as appropriate * Use reading to: * investigate conditionals, e.g. using if…then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition * build a bank of useful terms and phrases for persuasive argument, e.g. *similarly… whereas*… * Overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate. |

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|  | **Progression in explanatory texts** |
| **FS**  **Working Towards** | * Talk about why things happen and how things work; ask questions and speculate. * Listen to someone explain a process and ask questions. * Give oral explanations e.g. their or another’s motives; why and how they made a construction. |
| **Year 1**  **1b/1a** | * Read captions, pictures and diagrams on wall displays and in simple books that explain a process. Draw pictures to illustrate a process and use the picture to explain the process orally. |
| **Year 2**  **2b/2a** | * After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately. * Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. * Following other practical tasks, produce a simple flowchart or cyclical diagram independently. |
| **Year 3**  **2a/3c** | * Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. * Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively. |
| **Year 4**  **3b/3a** | * Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms * Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. * Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing: * purpose: to explain a process or to answer a question * structure: introduction, followed by sequential explanation, organised into paragraphs * language features: usually present tense; use of connectives of time and cause and effect; use of passive voice * presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering * After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing. |
| **Year 5**  **3a/4c** | * Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections. * Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate. * In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style. |
| **Year 6**  **4b/4a** | * Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate. |

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|  | | **Progression in Information Texts 1/3** | |
|  | | **Research skills**  **(on page and on screen)** | **Creating information texts**  **(on page and on screen)** |
| **FS**  **Working Towards** | | * Track the words in text in the right order, page by page, left to right, top to bottom * Learn order of alphabet through alphabet books, rhymes and songs | * Distinguish between writing and drawing and write labels for pictures and drawings. * Attempt writing for various purposes, using features of different forms, e.g. lists, stories and instructions |
| **Year 1**  **1b/1a** | | * Pose questions before reading non-fiction to find answers. * Secure alphabetic letter knowledge and order and use simplified dictionaries. * Initially with adult help and then independently, choose a suitable book to find the answers by orally predicting what a book might be about from a brief look at both front and back covers, including blurb, title, illustrations. Read and use captions, labels and lists. Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter. * Record information gleaned from books, (e.g). as lists, a completed chart, extended captions for display, a fact file on IT. | * Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. * Independently choose what to write about, orally rehearse, plan and follow it through. |
| **Year 2**  **2b/2a** | | * Pose and orally rehearse questions ahead of writing and record these in writing, before reading. Recognise that non-fiction books on similar themes can give different information and present similar information in different ways. * Use contents pages and alphabetically ordered texts (e.g.) dictionaries, encyclopaedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries. * Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and sub-headings to speculate what a book might be about and evaluate its usefulness for the research in hand. * Scan a website to find specific sections e.g. key words or phrases, subheadings. Appraise icons, drop down menus and other hyperlinks to speculate what it might lead to and evaluate its usefulness for the research in hand. * Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopaedia. * Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing | * Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. * Draw on knowledge and experience of texts in deciding and planning what and how to write. * Maintain consistency in non-narrative, including purpose and tense * Create an alphabetically ordered dictionary or glossary of special interest words. * Design and create a simple ICT text |
|  | **Progression in Information Texts 2/3** | | |
|  | **Research skills**  **(on page and on screen)** | | **Creating information texts**  **(on page and on screen)** |
| **Year 3**  **2a/3c** | * Before researching, orally recall to mind, existing knowledge on the subject and reduce the options for enquiry by posing focused questions. Compose questions to as k of the text. * Have a secure understanding of the purpose and organisation of the dictionary (i.e. know the quartiles of the dictionary, ‘m’ lies around halfway mark,‘t’ towards the end). Use second place letter to locate and sequence in alphabetical order. Understand the term definition; use dictionaries to learn or check the definitions of words and a thesaurus to find synonyms. * Begin to use library classification to find reference materials and scan indexes, directories and IT sources to locate information quickly and accurately. Recognise the differences in presentation between texts e.g. between fiction and non-fiction, between books and IT-based sources, between magazines, leaflets and reference texts. * Within a text, routinely locate information using contents, index, headings, sub-headings, page numbers, bibliographies, hyperlinks, icons and drop down menus. Find and mark the key idea in a section of text. * Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. flow chart, ‘for’ and ‘against’ columns, matrices to complete in writing or on screen. Make a simple record of information from texts read, e.g. by listing words, drawing together notes from more than one source. * Begin to use graphic organisers as a tool to support collection and organisation of information. | | * Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report. * Decide how to present information and make informed choices by using structures from different text types. * Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books. * Use computer to bring information texts to published form with appropriate layout, font etc. * Create multi-media information texts. * Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others. * Summarise orally in one sentence the content of a passage or text, and the main point it is making. |
| **Year 4**  **3b/3a** | * Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. * Routinely use dictionaries and thesaurus and use 3rd and 4th place letters to locate and sequence words in alphabetical order. * Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences (to appraise their usefulness in supporting the reader to gain information effectively. Collect information from a variety of sources. * Identify how paragraphs are used to organise and sequence information. Mark and annotate headings, key sentences and words in printed text or on screen. * Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form | | * Fill out brief notes into connected prose. * Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. * Begin to use graphic organisers as a tool to support writing up of information * Develop and refine ideas in writing using planning and problem-solving strategies * Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices. |
|  | **Progression in Information Texts 3/3** | | |
|  | **Research skills**  **(on page and on screen)** | | **Creating information texts**  **(on page and on screen)** |
| **Year 5**  **3a/4c** | * Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. * Use dictionaries and other alphabetically ordered texts efficiently. * Appraise potentially useful texts quickly and effectively. Evaluate texts critically by comparing how different sources treat the same information. Begin to look for signposts that indicate the reliability of a factual source. * Locate information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings +IT equivalent; skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding. * Sift through passages for relevant information and present ideas in note form that are effectively grouped and linked. Use simple abbreviations while note taking. Understand what is meant by ‘in your own words’ and when it is appropriate to copy, quote and adapt. Make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk. | | * Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. * Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. * Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount. * create multi-layered texts, including use of hyperlinks, linked web pages * Record and acknowledge sources in own writing. * Summarise a passage, chapter or text in a specific number of words. * Read a passage and retell it “in your own words” |
| **Year 6**  **4b/4a** | * Having pooled information on a topic, construct and follow a plan for researching further information. Routinely appraise a text quickly, deciding on its value, quality or usefulness. Evaluate the status of source material, looking for possible bias and comparing different sources on the same subject. Recognise (when listening or reading) rhetorical devices used to argue, persuade, mislead and sway the reader. * Evaluate the language, style and effectiveness of examples of non-fiction writing such as periodicals, reviews, reports, leaflets. * Read examples of official language such as consumer information and legal documents. Identify characteristic features of layout such as use of footnotes, instructions, parentheses, headings, appendices and asterisks. Understand the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific. | | * In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. * Establish, balance and maintain viewpoints * Use the conventions and language of debate when orally rehearsing a balanced argument. * Revise own non-fiction writing to reduce superfluous words and phrases. * Discuss and explain differences in the use of formal language and dialogue * Listen for language variations in formal and informal contexts * Identify the ways spoken language varies |

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|  | | Progression in instructional/procedural texts | |
| **FS**  **Working Towards** | | * Listen to and follow single instructions, and then a series of two and three instructions * Give oral instructions when playing. * Read and follow simple classroom instructions on labels with additional pictures or symbols. * Attempt to write instructions on labels, for instance in role play area | |
| **Year 1**  **1b/1a** | | * Listen to and follow a single more detailed instruction and a longer series of instructions. * Think out and give clear single oral instructions. * Routinely read and follow written classroom labels carrying instructions. * Read and follow short series of instructions in shared context. * Contribute to class composition of instructions with teacher scribing. * Write two consecutive instructions independently | |
| **Year 2**  **2b/2a** | | * Listen to and follow a series of more complex instructions. * Give clear oral instructions to members of a group. * Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features: * statement of purpose, list of materials or ingredients, sequential steps, * direct/imperative language * use of adjectives and adverbs limited to giving essential information * emotive/value-laden language not generally used * As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game | |
| **Year 3**  **2a/3c** | | * Read and follow instructions. * Give clear oral instructions to members of a group. * Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. * Research a particular area ( e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. * Write clear written instructions using correct register and devices to aid the reader. | |
| **Year 4**  **3b/3a**  **Year 5**  **3a/4c** | | * In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. * Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. * Identify sets of instructions which are for more complex procedures , or are combined with other text types (e.g. some recipes).Compare these in terms of audience/purpose and form (structure and language features). * Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again. | |
| **Year 6**  **4b/4a** | | * Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. * Use the language conventions and grammatical features of the different types of text as appropriate. | |
|  | | **Progression in non-chronological reports** | |
| **FS**  **Working Towards** | | Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy? Ask similar probing questions to elicit a fuller description from someone else.  In a shared reading context read information books and look at/re-read the books independently. Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations. | |
| **Year 1**  **1b/1a** | | Find out about a subject by listening and following text as information books are read, watching a video.  Contribute to a discussion on the subject as information is assembled and the teacher writes the information.  Assemble information on a subject in own experience, (e.g.) food, pets.  Write a simple non-chronological report by writing sentences to describe aspects of the subject. | |
| **Year 2**  **2b/2a** | | After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. *There are two sorts of x...; They live in x...; the As have x..., but the B’s* etc.  Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present , and categorise ideas. | |
| **Year 3**  **2a/3c** | | Analyse a number of report texts and note their function, form and typical language features:   * introduction indicating an overall classification of what is being described * use of short statement to introduce each new item * language (specific and sometimes technical) to describe and differentiate * impersonal language * mostly present tense   Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.  Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum.  Analyse broadcast information to identify presentation techniques and notice how the language used signals change.  Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.) *family is…., people are…*  Write own report independently based on notes from several sources. | |
| **Year 4**  **3b/3a**  **Year 5**  **3a/4c** | | Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information.  Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs  Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.  Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style. | |
| **Year 6**  **4b/4a** | | Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. | |

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|  | **Progression in persuasion texts** | |
| **FS**  **Working Towards** | * Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways (e.g. pictures of food that make them want to eat things) * Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening. * Give oral explanations (e.g.) their or another’s motives; why and how they can persuade or be persuaded. | |
| **Year 1**  **1b/1a** | * Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. * Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective. | |
| **Year 2**  **2b/2a** | * As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. * Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why) * Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. * Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama. | |
| **Year 3**  **2a/3c** | * Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. * Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. * Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used. | |
| **Year 4**  **3b/3a** | * Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. * Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments * From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. * Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words * Both orally and in and writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately. * Use writing frames if necessary to back up points of view with illustrations and examples * To present a point of view both orally and in writing,( e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to * the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.) * Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples * Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. *‘if…, then’; ‘on the other hand…’; ‘finally’; ‘so’* | |
|  | | **Progression in persuasion texts 2/2** |
| **Year 5**  **3a/4c** | | * Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate * Read other examples ( e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact * Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information * From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. *‘surely’, ‘it wouldn’t be very difficult…*’; persuasive definitions, e.g. *‘no one but a complete idiot…’, ‘every right-thinking person would…’, ‘the real truth is…*’; rhetorical questions, e.g. ‘*are we expected to…?’, ‘where will future audiences come from…?’;* pandering, condescension, concession, e.g. ‘*Naturally, it takes time for local residents…’*; deliberate ambiguities, e.g. ‘*probably the best…in the world’ ‘known to cure all…’, ‘the professional’s choice’* * Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state * Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points * Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.) * Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types. |
| **Year 6**  **4b/4a** | | * Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: * the expression, sequence and linking of points * providing persuasive examples, illustration and evidence * pre-empting or answering potential objections * appealing to the known views and feelings of the audience * Orally and in writing, construct effective persuasive arguments: * using persuasive language techniques to deliberately influence the listener. * developing a point logically and effectively * supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate) * anticipating possible objections * harnessing the known views, interests and feelings of the audience * tailoring the writing to formal presentation where appropriate * Use reading to: * investigate conditionals, e.g. using if…then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition * build a bank of useful terms and phrases for persuasive argument, e.g. similarly… whereas… * Overall, participate in whole class debates using the conventions and language of debate including standard English. In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate. |
|  | | **Progression in recount texts** |
| **FS**  **Working Towards** | | * Informally recount incidents in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations. * Write sentences to match pictures or sequences of pictures illustrating an event. * Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing. |
| **Year 1**  **1b/1a**  **Year 2**  **2b/2a** | | * Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions. * Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like *first, next, after, when.* * Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. |
| **Year 3**  **2a/3c**  **Year 4**  **3b/3a** | | * Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. * Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as *meanwhile, following, afterwards* and including detail expressed in ways which will engage the reader *Girls with swirling hijabs danced to the….* * Include recounts when creating paper or screen based information texts. |
| **Year 5**  **3a/4c** | | * Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. ‘*As he was running away he noticed..*. ‘, possible supporting illustrations, degree of formality adopted and use of connectives. * Use the language features of recounts including formal language when recounting events orally. * Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader. |
| **Year 6**  **4b/4a** | | * Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. * Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. * When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. * Use the language conventions and grammatical features of the different types of text as appropriate. |