

## MIDDLETON PARISH CHURCH SCHOOL

## **Progression Map: English – purpose for writing**

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To inform:	1.52	Autumn 2	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
		The Nativity	Aesop's Fables	The Boy with The		Explorer	The diary of a young
		Jolly Christmas Postman	Leaflet linked to fables	Bronze Axe	Survivor Escape	Non-chronological	girl
		Letter	and characters	Non-chronological	from Pompei by Jim	report	Newspaper Article
		Retell of the Nativity		report	Eldridge		Diary entry
		Refer of the Nurvity	Spring 1	report	Non-chronological		
		Spring 1	Inside the Villians		report	Spring 1	Autumn 2
		Recipe texts	Instructions	Autumn 2		Buzz Aldrin reaching	People of sparks
		Instructions		The Egyptian		for the stars	Letter
			Autumn 2	Cinderella	Spring 2	Autobiography	Lener
		Spring 2	The Invisible Boy	Pharaoh's	David Attenborough		
		Easter story	Recount	Fate:Solve the	clips		Summer 1
		Katie in London		Ancient Egyptian	Chronological report	Spring 1	Skellig
		Recount of The Easter	Spring 2	Mystery		Buzz Aldrin reaching	Non-chronological
		Story	Toby and the Great Fire	Speech to inform		for the stars	report
		Diary entry	of London		Summer 1	Chronological	
			Non-Chronolgical	Spring 2	The Secret Diary of	report	Summer 2
		Transcription:	report	Amazing Tales of	John Drawbridge	•	David Attenborough
		NC: sit correctly at a table,	-	The World's	Newspaper	Spring 1	texts
		holding a pencil comfortably and correctly	Summer 1	Greatest	Explanation	Buzz Aldrin reaching	Non chronological
			Christopher Columbus	Adventurers &		for the stars	report
		NC: begin to form lower-case	Biography	Alastair	Transsintism	Diary Entry	Torona and a Manager
		letters in the correct direction,		Humphreys' Great	<b>Transcription:</b> NC: use the diagonal and		<b>Transcription:</b> NC: write legibly, fluently
		starting and finishing in the right place	Transcription:	Adventures & My	horizontal strokes that are	Spring 2	and with increasing speed
		pideo	NC: form lower-case letters of the correct size relative to	Village Rhymes	needed to join letters and	Diary of an Edo	by:
		NC: form capital letters	one another	from around the	understand which letters, when adjacent to one	Princess/Scavengers	NC: choose which shape of
		NC: understand which letters		World	another, are best left	An advert for West	a letter to use when given
		belong to which handwriting	NC: start using some of the	Autobiography Chronologian	unjoined	Africa	choices and deciding
		'families' (i.e. letters that are	diagonal and horizontal strokes needed to join letters	Chronological			whether or not to join
		formed in similar ways) and to	and understand which letters,	report	NC: increase the legibility, consistency and quality of	Summer 1	specific letters
		practise these.	when adjacent to one		their handwriting [for	Palm oil advert	NC: choose the writing
		Composition:	another, are best left unjoined	Summer 1	example, by ensuring that	there's an	implement that is best
		NC: planning or saying out loud	unjoined	Newspaper report	the down strokes of letters are parallel and	orangutang in my	suited for a task.
		what they are going to write about	NC: write capital letters and	Explanation text	equidistant; that lines of	bedroom.	NC: use further prefixes and
		45001	digits of the correct size,	????????	writing are spaced	The Vanishing	suffixes and understand the
		NC: writing down ideas and/or	orientation and relationship to one another and to lower		sufficiently so that the	Rainforest by	guidance for adding them
		key words, including new	case letters	Summer 2	ascenders and descenders of letters do	Richard Platt	
		vocabulary		The Explorer	not touch].	Non-fiction:	NC: spell some words with 'silent' letters [for example,
		NC: composing a sentence	NC: use spacing between words that reflects the size of	Advert		Newspaper	knight, psalm, solemn]
		orally before writing it	the letters.		NC: use further prefixes	(Explanation text)	
				Transcription:	and suffixes and understand how to add	Transcription:	NC: continue to distinguish between homophones and
		NC: encapsulating what they	NC: segment spoken words	NC: use the diagonal	them (English Appendix 1)	NC: write legibly, fluently	other words which are often
		want to say, sentence by	into phonemes and	and horizontal strokes that are needed to join		and with increasing	confused
		sentence	representing these by graphemes, spelling many	letters and understand	NC: spell further	speed by:	NOuse knowledge of
		NC: re-reading what they have	correctly	which letters, when	homophones	NC: choose which shape	NC:use knowledge of morphology and etymology
		written to check that it makes		adjacent to one	NC: spell words that are	of a letter to use when	in spelling and understand
		sense	NC: learn new ways of	another, are best left unjoined	often misspelt (English	given choices and	that the spelling of some
		NC: discuss what they have	spelling phonemes for which one or more spellings are		Appendix 1)	deciding whether or not to join specific letters	words needs to be learnt
		written with the teacher or	already known, and learn	NC: increase the	NC: place the possessive		specifically, as listed in English Appendix 1
		other pupils	some words with each	legibility, consistency	apostrophe accurately in	NC: choose the writing	
		NC: road their writing cloud	spelling, including a few	and quality of their handwriting [for	words with regular plurals	implement that is best suited for a task	NC: use dictionaries to
		NC: read their writing aloud, clearly enough to be heard by	common homophones	example, by ensuring	[for example, girls', boys'] and in words with irregular		check the spelling and
		their peers and the teacher		that the down strokes of	and in words with fregular		meaning of words
				letters are parallel and			



		equidistant; that lines of	plurals [for example,	NC: use further prefixes	NC: use the first three or four
excepti			children's]	and suffixes and	letters of a word to check
		sufficiently so that the		understand the guidance	spelling, meaning or both of
			NC: use the first two or	for adding them	these in a dictionary
with co	contracted forms	descenders of letters do	three letters of a word to		
		not touch].	check its spelling in a	NC: spell some words with	NC use a thesaurus.
	earn the possessive		dictionary	'silent' letters [for	
		NC: use further prefixes		example, knight, psalm,	
exampl			NC: write from memory	solemn]	Composition:
		understand how to add	simple sentences,	NC: continue to	NC: identifying the
		them (English	dictated by the teacher,	distinguish between	audience for and purpose
		, ,	that include words and	homophones and other	of the writing, selecting the
homop	ophones		punctuation taught so far.	words which are often	appropriate form and using
		NC: spell further		confused	other similar writing as
		homophones			models for their own
	er words, including –		Composition:	NC: use knowledge of	
ment, –			NC: discussing writing	morphology and	NC:noting and developing
			similar to that which they	etymology in spelling and	initial ideas, drawing on
Compo	position:	Appendix 1)	are planning to write in	understand that the	reading and research
			order to understand and	spelling of some words	where necessary
NCtola			learn from its structure,	needs to be learnt	NCt in writing a neurotic sta
		possessive apostrophe	vocabulary and grammar	specifically, as listed in	NC: in writing narratives,
write at	about	accurately in words with		English Appendix 1	considering how authors
			NC: discussing and		have developed characters
NC: writ		example, girls', boys'] and in words with	recording ideas	NC: use dictionaries to check the spelling and	and settings in what pupils
and/or	or kovuvorda in oludina		NC: composing and	check the spelling and meaning of words	have read, listened to or seen performed
	(aaabulan)		1 0	meaning of words	seen penormed
	,	example, children's]	rehearsing sentences orally (including	NC: use the first three or	NC: selecting appropriate
NC: end	encapsulating what they	NC: use the first two or	dialogue), progressively	four letters of a word to	grammar and vocabulary,
	to say contance by	three letters of a word to	building a varied and rich	check spelling, meaning	understanding how such
sentenc	nce	check its spelling in a	vocabulary and an	or both of these in a	choices can change and
NC: writ		dictionary	increasing range of	dictionary	enhance meaning
			sentence structures		
	vriting for different	NC: write from memory		NC:use a thesaurus	NC: in narratives, describing
purpose		,	NC: organising		settings, characters and
		dictated by the	paragraphs around a	Composition:	atmosphere and integrating
	evaluating their writing	teacher, that include	theme	NC: selecting	dialogue to convey
				-	
with the		words and punctuation		appropriate grammar	character and advance
pupils		taught so far.	NC: in non-narrative	and vocabulary,	character and advance the action
pupils	3	taught so far.	material, using simple	and vocabulary, understanding how such	the action
pupils NC: rere	ereading to check that	taught so far. Composition:	material, using simple organisational devices	and vocabulary, understanding how such choices can change and	the action NC: précising longer
pupils NC: rere their wri	s ereading to check that writing makes sense and	taught so far. Composition: NC: discussing writing	material, using simple organisational devices [for example, headings	and vocabulary, understanding how such	the action
pupils NC: rere their wri that ver	s ereading to check that writing makes sense and verbs to indicate time	taught so far. Composition: NC: discussing writing similar to that which	material, using simple organisational devices	and vocabulary, understanding how such choices can change and enhance meaning	the action NC: précising longer passages
pupils NC: rere their wri that ver are use	s ereading to check that writing makes sense and verbs to indicate time sed correctly and	taught so far. Composition: NC: discussing writing similar to that which they are planning to	material, using simple organisational devices [for example, headings and sub-headings]	and vocabulary, understanding how such choices can change and enhance meaning NC: in narratives,	the action NC: précising longer passages NC: using a wide range of
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To entertain:	Autumn 1 Traditional Tales (Three Little Pigs, Three Billy Goats Gruff, Goldilocks and the Three Bears) Writing captions and sentences Poster Transcription: NC: sit correctly at a table, holding a pencil comfortably and correctly NC: begin to form lower-case letters in the correct direction, starting and finishing in the right place NC: form capital letters	Autumn 1 Aesop's Fables A Retell of a fable Autumn 2 The Invisible Boy Narratives which raise an issue Spring 1 Inside the Villians Alternative traditional stories Summer 2 Planting the trees of Kenya	Autumn 1 The Boy with The Bronze Axe Stories from Other Cultures: short suspense story Autumn 2 The Egyptian Cinderella Pharaoh's Fate:Solve the Ancient Egyptian Mystery Narrative Poem Spring 1	Autumn 1 Survivor Escape from Pompei by Jim Eldridge Stories from Other Cultures: short suspense story Autumn 2 Firework Night by Enid Blyton Poem Spring 1 Toro Toro Stories with issues and dilemmas Summer 2	Autumn 1 Explorer Short Adventure Story Autumn 2 The Fallen/ Charge of the Light Brigade Narrative Poem Spring 2 Diary of a Edo Princess/Scavengers Stories from Other Cultures: short suspense story	Autumn 2 Twas the night before Christmas Narrative Poem Spring 1 The Highway Man Character description Spring 1 The Highway Man Narrative recount Spring 1 The Highway Man Diary



	Narratives from different	Magical Myths and	The Secret Diary of	Playscript- Forest	Spring 2
NC: understand which letters		· · · · · · · · · · · · · · · · · · ·	-		
belong to which handwriting	cultures	Legends compiled	John Drawbridge	adventure	Hamlet
'families' (i.e. letters that are		by Michael	Short Adventure		Play script and
formed in similar ways) and to		Morpurgo	Story		Silioquey
practise these.	Service of O		Siony	Summer 2	Sincquey
proclise mese.	Spring 2	Mark The Cyclops:	Transcription:		
Common di li com	Toby and the Great Fire	an ancient Greek		Coming to England	Summer 1
Composition:	of London	mystery	A NC: use the diagonal	Floella Benjamin	Skellig
NC: planning or saying out loud			and horizontal strokes that	Stories with issues	Short suspense story
what they are going to write	Narrative with a historic	Stories with issues	are needed to join letters		Short suspense story
about	setting	and dilemmas	and understand which	and dilemmas	Transcription
	_		letters, when adjacent to		Transcription:
NC: writing down ideas and/or	Summer 2		one another, are best left		NC: write legibly, fluently
key words, including new	Summer 2		unjoined	Transcription:	and with increasing speed
vocabulary	Planting the trees of	Summer 2		NC: write legibly, fluently	by:
	Kenya	The Explorer	NC: increase the legibility,		
NC: composing a sentence	Poetry	Short Adventure	consistency and quality of	and with increasing	NC: choose which shape of
orally before writing it	roeny		their handwriting [for	speed by:	a letter to use when given
, G		Story	example, by ensuring that		choices and deciding
NC: re-reading what they have	Transcription:		the down strokes of letters	NC: choose which shape	whether or not to join
written to check that it makes	NC: form lower-case letters of	Transcription:	are parallel and	of a letter to use when	specific letters
sense	the correct size relative to	NC: use the diagonal	equidistant; that lines of	given choices and	
501150	one another	and horizontal strokes	writing are spaced	deciding whether or not	NC: choose the writing
NC: discuss what they have		that are needed to join	sufficiently so that the	to join specific letters	implement that is best
written with the teacher or	NC: start using some of the	letters and understand	ascenders and		suited for a task.
other pupils	diagonal and horizontal	which letters, when	descenders of letters do	NC: choose the writing	
	strokes needed to join letters			implement that is best	NC: uso further profives and
	and understand which letters,	adjacent to one	not touch].	suited for a task	NC: use further prefixes and
NC: read their writing aloud,	when adjacent to one	another, are best left			suffixes and understand the
clearly enough to be heard by	another, are best left	unjoined	NC: use further prefixes	NC: use further prefixes	guidance for adding them
their peers and the teacher			and suffixes and	and suffixes and	
	unjoined	NC: increase the	understand how to add	understand the guidance	NC: spell some words with
Spring 1		legibility, consistency	them (English Appendix 1)	for adding them	'silent' letters [for example,
The tiger who came to	NC: write capital letters and	and quality of their			knight, psalm, solemn]
	digits of the correct size,	handwriting [for	NC: spell further	NC: spell some words with	
tea	orientation and relationship to	example, by ensuring	homophones	'silent' letters [for	NC: continue to distinguish
Character Description	one another and to lower	that the down strokes of		example, knight, psalm,	between homophones and
	case letters	letters are parallel and	NC: spell words that are	solemn]	other words which are often
Summer 1		equidistant; that lines of	often misspelt (English	-	confused
	NC: use spacing between	writing are spaced	Appendix 1)	NC: continue to	
The Lighthouse Keepers	words that reflects the size of	sufficiently so that the	,	distinguish between	NC:use knowledge of
Lunch	the letters.	ascenders and	NC: place the possessive	homophones and other	morphology and etymology
Narrative with a simple		descenders of letters do	apostrophe accurately in	words which are often	in spelling and understand
-	NC: segment spoken words	not touch].	words with regular plurals	confused	that the spelling of some
change	into phonemes and	nor loocilj.	[for example, girls', boys']		words needs to be learnt
	representing these by		and in words with irregular	NC: use knowledge of	specifically, as listed in
Summer 2	graphemes, spelling many	NC: use further prefixes	plurals [for example,	morphology and	English Appendix 1
	correctly	and suffixes and	children's]	etymology in spelling and	
The Magic Beach	conecity	understand how to add	criticiteri sj	understand that the	NC: use dictionaries to
Setting description	NC: learn new ways of	them (English	NC: use the first two or	spelling of some words	check the spelling and
poem	spelling phonemes for which	Appendix 1)	three letters of a word to	needs to be learnt	meaning of words
				specifically, as listed in	meaning of words
Transarinkian	one or more spellings are	NC: spell further	check its spelling in a	English Appendix 1	NC: upo the first three
Transcription:	already known, and learn	homophones	dictionary	-	NC: use the first three or four
NC: sit correctly at a table,	some words with each			NC: use dictionaries to	letters of a word to check
holding a pencil comfortably	spelling, including a few	NC: spell words that are	NC: write from memory	check the spelling and	spelling, meaning or both of
and correctly	common homophones	often misspelt (English	simple sentences,	meaning of words	these in a dictionary
		Appendix 1)	dictated by the teacher,		
NC: begin to form lower-case	NC: learn to spell common		that include words and	NC: use the first three or	NC use a thesaurus.
letters in the correct direction,	exception words	NC: place the	punctuation taught so far.	four letters of a word to	
starting and finishing in the right		possessive apostrophe		check spelling, meaning	Composition:
place	NC: learn to spell more words	accurately in words with	Composition:	or both of these in a	NC: identifying the
	with contracted forms	regular plurals [for	NC: discussing writing	dictionary	audience for and purpose
NC: form capital letters		example, girls', boys']	similar to that which they		of the writing, selecting the
	NC: learn the possessive	and in words with	are planning to write in	NC:use a thesaurus	appropriate form and using
NC: understand which letters	apostrophe (singular) [for	irregular plurals [for	order to understand and		other similar writing as
belong to which handwriting	example, the girl's book]	example, children's]	learn from its structure,		models for their own
'families' (i.e. letters that are			vocabulary and grammar	Composition:	
formed in similar ways) and to	NC: distinguish between	NC: use the first two or		NC: selecting	NC:noting and developing
practise these	homophones and near-	three letters of a word to	NC: discussing and	appropriate grammar	initial ideas, drawing on
	homophones	check its spelling in a	recording ideas	and vocabulary,	reading and research
Composition:		dictionary		understanding how such	where necessary
NC: planning or saying out loud	NC: add suffixes to spell	archionary	NC: composing and	choices can change and	
what they are going to write	longer words, including –	NC: write from mamon	rehearsing sentences	enhance meaning	NC: in writing narratives,
about	ment, –ness, –ful, –less, –ly	NC: write from memory	orally (including	C C	considering how authors
	нон, позз, ю, тозз, ту	simple sentences,	dialogue), progressively	NC: in narratives,	have developed characters
NC: writing down ideas and/or	Composition:	dictated by the	building a varied and rich	describing settings,	and settings in what pupils
key words, including new	NC: planning or saying out	teacher, that include	vocabulary and an	characters and	have read, listened to or
· ·		words and punctuation		atmosphere and	
vocabulary	loud what they are going to	taught so far.	increasing range of	integrating dialogue to	seen performed





				NC perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	
To discuss:		Spring 1 Magical Myths and Legends compiled by Michael Morpurgo Mark The Cyclops: an ancient Greek mystery Balanced argument: recount Moral debate Transcription: NC: 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 NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. NC: use further prefixes and suffixes and understand how to add them (English Appendix 1) NC: spell further homophones NC: spell words that are often misspelt (English Appendix 1)	Spring 1 Toro Toro Balanced Argument: recount moral debate Transcription: NC: 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 NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch]. NC: use further prefixes and suffixes and understand how to add them (English Appendix 1) NC: spell further homophones NC: spell words that are often misspelt (English Appendix 1) NC: place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] NC: use the first two or three letters of a word to	Summer 1 Palm oil advert there's an orangutang in my bedroom. The Vanishing Rainforest by Richard Platt Non-fiction speech Summer 2 Coming to England Floella Benjamin Balanced Argument: recount and moral debate Transcription: NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters NC: choose the writing implement that is best suited for a task NC: use further prefixes and suffixes and understand the guidance for adding them NC: spell some words with 'silent' letters [for example, knight, psalm, solemn] NC: continue to distinguish between homophones and other words which are often aanfured	Spring 2 Hamlet letter Summer 1 Skellig Moral debate Transcription: NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters NC: choose the writing implement that is best suited for a task. NC: use further prefixes and suffixes and understand the guidance for adding them NC: spell some words with 'silent' letters [for example, knight, psalm, solemn] NC: continue to distinguish between homophones and other words which are often confused NC:use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 NC: use dictionaries to check the spelling and meaning of words NC: use the first three or four
		NC: place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	NC: write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	confused NC: use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	NC: Use the first three of four letters of a word to check spelling, meaning or both of these in a dictionary NC use a thesaurus. <b>Composition:</b> NC: identifying the audience for and purpose of the writing, selecting the
		NC: use the first two or three letters of a word to check its spelling in a dictionary NC: write from memory simple sentences, dictated by the	<b>Composition:</b> NC: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	NC: use dictionaries to check the spelling and meaning of words NC: use the first three or four letters of a word to check spelling, meaning	or the while, selecting the appropriate form and using other similar writing as models for their own NC:noting and developing initial ideas, drawing on reading and research where necessary



teacher, that include		or both of these in a	
words and punctuation	NC: discussing and	dictionary	NC: in writing narratives,
taught so far.	recording ideas		considering how authors
Ũ	5	NC:use a thesaurus	have developed characters
<b>C</b>	NC: composing and		and settings in what pupils
Composition:	rehearsing sentences		have read, listened to or
NC: discussing writing			
similar to that which	orally (including	Composition:	seen performed
they are planning to	dialogue), progressively	NC: selecting	
write in order to	building a varied and rich	appropriate grammar	NC: selecting appropriate
understand and learn	vocabulary and an	and vocabulary,	grammar and vocabulary,
from its structure.	increasing range of		understanding how such
vocabulary and	sentence structures	understanding how such	choices can change and
grammar		choices can change and	enhance meaning
grammar	NC: organising	enhance meaning	g
	paragraphs around a		NC: in narratives, describing
NC: discussing and	theme	NC: in narratives,	settings, characters and
recording ideas	Ineme	describing settings,	
		characters and	atmosphere and integrating
NC: composing and	NC: in narratives, creating	atmosphere and	dialogue to convey
rehearsing sentences	settings, characters and	integrating dialogue to	character and advance
orally (including	plot	convey character and	the action
		advance the action	
dialogue), progressively	NC: assessing the		NC: précising longer
building a varied and	effectiveness of their own		passages
rich vocabulary and an	and others' writing and	NC: précising longer	
increasing range of	suggesting improvements	passages	NC: using a wide range of
sentence structures			devices to build cohesion
	NC: proposing changes to	NC: using a wide range	within and across
NC: organising	NC: proposing changes to	of devices to build	
paragraphs around a	grammar and vocabulary	cohesion within and	paragraphs
theme	to improve consistency,	across paragraphs	
	including the accurate		NC: using further
NC: assessing the	use of pronouns in	NC: using further	organisational and
effectiveness of their	sentences	organisational and	presentational devices to
		0	structure text and to guide
own and others' writing	NC: proof read for spelling	presentational devices to	the reader [for example,
and suggesting	and punctuation errors	structure text and to	headings, bullet points,
improvements		guide the reader [for	underlining]
	NC: read their own writing	example, headings,	ondeniningj
NC: proposing changes	aloud to a group or the	bullet points, underlining]	NC: assessing the
to grammar and			
vocabulary to improve	whole class, using	NC: selecting	effectiveness of their own
consistency, including	appropriate intonation	appropriate grammar	and others' writing
the accurate use of	and controlling the tone	and vocabulary,	
pronouns in sentences	and volume so that the	understanding how such	NC: proposing changes to
pronours in semences	meaning is clear	choices can change and	vocabulary, grammar and
NC: are afreed for			punctuation to enhance
NC: proofread for		enhance meaning	effects and clarify meaning
spelling and			, 3
punctuation errors		NC: in narratives,	NC: ensuring the consistent
		describing settings,	and correct use of tense
NC: read their own		characters and	throughout a piece of
writing aloud to a group		atmosphere and	<b>U</b>
or the whole class, using		integrating dialogue to	writing
appropriate intonation		convey character and	
and controlling the tone		advance the action	NC: ensuring correct
and volume so that the			subject and verb
meaning is clear		NC: précising longer	agreement when using
		passages	singular and plural,
		Passagos	distinguishing between the
		NC: using a wide range	language of speech and
		NC: using a wide range	writing and choosing the
		of devices to build	appropriate register
		cohesion within and	
		across paragraphs	NC: proofread for spelling
			and punctuation errors
		NC: using further	
		organisational and	NC: porform their curr
		presentational devices to	NC: perform their own
		structure text and to	compositions, using
		guide the reader [for	appropriate intonation,
		example, headings,	volume, and movement so
			that meaning is clear
		bullet points, underlining]	
		NC: assessing the	
		effectiveness of their own	
		and others' writing	
		5	
		NC: proposing changes	
		to vocabulary, grammar	
		and punctuation to	
I	L		



				enhance effects and clarify meaning	
				NC: ensuring the	
				consistent and correct	
				use of tense throughout a piece of writing	
				NC ensuring correct	
				subject and verb agreement when using	
				singular and plural,	
				distinguishing between	
				the language of speech and writing and choosing	
				the appropriate register	
				NC proof read for spelling and punctuation errors	
				NC perform their own compositions, using	
				appropriate intonation,	
				volume, and movement	
				so that meaning is clear	
То		Autumn 2	Autumn 2	Summer 1	Autumn 1
persuade:		The Egyptian	Rooftoppers	Palm oil advert	The diary of a young
		Cinderella	Non Fiction Speech	there's an	girl
		Pharaoh's		orangutang in my	Speech
		Fate:Solve the	Autumn 2	bedroom.	
		Ancient Egyptian Mystery	Rooftoppers Persuasive letter	The Vanishing Rainforest by	
		Persuasive letter	Summer 2	Richard Platt	Autumn 2
			The Secret Diary of	Persuasive letter	People of sparks
			John Drawbridge		Advert
			Advert	Transcription:	
		Transcription:	Advert	NC: write legibly, fluently and with increasing	Summer 2
		NC: use the diagonal		NC: write legibly, fluently	David Attenborough
		NC: use the diagonal and horizontal strokes that are needed to join	Transcription:	NC: write legibly, fluently and with increasing speed by:	David Attenborough texts
		NC: use the diagonal and horizontal strokes that are needed to join letters and understand	<b>Transcription:</b> NC: use the diagonal and horizontal strokes that are	NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when	David Attenborough texts Pursuasive text/
		NC: use the diagonal and horizontal strokes that are needed to join	<b>Transcription:</b> NC: use the diagonal and horizontal strokes that are needed to join letters and	NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and	David Attenborough texts
		NC: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left	<b>Transcription:</b> NC: use the diagonal and horizontal strokes that are needed to join letters and understand which letters,	NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not	David Attenborough texts Pursuasive text/ speech
		NC: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one	<b>Transcription:</b> NC: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left	NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters	David Attenborough texts Pursuasive text/ speech Transcription: NC: write legibly, fluently
		NC: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left	<b>Transcription:</b> NC: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one	NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters NC: choose the writing	David Attenborough texts Pursuasive text/ speech Transcription: NC: write legibly, fluently and with increasing speed
		NC: 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 NC: increase the legibility, consistency	Transcription: NC: 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	NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters	David Attenborough texts Pursuasive text/ speech Transcription: NC: write legibly, fluently
		NC: 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 NC: increase the legibility, consistency and quality of their	Transcription: NC: 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 NC: increase the legibility, consistency and quality of	NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters NC: choose the writing implement that is best suited for a task	David Attenborough texts Pursuasive text/ speech Transcription: NC: write legibly, fluently and with increasing speed by: NC: choose which shape of
		NC: 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 NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring	Transcription: NC: 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 NC: increase the legibility, consistency and quality of their handwriting [for	NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters NC: choose the writing implement that is best suited for a task NC: use further prefixes	David Attenborough texts Pursuasive text/ speech Transcription: NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given
		NC: 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 NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of	Transcription: NC: 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 NC: increase the legibility, consistency and quality of	NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters NC: choose the writing implement that is best suited for a task	David Attenborough texts Pursuasive text/ speech Transcription: NC: write legibly, fluently and with increasing speed by: NC: choose which shape of
		NC: 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 NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and	Transcription: NC: 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 NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and	NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters NC: choose the writing implement that is best suited for a task NC: use further prefixes and suffixes and	David Attenborough texts Pursuasive text/ speech Transcription: NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding
		NC: 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 NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced	Transcription: NC: 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 NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of	NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters NC: choose the writing implement that is best suited for a task NC: use further prefixes and suffixes and understand the guidance for adding them	David Attenborough texts Pursuasive text/ speech Transcription: NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
		NC: 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 NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the	Transcription: NC: 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 NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and	NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters NC: choose the writing implement that is best suited for a task NC: use further prefixes and suffixes and understand the guidance	David Attenborough texts Pursuasive text/ speech Transcription: NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join
		NC: 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 NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and	Transcription: NC: 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 NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and	NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters NC: choose the writing implement that is best suited for a task NC: use further prefixes and suffixes and understand the guidance for adding them NC: spell some words with 'silent' letters [for example, knight, psalm,	David Attenborough texts Pursuasive text/ speech Transcription: NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters NC: choose the writing
		NC: 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 NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the	Transcription: NC: 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 NC: increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do	NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters NC: choose the writing implement that is best suited for a task NC: use further prefixes and suffixes and understand the guidance for adding them NC: spell some words with 'silent' letters [for	David Attenborough texts Pursuasive text/ speech Transcription: NC: write legibly, fluently and with increasing speed by: NC: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters NC: choose the writing implement that is best suited for a task.
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		NC: place the	NC: place the possessive		NC:use knowledge of
		possessive apostrophe	apostrophe accurately in	NC: use dictionaries to	morphology and etymology
		accurately in words with	words with regular plurals	check the spelling and	in spelling and understand
		regular plurals [for	[for example, girls', boys']	meaning of words	that the spelling of some
		example, girls', boys']	and in words with irregular		words needs to be learnt
		and in words with	plurals [for example,	NC: use the first three or	specifically, as listed in
		irregular plurals [for	children's]	four letters of a word to	English Appendix 1
		example, children's]	NC was the first two or	check spelling, meaning	NC: use distinguise to
		NC, use the first two or	NC: use the first two or three letters of a word to	or both of these in a	NC: use dictionaries to
		NC: use the first two or three letters of a word to		dictionary	check the spelling and
		check its spelling in a	check its spelling in a dictionary	NC:use a thesaurus	meaning of words
		dictionary	alchoridry		NC: use the first three or four
		alciloriary	NC: write from memory		letters of a word to check
		NC: write from memory	simple sentences,	Composition:	spelling, meaning or both of
		simple sentences,	dictated by the teacher,	NC: selecting	these in a dictionary
		dictated by the	that include words and	appropriate grammar	
		teacher, that include	punctuation taught so far.	and vocabulary,	NC use a thesaurus.
		words and punctuation		understanding how such	
		taught so far.		choices can change and	
			Composition:	enhance meaning	Composition:
		Composition:	NC: discussing writing		NC: identifying the
		NC: discussing writing	similar to that which they	NC: in narratives,	audience for and purpose
		similar to that which	are planning to write in	describing settings,	of the writing, selecting the
		they are planning to	order to understand and	characters and	appropriate form and using
		write in order to	learn from its structure,	atmosphere and	other similar writing as
		understand and learn	vocabulary and grammar	integrating dialogue to	models for their own
		from its structure,	NC: discussing and	convey character and	
		vocabulary and	NC: discussing and recording ideas	advance the action	NC:noting and developing
		grammar	recording ideas	NC: précising longer	initial ideas, drawing on
			NC: composing and	passages	reading and research
		NC: discussing and	rehearsing sentences	passages	where necessary
		recording ideas	orally (including	NC: using a wide range	
			dialogue), progressively	of devices to build	NC: in writing narratives,
		NC: composing and	building a varied and rich	cohesion within and	considering how authors
		rehearsing sentences	vocabulary and an	across paragraphs	have developed characters
		orally (including dialogue), progressively	increasing range of		and settings in what pupils have read, listened to or
		building a varied and	sentence structures	NC: using further	seen performed
		rich vocabulary and an		organisational and	seen penoimed
		increasing range of	NC: organising	presentational devices to	NC: selecting appropriate
		sentence structures	paragraphs around a	structure text and to	grammar and vocabulary,
			theme	guide the reader [for	understanding how such
		NC: organising		example, headings,	choices can change and
		paragraphs around a	NC: in narratives, creating	bullet points, underlining]	enhance meaning
		theme	settings, characters and	NCuelesting	-
			plot	NC: selecting	NC: in narratives, describing
		NC: assessing the	NC: in non-narrative	appropriate grammar and vocabulary,	settings, characters and
		effectiveness of their	material, using simple	understanding how such	atmosphere and integrating
		own and others' writing	organisational devices	choices can change and	dialogue to convey
		and suggesting	[for example, headings	enhance meaning	character and advance
		improvements	and sub-headings]		the action
		NCipropaging		NC: in narratives,	NC: prégisient la part
		NC: proposing changes to grammar and		describing settings,	NC: précising longer passages
		vocabulary to improve		characters and	passages
		consistency, including		atmosphere and	NC: using a wide range of
		the accurate use of		integrating dialogue to	devices to build cohesion
		pronouns in sentences		convey character and	within and across
				advance the action	paragraphs
		NC: proofread for		NC: prócising longer	
		spelling and		NC: précising longer	NC: using further
		punctuation errors		passages	organisational and
				NC: using a wide range	presentational devices to
		NC: read their own		of devices to build	structure text and to guide
		writing aloud to a group		cohesion within and	the reader [for example,
		or the whole class, using		across paragraphs	headings, bullet points,
		appropriate intonation and controlling the tone			underlining]
		and volume so that the		NC: using further	NC: assessing the
		meaning is clear		organisational and	effectiveness of their own
				presentational devices to	and others' writing
				structure text and to	
				guide the reader [for	NC: proposing changes to
				example, headings,	vocabulary, grammar and
				bullet points, underlining]	punctuation to enhance
					effects and clarify meaning



	NC: assessing the effectiveness of their own and others' writingNC: ensuring the consistent and others' writingNC: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningNC: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerNC: ensuring the consistent and correct use of tense throughout a piece of writingNC: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerNC: proofread for spelling and ponctuation errorsNC proof read for spelling and punctuation errorsNC: perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
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