g Primary Curriculum

ulum Plan

English Writing Curriculum Intent

Our vision is to build the essential knowledge and skills to equip pupils to serve the wider world so that they can express themselves **fluently and creatively** and essentially become **effective communicators and confident writers**. We fully adhere to the **National Curriculum Programmes of Study,** which state that all children should be able to 'write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences' by the time they leave Year 6. Competence in the two dimensions of **transcription** and **composition** are vital to achieving this. We therefore want our children to be able to **spell, write neatly and cursively**, and obey the **grammatical rules of writing**, whilst also being able to effectively communicate for range of **audiences and purposes**. In short, we want our children to be **confident, accurate and impactful writers.**

The **whole-school curriculum** operates at three levels and addresses pupils' academic, personal and social development. The three individual elements of learning provide a different component to the education of every pupil. Intellectual, personal and social maturity will be the goal of these structured layers of learning at the school. There are three guiding elements which are brought to life in the English curriculum:

- **Educational excellence:** teachers combine language and literature enabling pupils to read as writers and write as readers. No opportunity is lost for celebrating the joys of literature, finding out how language works and supporting pupils to craft and innovate their own ideas in writing.
- **Character development:** teachers use the reading of high-quality literature to give pupils a chance to develop culturally, emotionally, intellectually, socially and spiritually. They engender an appreciation of the aesthetic, experiential, emotional and knowledge-giving aspects of reading.
- **Service to communities:** teachers discover with pupils a plethora of written texts that explore a range of social issues. This is to create awareness of society, explore responsibilities and empower pupils to champion and improve society.

We will deliver an effective writing curriculum that:

- Teaches the required **grammar and punctuation skills** for each year group, both explicitly and in context.
- Provides a balanced curriculum of **fiction, non-fiction and poetry genres**.
- Ensures both **transcription and composition** elements of writing are taught alongside one another, identifying where emphasis should be placed in conjunction with efficient assessment practices.
- Encourages exploration of **high-quality literature** to support the acquisition of a wealth of **vocabulary** and linguistic skills, relevant for the intended purpose of writing, as well as a wider-world appreciation.
- Encourages revision and development of ideas to build **authorial voice** and effectiveness in writing. WAGOLLS, exposure to high-quality literature and rich discussion will facilitate this.
- Supports children in articulating ideas in order to craft **coherent and well-structured writing** that demonstrates the intent of the piece.
- Scaffolds and challenges children's development in writing appropriately.
- Recognises the importance of **oracy** and oral rehearsal practices in the development of writing (see separate Spoken Language progression map).
- Develops children's **handwriting** through a sequential and progressive school-wide approach.
- Develops children's **spelling** through a sequential and progressive school-wide approach.

Types of Knowledge in Primary Writing

Background Knowledge

A wide background knowledge, linked to the National Curriculum, is required for pupils to draw from content when crafting pieces. This may be in the form of contextual knowledge relating to particular fiction texts being studied that is then used by pupils to craft and innovate their own stories, or in the form of factual content drawn from other National Curriculum subjects that is then used to craft and innovate their own non-fiction texts.

Linguistic Knowledge

- **Grammar:** grammar knowledge relates to the system and structure of how words are put together, including phrases, clauses and the understanding and use of word classes. Grammar knowledge is sequenced as per the progression map below and is fully synchronised with the National Curriculum.
- **Punctuation:** punctuation knowledge relates to the system and structure of how words, phrases and sentences are separated using spacing and conventional signs. Punctuation knowledge is sequenced as per the progression map below and is fully synchronised with the National Curriculum.
- **Spelling:** Spelling knowledge consists of underpinning phonic knowledge, an understanding of conventional spelling rules and sight vocabulary. Spelling knowledge is sequenced as per the progression map below and is fully synchronised with the National Curriculum.

This Curriculum Plan

Supported by the knowledge micro maps and associated WAGOLLS, this curriculum plan guides teachers to the specific knowledge expectations of teaching writing for each year group. With careful alignment to the National Curriculum Programmes Of Study, this documents provides a writing progression framework to support the planning and teaching of writing, including:

1) **Grammar, punctuation and spelling progression map**. This sets out the word-level, grammar and punctuation skills and the progression of these from YR-6.
2) **Non-fiction and fiction progression map.** This sets out the structure and presentation, language and grammar, and punctuation expectations for the range of genres taught across the primary curriculum.
3) **Long-Term Plan.** This sets out the range of fiction, non-fiction and poetry genres of writers that should be taught in the primary years, and unites with the progression in non-fiction and fiction progression map above. It also gives the minimum requirements for the teaching of a range of different genres in each year group.

Our over-arching Primary Writing Curriculum ensures both transcriptional skills and the full range of fiction, non-fiction and poetry genres are revisited and developed throughout the primary phase. This progressive structure allows students to develop mastery of writing skills, in turn leading to effective compositional choices and a growing authorial style of their own.

Writing Curriculum Implementation

There are four key elements to the implementation of the writing curriculum:

- **Plan:** each lesson is judiciously planned to identify the different types of knowledge that the lesson focusses on – text-level, grammar, punctuation and/or spelling. It builds on pupils' prior learning, drawing upon previously lessons and the prior learning as identified in the progression map.
- **Teach:** the Classroom Charter is used when implementing the writing curriculum, in conjunction with the Teach Like A Star strategy.
- **Assess:** pupils are given independent writing tasks that enable pupils to demonstrate their understanding of the component knowledge from the unit of work.
- **Intervene and re-teach:** independent writing tasks identify knowledge components that are not secure. These are re-taught before moving on to avoid future gaps from emerging.

Adapting the writing curriculum for pupils with SEND

- **High Five Strategy 1 – KNOW THE CHILD:** in particular, use the Star Map to ensure bespoke tailoring of intent and implementation.
- **High Five Strategy 2- PLAN CREATIVELY:** SEND pupils are grouped flexibly according to need; support staff are utilised and positioning of teacher is key.
- **High Five Strategy 3 – CLEAR AND CONSISTENT LANGUAGE:** simple 'what to do' instructions; processing time allowed; tier 2/3 language rehearsal; language of 'I do, we do, you do'; checking for understanding and stamping learning.
- **High Five Strategy 4: SCAFFOLD:** Pre-teach and overlearn tier 2/3 vocabulary; chunk knowledge; use WAGOLLs, word banks writing frames and visuals; model the thinking clearly.
- **High Five Strategy 5: KNOW MORE, REMEMBER MORE:** frequent check for understanding; ongoing assessment – DNAs, Exit Tickets, independent writing pieces.
- **Classroom Charter SEND strategy:** *SEND Strategy from school's classroom charter– cite the strategy and explain*

Writing Curriculum Implementation – Our Classroom Charter

1. *[Strategy 1 from school's classroom charter] – cite the strategy and explain.*
2. *[Strategy 1 from school's classroom charter] – cite the strategy and explain.*
3. *[Strategy 1 from school's classroom charter] – cite the strategy and explain.*

Writing Progression Map

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
WORD-LEVEL							
Suffixes		Add regular plural suffixes to nouns – *s, es.* Add suffixes to verbs where no change is needed in the spelling of the root word *-ing, -ed, -er, -est.*	Form nouns using suffixes *-ness, –er* and by compounding (e.g. superman, whiteboard). Form adjectives using suffixes *–ful, –less – er, -est.* Form adverbs from adjectives using the suffix -*ly.*	Form a range of nouns, adjectives and adverbs using y3/4 suffixes from spelling Appendix 1 (e.g. -ate, -ise, -ify, -ation, -ly, -ous, -ion, -ian, –sion, -cian, -er,), including when there is a change in the root word.		Spell a range of words using the y5/6 suffixes from Spelling Appendix 1 (i.e. -ible/-able, -ance/-ence, -cial/-tial, -ent/-ant, -ment, -ably, -ibly, --ancy/-ency, -cious/-sious, -ation, -ly, -ous, -ing after words ending in 'fer'.)	
Prefixes		Add the prefix *un–* to change the meaning of verbs and adjectives.	Add the prefix *un–* to change the meaning of verbs and adjectives.	Form a range of words using y3/4 prefixes from Spelling Appendix 1 (dis–, mis-, in-, il-, im-, re-, sub-, inter-, super-, anti-, auto-).	Form a range of words using y3/4 prefixes from Spelling Appendix 1 (dis–, mis-, in-, il-, im-, re-, sub-, inter-, super-, anti-, auto-), including when there is a change in the root word.	Form verbs using a range of prefixes (e.g. dis–, de–, mis, over– and re–).	
Word Families				Understand word families based on common root words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble).			
Synonyms and Antonyms						Understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little) and use thesauri to search for suitable synonyms.	
Homophones			Spell a range of y2 homophones, and near homophones from Spelling Appendix 1.	Spell a range of y3/4 homophones, and other words which are often confused, from Spelling Appendix 1.		Spell a range of y5/6 homophones, and other words which are often confused, from Spelling Appendix 1.	
Hyphens							Use hyphens to join prefixes to root words.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
WORD-LEVEL							
Spelling Lists	Spell irregular common words.	Spell y1 common exception words.	Spell y1 and y2 common exception words.	Spell words from the y3/4 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.		Spell words from the y5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	
Spelling Rules	ELG 10b: Spell words by identifying sounds in them and representing the sounds with a letter or letters	Spell words containing the spelling rules as set out in phase 5 of the Letters and Sounds program or equivalent.	Spell words containing the sound spelt as *'ge'* and *'dge'* at the end of words, and sometimes spelt as *'g'* elsewhere in words before e, i and y (e.g. badge, bridge, age, huge, gem, giant, jog). Spell words containing the sound spelt *'c'* before e, i and y (e.g. race, ice, cell). Spell words beginning with *'kn'* and (less often) *'gn'* (e.g. knock, know, knee) Spell words beginning with *'wr'* (e.g. write, wrong, wrap). Spell words ending in *'–le'* (e.g. table, apple, bottle). Spell words ending in *'–el'* (e.g. travel, towel, tinsel). Spell words ending in '-*al'* (e.g. metal, petal, capital). Spell words ending *'–il'* (e.g. pencil, fossil, nostril). Spell words ending in '-y' (e.g. cry, dry, fly). Add *'–es'* to nouns and verbs ending in *'–y'*(e.g. copies, babies, carries).	Spell words containing the 'y' sound elsewhere than at the ends of words. Spell words with the sound spelt *'ou'* (e.g. young, touch, double, trouble, country). Spell words ending in -*ture* and -*sure* (e.g. measure, treasure, nature adventure). Spell words ending in -*sion* and (e.g. division, invasion, television). Spell words with the sound spelt *'ch'* [Greek origin] (e.g. echo, chorus, chemist). Spell words with the sound spelt *'ch'* [mostly French origin] (e.g. machine, brochure, chef, chalet). Spell words with the sound spelt *'g'* [French origin] (e.g. antique, unique, league, tongue). Spell words with the sound spelt *'sc'* [Latin origin] (e.g. science, scene, discipline, fascinate, crescent). Spell words with the sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).		Spell words ending in –*cious* or –*tious*. Spell words ending in -*cial* and -*tial*. Spell words ending in –*ant*, –*ance/–ancy*, –*ent*, –*ence/–ency*. Spell words ending in –*able*, –*ible*,–*ably* and –*ibly*. Spell words with *ei* after *c*. Spell words containing the letter-string *'ough'*. Spell words with 'silent' letters.	

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GRAMMAR							
Verbs		Begin to use present tense and past tense appropriately.	Use present tense mostly correctly including the progressive form to mark actions in progress (e.g. she is drumming). Use past tense mostly correctly including the progressive form to mark actions in progress (e.g. was shouting).	Use present tense correctly including the progressive form to mark actions in progress (e.g. she is drumming). Use past tense correctly including the progressive form to mark actions in progress (e.g. He was shouting). Use the present perfect form of verbs in contract the past tense. *(Y3 grammar appendix)*	Use the present correctly. Use past tense correctly. including both the present perfect form of verbs in contrast to the past tense and Standard English forms for verbs.	Use a range of verb tenses consistently and correctly. Use present perfect forms of verbs. Use some modal verbs (e.g. could, should, would, must, will, may, can, ought, shall) to indicate degrees of possibility.	Use a range of verb tenses consistently and correctly. Use present perfect forms of verbs and perfect forms of verbs. Use a range of modal verbs (e.g. could, should, would, must, will, may, can, ought, shall) to indicate degrees of possibility.
Conjunctions		Join words and join clauses using 'and'.	Use co-ordinating conjunctions (e.g. or / and / but) to join clauses. Use subordinating conjunctions (e.g. when / if / that / because) to join clauses.	Express time and cause using a range of conjunctions (e.g. when, before, after, while, so, because).	Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, before, while, so, if, because, although, once).	Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, before, while, so, if, because, although, once, in spite of, wherever, as a result of, as well as, in addition to, moreover, therefore, subsequently, on the other hand).	
Sentences and Clauses	Write simple phrases and sentences that can be read by others	Understand that words can join to form sentences and write simple and compound sentences which can be read by themselves and others.	Use sentences of a variety of forms and understand their functionality (statement, question, exclamation or command).	Begin to vary the position of subordinating clauses.	Begin to vary the position of subordinating clauses with intention and effect.	Use a range of clause structures, varying the position of subordinating clauses with intention and effect. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Use a range of clause structures, varying the position of subordinating clauses with intention and effect, including subordinate clauses with no conjunction (i.e. ...ing verbs, ...ed verbs). Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GRAMMAR							
Nouns and noun phrases		Begin to add adjectives to modify nouns.	Use expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).	Use expanded noun phrases for description and specification throughout writing, beginning to expand by the addition of preposition phrases (e.g. the black cat under the creaky stairs). Use the correct forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the black cat under the creaky stairs). Use the correct forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.	Use a range of precise nouns and expanded noun phrases to add qualification, detail and precision (e.g. the black, sly cat under the creaky stairs), including collective nouns (e.g. a flock of sheep) and abstract nouns (e.g. friendship).	Use a wide range of precise nouns and expanded noun phrases to add qualification, detail and precision (e.g. the black, sly cat under the creaky stairs), including collective nouns (e.g. a flock of sheep) and abstract nouns (e.g. friendship).
Adverbials and prepositional phrases			Use a small number of '-ly' adverbs to express time, place, manner or cause.	Use adverbs to express time, place, manner and cause.	Use adverbs, including fronted adverbials, to express time, place, manner and cause.	Use a range of adverbs, adverbial phrases and prepositional phrases to describe when, where, how frequently, how and to what extend verbs to take place in order to add detail, qualification and increased precision. Use some adverbs (e.g. possibly, clearly, surely, obviously, perhaps) to indicate degrees of possibility.	Use a wide range of adverbs, adverbial phrases and prepositional phrases to describe when, where, how frequently, how and to what extend verbs to take place, in order to add detail, qualification and increased precision. The position of these are varied with intention and effect. Use a range of adverbs (e.g. possibly, clearly, surely, obviously, perhaps) to indicate degrees of possibility.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PUNCTUATION							
Basic punctuation - capital letters and full stops	Demarcate most sentences in their writing with capital letters and full-stops. Use capital letters for names and for the personal pronoun 'I' correctly.	Demarcate sentences in their writing with capital letters and full-stops. Use capital letters for names, days of the week, places and for the personal pronoun 'I' correctly.	Demarcate sentences in their writing with capital letters and full-stops. Use capital letters for a range of proper nouns, including names, days of the week, places and for the personal pronoun 'I' correctly.				
Question marks and exclamation marks		Use question marks or exclamation marks appropriately.	Use question marks and exclamation marks appropriately.	Use question marks and exclamation marks appropriately, beginning to use them within direct speech.	Use question marks and exclamation marks appropriately, including within direct speech.	Use question marks and exclamation marks appropriately, including within direct speech.	Use question marks and exclamation marks appropriately, including within direct speech.
Commas and hyphens			Use commas to separate items in a list. *Y2 POS Grammar appendix*	Use commas to separate items in a list.	Use commas to separate items in a list and after fronted adverbials.	Use commas to separate items in a list, to clarify meaning and avoid ambiguity, including after fronted adverbials, between adjacent adjectives and to separate both subordinate clauses and relative clauses from main clauses.	Use commas to separate items in a list, to clarify meaning and avoid ambiguity, including after fronted adverbials, between adjacent adjectives and to separate both subordinate clauses and relative clauses from main clauses. Use hyphens to avoid ambiguity.
Apostrophes			Use apostrophes for contraction and singular possession.	Use apostrophes for contraction and singular possession.	Use apostrophes for contraction and both singular and plural possession.	Use apostrophes for contraction and both singular and plural possession.	Use apostrophes for contraction and both singular and plural possession.
Inverted Commas and other speech punctuation				Use inverted commas to punctuate direct speech.	Use inverted commas and appropriate punctuation (i.e. comma, question mark and exclamation mark) to close the direct speech, and use commas to separate the non-spoken part when it starts the sentence. *Y4 POS grammar appendix*	Use inverted commas, appropriate punctuation (i.e. comma, question mark and exclamation mark) to close the direct speech, and use commas to separate the non-spoken part when it starts the sentence.	Use inverted commas and appropriate punctuation (i.e. comma, question mark and exclamation mark), including both when the non-spoken starts the sentence and within split speech.
Parenthesis						Use brackets, dashes or commas to indicate parenthesis.	Use brackets, dashes and commas to indicate parenthesis.
Colons, semi-colons and bullet points						Use colons to start lists.	Use colons to start lists and semi-colons to separate items within a list. Use colons and semi-colons to mark boundaries between main clauses. Use bullet points in lists.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Non-Fiction - INSTRUCTIONS							
To tell someone how to do or make something. To ensure something is done effectively and/or correctly with a successful outcome for the participant.							
Structure and Presentation	Simple ordered steps with support.	Title or opening statement. Simple list of materials or ingredients. Sequential steps in time order. Simple diagram.	Title or opening statement. Simple list of materials or ingredients. Sequential steps in time order. Simple diagram.		Introduction, including a question. Sequential steps in time order. Diagram with labels, arrows and keys. Additional advice at end. Chosen formality level dependent on audience. An equipment list. Final evaluative statement.		Introduction, including a question. Sequential steps in time order. Diagram with detailed labels, arrows and keys. Additional advice at end and alternative suggestions. Chosen formality level dependent on audience. Final evaluative statement.
Language and Grammar	Begin to use 'and' and 'but'.	Direct/imperative language. Join clauses using 'and' 'but' 'or'. *EXT: Introduction of subordinate conjunctions (e.g. when/because).* *Contribute to class composition of instructions with teacher scribing.*	Direct/imperative language. Adjectives and adverbs for essential information. Little or no emotive language. Simple present tense.		Direct/imperative language. Functional adjectives and adverbs (including fronted adverbials) limited to clarifying actions and necessary details only. Little or no emotive language. Time conjunctions to order. Simple present and present continuous tenses.		Direct/imperative language. Functional adjectives, adverbials and prepositional phrases limited to clarifying actions to take and necessary details only. Little or no emotive language. A range of time conjunctions for ordering steps. Appropriate present tenses, including present perfect. A range of appropriate modal verbs. Relative clauses to clarify steps. Precise nouns/noun phrases for clarity and precision, including technical language.
Punctuation	CL and full stops.	Accurate CL and full stops.	Accurate CL and full stops. Question mark for intro Commas to separate items in a list.		Question mark in intro Exclamation mark for additional advice at end. Commas after fronted adverbials.		Question mark in intro. Brackets, dashes and commas for parenthesis. Colon to introduce a list.

			Exclamation mark for tips.				Bullet points for steps.
	Reception Year	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Progression in Non-Fiction - RECOUNTS						
	To retell events. Their most common intentions are to inform and/or entertain.						
Structure and Presentation	Time order with support.	Sequence of events in time order. Orientation and re-orientation to set scene and close piece.	Sequence of events in time order. Orientation and re-orientation to set scene and close piece. Additional detail/elaboration about each event. Written from a personal point of view.	Sequence of events in time order. Orientation and re-orientation to set scene and close piece. Elaboration about events. Paragraphs organised by theme or aspect of the event being retold. Answers the '5 Ws' – what, when, why, where and why. Written from a personal point of view where appropriate.	Time sequence of events. Orientation and re-orientation to set scene and close piece. Additional detail/elaboration about each event. Paragraphs organised by theme or aspect of the event being retold. Answers the '5 Ws' – what, when, why, where and why. ***Newspaper report:*** *- Catchy headline.* *- Picture with caption.* *- Presented in columns.*	Time sequence of events. Paragraphs organised by theme or aspect of life, in time order. Text may include early memories, beliefs, values, emotions, opinions, reflections. Interesting opening statement. Concluding paragraph contains reflections and/or hopes/plans for. future ***Personal recount:*** Appropriate degree of formality adopted.	Time sequence of events. Paragraphs organised by theme or aspect of subject's life, in time order. Text may include early memories, beliefs, values, emotions, opinions, reflections. Interesting opening statement. Concluding paragraph contains reflections and/or hopes/plans for future. Wide range of devices to build cohesion.
Language and Grammar	Begin to use 'and' and 'but'. Simple past tense verbs.	Simple past tense verbs. Consistent first or third person verbs, dependent upon subject. Time conjunctions to order events. Coordinating conjunctions (e.g. and/or/but). Adjective to expand a noun. - *EXT: Introduction of subordinate conjunctions (e.g. when/because).*	Simple past tense verbs and past progressive. Consistent first or third person verbs, dependent upon subject. Time conjunctions to order events. Coordinating conjunctions (e.g. and/or/but). Expanded noun phrases. Subordinating conjunctions (e.g. if/when/because) .	Appropriate past tense verbs and past progressive. Range of time conjunctions and adverbials *(EXT: fronted)* to order events. Range of coordinating and subordinating conjunctions. Expanded noun phrases to include detail and engage the reader. A range of sentence types (statements, questions, exclamations). Appropriate proper/pronoun use for cohesion.	Appropriate past tense verbs and past progressive. Time conjunctions and fronted adverbials to order. Range of coordinating and subordinating conjunctions. Expanded noun phrases to inc detail & engage reader. A range of sentence types. Proper/pronoun use for cohesion. ***Newspaper report:*** *Third person verbs (1st person in quotations).* *Controlled change of tense.* *Perfect tense form.* *EXT: Informal direct speech for witness quotations.*	Appropriate past tense verbs. Future tense where needed. Written mainly in the first person *(autobiography).* Broad range of time conjunctions and adverbials to order events. Use of relative clauses to add detail to factual events. Contains factual sentences and information. Contains emotive language when giving opinions and feelings. Appropriate proper/pronoun use for cohesion. ***Personal recount:*** Personal pronouns and use of first person.	Appropriate past tense verbs. Future tense where needed. Written in the third person. Broad range of time conjunctions and adverbials to order events. Use of relative clauses to add detail to factual events. Use of passive voice. Contains factual sentences and information. Contains emotive language when giving subject's opinions and feelings towards events. May include direct and indirect quotations from other sources.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					EXT: Use of commas for speech.		
	Reception Year	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Progression in Non-Fiction - RECOUNTS							
To retell events. Their most common intentions are to inform and/or entertain.							
Punctuation	CL and full stops.	KS1 punctuation accuracy (capital letters and full stops). Capital letters for people, places, days of the week and personal pronoun 'I'. *EXT: exclamation marks.*	KS1 punctuation accuracy (capital letters and full stops). Exclamation mark for emphasis and emotion. Apostrophes for contraction (informality) and singular possession.	Exclamation marks for emphasis and emotion. Apostrophes for contraction (informality) and singular possession.	Exclamation marks for emphasis and emotion. Fronted adverbials with commas. Apostrophes for contraction (informality). Apostrophes for singular and plural possession. ***Newspaper report:*** *Inverted commas and other speech punctuation for witness quotations.* *Contractions in direct speech.*	Brackets, dashes and commas for parenthesis. Exclamation marks for emotive content. Punctuation for direct quotations from other sources (where appropriate).	Brackets, dashes and commas for parenthesis. Hyphen for avoiding ambiguity. Exclamation marks for emotive content.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Non-Fiction – NON-CHRONOLOGICAL REPORTS							
To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.							
Structure and Presentation	Logically sequenced sentences with support.	Structured according to theme or aspect. Use of subheadings, with support. May contain an appropriate image with captions or labels. Logically sequenced sentences.	Structured according to theme or aspect. Use of subheadings, with support. Begin with a simple introduction. Logically sequenced sentences. May contain an appropriate diagram to support descriptions.	Structured according to theme or aspect. Introduction indicating an overall classification. Paragraphs organised around themes. Use of sub-headings as simple organisational device. Simple labelled diagrams or tables. Direct question or address to reader.	Structured according to theme or aspect. Use of subheadings to organise clear paragraphs by aspect or theme, starting with a topic sentence. An introduction containing an opening statement and a more technical classification. Labelled diagrams and numbered lists. Direct question or address to reader.	Structured according to theme or aspect. Use of subheadings to organise clear paragraphs by aspect or theme, starting with a topic sentence. An introduction containing an opening statement and a more technical classification. Logical, non-temporal paragraph construction (topic sentence, elaboration, examples). Labelled diagrams and numbered lists. Final paragraph that draws report together.	Structured according to theme or aspect. Sub-headed paragraphs that have the internal structure of moving from the general to the specific. An introduction containing an opening statement and a more technical classification. Logical, non-temporal structure to paragraphs. Technically accurate, labelled diagrams and fact boxes. Final paragraph that draws report together – place in context, ask an opinion, further information.
Language and Grammar	Begin to use 'and' and 'but'. Simple present tense verbs.	Present tense and third person. Logical coordinating conjunctions (e.g. and/but/or). Use of noun phrases for description with support. Use of technical language, with support. *EXT: Introduction of subordinate conjunctions (e.g. when/because).*	Present tense and third person. Causal and other logical - conjunctions (e.g. because, so, but). Use of noun phrases for clarity, precision and description. Use of technical language, with support. Use of 'ly' adverbs to add detail to verb.	Present tense and third person including present perfect. *(Historical texts may be past tense.)* Language (specific, technical) to describe and differentiate, inc expanded noun phrases. Causal/ logical conjunctions (because, so, but) Adverbial -time/place/cause Language of comparison. Proper/pronouns - cohesion *EXT: Present perfect tense.*	Present tense and third person including present perfect. *(Historical texts may be past tense.)* Causal Conjunctions (e.g. due to, because, so). Use of precise nouns and noun phrases, including the use of commas. Use of a range of adverbials to give technical precision, including fronted adverbials. Language of comparison. Appropriate proper/pronoun use for cohesion.	Present tense and third person including present perfect. *(Historical texts may be past tense.)* A wider range of causal and other logical conjunctions. Use of precise nouns and noun phrases for clarity, including the use of commas. Range of adverbials to give technical precision and link between paragraphs. Relative clauses to add detail.	Present tense and third person including present perfect. *(Historical texts may be past tense.)* A wider range of causal and other logical conjunctions. Use of precise nouns and noun phrases for clarity, including the use of commas. Range of adverbials to give technical precision and link between paragraphs. Relative clauses to add detail. Passive verb construction.

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	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Non-Fiction – NON-CHRONOLOGICAL REPORTS							
To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.							
Punctuation	CL and full stops.	KS1 punctuation accuracy (capital letters and full stops). Use of exclamation mark where appropriate. Capital letters for people, places, days of the week and personal pronoun 'I'.	KS1 punctuation accuracy (capital letters and full stops). Use of question mark – *did you know?* Use of exclamation mark where appropriate. Commas to separate items in a list. Apostrophe for singular possession.	Commas to separate items in lists. Use of question mark – *did you know?* Apostrophes for singular possession.	Use of commas for fronted adverbials. Commas to separate items in lists. Apostrophes for both singular and plural possession.	Brackets, dashes and commas for parenthesis. Use of commas to punctuate additional clauses and openers. Apostrophes for both singular and plural possession. Commas for clarity.	Parenthesis to support technical precision, Bullet points for listing technical information. Colons and semi-colons for linking sentences together appropriately Commas for clarity.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Non-Fiction – EXPLANATION TEXTS							
To explain how or why - e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.							
Structure and Presentation			Information is in a sequential order. Simple flowchart or cyclical diagram. Pictures with captions/diagrams with labels. Technical vocabulary/glossary.	Title often asks a question. Starts with an introduction, followed by sequential explanation. Sub-headed paragraphs organised around themes that are usually in time order. Simple flowchart or cyclical diagram to illustrate a process. Some direct address to the reader to include additional interesting details (You'll be surprised to know/Have you ever wondered…). Technical vocabulary/glossary.	Title often asks a question. Starts with an introduction, followed by sequential explanation. Organised into logically structured, sub-headed paragraphs that are usually in time order. Use of diagrams and other illustrations. Numbered points where appropriate. Some direct address to the reader to include additional interesting details (You'll be surprised to know/Have you ever wondered…). Technical vocabulary/glossary.	Introduction, followed by a sequential explanation. Organised into logically structured, sub-headed paragraphs that start with a topic sentence and are usually in time order. Use of more complex labelled diagrams such as flow charts and other illustrations. Numbered points where appropriate, captions and fact boxes. Technical vocabulary/glossary.	Introduction, followed by a sequential explanation. Organised into logically structured, sub-headed paragraphs that start with a topic sentence and are usually in time order. Use of complex labelled diagrams such as flow charts and other illustrations, which demonstrate multiple causes and effects. Numbered/bullet points where appropriate, captions and fact boxes. Technical vocabulary/glossary.
Language and Grammar			Simple present tense. Use facts for explanation. Use of subordinating and coordinating conjunctions (e.g. so, because). Expanded noun phrases to add interesting detail. -EXT: *Introduction of the use of Standard English.*	Use of conjunctions, adverbs and prepositions to indicate cause, time and place. Time conjunctions to order steps in a process. Causal conjunctions to explain cause and effect. Simple present and present perfect tense. Expanded noun phrases to dd interesting detail. Use of technical vocabulary.	Simple present and present perfect tense. Use of a range of conjunctions of time and cause and effect. Noun phrases expanded by prepositions for precision and detail. Use of adverbials, including fronted adverbials.	Formal tone and impersonal voice. Simple present and present perfect tense. Use of a range of time and causal conjunctions to link sentences within paragraphs. Pronouns for cohesion. -Relative clauses and expanded noun phrases, to support precision and add detail. Modal language where appropriate.	Formal tone and impersonal voice. Simple present and present perfect tense, including passive forms of verbs. Use of a broader range of conjunctions of time and cause and effect to link sentences within and across paragraphs. Pronouns for cohesion within and across paragraphs. Expanded noun phrases and relative clauses, for greater precision and qualification.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Non-Fiction – EXPLANATION TEXTS							
To explain how or why - e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.							
Punctuation			-KS1 punctuation accuracy (capital letters and full stops). Question mark for introductory sentences to engage the reader. Exclamation marks where appropriate.	Question mark for introductory sentences to engage the reader. Exclamation marks where appropriate. Use of commas to separate items in a list.	Question mark for introductory sentences to engage the reader. Exclamation marks where appropriate. Use of commas to separate items in a list. Commas after fronted adverbials.	Commas to clarify meaning. Brackets, dashes and commas for parenthesis.	Commas to clarify meaning. Brackets, dashes and commas for parenthesis. Hyphens to avoid ambiguity. Semi-colons to separate clauses and colons when listing technical information.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Non-Fiction – PERSUASION TEXTS						
*To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.*						
Structure and Presentation				A short text with one or two paragraphs. Tone and style to reflect the audience of the text (book blurb). Create intrigue. Questions and a cliff-hanger to entice the reader (book blurb). Emotional and exaggerated tone.	**Letter writing:** Clear introduction that grabs reader and states opinion or point of view. Paragraphs, containing series of logically joined points, starting with topic sentences. Concluding paragraph that re-affirms point of view. Appropriate degree of formality. Use of facts and evidence. Address on left, date underneath, greeting to start the letter	**Letter writing:** Address on left, date underneath, greeting to start the letter. Sign off to finish (Letters). Clear introduction that grabs reader and states opinion or point of view. Paragraphs that separate different persuasive points, containing logically joined sentences - topic sentences that are followed by elaboration and/or examples. Concluding paragraph that re-affirms point of view or opinion.	**Letter writing:** Address on left, date underneath, greeting to start the letter. Sign off to finish (Letters). Clear introduction that grabs reader and states opinion or point of view. Paragraphs that separate different persuasive points, containing logically joined sentences - topic sentences that are followed by elaboration and/or examples. Concluding paragraph that re-affirms point of view or opinion.
Language and Grammar				Key words that seek to persuade. Emotive, exaggerated language and interesting details to grab attention. (e.g. puns, rhymes, alliteration and invented words). Powerful verbs to describe key actions. Rhetorical questions. Conjunctions to support time sequencing of key events in book. Direct quotations involving a key event and character in book. Present tense and third person. Use of present perfect tense where appropriate.	**Letter writing:** Fronted adverbials to sequence paragraphs. Persuasive vocabulary. Emotive, exaggerated language. Rhetorical questions. - Causal Conjunctions and conditional sentences. Modal language. Present tense and third person. Use of present perfect tense where appropriate.	**Letter writing:** Fronted adverbials to sequence paragraphs. Persuasive words/phrases. Emotive, exaggerated language that persuades Rhetorical questions. (E.g. 'Are we really expected to…?') Causal conjunctions & conditional sentences. Present tense and third person. Modal verbs and adverbs. Relative clauses. Bias – opinions stated as fact. **PERSUADER: (See MTP)**	**Letter writing:** Fronted adverbials to sequence paragraphs. Persuasive words/phrases. Examples of pandering, condescension and concession (e.g. 'Naturally, it takes time for…) Emotive, exaggerated language that persuades. Rhetorical questions. Causal conjunctions & conditional sentences. Present tense third/person. Modal verbs and adverbs. Relative clauses. Passive construction. Bias – opinion stated as fact. Subjunctive form. **PERSUADER: (See MTP)**

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Non-Fiction – PERSUASION TEXTS							
To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.							
Punctuation				Question mark for rhetorical questions. Inverted commas for direct quotations from book (book blurb).	**Letter writing:** Question mark in rhetorical question. Exclamation marks to emphasise points. Commas after fronted adverbials. Apostrophes for both singular and plural possession.	**Letter writing:** Question mark in rhetorical questions and exclamation marks to emphasise. Hyphens to avoid ambiguity. Brackets, dashes and commas for parenthesis. *EXT: introduction of colons and semi-colons to logically join sentences that are linked in appropriate ways.*	**Letter writing:** Question mark in rhetorical questions and exclamation marks to emphasise. Hyphens to avoid ambiguity. Colons and semi-colons to logically join sentences that are linked in appropriate ways. Brackets, dashes and commas for parenthesis.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Non-Fiction – DISCUSSION TEXTS							
To present arguments and information from different viewpoints.							
Structure and Presentation					Title - could be a question. Intro – grabs reader, states topic, gives both sides. Paragraphs for different points, containing logically joined sentences, starting with topic sentences. Reasons, facts and evidence. Concluding paragraph that re-affirms the balanced viewpoint, gives the author's opinion and/or asks what the reader thinks.	Title - could be a question. Intro – grabs reader, states topic, gives both sides. Paragraphs starting with topic sentences followed by elaboration, exemplification and the consideration of opposing viewpoints. Concluding paragraph re-affirms balanced viewpoint, gives author's opinion and asks what the reader thinks. Formal/impersonal voice. Sub-headings as needed.	Title - could be a question. Intro – grabs reader, states topic, gives both sides. Paragraphs starting with topic sentences followed by elaboration, exemplification and the consideration of opposing viewpoints. Concluding paragraph re-affirms balanced viewpoint, author's opinion and asks what the reader thinks Formal/impersonal voice. Sub-headings as needed.
Language and Grammar					Fronted adverbials to sequence paragraphs. Key words and adverbials that seek to give a balanced viewpoint. Formal tone with factual sentences. Rhetorical questions. Causal/logical conjunctions. Present tense and third person. Use of perfect tense where appropriate. Modal verbs and adverbs. Conditional sentences (if…then etc.) Emotive, exaggerated language. Generalisers. Noun/pronoun use for cohesion.	Expanded noun/prep phrases and adverbs Key words/adverbials that give balanced viewpoint. Formal tone with factual sentences that back up the different viewpoints. Rhetorical questions. Causal/logical conjunctions. Present tense/third person. Relative clauses. Emotive, exaggerated language. Generalisers. Use of modal verbs and adverbs.	Expanded noun/prep phrases and adverbs Key words/adverbials that give balanced viewpoint. Modal verbs and adverbs. Formal tone with factual sentences that back up the different viewpoints. Rhetorical questions. Causal/logical conjunctions. Present tense/third person. Relative clauses. Abstract nouns (e.g. truth) Conditional sentences. Emotive, exaggerated language. Generalisers. Passive construction. Subjunctive form.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Non-Fiction – DISCUSSION TEXTS							
To present arguments and information from different viewpoints.							
Punctuation					Question mark in rhetorical questions. Exclamation marks to emphasise points. Commas after fronted adverbials. Apostrophes for both singular and plural possession.	Question marks in rhetorical questions. Exclamation marks to emphasise points. Brackets, dashes or commas for parenthesis. *EXT: introduction of colons and semi-colons to logically join sentences that are linked in appropriate ways.*	Question marks in rhetorical questions. Exclamation marks to emphasise points. Brackets, dashes or commas for parenthesis. Hyphens to avoid ambiguity. Colons and semi-colons to logically join sentences that are linked.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Fiction – TRADITIONAL STORIES AND FAIRYTALES + FOLKTALES + MYTHS AND LEGENDS							
To use traditional language and structures to tell a story in the appropriate style. To teach a lesson or share a moral.							
Structure and Presentation	**Fairy Tales** Logically sequenced sentences/time order with support.	**Traditional and Fairy Tales** Settings: fairies and magic. Logically sequenced sentences/time order.	**Traditional and Fairy Tales** Settings: fairies and magic. Beginning, problem and resolution. Clear paragraphs for each part of the story. Opening to hook the reader.	**Traditional Tales and Myths and Legends** Characters: mythical or supernatural. Setting: an ancient place, or prior to the time when records were kept. Myths: comment on or analyse a real-world event using metaphorical language. Conflict. Resolution: the conclusion of myths provide a lesson or moral. Organise paragraphs around a theme, with coherence, using cohesive devices.	**Folk tales** Characters: Often magical element or talking animals. -Distinctive setting from the past, with direct language that reflects this. Resolution: the conclusion of folk tales provide a lesson or moral. Teach a lesson, explain something or entertain. Organise paragraphs around a theme, with coherence, using cohesive devices.		
Language and Grammar	Begin to use 'and' and 'but'. Simple past tense verbs. Begin to use story language e.g. 'Once upon a time…' '…happily ever after.'	Coordinating conjunctions (e.g. and/but/or). Simple past tense. Simple description of main characters and setting. Story language e.g. 'Once upon a time…' '…happily ever after.' *EXT: Introduction of subordinate conjunctions (e.g. when/because).*	Simple past tense and past progressive. Powerful verbs and adverbs. Use of subordinating and coordinating conjunctions (e.g. so, because). Interesting sentence openers. Variation of sentence structure. Noun phrases to give interesting detail. Story language e.g. 'Once upon a time…' '…happily ever after.'	Descriptive language (adjectives, expanded noun phrases). Simple past tense and past progressive. Powerful verbs and adverbs to describe what the character did. Conjunctions (coordination and subordination). Interesting sentence openers. Sentence structure variation.	Descriptive language (adjectives, expanded noun phrases). Simple past tense and past progressive. Powerful verbs and adverbs (included fronted adverbials) to describe what the character did. Conjunctions (coordination and subordination). Interesting sentence openers. Sentence structure variation.		

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Fiction – TRADITIONAL STORIES AND FAIRYTALES + FOLKTALES + MYTHS AND LEGENDS							
To use traditional language and structures to tell a story in the appropriate style. To teach a lesson or share a moral.							
Punctuation	CL and full stops. Capital letters for people and personal pronoun 'I'.	KS1 punctuation accuracy (capital letters and full stops). Exclamation marks and question marks. Capital letters for people, places, days of the week and personal pronoun 'I'.	KS1 punctuation accuracy (capital letters and full stops). Commas to separate items in a list. Apostrophes for contractions and singular possession. Exclamation marks and question marks.	Commas in lists. Apostrophes for contractions and singular possession. Exclamation marks and question marks. Dialogue with inverted commas and other speech punctuation.	Commas in lists and after a fronted adverbial. Apostrophes for contractions and both singular and plural possession. Dialogue with inverted commas and other speech punctuation including a comma after the reporting clause.		

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Progression in Fiction – STORIES FROM OTHER CULTURES				
			To integrate appropriate cultural references and practices in narrative. To entertain..				
Structure and Presentation			Words & phrases chosen to match distinct culture/tradition and setting. Structure: setting/build-up/climax/resolution/ending. Action, description and dialogue sentences. Paragraphs organised according to the plot structure.	Words & phrases chosen to match distinct culture/tradition and setting. Structure: setting/ build up/ climax/ resolution/ ending. Action, description and dialogue sentences. Paragraphs organised according to the plot structure.	Words & phrases chosen to match distinct culture/tradition and setting. Structure: setting/build-up/ climax/ resolution/ ending. Organise paragraphs around a theme, with coherence, using devices to build cohesion within paragraphs.		
Language and Grammar			Usually written in the past tense and third person. Adverbial phrases. Express time, place and cause using a range of conjunctions and adverbs. *(EXT: Varying position).* Expand noun phrases through adjectives and prepositional phrases. Descriptive and emotive language, elaborating on ideas from wider reading. *EXT: Use of dialogue.*	Usually written in the past tense and third person. Time conjunctions to sequence events. Adverbial phrases. Express time, place and cause using a range of conjunctions, adverbs and prepositions. -Expand noun phrases through adjectives and prepositional phrases. Descriptive and emotive language, elaborating on ideas from wider reading.	-Express time, place and cause using a range of conjunctions, adverbs and prepositions. Multi-clause sentences with a wider range of conjunctions. Nouns and pronouns for clarity and to avoid repetition. Noun phrases, expanded by modifying adjectives, nouns and prepositional phrases. Present and simple past tense of verbs, including present perfect. Figurative language – simile, metaphor, personification, onomatopoeia.		
Punctuation			Capital letters and full-stops. Apostrophes for singular possession and contractions. *- EXT: Introduction of simple speech punctuation.*	Apostrophes for singular possession and contractions. Inverted commas and other speech punctuation, including question marks and exclamation marks.	Dialogue with inverted commas and other speech punctuation including a comma after the reporting clause. Commas after a fronted adverbial. Apostrophes for singular and plural possession.		

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Fiction – STORIES WITH FAMILIAR SETTINGS							
To use a familiar environment as the setting for a narrative. To entertain..							
Structure and Presentation	Logically sequenced sentences/time order sentences with support.	Logically sequenced sentences/time order sentences. Simple description of main characters and setting.	Beginning, problem and resolution. Main characters and setting description. Repetitive language. Opening to hook the reader.	Describe settings, characters and coherent plots. Paragraphing for different scenes/times in story, arranged according to plot structure. Plot structure – opening, build-up, dilemma/problem, resolution, ending.			
Language and Grammar	Begin to use 'and' and 'but'. Simple past tense verbs. Begin to use story language e.g. 'Once upon a time…' '…happily ever after.'	Coordinating conjunctions. - Simple past tense. Story language e.g. 'Once upon a time…' '…happily ever after.' *EXT: Introduction of subordinate conjunctions (e.g. when/because).*	Descriptive language (adjectives, expanded noun phrases). Simple past tense and past progressive. Powerful verbs and adverbs. Conjunctions (coordination and subordination). Interesting sentence openers. Variation of sentence structure. Story language e.g. 'Once upon a time…' '…happily ever after.'	Consistent use of the past tense, including past perfect. Noun phrases expanded by precise choice of adjectives and prepositional phrases. Express time, place and cause using a range of conjunctions, adverbs and prepositions. Figurative language.			
Punctuation	CL and full stops. Capital letters for people and personal pronoun 'I'.	Full-stops and capital letters. Exclamation marks and question marks. Capital letters for people, places, days of the week and personal pronoun 'I'.	Full-stops and capital letters. Commas to separate items in a list. Apostrophes for contractions. Exclamation marks and question marks.	Inverted commas and other speech punctuation. Commas in lists. Apostrophes for singular possession and contractions.			

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Fiction – STORIES WITH MYSTERY SETTINGS							
To create suspense and tension in the reader, creating questions and uncertainty. To entertain.							
Structure and Presentation				Beginning, build-up, problem/crime/unexplained event, resolution. 'Red herrings' and 'clues'. Paragraphs organised according to the plot structure. Action, description and dialogue sentences. - *EXT: Flashbacks.*		**(Scary Setting)** Plot structure: setting and character description, build-up of plot (including suspense), change in atmosphere, introduction of danger and resolution. Suspense strategies e.g. sentences of three. Suspense/danger created through 'show, not tell'. Action/description/dialogue. Create coherent plots with shifts in time and place.	Plot structure: setting and character description, build-up of plot (including suspense), change in atmosphere, introduction of danger and resolution. Chronological structure. - Suspense/danger created through 'show, not tell'. Use of 'red herrings' - Action, description and dialogue. Create coherent plots with shifts in time and place.
Language and Grammar				Past-tense, including progressive. Express time, place and cause using a range of conjunctions, adverbs and prepositions. Vocabulary for characterisation and tension. Expanded noun phrases including prepositional phrases. Short, sharp sentences for effect. Use of subordinate clauses. Figurative language (similes and metaphors).		Mixture of clause structures inc relative clauses. Expanded noun phrases for qualification/detail/precision Descriptive, emotive language. Figurative language (personification, metaphors, and similes). Range of time conjunctions. Rhetorical questions. Dialogue to convey character & advance action. Devices to build cohesion within/across paragraphs. Use of modal verbs/adverbs. *EXT: Contracted forms in dialogue for informality.*	Short sentences for impact. Wide range of precise nouns and expanded noun phrases. Range of clause structures with intention and effect - subordinate/relative clauses Range of conjunctions to vary multi-clause sentences. Descriptive, emotive language. Figurative language (personification, metaphors, and similes). Wide range of adverbial and prepositional phrases. Devices to build cohesion within/across paragraphs. Purposeful vocabulary choice to build atmosphere. Integrated dialogue to convey character & advance action, with informal constructions.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Fiction – STORIES WITH MYSTERY SETTINGS							
To create suspense and tension in the reader, creating questions and uncertainty. To entertain.							
Punctuation				Apostrophes for singular possession and contractions. Inverted commas and other speech punctuation, including question marks and exclamation marks. *EXT: Effective use of punctuation including ellipsis.*		Ellipsis for suspense. Exclamation marks for dramatic effect. Semi-colons to join closely connected ideas in sentences. Dialogue with inverted commas and other speech punctuation including a comma after the reporting clause. *EXT: Split speech* Apostrophes to show both singular and plural possession and contraction.	Inverted commas and other speech punctuation, including split speech. Ellipses for suspense. - Exclamation marks for dramatic effect. Commas to clarify meaning or avoid ambiguity. Apostrophes to show possession and contraction.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Fiction – STORIES SET IN IMAGINARY WORLDS/FANTASY							
To demonstrate imagination and creativity, imagining alternative settings and characters. To entertain.							
Structure and Presentation		Logically sequenced sentences. Simple description of main characters and fantasy setting.			Coherent plot with descriptive, emotive and figurative language. Plot structure – opening, build-up, dilemma/problem, resolution, ending. Organise paragraphs around a theme. Cohesion within paragraphs (e.g., fronted adverbials, pronouns, synonyms and time conjunctions).	Plot structure - opening, build-up, dilemma/problem, resolution, ending. Magical/talking animals and magical objects. Action, description, and dialogue within sentences. Create coherent plots with shifts in time and place.	Plot structure - opening, build-up, dilemma/problem, resolution, ending. Magical/talking animals and magical objects. Action, description, and dialogue within sentences. Create coherent plots with shifts in time and place.
Language and Grammar		Coordinating conjunctions. Simple past tense. Story language e.g. 'Once upon a time…' '…happily ever after.' *EXT: Introduction of subordinate conjunctions (e.g. when/because).*			Multi-clause sentences with a wider range of conjunctions. Conjunctions, adverbs and prepositions to express time, place, manner and cause. Nouns and pronouns for clarity. Use of noun phrases with modifying adjectives and prepositional phrases. Present and simple past tense verbs, including present perfect tense. Figurative language including simile, metaphor, personification and onomatopoeia. *EXS: Integrated dialogue to convey character and advance action.*	Range of conjunctions to vary multi-clause sentences. Relative clauses. Expanded noun phrases to add qualification, detail and precision. Wide range of adverbs, adverbial phrases, and prepositional phrases. A range of devices to build cohesion within and across paragraphs. Atmosphere developed using figurative language, sensory language, and impactful extended noun phrases. Integrated dialogue to convey character and to advance the action, *with informal constructions (EXT).*	Range of conjunctions to vary multi-clause sentences. Relative clauses. Wide range of precise expanded noun phrases to add qualification, detail, and precision. Wide range of adverbs, adverbial phrases, and prepositional phrases. A range of devices to build cohesion within and across paragraphs. Atmosphere developed using figurative language, sensory language, and impactful extended noun phrases. Integrated dialogue to convey character and to advance the action, with informal constructions.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Fiction – STORIES SET IN IMAGINARY WORLDS/FANTASY							
To demonstrate imagination and creativity, imagining alternative settings and characters. To entertain.							
Punctuation		Full-stops and capital letters. Exclamation marks and question marks.			Fronted adverbials with commas. Dialogue with inverted commas and other speech punctuation including a comma after the reporting clause.	Dialogue with inverted commas and other speech punctuation including a comma after the reporting clause. *EXT: Split speech* Brackets, dashes, or commas for parenthesis. Commas to clarify meaning or avoid ambiguity. Apostrophes for both singular and plural possession and contraction.	Punctuation for dialogue, including split speech. Brackets, dashes, and commas for parenthesis. Hyphens to avoid ambiguity. Colons and semi-colons as boundaries between main clauses. Commas to clarify meaning or avoid ambiguity. Apostrophes for possession and contraction.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Fiction – STORIES WITH HISTORICAL SETTINGS/CLASSICAL FICTION							
To integrate appropriate historical references and practices in narrative. To entertain.							
Structure and Presentation					Plot: setting and character description, build-up, climax, resolution, ending. Distinctive historical setting, with direct relations to the facts of the time-period. Action, description, and dialogue sentences. Paragraphs to show change in time and place.	Plot: setting and character description, build-up, climax, resolution, ending. May contain archaic phrases, or old English. Action, description, and dialogue.	Plot: setting and character description, build-up, climax, resolution, ending. Distinctive historical setting, with direct relations to the facts of the time-period. May contain archaic phrases, or old English. Action, description, and dialogue.
Language and Grammar					Past tense including progressive. Conjunctions, adverbs and prepositions to express time, place, manner and cause. Use of adjectives and adverbs for characterisation. Technical vocabulary used to show understanding of historical period. Noun phrases, expanded by modifying adjectives, nouns and prepositional phrases. Dialogue to convey character and to advance the action. *(EXT: informal constructions).* Devices to build cohesion within paragraphs, (e.g. conjunctions, adverbials of time and place, pronouns, synonyms). Atmosphere developed using figurative language and sensory language.	Past tense, including past perfect. Short sentences for effect and impact. Wide range of precise expanded noun phrases to add qualification, detail and precision. Mixture of clause structures for effect, including relative clauses. Wide range of conjunctions to vary multi-clause sentences. Descriptive, emotive language to convey character's changing emotions. A range of devices to build cohesion with and across paragraphs. Atmosphere developed using figurative language, sensory language, and impactful extended noun phrases. Integrated dialogue *(EXT: with informal constructions)* to convey character and to advance the action.	Past tense, including past perfect. Time adverbials and conjunctions to sequence events. Adverbial phrases. Expanded noun phrases to convey complicated information concisely. Adjectives to describe characters, settings and feelings – specific to the time-period. A range of devices to build cohesion with and across paragraphs. Atmosphere developed using figurative language, sensory language, and impactful extended noun phrases. Dialogue, using specific terminology and time-related language, conveys character and advancing the action. Informal constructions within speech. Passive construction.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Fiction – STORIES WITH HISTORICAL SETTINGS/CLASSICAL FICTION							
To integrate appropriate historical references and practices in narrative. To entertain.							
Punctuation					Dialogue with inverted commas and other speech punctuation including a comma after the reporting clause. Commas for fronted adverbials. Apostrophes for singular and plural possession.	Dialogue with inverted commas and other speech punctuation including a comma after the reporting clause. *EXT: Split speech* Commas to clarify meaning or avoid ambiguity. Apostrophes to show possession and for contractions.	Inverted commas and other speech punctuation for dialogue, including split speech. Question marks and exclamation marks, and apostrophes for possession and contractions within dialogue to reflect levels of formality. Brackets, dashes, and commas for parenthesis. Hyphens to avoid ambiguity. Colons and semi-colons as boundaries between main clauses. Commas to clarify meaning or avoid ambiguity.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Fiction – STORIES WITH HISTORICAL SETTINGS/CLASSICAL FICTION							
To provide a clear and entertaining script for actors to perform from. To entertain							
Structure and Presentation						Plot: setting and character description, build-up, climax, resolution, ending. Distinctive historical setting, with direct relations to the facts of the time-period. Action, description, and dialogue sentences. Paragraphs to show change in time and place.	Plot: setting and character description, build-up, climax, resolution, ending. May contain archaic phrases, or old English. Action, description, and dialogue.
Language and Grammar						Past tense inc progressive. Conjunctions, adverbs and prepositions to express time, place, manner and cause. Use of adjectives and adverbs for characterisation. Technical vocabulary used to show understanding of historical period. Noun phrases, expanded by modifying adjectives, nouns and prepositional phrases. Dialogue to convey character and to advance the action. *(EXT: informal constructions).* Devices to build cohesion within paragraphs, (e.g. conjunctions, adverbials of time and place, pronouns, synonyms). Atmosphere developed using figurative language and sensory language.	Past tense, inc past perfect. Short sentences for effect and impact. Wide range of precise expanded noun phrases to add qualification, detail and precision. Mixture of clause structures for effect, including relative clauses. Wide range of conjunctions to vary multi-clause sentences. Descriptive, emotive language to convey character's changing emotions. A range of devices to build cohesion with and across paragraphs. Atmosphere developed using figurative/sensory language, and impactful extended noun phrases. Integrated dialogue *(EXT: with informal constructions)* to convey character and to advance the action.

	Reception Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Progression in Fiction – STORIES WITH HISTORICAL SETTINGS/CLASSICAL FICTION				
			To provide a clear and entertaining script for actors to perform from. To entertain				
Punctuation						Inverted commas and other speech punctuation. *(EXT: include a comma when speech comes after the reporting clause.)* Commas for fronted adverbials. Apostrophes for singular and plural possession.	Inverted commas and other speech punctuation, including for split speech. Commas to clarify meaning or avoid ambiguity. Apostrophes to show possession and for contractions.

Writing Long Term Plan

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction	1.Stories with Predictable and Patterned Language 2.Traditional Stories and Fairy Tales 3.Stories with Familiar Settings 4.Stories About Fantasy Worlds	1.Stories with Familiar Settings 2.Traditional Stories and Fairy Tales 3.Stories from Other Cultures 4.Significant Author	1.Stories with Familiar Settings 2.Traditional Tales 3.Stories from Other Cultures 4.Stories with Mystery Settings 5.Myths and Legends	1.Stories from Other Cultures 2.Playscripts 3.Stories with Historical Settings 4.Stories set in Imaginary Worlds 6.Folktales	1.Playscripts 2.Classic Fiction 3.Stories with Mystery Settings 4.Stories with Fantasy Settings 5.Stories with Scary Settings 6.Stories with Dilemmas and Issues	1.Stories with Mystery Settings 2.Stories with Fantasy Settings 3.Stories with Flashbacks 4.Stories with Historical Settings
Non-Fiction	1.Labels, Lists and Captions 2.Instructions 3.Recounts - school trip 4.Non-chronological reports	1.Instructions 2.Non-chronological reports - class topic encyclopaedia 3.Explanation Texts 4.Recounts - diary entry	1.Explanation Texts (with diagrams) 2.Recounts 3.Non-chronological reports - information leaflets 4.Persuasive texts - book blurb	1.Instructions 2.Explanation 3.(with questions/answers) 4.Recounts - newspaper reports 5.Persuasive Texts – letters/flier 6.Non-chronological reports – information leaflets 7.Recounts – diary entry 8.Discussion Texts - write up a debate	1.Explanation Texts (with complex diagrams - e.g. flow chart) 2.Persuasive text – advertisements/letters 3.Discussion Texts - newspaper editorial 4.Recounts – Autobiographies 5.Non-chronological reports	1.Instructions- recap only 2.Explanation Texts (with multiple cause/effect) 3.Recounts – newspaper reports and recap diaries 4.Discussion Texts - formal debate article 5.Recount – Biographies 6.Non-chronological reports 7.Persuasive Texts – formal letters
Poetry	1.Poetry – Using the Senses 2.Poetry – Patterns and Rhyme 3.Traditional Poetry	1.Poetry – Using the Senses 2.Poetry – Patterns and Rhyme 3.Traditional Poetry	1.Performance Poetry 2.Shape Poems and Calligrams 3.Poetry- haiku, Tanka & kenning	1.Performance Poetry 2.Poetry – The Power Of Imagery 3.Poetry Exploring Form	1.Poetry – The Power Of Imagery 2.Classic Poetry 3.Poetry – Debate Poems	1.Narrative Poetry

At a minimum, a good coverage of narrative, non-fiction and poetry is required, as per the above lists. However, it is a school decision if a particular genre is repeated or left out of a specific year group. Schools should not feel bound to repeating a genre within the same year just because it is repeated in a Trust LTP.   Schools should also not feel bound to squeezing in every single one of the above writing genres, just because they are in the Trust LTP. Rather, the above units list the genres that the Trust provides an MTP and WAGOLL for, and schools then need to ensure an appropriate coverage of narrative, non-narrative and poetry from their year group list (i.e. a minimum of four narratives, four non-fiction and two poetry units).