



Everton Heath
Primary School

Writing progression

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The writing process

must always include the following:

Introduction

Always plan time to:

- Explore different types of texts by looking at real life examples
- Identify the purpose of the genre
- Identify the key features and structure so pupils understand each genre
- Agree the audience and why you are writing it for them

Modelling

This component must be well planned as the teacher must be the 'expert'. This step must include:

Direct instruction:

- from the sentence progression ladder for your year group
- main features of the genre
- vocabulary that is specifically chosen for the genre
- grammar, punctuation and spelling (linked to what has been taught in your short sessions)
- drafting (including oral rehearsal) and editing
- This is a crucial part of the modelling process that must not be left to the end

Drafting and editing

Pupils need adequate time to write for all stages of the writing process.

During this time pupils should:

- practice specific elements that have been modelled
- have opportunities to work with a teacher, in a small group, where they will be guided and given feedback about their writing
- edit their work pupils will need guidance from teachers for this element

Presentation

All writing should be presented to a high standard in all books, written for a purpose and celebrated

Brief glossary – for more detailed definitions follow link https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf	
Sentence	A sentence is a group of words that contain a complete thought. It contains a subject and a verb. A sentence can be a single clause or several clauses. A sentence begins with a capital letter and ends with a full stop.
Clause	A clause is a group of words that contains a LINKED subject and a verb that have a relationship
Subject	The subject of the clause or sentence is normally the noun or pronoun that is doing the action (performing the verb). It can be a person, place, thing or idea - Thomas enjoyed the film.
Noun	A person a place or a thing. There are common, proper, concrete, abstract and collective nouns.
Verb	A verb is a word that generally conveys an action, an occurrence, or a state of being. They make the nouns/pronouns act and interact with each other
Adjective	A word that describes a noun
Adverb	A word that describes a verb
Phrase	A group of two or more words that work as a meaningful unit of writing within a sentence or clause. If the most important part of the phrase is an adjective, the phrase is an Adjective Phrase; if the most important part of the phrase is a noun, the phrase is a Noun Phrase, and so on
Noun Phrase	Includes one noun and adjectives used to describe it
Adverbial Phrase	A group of words that functions as an adverb. It does not contain a verb.
Object	An object is normally a noun, pronoun, or noun phrase which is involved in the action, but does not do the action eg Marie wrote a poem .
Determiner	A modifying word that introduces a noun: one dog, my dog
Article	A sub-set of determiners: a, an, the
Compound sentence	A sentence containing 2 or more independent clauses that are linked by a co-ordinating conjunction
Co-ordination conjunction	Link parts of a sentence together e.g. and, but, or
*Paragraph	A section of writing which consists of one or more sentences grouped together, which deal with one subject or element of the writing as a whole.
Subordinate Clause	Typically introduced by a subordinating conjunction – Therefore, Because, Although - that forms part of and is dependent on a main clause
Complex sentence	A sentence containing one independent clause and at least one dependent clause
Relative clause	A special type of subordinate clause that modifies a noun often using the pronouns ' that ', ' which ', ' who ', ' whose ', ' where ' and ' when '.
Modal Verbs	Verbs used to express ideas such as possibility, intention, obligation and necessity: can/could, may/might, shall/should
Passive Voice	When the subject of the sentence has something done to it by someone or something
Active Voice	When the subject of the sentence is performing the action
Subjunctive:	The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions <i>Top teaching tip on https://www.teachwire.net/news/how-to-teach-the-subjunctive-form/</i>

COMPOSITION, TRANSCRIPTION, SPELLING & HANDWRITING OVERVIEW

	Composition Taught through different writing genres	Transcription	Spelling	Handwriting
YR	<p>Compose a sentence orally individually or as a group before they write it</p> <p>Say aloud what they are going to write about</p> <p>Write simple phrases and sentences that can be read by themselves and others</p>	<p>Write recognisable letters, most correctly formed</p> <p>Spell words by identifying sounds in them and represent the sounds with letters</p>	Sounds Write	Letter Join
Y1/2	<p>Plan or say aloud what they are going to write and write down main ideas/words including new vocabulary</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short pieces of writing</p> <p>Write a sequence of sentences for a type of genre</p> <p>Re-read to check writing makes sense and that verbs tenses are accurate</p> <p>Discuss what they have written with others</p> <p>Read aloud using intonation so that the meaning is clear</p>	<p>All letters correctly formed</p> <p>Start to join letters</p> <p>Write compound sentences</p> <p>Write simple sentences that are correctly punctuated</p> <p>Identify and correct errors</p> <p>Use question marks accurately in sentences</p> <p>Use exclamation marks accurately in sentences</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p>	Sounds Write Y1 Grammarsaurus Y2	Letter Join
Y3/4	<p>When planning writing, look at similar texts to understand and learn from the structure; consider the vocabulary and grammar</p> <p>Check for tense consistency</p> <p>Accurate use of pronouns</p>	<p>Cursive handwriting is joined</p> <p>Paragraphs – how to set them out and sentences are around one theme (topic sentence in NF)</p>	Grammarsaurus	Letter Join

	<p>Compose and rehearse sentences orally (including dialogue)</p> <p>Read aloud their own writing to a group or whole class, using intonation and controlling the volume so they can heard</p> <p>Assess effectiveness of own and others' writing; suggest improvements</p>	<p>Using commas and inverted commas</p> <p>Proofread for spelling and punctuation errors</p> <p>Write complex sentences</p> <p>Accurately spell a range of conjunctions that can be used for compound sentences</p> <p>Punctuate dialogue accurately</p>		
<p>Y5/6</p>	<p>Adjust writing to suit the audience. Note and develop initial ideas, drawing on reading and research, where necessary</p> <p>Identify the audience and purpose of the writing and select the appropriate form</p> <p>Use a range of devices to build cohesion within and between paragraphs</p> <p>Use organisational and presentational devices to structure text and to guide the reader (eg sub-headings, diagrams)</p> <p>Assess effectiveness of their own and others' writing</p> <p>Suggest changes to enhance effects and clarify meaning</p> <p>Precis longer passages</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p> <p>Assess effectiveness of their own and others' writing</p> <p>Suggest changes to enhance effects and clarify meaning</p> <p>Consider devices authors have used in different writing genres</p>	<p>Cursive handwriting is joined</p> <p>Cursive handwriting is joined</p> <p>Check grammar and punctuation is accurate</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Grammarsaurus</p>	<p>Letter Join</p>

GRAMMAR & PUNCTUATION PROGRESSION (Based on Grammasaurus)

Grammar

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Noun phrases	Noun phrases	Expanded noun phrases	Expanded noun phrases	Expanded noun phrases	Expanded noun phrases
Subordinating conjunctions (B) Co-ordinating conjunctions (BOA)	Subordinating conjunctions (WITB) Co-ordinating conjunctions (BOA)	Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS)	Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS)	Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS)	Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS)
Past and present tense are consistent	Past simple Past progressive Present simple Present progressive	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect
	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation
	Adverbs	Adverbials (TRaMP)	Adverbials (TRaMP)	Adverbials (TRaMP)	Adverbials (TRaMP)
				Modal verbs	Modal verbs
					Subjunctive form

Punctuation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aa.!?	Aa.!?	Aa.!?	Aa.!?	Aa.!?	Aa.!?
	Inverted commas	Inverted commas	Inverted commas	Inverted commas	Inverted commas
	Commas to separate a list	Commas to separate a list	Commas to separate a list	Commas to separate a list Colons	Commas to separate a list Colons
	Apostrophes for omission and possession	Apostrophes for omission and possession	Apostrophes for omission and possession	Apostrophes for omission and possession	Apostrophes for omission and possession
		Commas for fronted adverbials and clauses	Commas for fronted adverbials and clauses	Commas for fronted adverbials and clauses	Commas for fronted adverbials and clauses
				Parenthesis: Dashes Brackets Commas Hyphens	Parenthesis: Dashes Brackets Commas Hyphens
					Adding detail Dashes Colons Linking Semi-colons

EXPLANATION

RECEPTION

Purpose

To talk about why things happen or how things work
Use labels and captions on simple diagrams

Features which should be included

- Oral rehearsal before writing
- Write words clauses to label diagrams

Composition

- Write word, clause or sentence to name something or give more information
- Simple sentence structure using one independent clause
- Include a subject and verb

Grammar & Punctuation

- Use finger spaces
- Capital letter at beginning of sentence and names
- Full stop at end of sentence

KS1

Purpose

Listen to an oral explanation of a process (which should be supported by flowchart, diagrams, pictures)
Write series of sentences to explain the process

Features which should be included

- A title to introduce the process
- Use of noun phrases
- Sentences sequenced in order so information is logically linked
- Consistent use of tense throughout
- Use of exclamations for effect

Composition

- Adverbs for effect
- Use noun phrases to add detail
- Compound sentences
- Alliteration for emphasis
- Similes to add emphasis

Grammar & Punctuation	<ul style="list-style-type: none"> - Capital letter at beginning of sentence and names - Use question marks and exclamation marks - Apostrophes for missing letters - Commas to separate items in a list
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LKS2	
Purpose	
<p>Make notes and plan explanation logically so reader understands process</p> <p>Interest reader by addressing them directly</p>	
Features which should be included	<ul style="list-style-type: none"> - Direct address, question to reader - Expanded noun phrases to give more detail - Adverbial phrases to elaborate on similarities - Use of antonyms or synonyms for detail or to avoid repetition
Composition	<ul style="list-style-type: none"> - Paragraphs range in length to group related information - Use complex sentences
Grammar & Punctuation	<ul style="list-style-type: none"> - Compound and complex sentences - Commas to separate clauses - Apostrophes to mark singular possession - Prepositions - Antonyms & synonyms

UKS2	
Purpose	
Use a variety of organisational features: direct appeal to audience, layout, careful vocabulary choices Use subject specific vocabulary accurately	
Features which should be included	<ul style="list-style-type: none"> - Consistent tense - Subject specific language and vocabulary used - Use modal verbs to express possibility - Paragraphs organised using cohesive devices such as repetition, adverbials, noun phrases - Use of passive to give tone of formality
Composition	<ul style="list-style-type: none"> - Paragraphs are organised so ideas are linked across and within paragraphs - Range of sentence types and length for best effect - Accurate use of organizational features eg bullets, diagrams, charts - Pronouns and synonyms to avoid repetition
Grammar & Punctuation	<ul style="list-style-type: none"> - Passive voice - Subjunctive form - Co-ordinating conjunctions - Hyphen, colon, semi-colon - Brackets, dashes or commas to indicate parenthesis - Commas to clarify meaning or ambiguity

INSTRUCTIONS

RECEPTION

Retell how to do things in correct order

Give oral instructions when playing or building an object

Features which should be included	<ul style="list-style-type: none"> - Instructions given in correct order - Oral use of time conjunctions when giving instructions - Chances to 'test' instructions and make amendments - Write words / sentences to match pictures or sequences
Composition	<ul style="list-style-type: none"> - Simple sentence structure using one independent clause - Include a subject and verb
Grammar & Punctuation	<ul style="list-style-type: none"> - Use finger spaces - Capital letter at beginning of sentence and names - Full stop at end of sentence

KS1

Read and write instructions as part of a group and independently

Use direct / imperative language

Use adverbs to say how to perform an action

Use time conjunctions

Features which should be included	<ul style="list-style-type: none"> - Oral use of time conjunctions: first, next, after - Shared writing of simple sentences as commands - Title to show what instructions are about - Use different verbs for similar actions: cut, chop, slice - Explore and generate negative commands: Do not open the oven door
Composition	Capital letters for proper nouns

	<ul style="list-style-type: none"> - Adverbs to show how to do an action - Use noun phrases to add detail - Compound sentences
Grammar & Punctuation	<ul style="list-style-type: none"> - Use exclamation marks - Apostrophes for missing letters - Commas to separate items in a list

LKS2	
<p>Read and following complex instructions Identify organisation features which make instructions easier to follow: numbers, bullets, diagrams etc Write clear instructions and test them out Include an introductory and concluding paragraph</p>	
Features which should be included	<ul style="list-style-type: none"> - Informative title - Introductory paragraph to expand on title - Paragraphs should expand on instructional writing - Adventurous and descriptive adverbial phrases - Range of time conjunctions to sequence instructions
Composition	<ul style="list-style-type: none"> - Instructions organised in different ways but adhere to being sequenced correctly - Use prepositions and conjunctions accurately - Appropriate choice of noun or pronoun
Grammar & Punctuation	<ul style="list-style-type: none"> - Compound sentences - Inverted commas for direct speech - Subordinate clauses and accurate use of commas - Apostrophes to mark singular possession

KS2

Write instructions with clear sections: equipment needed, procedure, additional advice etc
Interweave use of diagrams or illustrations and link to written instructions

Features which should be included

- A range of organisational features
- Relative clauses
- Use of parenthesis or commas to clarify meaning or ambiguity
- Modal verbs for emphasis

Composition

- Reader is guided by organisational features
- Range of sentence types and length for best effect
- Range of grammar and punctuation is used for best effect

Grammar & Punctuation

- Relative clauses
- Modal verbs
- Adverbs for degrees of possibility
- Co-ordinating conjunctions
- Hyphen, colon, semi-colon, dash

NON-CHRONOLOGICAL REPORT WRITING

Reception

Describe something or someone from picture, drawing
 Answer questions about the picture, drawing
 Write labels, captions and sentences for pictures or drawings

Features which should be included

- Description matches object or person
- Write words / sentences to describe pictures, what people do, what they like, etc

Composition

- Simple sentence structure using one independent clause
- Include a subject and verb

Grammar & Punctuation

- Use finger spaces
- Capital letter at beginning of sentence and names
- Full stop at end of sentence

KS1

Collect information about something eg where they live, what the weather is like in another place, etc
 Share write an introduction to a report

Features which should be included

- Factual information
- Shared writing simple sentences to describe
- Pupils to add to shared writing independently
- *Use noun phrases to describe detail*
- *Use present tense*
- *A list separated by commas*

Composition

- Simple sentences including subject and verb

	<ul style="list-style-type: none"> - Capital letters for proper nouns - <i>Adverbs to describe an action</i> - <i>Compound sentences</i>
Grammar & Punctuation	<ul style="list-style-type: none"> - Capital letter at beginning of sentence and names - Full stop at end of sentence - <i>Use exclamation marks</i> - <i>Apostrophes for missing letters</i> - <i>Commas to separate items in a list</i>

**Year 2*

LKS2	
Use subject specific vocabulary, sometimes technical Use language of comparison and contrast	
Features which should be included	<ul style="list-style-type: none"> - Informative title - Introductory paragraph to expand on title - Vocabulary matches the subject
Composition	<ul style="list-style-type: none"> - Report organised into paragraphs - Use prepositions and conjunctions accurately - Appropriate choice of pronoun or noun - Accurate use of articles
Grammar & Punctuation	<ul style="list-style-type: none"> - Compound sentences - Commas to separate clauses and items in list - Subordinate clauses and accurate use of commas - Apostrophes to mark singular possession

UKS2	
<p>Reports to use precise technical language to compare and contrast</p> <p>Explore both impersonal and personal styles in reports</p> <p>Write reports which can be displayed and engages reader</p> <p>Use range of features eg sub-headings, diagrams, grids, etc</p> <p>Organise report with opening, paragraphs and conclusion</p> <p>Write both information and formal reports using appropriate vocabulary and style</p>	
Features which should be included	<ul style="list-style-type: none"> - Use pronouns and synonyms to avoid repetition - Relative clauses - Use of parenthesis or commas to clarify meaning or ambiguity - Modal verbs for emphasis - <i>Semi-colons within lists and to add clarity</i>
Composition	<ul style="list-style-type: none"> - Reader gathers specific information on subjects - Range of sentence types and length for best effect - Range of grammar and punctuation is used for best effect
Grammar & Punctuation	<ul style="list-style-type: none"> - Relative clauses - Modal verbs - Adverbs for degrees of possibility - Co-ordinating conjunctions

PERSUASION

Reception	
To talk about how they respond to certain words, images eg looking at food makes them want to eat something	
Features which should be included	<ul style="list-style-type: none"> - Oral rehearsal before written - Write words clauses to label diagrams
Composition	<ul style="list-style-type: none"> - Write word, clause or sentence to name something or give more information - Simple sentence structure using one independent clause - Include a subject and verb
Grammar & Punctuation	<ul style="list-style-type: none"> - Use finger spaces - Capital letter at beginning of sentence and names - Full stop at end of sentence

KS1	
Through role-play explore what it means to persuade Think about what methods are effective: words, images, jingles, etc	
Features which should be included	<ul style="list-style-type: none"> - Sentences include questions (and answers) - Some parts are developed using adjectives and similes - <i>Use of adjectives and adverbs for effect</i> - <i>Use of noun phrases</i> - <i>Use of exclamations for effect</i>
Composition	<ul style="list-style-type: none"> - Simple sentences including subject and verb - Adjectives to describe nouns - Capital letters for proper nouns

	<ul style="list-style-type: none"> - Similes using 'like' - Adverbs for effect - <i>Use noun phrases to add detail</i> - <i>Compound sentences</i> - <i>Alliteration for emphasis</i> - <i>Similes to add emphasis</i>
Grammar & Punctuation	<ul style="list-style-type: none"> - Use question marks - Capital letter at beginning of sentence and names - Full stop at end of sentence - <i>Use exclamation marks</i> - <i>Apostrophes for missing letters</i> - <i>Commas to separate items in a list</i>

*Year 2

LKS2	
Present a persuasive point of view in writing Link points and select style and vocabulary appropriate for reader	
Features which should be included	<ul style="list-style-type: none"> - Use paragraphs to group related information - Use suffixes and prefixes to develop meaning - Inverted commas for direct speech to add emphasis to persuade - <i>Noun phrases expanded to give more detail</i> - <i>Adverbial phrases to elaborate on similarities</i> - <i>Use of antonyms or synonyms for detail or to avoid repetition</i>
Composition	<ul style="list-style-type: none"> - Use compound sentences - <i>Paragraphs range in length</i> - <i>Use complex sentences</i> - <i>Use adverbs and conjunctions to justify a point</i>

Grammar & Punctuation	<ul style="list-style-type: none"> - Compound/complex sentences - Commas to separate clauses - Apostrophes to mark singular possession - Prepositions
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UKS2	
<p>Read texts eg adverts, letters, headlines, fliers, to compare writing</p> <p>Explore use of ambiguity, bias, half-truth; how opinion can be disguised to seem like fact</p>	
Features which should be included	<ul style="list-style-type: none"> - Words and phrases noun phrases to support argument - Use modal verbs and adverbs to express possibility - Subject specific language and vocabulary used for effect and to persuade - Paragraphs organised using cohesive devices such as repetition, adverbials, noun phrases - <i>Use of passive to give tone of formality</i>
Composition	<ul style="list-style-type: none"> - Range of sentence types and length for best effect - Use punctuation for parenthesis - Use pronouns and synonyms to avoid repetition - Paragraphs are organised so ideas are linked across and within paragraphs - Accurate use of organisational features eg bullets, diagrams, - Use range of punctuation
Grammar & Punctuation	<ul style="list-style-type: none"> - Relative clauses - Adverbs for degrees of possibility - Modal verbs - Brackets, dashes or commas to indicate parenthesis - Commas to clarify meaning or ambiguity - <i>Passive voice</i> - <i>Subjunctive form</i> - <i>Hyphen, colon, semi-colon</i>

RECOUNT

Reception

Retell events in chronological order

Give an account of an event or experience

Features which should be included

- Oral retelling of events using time words and past tense
- Informally recount incidents in own life to others
- Sequence pictures in order that they happened
- Write words / sentences to match pictures or sequences

Composition

- Simple sentence structure using one independent clause
- Include a subject and verb

Grammar & Punctuation

- Use finger spaces
- Capital letter at beginning of sentence and names
- Full stop at end of sentence

KS1

Retell events in chronological order

Give an account of an event or experience

Write in chronological order

Features which should be included

- Writing includes a title linked to the content
- Introductory sentence to show: who, what, when, where and why
- Sentences show passing of time
- Simple ending
- *Clear introduction and ending*
- *Introductory sentence to show: who, what, when, where and why*

	<ul style="list-style-type: none"> - <i>Correct use of present and past tense</i> - <i>Simple ending</i>
Composition	<ul style="list-style-type: none"> - Simple sentences including subject and verb - Adjectives to describe nouns - Capital letters for proper nouns - Similes using 'like' - <i>Adverbs to show how to do an action</i> - <i>Use noun phrases to add detail</i> - <i>Compound sentences</i> - <i>Alliteration for emphasis</i>
Grammar & Punctuation	<ul style="list-style-type: none"> - Use question marks - Capital letter at beginning of sentence and names - Full stop at end of sentence - <i>Use exclamation marks</i> - <i>Apostrophes for missing letters</i> - <i>Commas to separate items in a list</i>

*Year 2

LKS2	
Retell events about the writer or someone else	
Recount to include personal feelings, viewpoints	
Write in chronological order using adventurous time conjunctions	
Features which should be included	<ul style="list-style-type: none"> - Introduction clearly sets out what text is about - Links between sentences and paragraphs to navigate reader - Paragraphs organised around key events - Writer adopts a viewpoint and conveys empathy - Final paragraph includes personal viewpoint or feelings
Composition	- Recount organised into paragraphs

	<ul style="list-style-type: none"> - Use pronouns accurately throughout the recount - Paragraphs navigate through time span non-chronologically - Use of possessive pronouns accurately throughout the recount
Grammar & Punctuation	<ul style="list-style-type: none"> - Compound sentences - Inverted commas for direct speech - Commas to separate clauses - Apostrophes to mark singular possession

UKS2	
Recount to inform, entertain or persuade	
Write in past tense using simple forms of past progressive and past perfect	
Features which should be included	<ul style="list-style-type: none"> - Paragraphs organised around key events and vary in length - Writer uses enquiry, information, creativity to inform and engage reader - Use of parenthesis or commas to clarify meaning or ambiguity
Composition	<ul style="list-style-type: none"> - Paragraphs navigate reader - Range of sentence types and length for best effect - Use reported speech
Grammar & Punctuation	<ul style="list-style-type: none"> - Relative clauses - Modal verbs - Adverbs for degrees of possibility - Co-ordinating conjunctions - Ellipsis, hyphen, colon, semi-colon

DISCUSSION WRITING (UKS2)

UKS2

Explore differences between persuasion and discussion
 Separate paragraphs to summarise different sides of an argument
 Clarify strengths and weaknesses of different positions
 Signal personal opinion clearly
 Draw conclusion that is based on the evidence

Features which should be included

- Use repetition, adverbials, noun phrases
- Use a range of adverbials to draw out similarities and differences
- Use modal verbs and adverbs to express possibility
- Use range of cohesive devices to move between opposing views
- Use of passive voice to give tone of formality

Composition

- Range of sentence types and length for best effect
- Use pronouns and synonyms to avoid repetition
- Paragraphs are organised so opposing viewpoints are given equal weighting within and across paragraphs
- Accurate reference to any evidence to support viewpoints
- Use range of punctuation
- Parenthesis

Grammar & Punctuation

- Relative clauses
- Adverbs for degrees of possibility
- Modal verbs
- Co-ordinating conjunctions
- Brackets, dashes or commas to indicate parenthesis
- Commas to clarify meaning or ambiguity
- Hyphen, colon, semi-colon

NARRATIVE WRITING

Reception

Orally retell familiar story using time words and past tense
 Write own story based on known traditional tale
 Stories based on traditional tales and those with repeating

Features which should be included

- Oral rehearsal before written
- Write words or clauses to match to pictures of the story
- Write own story based on traditional tale

Composition

- Write word, clause or sentence to name something or give more information
- Simple sentence structure using one independent clause
- Include a subject and verb

Grammar & Punctuation

- Use finger spaces
- Capital letter at beginning of sentence and names
- Full stop at end of sentence

KS1	
<p>Write own stories using language from familiar stories</p> <p>Stories have beginning, middle, end</p> <p>Stories have a main character</p> <p>Stories have and simple resolution</p>	
Features which should be included	<ul style="list-style-type: none"> - Plan which sets out the beginning, middle, end - Use story language 'Once upon a time ...' ' One day ...' <i>The next morning</i> - Use past tense
Composition	<ul style="list-style-type: none"> - Simple sentences including subject and verb - Adjectives to describe nouns - <i>Range of adverbs</i> - Capital letters for proper nouns - Similes using 'like' - <i>Noun phrases to describe setting and characters</i> - <i>Consistent use of tenses</i> - <i>Apostrophes for missing letters</i> - <i>Commas in lists</i>
Grammar & Punctuation	<ul style="list-style-type: none"> - Capital letter at beginning of sentence and names - Full stop at end of sentence - Use exclamation marks - <i>Adverbs for effects</i>

*Year 2

LKS2	
<p>Stories to include a dilemma or conflict and a resolution</p> <p>Paragraphs to signal beginning, middle and end</p> <p>Use either 1st or 3rd person consistently</p> <p>Power of 3 for effect: eg 'He leaped from his horse, charged at the gate and raised his sword.'</p>	
Features which should be included	<ul style="list-style-type: none"> - Paragraphs of different lengths - Similes and metaphors - Range of adverbs - Dialogue including accurate punctuation - <i>Introduction and conclusion are clearly linked</i>
Composition	<ul style="list-style-type: none"> - Use compound sentences - Adverbial phrases - Prepositional phrases to add detail - <i>Dialogue gives further information about the plot</i>
Grammar & Punctuation	<ul style="list-style-type: none"> - Compound sentences - Commas to separate clauses - Apostrophes to mark singular possession - Prepositions - Metaphors - <i>Speech punctuation</i>

*Year 4

UKS2	
<p>Stories written for a particular audience eg younger child; language and content chosen appropriately</p> <p>Develop characterisation so the reader forms an opinion about the characters</p> <p>Setting is based on an actual place and is described in detail</p> <p>Use personification</p> <p>Use reported speech</p>	
Features which should be included	<ul style="list-style-type: none"> - Use a range of devices including power of 3, metaphor, similes, repetition, etc to inform the reader and sway their opinion - Use a range of adverbs for frequency or subtlety eg often, seldom, exactly, suspiciously, etc - Personification - <i>Range of story writing and cohesive devices used</i> - <i>Dialogue and reported speech gives information or moves action on</i> - <i>Range of time conjunctions used to construct flashbacks</i>
Composition	<ul style="list-style-type: none"> - Range of sentence types and length for best effect, including one word sentences - Use punctuation for parenthesis - Use pronouns and synonyms to avoid repetition - Consistent use of tense and person - Paragraphs are used to provide clarity - <i>Modifiers for intensity: eg insignificant amount, exceptionally, recently, etc.</i>
Grammar & Punctuation	<ul style="list-style-type: none"> - Relative clauses - Adverbs for degrees of possibility - Modal verbs - Co-ordinating conjunctions - Brackets, dashes or commas to indicate parenthesis - Personification - <i>Passive and active voice</i> - <i>Subjunctive form</i> - <i>Hyphen, colon, semi-colon</i>

POETRY PERFORMANCE & WRITING

Reception

Read, perform and learn range of nursery rhymes
Recite and perform nursery rhymes with actions
Notice patterns in the poems and use to share write own poems

KS1

Recite and perform poems in unison, following the rhythm and keeping time
Create own actions for performance
Explore rhyming words
Write own rhyming couplets for a class poem
Recite and perform poems in small groups or independently
Write riddles using question and exclamation marks accurately
Understand what acrostic and calligram poetry is and write their own linked to topics

LKS2

Study some classic poetry
Write own couplets using metaphors and adverbial phrases
Write own versions of poems based on those studied
Read and comment on Kennings and Cinquains: talk about types of words, alliteration, rhythm and rhyme, similes
Perform poems using actions, voices, sound effects and musical instruments
Perform poems with appropriate expression

Understand how the poet uses figurative language

Look at free-verse and compare to rhyming verse

Understand how onomatopoeia is used for effect and identify onomatopoeic words and phrases to use in own poetry

Write own poems with figurative language and free verse

UKS2

Look at narrative poetry linked to history

Identify the poetic features of the poetry

Use a model to write own poems in a narrative style

Perform poem for an audience with appropriate expression to entertain and humour

Understand the structures of different types of poems

Compare and contrast structured poems with modern verse

Explain the impact of figurative language, including metaphor

Use models to create own poems

Decide how to present or perform poems for best effect