

Coteford Junior School Writing Progression Document

Intent

Writing is regarded as an essential life skill, both inside and outside of the classroom. Our goal is to provide children with crucial transferrable writing skills that they can build on year after year, use throughout their education, and use to prepare for secondary school. Teaching pupils to write for a variety of audiences and purposes is inspiring, especially at Coteford Junior School, where we provide pupils with a variety of interesting hooks and books to capture their attention and spark their imagination. Oracy is prioritised in our writing curriculum. The National Curriculum writing objectives specify that pupils should compose and rehearse sentences orally before committing them to paper. If pupils cannot construct sentences that use grammatical elements they have been working on, for example, conjunctions, fronted adverbials, dialogue, how will they be able to use these in their writing? In addition, exploring a subject in depth through drama, the retelling of stories, vocabulary games and other speaking and listening activities often leads to writing with greater depth and focuses than would have been achieved without this preparatory work.

It is our intent to provide high quality learning experiences in order to develop pupils' competence in both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Pupils will learn how to plan, revise and evaluate their writing effectively. They will be able to write down their ideas fluently, spelling words quickly and accurately by knowing the relationship between sounds and letters in words. The development of pupils' composition skills will ensure they can form, articulate and communicate ideas, organise them coherently for a reader, showing an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We aim to encourage pupils to develop fluent, legible and, eventually, speedy handwriting. Our aim is for ALL learners to achieve their full potential in writing and we are committed to providing the scaffolds and challenge needed in order for our children to achieve this.

Implementation

Writing is taught in specific meaningful and effective contexts. We underpin our English lessons through the use of high-quality texts which are selected to reflect our learners but also to promote the magic of language and literature. Children have effective, high quality daily English lessons and frequent opportunities to write across the curriculum. Speaking and listening skills support children in articulating their ideas. Whole-class texts / film units empower teachers to provide high-quality teaching of writing through high-quality literature. These units of work centre on engaging pupils with vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. Children are also encouraged to deconstruct non-fiction texts and identify key features for specific genres of writing. Teachers model the practising of these skills and children then apply them to their own writing. Teachers demonstrate high quality modelling within each lesson and encourage children to include key vocabulary and structure their work appropriately into coherent paragraphs and use the grammatical skills and punctuation taught at their year group level. The use of a WAGOLL / model text may be used as example of how to be successful in each unit. This provides children with an end goal. Children are encouraged to use this as a structure but also innovate their writing to make it their own. Teachers ensure that the standard of writing in the WAGOLL reflects the age-related outcomes for each specific year group and matches our year group writing expectations assessment sheet.

Children have opportunities to reflect on and improve writing through editing with continuous self, peer and teacher assessment providing clear next steps for learning. Coteford Junior School ensures that children are aware of their strengths and areas for development in writing so that learners can take ownership of their progress. Feedback is given which matches our policy. Although we **strive** to ensure that all pupils meet expectations for their year group, some pupils may need extra support. Daily interventions/support may be put in place in order to accelerate writing skills in this case. We ensure that ALL learners are given next steps and that scaffolds and challenges are put in place for those children working below or above age-related outcomes.

The school follows The National Curriculum which outlines which spelling rules (and exceptions to the rules) pupils should be learning in each year. As well as providing a guide to which spelling rules schools should be teaching when, the curriculum also provides lists of specific words children need to be able to spell by the end of Years 4 and 6. Children are taught to use a neat and consistent style of handwriting, and presentation. The use of joined, cursive handwriting is encouraged across the school.

Impact

Pupils will make at least good progress from their starting points. They will be equipped with a strong command of the written word and acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing. There will be automaticity in their spelling; grammar and handwriting allowing pupils to craft and successfully compose their writing without hesitation. Regular retrieval practice will aid pupils to memorise key aspects of learning; remember what has been taught and then apply it in their own work. Pupils will therefore write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Writing Progression

	Year 1	Year 2	Year 3
Phonic & Whole word spelling	<ol style="list-style-type: none"> 1. words containing each of the 40+ phonemes taught 2. common exception words 3. the days of the week 4. name the letters of the alphabet in order 5. using letter names to distinguish between alternative spellings of the same sound 	<ol style="list-style-type: none"> 1. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 2. learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones 3. learning to spell common exception words 4. distinguishing between homophones and near-homophones 	<ol style="list-style-type: none"> 1. spell further homophones 2. spell words that are often misspelt (Appendix 1)
Other word building spelling	<ol style="list-style-type: none"> 1. using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs 2. using the prefix un- 3. using -ing, -ed, -er and -est where no change is needed in the spelling of root words 4. apply simple spelling rules and guidance from Appendix 1 	<ol style="list-style-type: none"> 1. learning the possessive apostrophe (singular) 2. learning to spell more words with contracted forms 3. add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly 4. apply spelling rules and guidelines from Appendix 1 	<ol style="list-style-type: none"> 1. use further prefixes and suffixes and understand how to add them 2. place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals 3. use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	<ol style="list-style-type: none"> 1. write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ol style="list-style-type: none"> 1. write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ol style="list-style-type: none"> 1. write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<ol style="list-style-type: none"> 1. sit correctly at a table, holding a pencil comfortably and correctly 2. begin to form lower-case letters in the correct direction, starting and finishing in the right place 3. form capital letters 4. understand which letters belong to which handwriting 'families' and to practise these 	<ol style="list-style-type: none"> 1. form lower-case letters of the correct size relative to one another 2. start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 3. write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 4. use spacing between words that reflects the size of the letters. 	<ol style="list-style-type: none"> 1. use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 2. increase the legibility, consistency and quality of their handwriting
Contexts for Writing		<ol style="list-style-type: none"> 1. writing narratives about personal experiences and those of others (real and fictional) 2. writing about real events 3. writing poetry 4. writing for different purposes 	<ol style="list-style-type: none"> 1. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning Writing	<ol style="list-style-type: none"> 1. saying out loud what they are going to write about 2. composing a sentence orally before writing it 	<ol style="list-style-type: none"> 1. planning or saying out loud what they are going to write about 	<ol style="list-style-type: none"> 1. discussing and recording ideas 2. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting Writing	<ol style="list-style-type: none"> 1. sequencing sentences to form short narratives 2. re-reading what they have written to check that it makes sense 	<ol style="list-style-type: none"> 1. writing down ideas and/or key words, including new vocabulary 2. encapsulating what they want to say, sentence by sentence 	<ol style="list-style-type: none"> 1. organising paragraphs around a theme 2. in narratives, creating settings, characters and plot 3. in non-narrative material, using simple organisational devices (headings & subheadings)

Editing Writing	<ol style="list-style-type: none"> 1. discuss what they have written with the teacher or other pupils 	<ol style="list-style-type: none"> 1. evaluating their writing with the teacher and other pupils 2. rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 3. proofreading to check for errors in spelling, grammar and punctuation 	<ol style="list-style-type: none"> 1. assessing the effectiveness of their own and others' writing and suggesting improvements 2. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 3. proofread for spelling and punctuation errors
Performing Writing	<ol style="list-style-type: none"> 1. read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ol style="list-style-type: none"> 1. read aloud what they have written with appropriate intonation to make the meaning clear 	<ol style="list-style-type: none"> 1. read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Grammar (edited to reflect content in Appendix 2)	<ol style="list-style-type: none"> 1. regular plural noun suffixes (-s, -es) 2. verb suffixes where root word is unchanged (-ing, -ed, -er) 3. un- prefix to change meaning of adjectives/adverbs 4. to combine words to make sentences, including using and 5. sequencing sentences to form short narratives 6. separation of words with spaces 7. sentence demarcation (. ! ?) 8. capital letters for names and pronoun 'I') 	<ol style="list-style-type: none"> 1. sentences with different forms: statement, question, exclamation, command 2. the present and past tenses correctly and consistently including the progressive form 3. some features of written Standard English 4. suffixes to form new words (-ful, -er, -ness) 5. sentence demarcation 6. commas in lists 7. apostrophes for omission & singular possession 	<ol style="list-style-type: none"> 1. using the present perfect form of verbs in contrast to the past tense 2. form nouns using prefixes (super-, anti-) 3. use the correct form of 'a' or 'an' 4. word families based on common words (solve, solution, dissolve, insoluble) 5. subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
Punctuation (edited to reflect content in Appendix 2)	<ol style="list-style-type: none"> 1. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 2. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ol style="list-style-type: none"> 1. learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, 2. question marks, commas for lists 	<ol style="list-style-type: none"> 1. using and punctuating direct speech (i.e., Inverted commas) 2. apostrophes for contracted forms and the possessive (singular)
Grammatical Terminology	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Writing Progression

Year 4	Year 5	Year 6	
<ol style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 	<ol style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	<ol style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	Phonic & Whole word spelling
<ol style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ol style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ol style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	Other word building spelling
<ol style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 			Transcription
<ol style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting 	<ol style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task secure unlaboured handwriting style to enable focus on writing composition 	<ol style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task stylistic choices over presentation of work 	Handwriting
<ol style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ol style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form / register and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ol style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draw on models from reading which are clear in own writing 	Contexts for Writing
<ol style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ol style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 	<ol style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 	Planning Writing
<ol style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices 	<ol style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader 	<ol style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader 	Drafting Writing

<ol style="list-style-type: none"> 1. assessing the effectiveness of their own and others' writing and suggesting improvements 2. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 3. proofread for spelling and punctuation errors 	<ol style="list-style-type: none"> 1. assessing the effectiveness of their own and others' writing 2. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 3. ensuring the consistent and correct use of tense throughout a piece of writing 4. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 5. proofread for spelling and punctuation errors 	<ol style="list-style-type: none"> 1. assessing the effectiveness of their own and others' writing 2. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 3. ensuring the consistent and correct use of tense throughout a piece of writing 4. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 5. proofread for spelling and punctuation errors 	Editing Writing
<ol style="list-style-type: none"> 1. read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ol style="list-style-type: none"> 1. perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ol style="list-style-type: none"> 1. perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	Performing Writing
<ol style="list-style-type: none"> 1. using fronted adverbials 2. difference between plural and possessive -s 3. Standard English verb inflections (I did vs I done) 4. extended noun phrases, including with prepositions 5. appropriate choice of pronoun or noun to create cohesion 	<ol style="list-style-type: none"> 1. using the perfect form of verbs to mark relationships of time and cause 2. using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 3. converting nouns or adjectives into verbs 4. verb prefixes 5. devices to build cohesion, including adverbials of time, place and number 	<ol style="list-style-type: none"> 1. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 2. using passive verbs to affect the presentation of information in a sentence 3. using the perfect form of verbs to mark relationships of time and cause 4. know the differences in informal and formal language 5. use synonyms & antonyms 6. use further cohesive devices such as grammatical connections and adverbials 7. use of ellipsis for effect 	Grammar (edited to reflect content in Appendix 2)
<ol style="list-style-type: none"> 1. using commas after fronted adverbials 2. indicating possession by using the possessive apostrophe with singular and plural nouns 3. using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ol style="list-style-type: none"> 1. using commas to clarify meaning or avoid ambiguity in writing 2. using brackets, dashes or commas to indicate parenthesis 	<ol style="list-style-type: none"> 1. using hyphens to avoid ambiguity 2. using semicolons, colons or dashes to mark boundaries between independent clauses 3. using a colon to introduce a list 4. punctuating bullet points consistently 	Punctuation (edited to reflect content in Appendix 2)
determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	Grammatical Terminology

Curriculum Coverage for Coteford Junior School

Text Type	Story	Recount	Explanation	Persuasion	Discussion	Information	Diary	Instructions	Poetry	Play scripts
Y3	✓	✓		✓		✓		✓	✓	✓
Y4	✓	✓	✓	✓		✓	✓		✓	
Y5	✓	✓	✓	✓		✓	✓	✓	✓	✓
Y6	✓	✓		✓	✓	✓	✓		✓	

Progression in Sentence Construction

Sentence construction	R	Y1	Y2	Y3	Y4	Y5	Y6
These sentences are to be taught using these names – more info on each on sentence construction PowerPoint. They are for across genres were possible.	Simple sentences	List sentences Conjunctions sentences	Rhetorical question Simile sentence Exclamation Sentence Difference between statement, command and question But sentences 2A sentences	Fronted adverbial phrase Expanded noun phrase sentence Emotion word, (comma) Sentence Short sentence Ing sentences Questions / commands / statements Speech sentences Introduce DADWAVERS – description; adverb; where; dialogue; action; verb; estimation of time; rhetorical; similes and metaphors	Relative clause When sentence 4A sentence Emotion, comma Simile Rhetorical question Person, speech Ad, same ad - Introduce DADWAVERS – description; adverb; where; dialogue; action; verb; estimation of time; rhetorical; similes and metaphors	2 pairs sentence Reported speech 2A start 2A embedded Metaphor Personification of weather sentence Imagine and 3 example Irony sentence Consolidate DADWAVERS – description; adverb; where; dialogue; action; verb; estimation of time; rhetorical; similes and metaphors	Outside (Inside) sentences ing sentence Semi-colon Active / passive Subjunctive Colon: answer 3 adjective – (dash) Sentence If, if, if, then sentences De:de sentence Full use of DADWAVERS - description; adverb; where; dialogue; action; verb; estimation of time; rhetorical; similes and metaphors

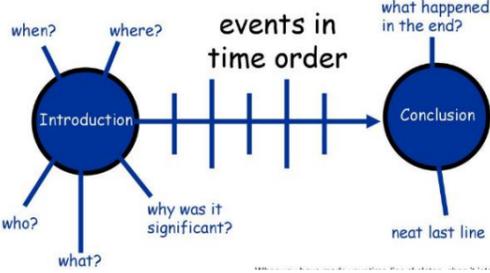
Progression in Narrative

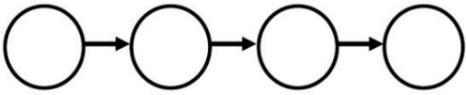
	Y1	Y2	Y3	Y4	Y5	Y6
Narrative skills	Simple sentences Adjectives Simple conjunctions – and / or Finger spaces	Beg / middle / end Stamina in writing Correct tense Adverbs Paragraphing (basic) Similes	Expanded noun phrases Characters Settings Figurative language Multiple sections to story More detailed description Prepositions of times and place Fronted adverbial of time and place	Refined paragraphing Viewpoint Pronouns for cohesion / repetition Embedded clauses Range of sentence lengths Dialogue Characters Setting Atmosphere	Range of cohesion techniques Adventurous vocabulary Passive voice Modal verbs Relative clauses Show not tell Characters Setting Atmosphere Integrated dialogue	Precise vocabulary chosen for effect Complex punctuation Shades of meaning Dialogue to move on action Complex plot; characterisation and detailed settings Dialogue to advance the actions Draw on inspiration from models of reading

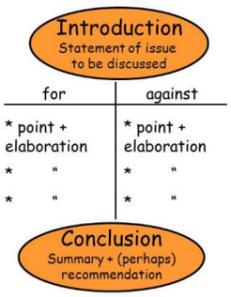
Progression in Poetry

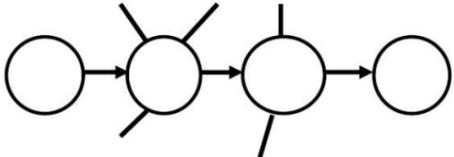
<p>Poetry Common forms: List poem Shape poems Simple rhyming patterns Acrostics Haiku / Cinquain / Kennings Rap / rhythm Narrative poetry Free verse</p>	<p>*Some forms of poetry can be seen as limiting for higher ability children. Care must be taken not to stifle creativity through an over structured approach. By the end of KS2, children should be able to draw upon which structure suits the purpose.</p>
<p>Structure / features: Children need to be able to identify the features and discuss the impact</p>	<p>General progression</p>
<p>Sound Rhythm Rhyme Alliteration Repetition Onomatopoeia</p> <p>Visual Simile Metaphor Personification</p> <p>Language Precise selection of powerful verbs, nouns and adjectives</p> <p>Structure Repetition of word, phrases or structure</p>	<p>Children write most effectively about subjects that they have experienced and that matter. It is the desire to capture and communicate to a reader or listener real experience and genuine feeling or to play with language that leads to the most powerful writing.</p> <p>An imaginative and interesting starting point is essential, for example:</p> <ul style="list-style-type: none"> • a first-hand experience – observing butterflies, looking at a candle flame, studying feathers with magnifying glasses; • objects – skeleton leaves, marbles, hands, trees, watches, a clock, a ship-in-a-bottle; • art – drawing before writing, postcards/posters of paintings, music, sculptures, film clips, photos, dance; • locations – churchyard, building site, sea front, deserted house; • collections – buttons, shoes, stamps, coins, fruit, leaves, pieces of bark; • a recalled, common experiences – darkness at night, snow falling, bonfire night; • seasons and weather – wintry days, storms, frost on the window pane, celebrations; • playful ideas – magical windows, putting on masks, looking through coloured glasses, riddles; • relationships – things gran says, old people, my mum says, our teacher is, my cat; • memories – secret places, details, strange events, old dreams, things I used to do; • feelings –anger, sadness, elation, memorable incidents; • models – suitable model poems, for example, 'The Magic Box' by Kit Wright, or phrases to stimulate writing, for example, a line from Shakespeare; • important events – D-day / Remembrance
<p>Year 3</p>	<ul style="list-style-type: none"> • invent new similes and experiment with word play; • use powerful nouns, adjectives and verbs; experiment with alliteration; • write free verse; borrow or create a repeating pattern
<p>Year 4</p>	<ul style="list-style-type: none"> • write free verse; use a repeating pattern; experiment with simple forms
<p>Year 5</p>	<ul style="list-style-type: none"> • use write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour
<p>Year 6</p>	<ul style="list-style-type: none"> • use language imaginatively to create surreal, surprising, amusing and inventive poetry; • use simple metaphors and personification to create poems based on real or imagined experience; • select pattern or form to match

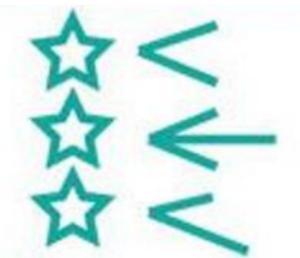
Progression in specific genres

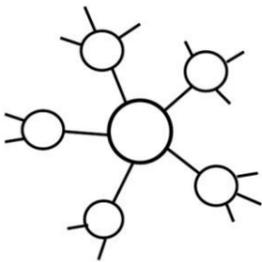
Genre	Recount	
Purpose:	To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	
Common forms:	Retelling stories in English lessons and other curriculum areas such as RE Giving accounts of schoolwork, sporting events, science experiments and trips out Writing historical accounts Writing biographies and autobiographies Letters and postcards Diaries and journals Newspaper reports Magazine articles Obituaries Encyclopaedia entries	
Generic text structure	Grammatical features	
<ul style="list-style-type: none"> Structure often includes: <ul style="list-style-type: none"> orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) an account of the events that took place, often in chronological order (The first person to arrive was ...) some additional detail about each event (He was surprised to see me.) reorientation, e.g., a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) <p>Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts</p> <ul style="list-style-type: none"> Plan how you will organise the way you retell the events. You could use a timeline to help you plan. Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include. Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or a comment on what happened (I think our school trip to the Science Museum was the best we have ever had). Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.) 	<p>Year 1</p> <ul style="list-style-type: none"> Y1 to write recount sentences about experiences that they are familiar with In personal recounts, the first person is used e.g. I was on my way to school ... We got on the bus <p>Year 2</p> <ul style="list-style-type: none"> Usually written in the past tense with space for pupils to use the past progressive form of verbs, e.g., the children were playing, I was hoping... Conjunctions are useful for coordinating events and showing subordination e.g., we went to the park so we could play on the swings... Noun phrases (some people, most dogs, blue butterfly) can be used to add detail and interest the reader <p>Year 3</p> <ul style="list-style-type: none"> Express time, place and cause using conjunctions (e.g., so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speech e.g., eye-witness reports in newspapers, retelling a conversation in a diary or letter... <p>Year 4</p> <ul style="list-style-type: none"> Recounts can take many forms (diaries, letters, newspaper reports) paragraphing can be used to organise all of these. Expanded noun phrases Events being recounted have a chronological order, so conjunctions, adverbs and prepositions are used e.g., then, next, first, afterwards, just before that, at last, meanwhile. Fronted adverbials e.g. Later that day The subject of a recount tends to focus on individual or group participants, which requires the use of either first or third person e.g., Third person they all shouted, she crept out, it looked like an animal of some kind). <p>Year 5</p> <ul style="list-style-type: none"> Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the owls had hunted... and Past perfect progressive forms e.g., the children had been singing... we had been hoping to go on this trip for a long time... Modals can be used to suggest degrees of possibility e.g. I should never have...they must be allowed... Uses adverbials e.g., therefore, however to create cohesion within and across paragraphs. <p>Year 6</p> <ul style="list-style-type: none"> Some forms may use present tense, e.g., informal anecdotal storytelling (Just imagine – I'm in the park and I suddenly see a giant bat flying towards me!) which also enables writing to meet different levels of formality and informality. In these cases, it is also possible to extend opportunities to writing using the present progressive e.g. I am really hoping... Different degrees of formality may be required for different forms e.g., high formality if recounting in the style of a broadsheet newspaper or informal in a personal diary 	

Genre	Instructional / procedural		
Purpose:	To ensure something is done effectively and/or correctly with a successful outcome for the participant/s		
Common forms:	How to design and make artefacts Technical manuals: how to operate computers, phones, devices How to carry out science experiments or to carry out a mathematical procedure How to play a game Writing rules for behaviour How to cook and prepare food Timetables and route-finders Posters, notices and signs Instructions on packaging		
Generic text structure			Grammatical features
<ul style="list-style-type: none"> • Begin by defining the goal or desired outcome. E.g., How to make a board game. Use the title to show what the instructions are about. E.g., How to look after goldfish • List any material or equipment needed, in order. • Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. Work out exactly what sequence is needed to achieve the planned goal. Decide on the important points you need to include at each stage. Keep sentences as short and simple as possible. • Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young. Appeal directly to the reader's interest and enthusiasm. E.g., You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now. • Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.) • A final evaluative statement can be used to wrap up the process. E.g., Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat. 			<p>Year 1</p> <ul style="list-style-type: none"> • Y1 – captions on sequenced pictures <p>Year 2</p> <ul style="list-style-type: none"> • Use of imperative/command sentences e.g., Cut the card ... Paint your design ...some of these may be negative commands e.g. Do not use any glue at this stage... • Commas in lists can be used to separate required ingredients/materials <p>Year 3</p> <ul style="list-style-type: none"> • Conjunctions, adverbs and prepositions can be used to order and explain the procedure e.g., when this has been done...next add...after doing this... • Headings and subheading can be used to separate the equipment from the procedure and aid presentation <p>Year 4</p> <ul style="list-style-type: none"> • Layout devices such as bullet points, numbers or letters to help your reader keep track as they work their way through each step. • Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g., Add the egg and then beat it with a whisk. • Additional advice can be added through the use of parenthesis e.g. (It's a good idea to leave it overnight if you have time) ... • Conditional adverbials can be used, including as fronted adverbials to make suggested alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers. <p>Year 5</p> <ul style="list-style-type: none"> • Relative clauses can be used to add further information e.g., Collect your jam from the fried, which may be bought or homemade... • Modals can be used to suggest degrees of possibility e.g., you should...you might want to... <p>Year 6</p> <ul style="list-style-type: none"> • Different degrees of formality may be required e.g., Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes. • Create cohesion across the text using a wide range of cohesive devices including layout features.

Genre:	Discussion			
Purpose:	To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.			
Common forms:	Non-fiction book on an 'issues' Write-up a debate Leaflet or article giving balanced account of an issue Writing editorials about historical attitudes to gender, social class, colonialism etc. Writing letters about pollution, factory farming or smoking			
Generic text structure – all year groups			Grammatical features to be introduced in each year	
<ul style="list-style-type: none"> Title - Questions often make good titles e.g. Should everyone travel less to conserve global energy? Introduction - Use the introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x and people's views vary a lot. The most common structure for the mid-section includes: <ul style="list-style-type: none"> a statement of the issues involved and a preview of the main arguments; arguments for, with supporting evidence/examples; arguments against or alternative views, with supporting evidence/examples. Another common structure presents the arguments 'for' and 'against' alternatively. Make sure you show both/all sides of the argument fairly. Support each viewpoint you present with reasons and evidence. Conclusion - Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided - if you opt to support one particular view in the conclusion, give reasons for your decision 			<p>LKS2</p> <ul style="list-style-type: none"> Written in the present tense (Y2 obj). This can include other forms such as present perfect (Y3 obj) e.g., some people have argued...some people have said... Generalises the participants and things it refers to using uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). Heading and subheadings (Y3 obj) can be used to aid presentation. Paragraphs are useful for organising the discussion into logical sections. <p>Year 5</p> <ul style="list-style-type: none"> Uses adverbials e.g., therefore, however to create cohesion within and across paragraphs. Layout devices such as diagrams, illustrations, moving images and sound can be used to provide additional information or give evidence. <p>Year 6</p> <ul style="list-style-type: none"> Create cohesion between paragraphs using a wider range of cohesive devices which can include adverbials Writers need to make formal and informal vocabulary choices to suit the form of the writing by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ... The passive voice can sometimes be used to present points of view e.g. It could be claimed that...it is possible that...some could claim that... Degrees of formality and informality can be adapted to suit the form of the discussion e.g., whether writing a formal letter on an informal blog. This can include vocabulary choices e.g., choosing habitat rather than home...indicates rather than shows Because arguments include hypothetical ideas, conditional language, such as the subjunctive form can sometimes be used e.g. If people were to stop hunting whales... In discussions, complex ideas need developing over a sentence. Colons and semi-colons can be useful for separating and linking these ideas. 	

Genre	Explanation	
Purpose:	To explain how or why, e.g., to explain the processes involved in natural/social phenomena or to explain why something is the way it is.	
Common forms:	Explaining electricity, forces, food chains etc. in science Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining the seasons in Ancient Egypt Explaining phenomena such as the water cycle or how a volcano erupts in geography Explaining religious traditions and practices in RE Encyclopaedia entries Technical manuals Question and answer articles and leaflets Science write-ups	
Generic text structure	Grammatical features	
<ul style="list-style-type: none"> Choose a title that shows what you are explaining, perhaps using why or how. A general statement to introduce the topic being explained. E.g., In the winter some animals hibernate. The steps or phases in a process are explained logically, in order. E.g., When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide. Use the first paragraph to introduce what you will be explaining. Decide whether you need to include images or other features to help your reader, e.g., diagrams, photographs, a flow chart, a text box, captions, a list or a glossary. Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do. Add a few interesting details. Interest the reader by talking directly to them Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose. 	<p>Year 2</p> <ul style="list-style-type: none"> Written in present tense e.g., Hedgehogs wake up again in the spring.) Questions can be used to form titles e.g. How do hedgehogs survive the winter? Why does it get dark at night? Question marks are used to denote questions. Use of adverbs e.g., first, then, after that, finally... Use of conjunctions e.g., so, because... <p>Year 3</p> <ul style="list-style-type: none"> Express time, place and cause using conjunctions (e.g., so, because), adverbs and prepositions Use prepositions e.g., before, after... Headings and subheadings to aid presentation <p>Year 4</p> <ul style="list-style-type: none"> Fronted adverbials can be used e.g. During the night, nocturnal animals... Paragraphs to group information Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Many mammals...they feed their young... <p>Year 5</p> <ul style="list-style-type: none"> Indicate degrees of possibility using adverbs e.g., perhaps, surely... Sometimes modal verbs can be used to express degrees of possibility e.g., might, should, will... Layout devices such as heading, subheadings, columns, bullets etc can be used to present information clearly and guide the reader Cohesion between paragraphs using adverbials Relative clauses can be used to add further information e.g., Hedgehogs, which are mammals... Brackets, dashes and commas can be used to add extra information inside parenthesis e.g., oxygen (a gas found in air) <p>Year 6</p> <ul style="list-style-type: none"> Degrees of formality and informality can be adapted to suit the form of the discussion, so an informal tone can sometimes be appropriate e.g. You'll be surprised to know that ... Have you ever thought about the way that ...? And a formal, authoritative tone can also be adopted e.g., oxygen is constantly replaced in the bloodstream... The passive voice can sometimes be used e.g., gases are carried... 	

Genre	Persuasive	
Purpose:	To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things	
Common forms:	<p>Writing publicity materials such as tourist brochures based on trips to places of interest; writing editorials to newspapers about controversial issues Writing letters about topics such as traffic on the high street or deforestations</p> <p>Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse</p> <p>Year 5 Café project</p> <p>Letter of complaint</p> <p>Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition</p> <p>Writing book reviews for other pupils</p> <p>Book blurbs</p> <p>Political pamphlets</p> <p>Applying for a job or a position on the school council</p>	
Generic text structure	Grammatical features	
<ul style="list-style-type: none"> An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.) Decide on the viewpoint you want to present and carefully select the information that supports it. Organise the main points to be made in the best order and decide which persuasive information you will add to support each. Try to appear reasonable and use facts rather than emotive comments. Choose strong, positive words and phrases and avoid sounding negative. Use short sentences for emphasis. Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) 	<p>Year 2</p> <ul style="list-style-type: none"> Written in the present tense. This can include other forms such as present perfect e.g., people have said... Rhetorical questions Effective use of noun phrases <p>Year 3</p> <ul style="list-style-type: none"> Express time, place and cause using conjunctions (e.g., so, because), adverbs and prepositions Use present perfect form of verbs <p>Year 4</p> <ul style="list-style-type: none"> Often refers to generic rather than specific participants e.g., Vegetables are good for you. They ... This means that cohesion is created through the combined use of nouns and pronouns. Uses adverbials e.g., therefore, however to create cohesion within and across paragraphs. Paragraphs are useful for organising the content into logical sections. Adjectives can be used to create persuasive noun phrases e.g., delicious chocolate...evil hunters Sentence types include rhetorical questions e.g. Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So, what do you have to do to? <p>Year 5</p> <ul style="list-style-type: none"> Modals can be used to suggest degrees of possibility e.g., this could be...you should...you might want to... Sometimes the second person is useful for appealing to the reader e.g., e.g., this is just what you've been looking for. This also enables adaptation of the Degrees of formality and informality so that the text appeals to the reader. Uses logical conjunctions, adverbials and prepositions e.g. This proves that ... So, it's clear ... Therefore ... <p>Year 6</p> <ul style="list-style-type: none"> In some formal texts, it may be possible to use the passive voice e.g. It can be said...it cannot be overstated... Requires the writer to make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.) Repetition can be used to strengthen your point of view. This also acts as a cohesive device. Because arguments include hypothetical ideas, conditional language, such as the subjunctive form can sometimes be used e.g. If people were to stop hunting whales... 	

Genre	Information Texts	
Purpose:	To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.	
Common forms:	Describing aspects of daily life in history (e.g., fashion, transport, buildings) Describing the characteristics of anything (e.g., particular animals or plants; the planets I the solar system, different rocks and materials; mythological creatures) Comparing and describing localities or geographical features Describing the characteristics of religious groups and their lifestyles in RE Information leaflets Tourist guidebooks Encyclopaedia entries Magazine articles	
Generic text structure	Grammatical features	
<ul style="list-style-type: none"> In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes: <ul style="list-style-type: none"> an opening statement, often a general classification (Sparrows are birds); sometimes followed by a more detailed or technical classification (Their Latin name is...); a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: <ul style="list-style-type: none"> its qualities (Like most birds, sparrows have feathers.); its parts and their functions (The beak is small and strong so that it can ...); its habits/behaviour/ uses (Sparrows nest in ...) Plan how you will organise the information you want to include, e.g., use paragraph headings, a spidergram or a grid. Gather information from a wide range of sources and collect it under the headings you've planned. Consider using a question in the title to interest your reader (Vitamins – why are they so important?). Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about. Include tables, diagrams or images e.g., imported photographs or drawings that add or summarise information. Find ways of making links with your reader. You could ask a direct question e.g. Have you ever heard of a hammerhead shark? Or add a personal touch to the text e.g. So next time you choose a pet, think about getting a dog. Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear. Use other text-types within your report if they will make it more effective for your purpose and audience. 	<p>Year 2</p> <ul style="list-style-type: none"> Often written in the third person and present tense e.g. They like to build their nests ... It is a cold and dangerous place to live. Sometimes written in the past tense, as in a historical report e.g., Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work. Questions can be used to form titles e.g. Who were the Victorians? What was it like in a Victorian school? Question marks are used to denote questions. Use of conjunctions e.g., so, because... Use prepositions e.g., before, after... Adjectives and specifically comparative adjectives can be used to create description e.g., Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal. <p>Year 3</p> <ul style="list-style-type: none"> Headings used to organise different sections. Express time, place and cause using conjunctions (e.g., so, because), adverbs and prepositions <p>Year 4</p> <ul style="list-style-type: none"> Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. The Victorians liked...they were particularly fond of... Non-chronological reports are often organised into sections. This makes paragraphing a useful tool. Layout devices such as heading, subheadings, columns, bullets etc. can be used to present information clearly. Consistent use across the text helps create cohesion. <p>Year 5</p> <ul style="list-style-type: none"> Create cohesion within paragraphs using adverbials Brackets, dashes and commas can be used to add extra information inside parenthesis. <p>Year 6</p> <ul style="list-style-type: none"> The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. E.g., Sparrows are found in ... Sharks are hunted ... children were taught ... Requires the writer to appreciate the difference between vocabulary typical of informal speech and that appropriate for formal speech e.g. the habitat of wood mice rather than where wood mice live. Create cohesion across paragraphs using a wider range of cohesion devices such as organisational features, headings and questions. 	