Writing

Learning and Progression Steps
Planning for Progression

Lancashire County Council
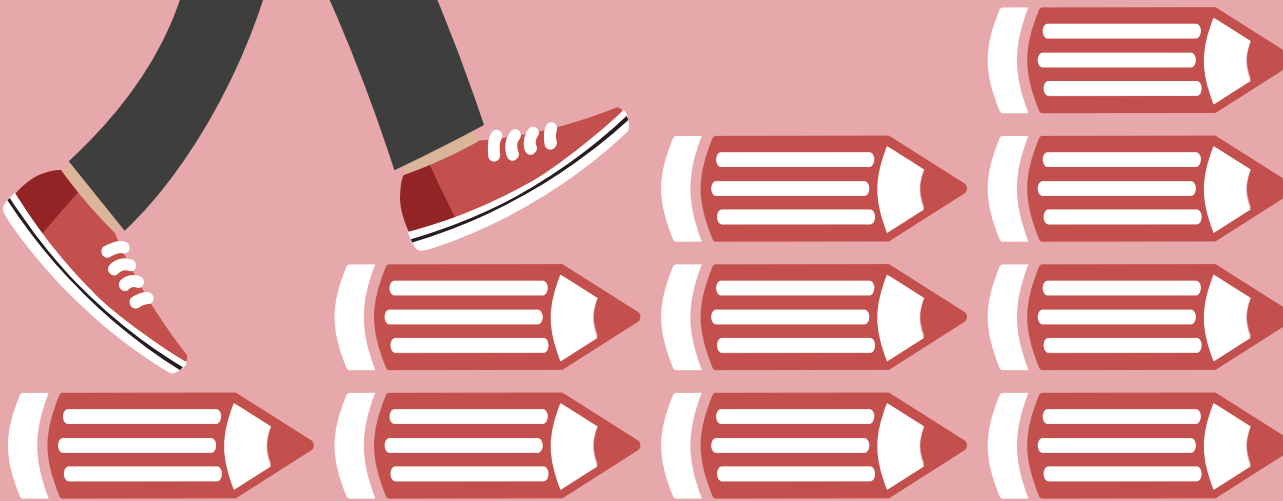
Learning and Progression Steps (LAPS) in Writing
Planning for Progression

What are Learning and Progression Steps (LAPS)?

The Learning and Progression Steps are designed to scaffold the learning required in order to meet the expectations of the National Curriculum. Statements in the Lancashire Key Learning for Writing document have been broken down into smaller steps to support teachers in planning appropriate learning opportunities. These key pieces of learning will support pupils in becoming effective and reflective independent readers.

Where have they come from?

The Learning and Progression Steps (LAPS) have been derived from the *Lancashire Key Learning in Writing* statements, identified primarily from the National Curriculum 2014 programmes of study.

How are they different from the *Key Learning* Statements?

The Learning and Progression Steps (LAPS) are smaller, progressive steps which support learning towards the *Key Learning in Writing* expectations. LAPS are numerically ordered from LAP 1 to LAP 3, to reflect the gradual development of the skill/s involved.

How are they different from the Key Learning Indicators of Performance (KLIPs)?

The Key Learning Indicators of Performance (KLIPs) document is an assessment tool. The Learning and Progression Steps (LAPS) document is a planning tool and is not intended to be used for summative assessment purposes.

Does LAP 1 mean a child is 'entering', LAP 2 'developing' and LAP 3 'secure'?

No. The terms 'entering', 'developing' and 'secure' are used in Lancashire's assessment approach, KLIPs, as summative judgements in relation to age related expectations. Definitions for these terms can be found in the introduction to the KLIPs document.

How might *Learning and Progression Steps (LAPS) in Writing* be useful?

Learning and Progression Steps (LAPS) may be used in a number of ways.

For whole class teaching, LAPS may be used to support differentiation. When planning Guided Writing, it may be appropriate to use LAPS statements to inform learning objectives for a session or number of sessions. In order to ensure that gaps in learning are addressed, teachers may find it helpful to use different LAPS grids for different groups.

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LAPS should be selected according to the learning needs of the individual or group. Some children may need to progress through LAPS 1, 2 and 3 in order to meet an age related expectation, whereas others may have a different starting point, perhaps beginning at LAP 3, thus meeting the age related expectation sooner. Emphasis however, should always be on developing breadth and depth of learning to ensure skills, knowledge and understanding are sufficiently embedded before moving on.

Are LAPS suitable to use as pupil targets for Writing?

The Lancashire Primary English Team has produced an accompanying document which contains pupil targets written in child-friendly language. These targets relate directly to the Learning and Progression Steps (LAPS).

The following Lancashire writing documents can be downloaded from **www.lancsngfl.ac.uk**

* Key Learning in Writing.
* Learning and Progression Steps (LAPS) in Writing: Group Writing Grids.
* Learning and Progression Steps (LAPS) in Writing: Children's Targets for Writing.
* Key Learning Indicators of Performance in Writing (KLIPs).

Learning and Progression Steps (LAPS) in Writing
Planning for Progression: Year 1

Range of Writing:	• Fiction e.g. traditional tales, stories with repetitive patterns, stories from other cultures, fantasy. • Non-fiction e.g. instructions, recounts, non-chronological reports. • Poetry e.g. poems on a theme, traditional rhymes.			
	LAP 1	**LAP 2**	**LAP 3**	**Key Learning**
Vocabulary, Grammar and Punctuation	• Repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others.	• Say, and hold in memory whilst writing, sentences that can be read by themselves and others.	• Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and.	• Say, and hold in memory whilst writing, simple sentences which make sense. • Write simple sentences that can be read by themselves and others.
	• With adult prompting, separate words with spaces, *e.g. using a finger or lollipop stick as a spacer.*	• Separate words with spaces.	• Separate words with spaces of a roughly consistent size.	• Separate words with spaces.
	• Use full stops to demarcate simple sentences.	• Use capital letters and full stops to demarcate simple sentences.	• Use capital letters and full stops to demarcate simple sentences in independent writing.	• Use punctuation to demarcate simple sentences (capital letters and full stops).
	• Recognise and write from memory capital letters. • Use capital letter for the personal pronoun I.	• Use capital letters for names of people, places and days of the week.	• Use capital letters for names of people, places, days of the week and the personal pronoun I, *e.g. editing and improving independent writing with support.*	• Use capital letters for names of people, places and days of the week. • Use capital letter for the personal pronoun I.
	• Identify and use question marks.	• Identify and use exclamation marks.	• Identify and use question marks and exclamation marks in independent writing.	• Identify and use question marks and exclamation marks.
	• Use the joining word and to link words in sentences, e.g. Henry had a duck and a dog. Penguins can slip and slide.	• Use the joining word and to link clauses, *e.g. They all pulled the turnip and it came out of the ground. Peel the banana and slice it into pieces.*	• Use the joining word and to link words and clauses in independent writing.	• Use the joining word and to link words and clauses.
		• Use the joining word but to link words (I have two sisters but no brothers.) and clauses (Cinderella wanted to go to the ball but she didn't have a dress).	• Use the joining word or to link words (I could sleep in the tent or the caravan.) and clauses (The Little Robot could stay in the forest or he could ride on the train).	• Extend range of joining words to link words and clauses using but and or.

Year 1

Composition: Planning	• Orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse. • Orally rehearse ideas linked to non-fiction, e.g. pass a 'microphone' around the group, into which each child can speak their sentence.	• Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas.	• Use familiar plots for structuring the opening, middle and end of their stories, *e.g. innovating on a known story and orally rehearse.*	• Orally plan and rehearse ideas. • Sequence ideas and events in narrative. • Use familiar plots for structuring the opening, middle and end of their stories.
		• Sequence events in non-fiction recounts, e.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse.	• Sequence ideas and events in different non-fiction texts, *e.g. decide on information or events to put on each page in a simple non-fiction book.*	• Sequence ideas and events in non-fiction.
Composition: Drafting and Writing	• Orally compose every sentence before writing, *e.g. say the sentence three times to fix it in working memory.*	• Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'.	• Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or'.	• Orally compose every sentence before writing.
	• With adult support, reread every sentence to check it makes sense.	• Re-read every sentence to check it makes sense.	• Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words.	• Re-read every sentence to check it makes sense.
	• Orally compose and write sentences to form short narratives.	• Orally compose and sequence their own sentences to write short narratives.	• Orally compose and sequence their own sentences, including some which use joining words, to write short narratives.	• Compose and sequence their own sentences to write short narratives.
	• Orally compose simple sentences to write short non-fiction texts, *e.g. Information text, postcard, instructions.*	• Orally compose and sequence their own sentences to write short nonfiction texts, e.g. recounts, instructions.	• Orally compose and sequence their own sentences to write short non-fiction texts, *e.g. recounts, information texts.*	• Compose and sequence their own sentences to write short non-fiction texts, *e.g. recounts, information texts, instructions.*
Composition: Evaluating and Editing	• Discuss their writing with adults and peers, giving an opinion, *e.g. I like my story because…*	• Discuss their writing with adults, saying what they like about it, *e.g. my favourite word is…*	• Discuss their writing with adults and peers, e.g. using speaking frames such as 'The best word I have used is…'; 'My handwriting is good because…'; 'I am proud of my writing because…'	• Discuss their writing with adults and peers.
Composition: Performing	• Read their writing to an adult.	• Read their writing audibly to a small group.	• Read aloud their writing audibly to adults and peers, e.g. larger group or whole class.	• Read aloud their writing audibly to adults and peers.

Learning and Progression Steps (LAPS) in Writing
Planning for Progression: Year 2

Range of Writing:	• Fiction e.g. traditional tales, stories with familiar settings, animal adventures, stories based on models from reading. • Non-fiction, e.g. instructions, recounts, letters, persuasive texts, non-chronological reports, explanations. • Poetry e.g. classic poems, poems on a theme, poems with a structure.			
	LAP 1	**LAP 2**	**LAP 3**	**Key Learning**
Vocabulary, Grammar and Punctuation	• Say, write and punctuate simple and compound sentences using the joining words *and* and *but* (co-ordination).	• Say, write and punctuate simple and compound sentences using the joining words *so* and *or* (co-ordination).	• Within their own writing, edit and improve simple and compound sentences using the joining words and, but, so and or (co-ordination).	• Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).
	• Use sentences with different forms: questions and exclamations.	• Use sentences with different forms: statements and commands.	• Use and punctuate correctly sentences with different forms: statement, question, command, exclamation.	• Use sentences with different forms: statement, question, command, exclamation.
	• Secure the use of full stops, capital letters, exclamation marks and question marks.	• With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.	• Independently, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.	• Secure the use of full stops, capital letters, exclamation marks and question marks.
		• Use commas to separate items in a list.	• Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing.	• Use commas to separate items in a list.
			• Use apostrophes for contracted forms *e.g. don't, can't, wouldn't, you're, I'll.* • Use apostrophes for singular possession in nouns, e.g. the girl's name.	• Use apostrophes for contracted forms *e.g. don't, can't, wouldn't, you're, I'll.* • Use apostrophes for singular possession in nouns, *e.g. the girl's name.*
	• Use subordination for time using when *e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play*	• Use subordination for time using before and after *e.g. We ate our picnic*	• Use subordination for time using when, before and after *e.g. Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed. After the plot with Hamish the cat failed, Mrs Grinling reached for the mustard pot.*	• Use subordination for time using when, before and after *e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.*
	• Use subordination for reason using because *e.g. He wore his coat because it was raining. Because it was raining, he wore his coat.*	• Use subordination for reason using if *e.g. If a plant does not get enough water, it will die. If people eat too much sugar, it can cause tooth decay. If you want to stay healthy, get plenty of exercise.*	• Use subordination for reason using because and if *e.g. I would go on an exotic holiday if I won the lottery. If I won the lottery, I would go on an exotic holiday.*	• Use subordination for reason using because and if *e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.*

Year 2

Learning and Progression Steps (LAPS) in Writing
Planning for Progression: Year 2

Vocabulary, Grammar and Punctuation Contd.	• Use the subordinating conjunction that in oral sentences using starter prompts, *e.g. I hope that …; My teacher told me that…; He said that…*	• Use the subordinating conjunction *that* in sentences and use in narrative writing, *e.g. Dougal said that he would love to stay.*	• Use the subordinating conjunction that in sentences and use these in non-fiction writing such as a recount or letter, e.g. I thought that Mr Jones was going to fall in the water! I hope that you write back soon.	• Use the subordinating conjunction that in a sentence, *e.g. I hope that it doesn't rain on sports day.*
	• Identify, understand and select verbs to complete sentences.	• Generate, select, and effectively use verbs.	• Independently, edit and improve own writing by strengthening the use of verbs.	• Select, generate and effectively use verbs.
	• Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, *e.g. She is watching television. I am reading my favourite book.*	• Explore the progressive form of verbs in the past tense, orally and in writing, to mark actions in progress, *e.g. He was singing at the top of his voice. They were flying through space.*	• Explore the progressive form of verbs in the present tense *(e.g. she is drumming)* and past tense *(e.g. he was shouting)* to mark actions in progress	• Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress.
	• Use past tense accurately and consistently for narratives, recounts and historical reports.	• Use present tense accurately and consistently for non-chronological reports and persuasive adverts.	• Independently, edit and improve own writing to ensure accurate and consistent use of tense, e.g. past tense for narratives and recounts; present tense for non-chronological reports, persuasive adverts and explanations.	• Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports. • Use present tense for non-chronological reports and persuasive adverts.
	• Identify, understand and select nouns to complete sentences.	• Generate, select and effectively use nouns.	• Independently, edit and improve own writing by strengthening the use of nouns.	• Select, generate and effectively use nouns.
	• Generate, select and effectively use adjectives.	• Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases, *e.g. the ferocious green dragon.*	• Identify, generate and effectively use noun phrases, *e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).*	• Select, generate and effectively use adjectives
	• Identify, understand and select adverbs to complete sentences.		• Independently, edit and improve own writing by strengthening the use of adverbs.	• Select, generate and effectively use adverbs.
Composition: Planning	• Discuss and plan what to write about *e.g. story mapping, innovating on a known story, generating and developing vocabulary and ideas.*	• Discuss and plan what to write about *e.g. story mapping, innovating on a known story, extending vocabulary and ideas.*	• Discuss and plan what to write about *e.g. story mapping, innovating on a known story, drawing on vocabulary and ideas from reading.*	• Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.

Learning and Progression Steps (LAPS) in Writing
Planning for Progression: Year 2

Composition: Drafting and Writing	• Orally rehearse each sentence prior to writing including simple and compound sentences.	• Orally rehearse every sentence before writing, including those which have been extended.	• Drawing on sentence structures from known texts, orally rehearse every sentence before writing, *e.g. This is a story about a rat. Not any old rat but a rat who travelled the highway!*	• Orally rehearse each sentence prior to writing.
	• Identify purpose and audience for writing, *e.g. to entertain children in Reception with our traditional tales.* Discuss the language needed, *e.g. story book language; repeated words and phrases to join in with.*	• Identify purpose and audience for writing, *e.g. to entertain our classmates with our explorer stories.* Discuss structure needed, *e.g. an opening which introduces the character, problem/s and ending. Plan and write clear sections, drafting short sections as appropriate.*	• Identify purpose and audience for writing, *e.g. to persuade children in Year 1 to visit our farm shop.* Discuss the language and structural organisation needed, *e.g. a snappy slogan, a question, alliteration, bullet points, exclamations, captions.*	• Use specific text type features to write for a range of audiences and purposes *e.g. to instruct, inform, entertain, explain, discuss, persuade.*
Composition: Evaluating and Editing	• Edit and improve own writing with specific guidance from the teacher, *e.g. Can you add the question marks to the sentences where they are needed?*	• Edit and improve own writing with some signposting from the teacher, *e.g. I have put a star next to a sentence that I think can be improved. Can you improve it?*	• Edit and improve own writing in relation to audience and purpose.	• Edit and improve own writing in relation to audience and purpose.
	• Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better.	• Discuss and establish a response partner agreement. Use this to support the process of evaluating their writing with peers and adults.	• Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience.	• Evaluate their writing with adults and peers.
	• Proofread to check for errors in spelling, grammar and punctuation.	• Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, *e.g. spotting and changing he walking to the shop to he walked to the shop.*	• Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, *e.g. spotting and changing he walking to the shop to he walked to the shop or he was walking to the shop.*	• Proofread to check for errors in spelling, grammar and punctuation. • Proofread to check for correct form of verbs within sentences, *e.g. correcting he walking to the shop to he walked to the shop.*
Performing	• Read aloud their writing with intonation, taking note of punctuation to make the meaning clear, *e.g. pausing at full stops, question marks and exclamation marks.*	• Read aloud their writing with intonation taking note of punctuation to make the meaning clear *e.g. pausing at commas which separate items in a list.*	• Read aloud their writing with tone and intonation, taking note of punctuation to make the meaning clear *e.g. pausing at full stops, changing voice in response to an exclamation mark and question mark.*	• Read aloud their writing with intonation to make the meaning clear.

Year 2

Learning and Progression Steps (LAPS) in Writing
Planning for Progression: Year 3

Range of Writing:	• Fiction e.g. *fables, folk tales, mystery, adventure, fantasy, play scripts.* • Non-fiction e.g. persuasive letters, diaries, non-chronological reports, explanations, recounts (biographies), discussion. • Poetry e.g. classic poems, shape poems, calligrams, poems on a theme.			
	LAP 1	**LAP 2**	**LAP 3**	**Key Learning**
Vocabulary, Grammar and Punctuation	• Identify **clauses** in sentences.	• Identify **clauses** in sentences.		• Identify **clauses** in sentences.
	• Explore and identify main and **subordinate clauses** in complex sentences.	• Explore and identify main and **subordinate clauses** in complex sentences.	• Explore and identify main and **subordinate clauses** in complex sentences.	• Explore and identify main and **subordinate clauses** in complex sentences.
	• Explore, identify and create complex sentences using a range of **conjunctions** e.g. *when, while, before, after.*	• Explore, identify and create complex sentences using a range of **conjunctions** e.g. *if, although, so.*	• Explore, identify and create complex sentences using a range of **conjunctions** e.g. *while, since.*	• Explore, identify and create complex sentences using a range of **conjunctions** e.g. *when, if because, although, while, since, until, before, after, so.*
	• Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Before he started making films, Walt Disney worked as an artist. After the bird had sprinkled the crumbs, a magnificent forest sprang up.*	• Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *If people live near volcanoes, they are in danger of their homes being destroyed. Although the Iron Man fell off the cliff, he wasn't harmed.*	• Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *While you were sleeping, I visited the Enchanted Wood. Since they had invaded Britain, the Romans had built many roads.*	• Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.*
	• Identify, understand and select **prepositions** to complete sentences e.g. *above, below, beneath, within, outside, beyond.*	• Generate and select **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.*	• Generate, select and effectively use **prepositions** in own writing e.g. *above, below, beneath, within, outside, beyond.*	• Identify, select, generate and effectively use **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.*
	• Identify, understand and select **adverbs** to complete sentences e.g. *suddenly, silently, eventually, cautiously, timidly.*	• Select, generate and extend the use of **adverbs** e.g. *first, soon, next, later, yesterday, now, instantly, precisely, securely.*	• Independently, edit and improve own writing by strengthening the use of **adverbs** e.g. *swiftly, rudely, wearily, gingerly.*	• Select, generate and effectively use **adverbs** e.g. *suddenly, silently, soon, next, eventually.*
	• Identify speech within a passage of text, e.g. *highlight the words spoken by a character and the **inverted commas (speech marks).***	• Identify and use **inverted commas (speech marks)**, to punctuate **direct speech** e.g. *improvise a short exchange of dialogue through role play; write and punctuate the speech using inverted commas.*	• Use **inverted commas to** punctuate **direct speech (speech marks)** in independent writing.	• Use **inverted commas to** punctuate **direct speech (speech marks).**

Vocabulary, Grammar and Punctuation Contd.	• Identify, understand and select the perfect form of **verbs** to complete sentences e.g. *We have researched healthy foods* (present perfect) instead of *We researched healthy foods* (simple past).	• Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. Barney said, *"I don't know where Stig has gone."* (present perfect) instead of Barney said, *"I don't know where Stig went."* (simple past).	• Independently, edit and improve own writing by using the perfect form of **verbs** where appropriate such as when writing dialogue in narrative and play scripts e.g. *Roman Soldier: He has disappeared, Sire!* (present perfect) instead of *Roman Soldier: He disappeared, Sire!* (simple past).	• Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. *He has gone out to play* (present perfect) instead of *he went out to play* (simple past).
	• Use the determiner *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box*.			• Use the determiner *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box*.
Composition: Planning	• Identify purpose and audience for writing, e.g.*to retell events from Walt Disney's life for our Year 2 audience.* Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time.	• Identify purpose and audience for writing, e.g.*to entertain other Year 3 children with poems for a class anthology*. Discuss the vocabulary, grammar and structural organisation needed.	• Identify purpose and audience for writing, e.g.*to entertain children in Year 1 with our fantasy stories*. Discuss the vocabulary, grammar and structural organisation needed, e.g. *opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue.*	• Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
	• Discuss and record ideas for planning using a range of formats, e.g. *chunking a plot, story maps, timeline, boxing up.*	• Discuss and record ideas for planning, e.g. *for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc.*	• Discuss and record ideas for planning, e.g. *story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams.*	• Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.
	• Identify purpose and audience for writing, e.g.*to retell events from Walt Disney's life for our Year 2 audience.* Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time.	• Identify purpose and audience for writing, e.g.*to entertain other Year 3 children with poems for a class anthology*. Discuss the vocabulary, grammar and structural organisation needed.	• Identify purpose and audience for writing, e.g.*to entertain children in Year 1 with our fantasy stories*. Discuss the vocabulary, grammar and structural organisation needed, e.g. *opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue.*	• Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.

Learning and Progression Steps (LAPS) in Writing
Planning for Progression: Year 3

Composition: Drafting and Writing	• Create and develop characters for narrative, e.g. *using adjectives, noun phrases, powerful verbs, adding detail to describe appearance and behaviour.*	• Improvise, create and write dialogue using **inverted commas (speech marks)**, synonyms for 'said' and, where appropriate, **adverbs** e.g. *"Get out of here!" shouted Bob angrily.*	• Create and develop settings for narrative, e.g. *precise nouns, adjectives, noun phrases, details relating to the five senses.*	• Create and develop settings for narrative. • Create and develop characters for narrative. • Improvise, create and write dialogue.
	• Improve a passage prepared by the teacher (e.g. *one written using simple sentences only*) with a focus on different sentence structures.	• During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP).	• During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).	
	• Using facts provided by the teacher, group related material into paragraphs *e.g. sort facts on cards under headings provided.*	• Group related material into paragraphs, e.g. *write facts about a well-known subject on individual sticky notes and group these under headings provided by the teacher.*	• Group related material into paragraphs, identifying suitable headings, *e.g. write facts about a well-known subject on individual sticky notes, discuss how these might be grouped, agree on headings and sort accordingly.*	• Group related material into paragraphs. • Use headings and sub headings to organise information.
Composition: Evaluating and Editing	• Proofread to check for errors in spelling, grammar and punctuation in own writing.	• Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.	• Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. *independently using a dictionary to check spellings.*	• Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
	• Discuss own writing with the teacher and make some improvements the light of evaluation.	• Discuss and propose changes with partners and improve writing in the light of evaluation.	• With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.	• Discuss and propose changes with partners and in small groups. • Improve writing in the light of evaluation.
Performing	• Use appropriate intonation, tone and volume to present their writing to a group or class.	• Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. *pausing at commas to mark clauses in complex sentences in their own story; changing their voice for different characters when reading dialogue.*	• Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. *using adverbs to inform how something is said.*	• Use appropriate intonation, tone and volume to present their writing to a group or class.

Learning and Progression Steps (LAPS) in Writing
Planning for Progression: Year 4

Range of Writing:	• Fiction e.g. fairy tales, folk tales, fantasy, myths, stories with issues and dilemmas, play scripts. • Non-fiction e.g. newspapers, information texts, explanations, persuasion, discussion. • Poetry e.g. classic poems, kennings, haiku, cinquain, poems on a theme.			
	LAP 1	**LAP 2**	**LAP 3**	**Key Learning**
Vocabulary, Grammar and Punctuation	• Create and use sentences with an adverb starter *e.g. Cautiously, Lila approached the fire fiend.* Use a comma after an adverb starter.	• Create complex sentences with adverb starters *e.g. Silently trudging through the snow, Sam made his way up the mountain.* Use a comma to separate the clauses.	• Create and use complex sentences with adverb starters in own writing, *e.g. Patiently waiting by the harbour, the people gazed at the horizon.* Use a comma to separate the clauses.	• Create complex sentences with adverb starters *e.g. Silently trudging through the snow, Sam made his way up the mountain.* • Use commas to mark clauses in complex sentences.
	• Create sentences with fronted adverbials for when *e.g. As the clock struck twelve, the soldiers sprang into action.* Use a comma after the fronted adverbial.	• Create sentences with fronted adverbials for where *e.g. In the distance, a lone wolf howled.* Use a comma after the fronted adverbial. • Use commas after fronted adverbials	• Create sentences with fronted adverbials for when and where *e.g. Moments later, Brer Rabbit appeared. Above the cliffs, the seagulls soared.* Use commas after fronted adverbials.	• Create sentences with fronted adverbials for when *e.g. As the clock struck twelve, the soldiers sprang into action.* • Create sentences with fronted adverbials for where *e.g. In the distance, a lone wolf howled.* Use commas after fronted adverbials.
	• Use inverted commas to punctuate direct speech (speech marks).	• Use inverted commas and other punctuation to indicate direct speech *e.g. The tour guide announced, "Be back here at four o' clock."*	• Use inverted commas and other punctuation to indicate direct speech. Start a new paragraph when a new speaker says something.	• Use inverted commas and other punctuation to indicate direct speech *e.g. The tour guide announced, "Be back here at four o' clock."*
	• Identify, select and effectively use pronouns *e.g. third person in narratives and newspapers (she, her, he, his, him, they, them, their, theirs, it, its).*	• Identify, select and effectively use pronouns *e.g. second person in persuasion (you, your, yours).*	• Identify, select and effectively use pronouns *e.g. first person for diaries, and first person narratives and recounts (I, me, my, mine, we, us our, ours).*	• Identify, select and effectively use pronouns.
	• Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.	• Explore, identify, collect and use noun phrases *e.g. the pale-faced boy with hair like straw.*	• Explore, identify, collect and use noun phrases *e.g. Mowzer watched the boat out in the ocean. Franny was particularly fond of the folk from up the tree.*	• Use nouns for precision, *e.g. burglar rather than man, bungalow rather than house.* • Explore, identify, collect and use noun phrases *e.g. the crumbly cookie with tasty marshmallow pieces.*
	• Explore, identify and use Standard English verb inflections in writing *e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.*	• Use Standard English verb inflections for writing *e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.*		• Explore, identify and use Standard English verb inflections for writing *e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.*

Learning and Progression Steps (LAPS) in Writing
Planning for Progression: Year 4

Composition: Planning	• Identify and discuss the purpose and audience of the writing e.g. to explain a process to our parents. Discuss the structure, vocabulary and grammar needed, *e.g. logically sequenced steps and technical vocabulary.*	• Identify and discuss the purpose and audience for writing, e.g. to entertain children in Year 3 with our adventure stories. Consider the structure, vocabulary and grammar needed to support this, *e.g. powerful verbs to convey action; opening, build-up, problem, resolution ending, some dialogue.*	• Identify and discuss the purpose and audience for the writing, *e.g. to make our Year 2 readers stop and think with our poems.* Carefully consider the structure and vocabulary, *e.g. counted syllable structure, precise nouns, alliteration, powerful verbs, effective adjectives.*	• Read and analyse narrative, non-fiction and poetry in order to plan their own versions. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
	• Discuss and record ideas for planning *e.g. for non-fiction writing, creating a text map or boxing-up text types to create a plan.*	• Discuss and record ideas for planning *e.g. story mountain, chunking a plot and innovating.*	• Discuss and record ideas for planning *e.g. for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc.*	• Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.
Composition: Drafting and Writing	• Develop characterisation using action, dialogue and description.	• Develop settings using vocabulary to create emphasis, humour, atmosphere, or suspense.	• Plan and write an opening paragraph which combines setting and character/s.	• Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. • Plan and write an opening paragraph which combines setting and character/s.
	• Improvise and compose dialogue between two characters.	• Improvise and compose dialogue to show, or give clues about how a character is feeling, *e.g. 'You're dishonest and ungrateful!' shouted the Pied Piper.*	• Improvise and compose dialogue, demonstrating their understanding of Standard English (for narrative sections) and non-Standard English (for some speech), *e.g. "Don't just stand there – wash your 'ands." Mum turned away to lay the table. "Eh?" "Don't say 'eh', say 'pardon'," she snapped.*	• Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.
	• Improve a passage prepared by the teacher *(e.g. one written using simple and compound sentences only)* with a focus on different sentence structures.	• During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP).	• During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).	• Use different sentence structures (see VGP).

Composition: Drafting and Writing Contd.	• Use paragraphs to organise writing in non-fiction texts, linking ideas across paragraphs using fronted adverbials for when *e.g. in newspapers: During the past few days, residents have reported vicious seagull attacks on tourists.*			• Use paragraphs to organise writing in fiction and nonfiction texts.
	• Link ideas across paragraphs using fronted adverbials for when and where *e.g. Several hours later…, Back at home…*	• Use paragraphs to organise writing in fiction, beginning a new paragraph to reflect a change of speaker, location and time. • Link ideas across paragraphs using fronted adverbials for where *e.g. Back at the bakery,…*	• Use paragraphs to organise writing in fiction, linking ideas across paragraphs using fronted adverbials for when and where *e.g. Several hours later…, Back at home…*	• Link ideas across paragraphs using fronted adverbials for when and where *e.g. Several hours later…, Back at home…*
Composition: Evaluating and Editing	• Proofread to check for errors in spelling, grammar and punctuation in own writing.	• Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.	• Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. Standard English verb inflections such as correct use of 'was' and 'were'.	• Proofread to check for errors in spelling, grammar and punctuation.
	• Discuss own writing with the teacher or a partner and make some improvements the light of evaluation.	• Discuss and propose changes to own and others' writing with partners/small groups, e.g. more appropriate determiner. Improve writing in light of evaluation.	• With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.	• Discuss and propose changes to own and others' writing with partners/small groups. • Improve writing in light of evaluation.
Performing	• Use appropriate intonation, tone and volume to present their writing to a group or class, *e.g. pausing at commas which follow adverbs.*	• Use appropriate intonation, tone and volume to present their writing to a range of audiences, *e.g. pausing at commas following fronted adverbials; using different voices when reading dialogue.*	• Use appropriate intonation, tone and volume to present their writing to a range of audiences. Use the voice to respond to the use of Standard and non-Standard English in their own writing, *e.g. "Howdy Brer Bear," he called cheerfully. "How're you this fine mornin'?"*	• Use appropriate intonation, tone and volume to present their writing to a range of audiences

Learning and Progression Steps (LAPS) in Writing
Planning for Progression: Year 5

Range of Writing:	• Fiction e.g. myths, legends, stories from other cultures, stories with historical settings, film and play script. • Non-fiction e.g. magazines, information texts, formal reports, persuasive texts, discussion texts. • Poetry e.g. classic narrative poems, poems with figurative language, poems with a structure.			
	LAP 1	**LAP 2**	**LAP 3**	**Key Learning**
Vocabulary, Grammar and Punctuation	• Create complex sentences by adding a relative clause using a relative pronoun: who, which, where, whose, when, that e.g. *Prince Llewellyn had a baby son who was his pride and joy.*	• Create complex sentences by dropping in a relative clause. e.g. Solar flares, which we see as sunspots, occur when magnetic energy is released. Use a range of relative pronouns: who, which, where, whose, when, that.	• Using relative pronouns who, which, where, whose, when, that, create complex sentences by using relative clauses, both at the end of sentences and embedded within, e.g. *The animals watched the man who had been chopping down the tree. The man, who had been chopping down the tree, stopped to rest.*	• Create complex sentences by using relative clauses with relative pronouns *who, which, where, whose, when, that* e.g. *Sam, **who** had remembered his wellies, was first to jump in the river. The thief broke into the house **which** stood on the top of the hill.*
			• Create complex sentences where the relative pronoun is omitted e.g. *Tina, standing at the bus stop, pondered the day ahead.*	• Create complex sentences where the relative pronoun is omitted e.g. *Tina, standing at the bus stop, pondered the day ahead.*
	• Create and punctuate complex sentences using ed opening clauses e.g. *Exhausted from the race, Sam collapsed in a heap.*		• Create and punctuate complex sentences using ed and ing opening clauses in fiction and non-fiction writing, e.g. *Shaped from bronze, the helmet was designed to protect the head during battle. Orbiting in ever increasing circles, the planets come in different sizes, types and colours.*	• Create and punctuate complex sentences using ed opening clauses e.g. *Exhausted from the race, Sam collapsed in a heap.*
		• Create and punctuate complex sentences using ing opening clauses, e.g. *Grinning with anticipation, Paul launched himself from the diving board.*		• Create and punctuate complex sentences using ing opening clauses, e.g. *Grinning with anticipation, Paul launched himself from the diving board.*
	• Demarcate complex sentences using commas in order to clarify meaning.	• Demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses.		• Demarcate complex sentences using commas in order to clarify meaning.
		• Identify and use commas to indicate parenthesis, e.g. The lighthouse, which had been abandoned for years, towered above the town.		• Identify and use commas to indicate parenthesis, e.g. *The house, lonely and abandoned, teetered on the edge of the cliff.*

Vocabulary, Grammar and Punctuation Contd.	• Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.			• Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa
		• Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice.		• Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice.
	• Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly*.			• Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.
		• Use devices to build cohesion within a paragraph e.g. *firstly, then, presently, this, subsequently*.		• Use devices to build cohesion within a paragraph e.g. *firstly, then, presently, this, subsequently*.
	• Explore, identify, collect and use noun phrases e.g. *Gelert stared in horror at the upturned crib with splatters of blood and scratch marks.*	• Use expanded noun phrases to convey information concisely, e.g. *Ole Kirk Christiansen was a respected carpenter with his own company.*		• Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth.
Composition: Planning	• Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, *e.g. to entertain children in Key Stage 1 with our play scripts which use dialogue to convey thoughts and feelings and move the action on, adverbs as part of stage directions, and organisational information such as 'Scene 1'.*	• Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, *e.g. to entertain children in Year 4 with our science fiction stories which include futuristic settings, scientific gadgets, time travel, invented words for objects and names for characters.*	• Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, *e.g. to persuade my classmates with my speech for a debate using emotive language, statistical information, rhetorical questions, and persuasive words.*	• Identify the audience and purpose. • Select the appropriate language and structures.
	• Plan writing by drawing on a writing model, e.g. *chunking a known fiction text, or boxing up a non-fiction text, in preparation for innovation*. Develop and clarify ideas through talk, noting key events and vocabulary on a written plan.	• Compare two similar texts and, with support, draw on these to create own plan. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan.	• Drawing on reading and research, create own plan for writing, *e.g. read, evaluate and analyse a selection of non-chronological reports before designing the structure and layout of their own plan*. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan and phrases.	• Use similar writing models. • Draw on reading and research. Note and develop ideas.

Learning and Progression Steps (LAPS) in Writing
Planning for Progression: Year 5

Composition: Planning Contd.	• Examine how authors develop characters in books, e.g. *study a short section of text which introduces a character, discuss effect on the reader and make a toolkit of techniques used.*	• Examine how authors develop settings in books, e.g. *study a short section of text which describes a setting, discuss effect on the reader and make a toolkit of techniques used.*	• Examine how characters and settings are presented in films, *e.g. watch a short section of film, stopping frequently to identify sights and sounds (characters and setting). Develop ideas further by adding descriptive vocabulary.*	• Think how authors develop characters and settings (in books, films and performances).
Composition: Drafting and Writing	• Show characterisation through the use of description and dialogue, *e.g. drawing on reading, develop and use a toolkit to write about a character based on a still or moving image.*	• Select appropriate structure, vocabulary and grammar to describe setting, e.g. *drawing on reading, develop and use a toolkit to write a setting description based on a still or moving image.*	• Blend action, dialogue and description within and across paragraphs, *e.g. Following modelling, experiment with presenting a short scene from a film as a piece of written prose.*	• Blend action, dialogue and description within and across paragraphs.
	• Improve a passage prepared by the teacher (*e.g. one written using an overused sentence opener or type) with a focus on different sentence structures.*	• During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP).	• During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).	• Use different sentence structures with increasing control (see VGP)

Evaluating and Editing	• Proofread to ensure:
	  o Consistent and correct use of tense throughout.
	  o Consistent subject and verb agreement.
	  o Spelling and punctuation errors are addressed.
		• Proofread and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	• Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	• Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
				• Proofread for spelling and punctuation errors

Performing	• Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear *e.g. using an authoritative tone when delivering a persuasive speech.*	• Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear *e.g. using intonation in response to commas or dashes which indicate parenthesis.*	• Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, *e.g. performing their own poem.*	• Use appropriate intonation and volume. • Add movement. • Ensure meaning is clear.

Learning and Progression Steps (LAPS) in Writing
Planning for Progression: Year 6

Range of Writing:	• Fiction e.g. detective fiction, science fiction, stories with flashbacks or time shifts. • Non-fiction e.g. persuasive texts, explanations, discussion texts, recounts, biographies, information text hybrids. • Poetry e.g. classic poetry, poems with imagery, free verse, song lyrics.			
	LAP 1	**LAP 2**	**LAP 3**	**Key Learning**
Vocabulary, Grammar and Punctuation		• Use devices to build cohesion between paragraphs in persuasive texts e.g. adverbials such as: *similarly, although, additionally, another possibility, alternatively, as a consequence.*	• Use devices to build cohesion between paragraphs in discursive and explanatory texts e.g. adverbials such as: *on the other hand, the opposing view, similarly, in contrast, additionally, another possibility, alternatively, as a consequence, as a result of.*	• Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.*
	• Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: *in the meantime, meanwhile, in due course, until then.*			• Use devices to build cohesion between paragraphs in narrative e.g. *adverbials such as: in the meantime, meanwhile, in due course, until then.*
	• Identify in texts, semi-colons which are used to mark the boundary between independent clauses e.g. The heat beat down from a cloudless sky; even the gulls and kittiwakes seemed to be silenced by the sun.	• Identify and use of semi-colons to mark the boundary between independent clauses e.g. *It is raining; I am fed up.*	• Edit and improve own writing by using **semi-colons** to mark the boundary between independent clauses e.g. *The day had finally arrived; it was destined to be one to remember.*	• Identify and use semi-colons to mark the boundary between independent clauses e.g. *It is raining; I am fed up.*
	• Identify the subject and object of a sentence, e.g. *David Beckham* (subject) *had always excelled at sports* (object).	• Explore and investigate active and passive e.g. in narrative writing, *The thief had broken the window in the greenhouse versus The window in the greenhouse had been broken.*	• Explore and investigate **active** and **passive** e.g. Comparing and using phrases such as *Some people argue that...* (active) and *It has been argued that...* (passive) for use in debate.	• Explore and investigate active and passive e.g. *I broke the window in the greenhouse versus the window in the greenhouse was broken.*
	• Explore, collect and use examples of the past perfect form of verbs to mark relationships of time and cause e.g. *He had spent his whole childhood by the sea* (past perfect).	• Explore, collect and use examples of the present perfect form of verbs to mark relationships of time and cause e.g. The culprit has left footprints across the lawn or I have searched the crime scene thoroughly (present perfect).	• Explore, collect and use examples of the future perfect form of verbs to mark relationships of time and cause e.g. *I will have finished by tomorrow* (future perfect).	• Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. *I had eaten lunch when you came* (past perfect); *She has eaten lunch already or I have eaten lunch already* (present perfect); *I will have eaten lunch by then* (future perfect).

Year 6

Vocabulary, Grammar and Punctuation Contd.			• Explore how **hyphens** can be used to avoid ambiguity e.g. *Tracey is the best-known cyclist in the competition* (Tracey is known better than every other competitor) versus *Tracey is the best known cyclist in the competition* (Tracey is the best of all the known competitors).	• Explore how hyphens can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark*.
	• Use subjunctive forms in formal speech and writing, focusing on *wish* and *if-* clauses e.g. *If I were to win the lottery, I would….; I wish I were more tolerant.*	• Explore, collect and use subjunctive forms within formal speech and writing, focusing on *requests* e.g. *The school requires that all pupils be honest. His Majesty decrees that all his subjects be counted. His Majesty insists that the wedding planner remain in the palace.*	• Edit and improve own formal writing and speech by using subjunctive forms e.g. *If I were to predict the future for these creatures…; The law requires that zoos be inspected annually.*	• Explore, collect and use subjunctive forms for formal speech and writing e.g. *If I were able to come to your party, I would…; The school requires that all pupils be honest.*
Composition: Planning	• Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. *To share my opinion with other theatre-goers by writing a formal review of a performance, selecting appropriate vocabulary, sentences and text structure.*	• Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. *to inform my classmates about a subject or person by writing an information hybrid text.*	• Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. *To write a persuasive speech to present within a class debate which includes formal language, the passive voice, statistical information and persuasive devices.*	• Identify audience and purpose. Choose appropriate text-form and type for all writing. • Select the appropriate structure, vocabulary and grammar.
	• Plan writing by drawing on a writing model, e.g. chunking a known fiction text or boxing up a non-fiction text, in preparation for innovation. *Develop and clarify ideas through talk, noting key ideas and vocabulary on a written plan.*	• Compare two similar texts and draw on these to create own plan for writing. Develop and clarify ideas through talk, noting key ideas and vocabulary on the plan.	• Draw on similar writing models, reading and research to create own plan for writing, e.g. *watch, read and evaluate a range of persuasive speeches before designing the structure and layout of their own.*	• Draw on similar writing models, reading and research.
	• Examine and compare how authors develop characters in books, e.g. *study a short section of text which introduces a character, discuss the effect of this description and create a toolkit of techniques used. Use to support writing.*	• Examine and compare how authors develop settings in books, e.g. *study a short section of text which introduces a setting, discuss the effect of this description and create a toolkit of techniques used. Use to support writing.*	• Compare how characters and settings are presented in films and performances, e.g. *watch a short section of film, pausing frequently to identify sights and sounds linked to character and setting. Create a toolkit of devices and use to support writing.*	• Compare how authors develop characters and settings (in books, films and performances).

Learning and Progression Steps (LAPS) in Writing
Planning for Progression: Year 6

Composition: Drafting and Writing	• Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.			• Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact
	• Explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher e.g. *We will have cakes and drinks (informal); Refreshments will be provided (formal).*	• Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. *find out – discover, ask for - request, ask about – enquire, go in – enter, get hold of – acquire, leave – exit.*	• Select and discuss appropriate register for formal and informal purposes, e.g. *a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).*	• Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).
	• Blend action and dialogue within sentences and paragraphs to convey character and advance the action e.g. *She turned on them, fists flailing and chased them back up the stairs, her eyes burning with simulated fury. 'Just 'cos you don't believe in anything 'cept motorbikes and football and all that rubbish!'*	• Blend action and description within sentences and paragraphs to convey character and advance the action e.g. *He looked at me. His eyes were watering a bit and he wiped them with a dark blue hanky he always had in his top pocket.*	• Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. *'They're perfect'. Sophie turned the books over. She sniffed the insides. The paper smelt of brambles and tin kettles.*	• Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"
	• Revise the use of different sentence structures, e.g. *simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Improve sentences and short texts prepared by the teacher and discuss effects created.*	• Revise the different sentence structures, e.g. *simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Discuss effects created. Using own writing, experiment with different effects by changing sentence types and structures.*	• When writing and editing, consciously control the use of different sentence structures for effect.	• Consciously control the use of different sentence structures for effect
	• Use synonyms and pronouns to build cohesion within and across paragraphs, e.g. *animals – creatures, beasts, species, wildlife, birds, mammals, they.*	• Use devices to build cohesion within and across paragraphs in narrative writing, e.g. *adverbials such as meanwhile; several days earlier; years passed, many hundreds of years later; back in 1837.*	• Use a wide range of devices to build cohesion within and across paragraphs, e.g. *adverbials (by the end of October; A few weeks later); pronouns (Rob knocked on the door. An old woman opened it and stared down at the boy. He smiled back.); and synonyms (cheetahs – animals, magnificent creatures, endangered species, huge cats, fascinating creatures).*	• Use a wide range of devices to build cohesion within and across paragraphs.

Composition: Drafting and Writing Contd.			• Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence.*	• Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence.*

Writing, Evaluating, Editing and Performing	• Reflect upon the effectiveness of writing in relation to audience and purpose.
	• Proofread to ensure:
	  ○ Consistent and correct use of tense throughout.
	  ○ Consistent subject and verb agreement.
	  ○ Spelling and punctuation errors are addressed.
		• Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.	• Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	• Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
				• Proofread for grammatical, spelling and punctuation errors.

	• Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. *adopting a formal tone when delivering a review.*	• Use appropriate and effective intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. *using intonation in response to punctuation to mark clauses.*	• Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. *performing their own poem.*	• Use appropriate and effective intonation and volume. • Add gesture and movement to enhance • Encourage and take account of audience engagement.

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