**Writing Objectives – Progression - Skills and Depth MTP**

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|  | Year 1 and Year 2 | | Year 3 and Year 4 | | Year 5 and Year 6 | |
| **Non-Negotiables**  Narrative  Possible Text Types  Non-Narrative  Poetry | Narrative with beginning, middle and end based on familiar stories, drawing on some key narrative language.  Traditional and  fairy stories.  Stories with  familiar settings.  **Recount** based on  experience, event  or visit with simple  orientation  sentence and  events in  chronological  order.  Poems to perform.  Simple list poems. | Narrative based on a familiar story with one of more elements changed. For example: a different character, setting, event or ending. Key narrative language used.  Stories with patterned  language and clear  narrative structures  both familiar and  from other cultures.  **Instructions** for a  real purpose – recipe,  plan, construction,  game with a  statement of purpose,  list of  materials/ingredients,  and steps in sequence.  Final sentence which  addresses reader-to  advise, encourage,  warn.  **Non-chronological**  **report** written with  an opening general  statement or question  to hook the reader,  related material  appropriately  grouped and a closing  statement with  interesting fact or  related to reader.  Poems to perform.  Calligrams  Poem based on simply  structured example  e.g. 1 noun, 2  adjectives, 3 adverbs,  4 verbs.  Instructions for  Growing Poetry by  Tony Mitton. | Narrative with sequential structure  Opening-introduction of characters or setting.  Build up – some indication of what the problem might be to create suspense.  Problem – actions and dialogue.  Resolution – directly linked with the problem.  Ending – link to the beginning, showing character’s feelings or how he/she or the situation has changed.  Quest and  adventure stories.  Legends.  Stories with  dilemmas.  **Non- chronological**  **report** written with  an opening general  statement or  question to hook  the reader, related  material  appropriately  organised and  paragraphed for  clarity, with topic  sentence to open  each paragraph,  closing statement  with interesting fact  or related to reader.  May also include  organisational  devices such as subheading  and include  diagrams etc to add  clarity.  Poems to perform  List poems with  extended lines.  Similes.  Shape poetry. | Narrative with a sequential structure, paragraphed accurately with a range of cohesive devices to introduce and/or link them together.  Narratives with different settings; imaginary, historical etc.  Historical stories  Fantasy stories  Science Fiction  Myths  **Explanation** with  opening to introduce  subject, sequence of  logical steps in  paragraphs  introduced by topic  sentences which link  to the previous  paragraph.  **Persuasion – advert**  **or leaflet** which will  include a series of  points which lead to  one point of view, a  direct appeal to the  reader, use of  exaggerated, emotive  language, opinions  presented as fact,  images, alliteration.  Poems to perform  Similes and metaphor  to create pictures  with words.  Poem based on a  model, drawing on  the above. For  example. The Magic  Box by Kit Wright,  Windrush Child by  John Agard. | Narrative told from different viewpoints.  Use of narrative techniques: flashbacks; impact of different opening paragraphs; use of characters’ dialogue and actions; re-purposing narrative as a playscript.  Fables, myths, legends.  Play scripts.  Stories told from a  different point of view  or with different  “voices”.  **Recount – biography**  **and autobiography**.  Mainly written in  chronological order, but  may include flashbacks.  Use of the first person  as appropriate. May  include opinions as well  as facts and humorous  or interesting incidents.  **Non-chronological**  **comparative report**  Compares and contrasts  at least two subjects.  Opening statement or  question to hook reader,  facts compared and  contrasted by using  generalisers (most,  usually, many etc) and  conjunctions (while,  whereas) and  connecting adverbs  (however, in addition,  similarly)  **Persuasion – one point**  **of view**  Opening statement  about issue and stance.  Points organised into  paragraphs with  supporting evidence  and explanation and  linked with connecting  adverbs. Closing  statement reiterates  point of view and  appeals to the reader.  Poems to perform  Poem based on a model.  For example, The Door  by Miroslav Holub,  Talking Turkeys by  Benjamin Zephaniah.  Narrative poems.  For example, The  Highwayman by Alfred  Noyes.  Word play. For example,  turning descriptive  language into Kennings. | Narrative structure and  techniques adapted  according to the type;  suspense, traditional etc.  Horror/mystery stories.  Classic stories  **Persuasion/Recount**  **Journalistic writing.**  Well- structured report  with opening orientation  with key facts written  with deliberate bias.  Includes direct and  reported quotes and a  final re-orientation  sentence which brings the  reader up to date with the  current situation.  **Discussion balanced**  **argument**  Opening statement makes  issue clear, arguments for  and against presented in  paragraphs with evidence  explanation to support  opinion.  Paragraphs and point of  view clearly linked by  cohesive devices. Use of  impersonal language –  passive voice.  Poems to perform.  Personification.  Use of imagery.  Different poetic forms,  including Shakespearean  blank verse. Make choices  about the form to create  poems. |
| **Planning, Drafting and Editing Skills** | * Saying out loud what they are going to write about * Composing a sentence orally before writing it * Sequencing sentences to form short narratives * Re-reading what they have written to check that it makes sense * Discuss what they have written with the teacher or other pupils | * Planning or saying out loud what they are going to write about * Writing down ideas and/or key words including new vocabulary * Encapsulating what they want to say sentence by sentence * Evaluating their writing with the teacher and other pupils * Re-reading to check their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form * Proofreading to check for errors in spelling, grammar and punctuation  |  | | --- | |  |  |  | | --- | |  | | * 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 * Organising paragraph around a theme * In narratives, creating character, setting and plot * In non-narrative, using organizational devices such as heading and subheadings * Assessing the effectiveness of their own and others’ writing and suggesting improvements * Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * Proofread for spelling, grammatical and punctuation errors  |  | | --- | |  | | | * Noting and developing initial ideas, drawing on reading and research where necessary * Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * In narratives, describe settings ,characters and atmosphere and integrating dialogue to convey character and advance the action * Precise 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 * Assessing the effectiveness of their own and others’ writing * Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * Ensuring the consistent and correct use of tense throughout a piece of writing * Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * Proofread for spelling and punctuation errors | |
| **Vocabulary Skills** | * Leaving spaces between words * Joining words and joining clauses using ‘and’ | * Expanded noun phrases to describe and specify | * Extending the range of sentences with more than one clause by using a wider range of conjunctions, including, if, when, because, although * Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * Using conjunctions, adverbs and prepositions to express time, cause and place | | * Use a thesaurus * Using expanded noun phrases to convey complicated information concisely * Using modal verbs or adverbs to indicate degrees of possibility | |
| **Grammatical terminology**  **Grammar and Punctuation Skills**  **FS SKILLS**   * Children use their phonic knowledge to write words in ways which match their spoken sounds * They also write some irregular common words. * They write simple sentences which can be read by themselves and others. * Some words are spelt correctly and others are phonetically plausible. | letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark   * regular plural noun suffixes (-s, -es) * verb suffixes where root word is unchanged (-ing, -ed, -er) * un- prefix to change meaning of adjectives/adverbs * sentence demarcation (. !?) * Capital letters for names and pronouns | noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma   * sentences with different forms: statement, question, exclamation, command * the present and past tenses correctly and consistently including the progressive form * Subordination (if, when, that or because) * Co-ordination (or, and, but) * Suffixes to form new words (-ful, -er, -ness) * Sentence demarcation * commas in list * apostrophes for omission and singular possession | adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted comma (speech marks)   * using the present perfect form of verbs in contrast to the past tense * form nouns using prefixes (super- anti-) * using the correct form of a or an * word families based on common words (solve, solution, dissolve, insoluble) * using and punctuating direct speech | determiner, pronoun, possessive pronoun, adverbial   * using fronted adverbials (including comma) * difference between plural and possessive –s * Standard English verb inflections (I did vs I done) * extended noun phrases, including prepositions * appropriate choices of pronoun or noun to create cohesion * apostrophes for singular and plural possession * punctuation within direct speech | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity   * using the perfect form of verbs to mark relationships of time and cause * using relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun * converting nouns or adjectives into verbs * verb prefixes * devices to build cohesion, including adverbials of time, place and number * commas to clarify meaning and avoid ambiguity in writing * using brackets, dashes or commas to indicate parenthesis | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points   * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * using passive verbs to affect the presentation of information in a sentence * using the perfect form of verbs to mark relationships of time and cause * differences in informal and formal language * synonyms and antonyms * further cohesive devices such as grammatical connections and adverbials * use of ellipsis * use of hyphens to avoid ambiguity * using semi colons, colons or dashes to mark boundaries between independent clauses * using a colon to introduce a list and punctuate bullet points consistently |
| **Depth**  **Teach – Practice - Repeat** | We aim to achieve a depth of learning by teaching, practicing and repeating those skills related to grammar, punctuation and spelling. Children are given opportunities to experience a range of text genres and pupils’ are encouraged to demonstrate their knowledge through cross-curricular application.  SMSC LINK:  SPIRITUAL   * use of imagination and creativity in their learning   Life Skills/Relevance for our pupils   * Developing strategies to independently search for correct spellings of words * Understand the importance of grammar and punctuation for meaning in real life applications | | | | | |