English Long Term Plan



USWORTH COLLIERY
PRIMARY SCHOOL

Year 1 Text Type Progression- Yearly Overview

	Autumn 1 Text- Oh No, George!	Autumn 2 Text- A traditional Fairy-tale eg Cinderella, Rapunzel, Aladdin	Spring 1 Text- Lost and Found by Oliver Jeffers	Spring 2 Text- Dogger by Shirley Hughes	Summer 1 Text- The Tiger Who Came to Tea by Judith Kerr	Summer 2 Film- The Way Back Home
From Reception check pupils can: V- Write own name and other things such as labels and captions Understand the need for spacing	Re-tell a narrative using patterns from listening and reading. E.g. predictable phrases and repetition of key phrases.	Immitate patterns from a familiar story using known story language.	Lost and found- Tell a story about a central character.	Dogger- To use familiar stories. Write the complete story with a beginning, middle and an end.	To write their own version of The Tiger who came to Tea and recount events in sequence.	To write a complete story which includes characterisation.
between words. C - Write simple sentences which can be read by themselves and others. C - Attempt to write	Redraft a section independently adding additional detail and joining sentences. Apply pattern phrases independently.	Redraft a section independently innovating on patterned language dawn fro their own reading and other fairy tales	Add additional character description including appearance actions and personality.	Expand on the opening section with a detailed setting description.	To edit original story by experimenting with adding exclamation marks and a greater range of time words.	To select one character and change it to the opposite eg change a good character to a bad charcter using appropriate adjectives.
short sentences in meaningful context	Assessment Points	Assessment Points	Assessment Points	Assessment Points	Assessment Points	Assessment Points
S - Use phonic knowledge to write words in ways which match their spoken sounds. S - Write some irregular common words.	Expected standard Spaces left between words. Letter formation demonstrates appropriate start and finish points, with	Expected standard Use patterned narrative structure and traditional story language. E.g. once upon a timethey lived happily ever after.	Expected standard Accurate sentence punctuation. Add additional detail joining sentences using 'and'. Use vocabulary drawn from reading.	Expected standard Understand the 3 parts to a story. Join words and clauses using 'and' and 'then'.	Expected standard Ideas sequenced appropriately Sentences sequenced using joining words such as	Expected standard Secure use of the past tense Apply patterned structures drawn from reading

	_		<u>, </u>		<u></u>	
	some control over	Use patterned	Add detail to writing	Use a wider range of	"and", "then", "next",	Add detail using
H - Use a pencil and	letter sizing.	phrases. e.g. but it	using simple	patterned narrative	"later", after	simple descriptive
hold it effectively to	Use pattern phrases.	was too hot	descriptive language.	structures.		writing
form recognisable	Some use of capital	Spaces left between	Use capital letters for	Maintain tense.	Use vocabulary	Use accurate
letters, most of which	letters and full stops	words.	names.	Accurate sentence	drawn from the text	sentence
are formed correctly.	to demarcate	Letter formation	Form capital letters	punctuation.	Add detail with simple	punctuation, editing
Write own name and	sentences.	mostly correct	correctly and the	Correct letter	descriptive language	where mistakes have
other things such as	Say aloud what they	including letter sizing.	correct size in relation	formation and size.	Maintain tense.	been made.
labels and captions	are going to write.	Capital letters and full	to lower case letters.			Experiment with
		stops mostly		Spell some Year 1	Spell most Year 1	exclamation marks
	Use their Phase 2,	accurate.	Spell some Year 1	common exception	common exception	Show awareness of
	Phase 3 and Phase 4	Say aloud what they	common exception	words	words taught	audience.
	phonic knowledge to	are going to write.	words			
	write words in ways					Spell most Year 1
	which match their	Use their Phase 2,				common exception
	spoken sounds –	Phase 3 and Phase 4				words taught
	some being spelt	phonic knowledge to				J
	correctly and others	write words in ways				
	being phonetically	which match their				
	plausible	spoken sounds –				
	prototo to to	some being spelt				
		correctly and others				
		being phonetically				
		plausible				
	Greater Depth:	Greater Depth:	Greater Depth:	Greater Depth:	Greater Depth:	Greater Depth:
	Apply pattern phrases	Choose to apply the	Independently	Structure own writing	Independently	Independently plan
	independently	patterned language	choose to add	in three parts,	choose to use	character and plot in
	Add additional detail	independently	additional detail to	independently	features and	a 3 part story
	joining sentences	possibly drawing from	character description	choosing what goes	language drawn from	selecting appropriate
	using 'and'	more than one story.	using a wider range	in each part.	reading.	language structures
	doing and	more than one story.	of adjectives.	Expand opening with	Independently	and vocabulary. Use
			Make apt choices in	setting description.	structure and plan	simple evaluative
			descriptive language	Setting description.	own writing	language to evaluate
			based on character		Experiment with	the impact on the
			traits.		using exclamation	reader.
			แลแง.		marks for emphasis.	reader.
					Begin to make simple	Consistently use their
					edits and corrections	Phase 2, Phase 3,
					to own writing.	Phase 4, Phase 5

					Consistently use their Phase 2, Phase 3, Phase 4, Phase 5 and Phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly	and Phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly
Non Fiction Writing	Instructional/ procedural texts Class environment/garden- Write instructions on labels around the learning area.	Recount Recount an event based on a first hand experience using pictures and illustrations to support the production of sentences.	Non-chronological report Penguins-Information text.	Recount To write sentences to recount an event.	Persuasion texts Write a simple invitation to invite the tiger to tea.	Non-fiction recounts Film- The Way Back Home. To write a diary of the adventure in a simple first person recount.
	Write an alternative set of instructions using a greater range of instructional features eg list of equipment, bullet points	Redraft the recount structuring the writing using words like first, next, then.	Redraft to include some facts drawn from their own reading.	Expand on some of the events using descriptive language to add detail.	Write a letter to invite the tiger to tea adding some persuasive points eg this will be th best food you have ever eaten.	Redraft adding personal opinion and feelings in role eg this was the best day of my life.
	Assessment Points Expected standard Some use of imperative verbs Spaces left between words	Assessment Points Expected standard Spaces left between words. Letter formation mostly correct including letter sizing.	Assessment Points Expected standard Maintain tense appropriate for the information text. Accurate sentence demarcation.	Expected standard Sequence sentences into an appropriate order to form a short recount.	Expected standard Use some language of persuasion e.g. use a direct appeal to the reader and persuasive language.	Expected standard Sequence sentences into an appropriate order to form a short recount.

lette to Unde of in nu Le d appro fini son I Use Phas phon write whi spo sor corre	send full stops of demarcate sentences. Instructions. E.g. Imbered lists. Inter formation emonstrates opriate start and ship points, with ne control over etter sizing. In their Phase 2, their Phase 2, their Phase 4 to knowledge to the words in ways the match their oken sounds — the being spelt ectly and others and phonetically	s mostly curate. ud what they ng to write. eir Phase 2, and Phase 4 cnowledge to ords in ways match their n sounds — letters f no correct siz to lower of Basic sec pords in ways common	be of capital or proper uns. Dital letters y and the e in relation ase letters. quencing of ints. The Year 1 exception ords The Express propinion inclusion and district the second ords The Express propinion inclusion and district the second ords The Express propinion inclusion and district the second ords The Express propinion inclusion and district the second ords or the second ords ords or the second ords or the second ord	tea it will be delice Use adjectives to for persuasion Join words an clauses using 'a Experiment wi using questions persuade. E.g. you want to com the best party en Use simple feate of letter writing Spell most Year of Year 1 exception	pronoun. Consistent use of 1st person. Use language to support sequencing e.g. first, next, after, later. Add detail using simple descriptive language. Express personal g. personal opinion including likes and dislikes. Use exclamation
Sente Capit stop	application of Seque independent independe	nce events ndently and using simple tions eg first, ct, then. Independent of the company of the	endently sentences g 'and'. cabulary m research. endently information he topic. Greater Expand the simple de language detained language details in the simple de language details in the simple detail	Expand sentent with conjunction use capital letter proper nouns iting after with the Expand sentent with conjunction use capital letter proper nouns it include new vocabulary from the Expand sentent with conjunction use capital letter proper nouns it is a sentent with conjunction use capital letter proper nouns it is a sentent with conjunction use capital letter proper nouns it is a sentent with conjunction use capital letter proper nouns it is a sentent with conjunction use capital letter proper nouns it is a sentent with conjunction use capital letter proper nouns it is a sentent with conjunction use capital letter proper nouns it is a sentent with conjunction use capital letter proper nouns it is a sentent with conjunction use capital letter proper nouns it is a sentent with conjunction use capital letter proper nouns it is a sentent with the sentent with conjunction use capital letter proper nouns it is a sentent with the s	ces Independently write a simple 1st person recount incorporating at least three chronological events in order expressing personal opinion and maintaining tense. Evaluate the quality of their writing against

Year 2 Text Type Progression- Yearly Overview

	Autumn 1 Text- Fantastic Mr Fox by Roald Dahl	Autumn 2 Text- The Pied Piper of Hamelin	Spring 1 Film- Bubbles.	Spring 2 Text- Flat Stanley	Summer 1 Film- The Flower	Summer 2 Film- Zahara
Narrative Writing From Year 1 check pupils can: V - Use simple adjectives G- Use simple	To write a 3-part story with a key central character.	To re-tell a traditional tale applying archaic language drawn from reading.	Plan and tell a story based on your own experience	To write a story in 4-parts with clear use of subordination and co-ordination.	To plan and write your own story.	To plan and write own story with the introduction of dialogue.
past and present verbs mostly accurately P- Use capital letters, full stops and some exclamation marks to demarcate sentences C - Sequence	Create a character description where the central charcter is different eg pathetic/scary Mr Fox applying superlative and comparative adjectives.	Redraft sections with a focus on expanded noun phrases appropriate to the effect on the reader.	Redraft and expand on the main event. Focus on verbs and adverbs for detail and precision.	Redraft or edit writing to experiment with a range of ways of expanding nouns. Eg adjectives after the noun, use of verbs and adverbs	Redraft a section to expand the language by introducing simple figurative language and more adventurous vocabulary.	Redraft the dialogue sections experimenting with speech punctuation and a quality reported clause. Eg he bellowed.
sentences to form short narratives S - Spell	Assessment Points	Assessment Points Expected standard	Assessment Points	Assessment Points	Assessment Points	Assessment Points
phonetically plausible real and nonsense words using the graphemes from	Expected standard Demarcate many sentences with capital letters and	Use story language drawn from reading Demarcate most	Expected standard Write simple, coherent narrative based on own	Expected standard Demarcate many sentences with capital letters and	Expected standard Write simple, coherent narratives in four	Expected standard Write simple, coherent narratives in four
Phase 2-4 H - Form letters correctly and confidently with most letters accurate in shape	full stops. Begin to expand writing using coordinating	sentences with capital letters and full stops. Begin to expand writing using co-ordinating	experience written in the first person. Demarcate most sentences with	full stops, and use question marks correctly when required	Use all four sentence types	Use all four sentence types
and size including	conjunctions (and/ but)	conjunctions (or / and / but)	capital letters and full stops, and use question marks	Use a wider range of subordination (e.g. when / if / that / because)	Demarcate most sentences with capital letters and full stops, and use	Demarcate most sentences with capital letters and full stops, and use

capital letters and	Form most lower-	Form lower-case letters	correctly when	and co-ordination	question marks	question marks
digits.	case letters in the	in the correct direction,	required	(or/and/but) to join	correctly when	correctly when
digits.	correct direction,	starting and finishing in	'	clauses	required	required
	starting and	the right place	Use capital letter		•	
	finishing in the		for personal	Form lower-case	Use past tense	Use past tense
	right place	Form lower-case letters	pronoun 'l'	letters of the	mostly correctly	mostly correctly
		of the correct size relative		correct size	and consistently	and consistently
	Form lower-case	to one another in most of	Use a wider range	relative to one		
	letters of the	their writing	of subordination	another in most of	Use co-ordination	Use co-ordination
	correct size		(e.g. when / if /	their writing	(e.g. or / and / but)	(e.g. or / and / but)
	relative to one	Use spacing between	that / because) to		and some	and some
	another in some of	words	join clauses	Use spacing	subordination (e.g.	subordination (e.g.
	their writing			between words	when / if / that /	when / if / that /
		Spell some common	Use expanded	that reflects the	because) to join	because) to join
	Use spacing	exception words covered	noun phrases to	sizes of the letters	clauses	clauses
	between words	over the term	describe and	On all agreement	Farms agaited	Farm and tal
	0		specify	Spell common	Form capital	Form capital
	Spell common		Голин Іоллон осос	exception words	letters of the	letters of the
	exception words covered so far		Form lower-case letters of the	covered so far	correct size, orientation and	correct size, orientation and
	covered so fai		correct size			
	Some simple		relative to one		relationship to one another and to	relationship to one another and to
	descriptive		another in most of		lower-case letters	lower-case letters
	language to		their writing		lower-case letters	lower-case letters
	describe a		their writing		Spell many	Spell many
	character		Use spacing		common exception	common exception
	onaraotor		between words		words	words
	Capital letter used		that reflects the		Words	Words
	for proper nouns		sizes of the letters		Segment spoken	Segment spoken
					words into	words into
			Spell common		phonemes and	phonemes and
			exception words		represent these by	represent these by
			covered so far		graphemes,	graphemes,
					spelling many of	spelling many of
					these words	these words
					correctly and	correctly and
					making phonically-	making phonically-
					plausible attempts	plausible attempts
					at others	at others

					Experiment with dialogue
Greater De	epth: Greater Depth:	Greater Depth:	Greater Depth:	Greater Depth:	Greater Depth:
Expan information some subordinatio co-ordina (when, s	using some subordination AND co-ordination n AND tion so) Use expanded noun phrases to describe and specify, begin to expand in different ways.	Write effectively and coherently proof reading to check for sense. Decide on the structure of writing based on its form.	Write effectively and coherently proof reading to check for sense. Decide on the structure of writing based on its form.	Write effectively and coherently drawing on their reading to inform the vocabulary and grammar of their writing	Write effectively and coherently drawing on their reading to inform the vocabulary and grammar of their writing
phrases describe specify Use a wider of adjective superlative	to and y superlative and comparative adjectives range s e.g. (-est) Use a wider range of adjectives e.g. superlative and comparative adjectives making apt choices. Structure own writing	Identify where words are spelt incorrectly Edit own writing with simple corrections Add suffixes to	Identify where words are spelt incorrectly Edit own writing with simple corrections	Make simple additions, revisions and proof-reading corrections to their own writing	Make simple additions, revisions and proof-reading corrections to their own writing
and compa adjectives Structure	(-er) each part	spell some words correctly Experiment with	Add suffixes to spell some words correctly	Spell most common exception	Spell most common exception
writing decid what goes in part	ling on some words correctly; -	Understand 1st person and 3rd person writing Experiment with a	Experiment with cursive writing Use a range of ways of expanding nouns including	words add suffixes to spell most words correctly in their writing (e.g. – ment, –ness, –ful, –less, –ly)*	words add suffixes to spell most words correctly in their writing (e.g. – ment, –ness, –ful, –less, –ly)*
		range of ways of expanding nouns	before and after the noun Experiment with adverbs	use the diagonal and horizontal strokes needed to join some letters	use the diagonal and horizontal strokes needed to join some letters
				choose to use	choose to use

				features appropriate for a specific audience	features appropriate for a specific audience Begin to use inverted commas to punctuate speech
Recount Write a simple recount in the first person as a character from the text in role maintaining past tense and 1st person	Instructional/procedural texts Write instructions with some expansion about something they know well.	Non-chronological reports Use information from research to group and assemble information.	Persuasion texts Write a simple persuasion based on Flat Stanley e.g. letter to character.	Recount Write about a real event simply and coherently	Non- chronological reports Film- Zahra/BBC clips- Use language and structure features of a non- chronological report based on Africa.
Write the same recount but in the 3 rd person.	Write an alternative set of instructions extending and clarifying using subordination and coordination and wider features.	Take sections to expand using subordination, coordination, expanded noun phrases to describe and specify.	Write in alternative ways to persuade using different forms eg posters, adverts, leaflets.	Write the event in a specific form eg diary, newspaper. Use vocabulary effectively for this form.	Change the from of the report eg from a non-fiction book to a factfile showing awareness of hoew the features change.
Assessment Points	Assessment Points	Assessment Points	Assessment Points	Assessment Points	Assessment Points
Expected standard Write a simple first person recount linked to topic or personal	Expected standard Include imperative verbs and precise language choices, commands and negatives commands.	Expected standard Use information from research to group and assemble information into a	Expected standard Use basic features of a letter	Expected standard Use a range of sentence types	Expected standard Use the language and structural features of a leaflet

experience		short non-	Use simple	Demarcate most	
maintaining past		chronological	persuasive	sentences with	Demarcate most
tense and	Demarcate many	report.	language	capital letters and	sentences with
consistent use of	sentences with capital			full stops, and use	capital letters and
first person.	letters and full stops.	Demarcate most	Demarcate many	question marks	full stops, and use
		sentences with	sentences with	correctly when	question marks
Demarcate many	Begin to expand writing	capital letters and	capital letters and	required	correctly when
sentences with	using co-ordinating	full stops, and use	full stops, and use		required
capital letters and	conjunctions (and/ but)	question marks	question marks	Use past tense	
full stops and use		correctly when	correctly when	mostly correctly	Use co-ordination
capital letter for	Form most lower-case	required	required	and consistently	(e.g. or / and / but)
personal pronoun	letters in the correct			and experiment	and some
The second secon	direction, starting and		Use a wider range	with one	subordination (e.g.
	finishing in the right place	Use a wider range	of subordination	paragraph of	when / if / that /
Begin to expand		of subordination	(e.g. when / if /	present tense	because) to join
writing using co-	Form lower-case letters	(e.g. when / if /	that / because)	writing.	clauses
ordinating	of the correct size relative	that / because) to	and co-ordination		
conjunctions (and/	to one another in some of	join clauses	(or/and/but) to join	Use co-ordination	Form capital
but)	their writing		clauses	(e.g. or / and / but)	letters of the
		Use expanded		and some	correct size,
Form most lower-	Use spacing between	noun phrases to	Form lower-case	subordination (e.g.	orientation and
case letters in the	words	describe and	letters of the	when / if / that /	relationship to one
correct direction,		specify	correct size	because) to join	another and to
starting and	Spell common exception		relative to one	clauses	lower-case letters
finishing in the	words covered so far	Form lower-case	another in most of		
right place		letters of the	their writing	Form capital	Spell many
	Some simple descriptive	correct size		letters of the	common exception
Form lower-case	language to describe a	relative to one	Use spacing	correct size,	words
letters of the	character	another in most of	between words	orientation and	
correct size		their writing	that reflects the	relationship to one	Segment spoken
relative to one	Capital letter used for		sizes of the letters	another and to	words into
another in some of	proper nouns	Use spacing		lower-case letters	phonemes and
their writing		between words	Spell common		represent these by
		that reflects the	exception words	Spell many	graphemes,
Use spacing		sizes of the letters	covered so far	common exception	spelling many of
between words				words	these words
		Spell common			correctly and
Spell common		exception words		Segment spoken	making phonically-
exception words		covered so far		words into	plausible attempts
covered so far				phonemes and	at others

Some simple descriptive language to describe a character Capital letter used for proper nouns Greater Depth: Expand information using some conjunctions to express time (e.g. first, next, then etc.) Use some expanded noun phrases to describe and specify Use a wider range of adjectives e.g. superlative (-est) and comparative adjectives (-er) Structure own writing deciding on what goes in each part	Greater Depth: Expand information using some subordination AND co-ordination (when, so) Use some expanded noun phrases to describe and specify Use a wider range of adjectives e.g. superlative (-est) and comparative adjectives (-er) Structure own writing deciding on what goes in each part	Greater Depth: Write effectively and coherently proof reading to check for sense. Independently choose information and vocabulary drawn from research Decide on the structure of writing based on its form using appropriate sub-headings Identify where words are spelt incorrectly Edit own writing with simple corrections Add suffixes to spell some words correctly	Greater Depth: Write effectively and coherently proof reading to check for sense. Decide on the structure of writing based on a letter independently planning what goes in each section Identify where words are spelt incorrectly Edit own writing with simple corrections Add suffixes to spell some words correctly Experiment with cursive writing	represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others Greater Depth: Independently plan and write about a real event recording these simply and coherently Make simple additions, revisions and proof-reading corrections to their own writing Spell most common exception words add suffixes to spell most words correctly in their writing (e.g. – ment, –ness, –ful, –less, –ly)* use the diagonal and horizontal	Greater Depth: Write effectively and coherently drawing on their reading to inform the vocabulary and grammar of their writing Show awareness of the audience of the leaflet selecting features, grammar and vocabulary appropriately Make simple additions, revisions and proof-reading corrections to their own writing
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	Experiment with cursive writing	Use a range of ways of expanding nouns including before and after the noun Experiment with exaggerated language	strokes needed to join some letters Independently choose to use features of a recount in a specific form e.g. diary, news report	Spell most common exception words add suffixes to spell most words correctly in their writing (e.g. – ment, –ness, –ful, –less, –ly)*
				use the diagonal and horizontal strokes needed to join some letters

Year 3 Text Type Progression- Yearly Overview

	Autumn 1 TEXT- The Iron Man	Autumn 2 TEXT- The Stone Age boy	Spring 1	Spring 2	Summer 1 TEXT – The Butterfly Lion by Michael Morpurgo	Summer 2 The Lion, the Witch and the Wardrobe
From Year 2 check pupils can: V – Use expanded noun phrases to provide detail and specification. P - Demarcate most sentences with	To write a story in four parts in the first person, with a definite ending. (From the perspective of a key character from the Iron Man)	Rewrite their own version of a chapter/ new ending. To write a story in the third person, organised into paragraphs. Basic dialogue included.	Film- Marshmallows. Plan and write a story with a distinct atmosphere	Film- Ride of Passage- To write a five-part story with a strong dilemma, using conventions of dialogue.	Write a story based on the story that has a problem and a resolution.	Retell a part of the story where dialogue is the drive to move the story on.
capital letters and full stops, use question marks correctly when required. G - Use past tense mostly correctly and consistently G - Use co-ordination (e.g. or/and/but) and	Expand a section of the story with a focus on the dialogue and how this supports chacterisation.	Edit story for accurate speech punctuation and quality dialogue that creates chacterisation and moves the story forward.	Redraft a section changing or enhancing the atmosphere.	Redraft the dilemma using a range of literary devices to create specific effects on the reader eg make the dilemma sad or cliffhanger or action.	Add to the story with a detailed setting description that sets the appropriate mood. Eg tension.	Redraft a section and revise the dialogue to ensure characterisation and moving the story on.
some subordination (e.g.	Assessment Points	Assessment Points	Assessment Points	Assessment Points	Assessment Points	Assessment Points
when/if/that/because) to join clauses C - Write simple,	Expected standard	Expected standard	Expected standard	Expected standard	Expected standard	Expected standard
coherent narratives C - Write about real events, recording these simply and	Write a four part story with strong ending.	To write a story in the third person organised into paragraphs,	Re-tell or write their own story based on the film using language and	Organise stories into 5 parts with a strong dilemma.	Write a story that has a problem and a resolution.	Write a story that has a problem and a resolution.
clearly S - Spell many common exception words	Some use of inverted commas to mark direct speech	ensuring that the sequence is clear. Include Some basic	vocabulary to create a specific effect and sustain interest.	Use inverted commas for dialogue	Express time, place and cause using conjunctions	Express time, place and cause using conjunctions
S- Segment spoken words into phonemes	Maintain writing in the 1 st person	dialogue		Organise paragraphs around	Use dialogue to drive action,	Use dialogue to drive action,

				1		
and represent these	Expressing time,	Some use of	Organise	a section of the	punctuated mostly	punctuated mostly
by graphemes	place and cause	inverted commas to	paragraphs to	story	accurately.	accurately.
S - make phonically-	using conjunctions,	mark direct speech	separate ideas			
plausible attempts at					Independently	Independently
unknown words	Show some	Maintain writing in		Begin to	organise	organise
H - Form capital	awareness of	the 3 rd person	Begin to	experiment with	paragraphs around	paragraphs around
letters of the correct	different sentence	Express time and	experiment with	figurative language	a theme	a theme
size, orientation and	openers including	place using	figurative language			
relationship to one	adverbs.	conjunctions,			Use expand noun	Use expand noun
another and to lower-		adverbs and		Capital letters, full	phrases to add	phrases to add
case letters	Apply Y1/2 spelling	prepositions.	Use inverted	stops, question	detail and precision	detail and precision
	rules accurately		commas to	marks and	to writing	to writing
	(e.ged, -ing, est, -	Show awareness of	punctuate direct	exclamation marks		· ·
	er, -s, -es suffixes)	different sentence	speech	used mostly	Capital letters, full	Capital letters, full
	,	openers including		correctly.	stops, question	stops, question
	Use the diagonal	adverbs.	Capital letters, full		marks, commas in	marks, commas in
	and horizontal		stops, question	Use some words	a list and	a list and
	strokes needed to	Accurately spell	marks and	that capture the	apostrophes for	apostrophes for
	join some letters	words containing	exclamation marks	reader's interest,	contraction are	contraction are
	•	patterns taught so	used mostly	imagination and	mostly correct, with	mostly correct, with
		far.	correctly.	create a specific	very few errors.	very few errors.
			,	effect on the reader		,
		Use the diagonal	Accurately spell		Plan with a clear	Plan with a clear
		and horizontal	words containing	Spell words	purpose, audience	purpose, audience
		strokes needed to	patterns taught so	containing the Year	and form	and form.
		join some letters	far.	3 spelling rules and		
		,		word list.	Spell most words	Spell most words
			Begin to use joined		correctly, adding	correctly, adding
			writing throughout	Begin to use joined	prefixes and	prefixes and
			independent writing	writing throughout	suffixes	suffixes
			3	independent writing	appropriately,	appropriately,
					spelling the correct	spelling the correct
					form of	form of
					homophones and	homophones and
					spelling all common	spelling all common
					exception words	exception words
					correctly (KS1 and	correctly (KS1 and
					Y3)	Y3)
					. •/	. •/

				Proof-read for spelling and punctuation errors, making correct and revisions to own writing. Use joined writing throughout independent writing	Proof-read for spelling and punctuation errors, making correct and revisions to own writing Use joined writing throughout independent writing
Greater depth Independently plan the 4-part story Maintain writing in the 1st person. Show awareness of how dialogue can support characterisation and begin to use associated punctuation	Greater Depth Maintain writing in the 3 rd person. Independently choose appropriate vocabulary and language features for a specific audience and purpose Show awareness of how dialogue can support characterisation and begin to use associated punctuation	Greater Depth Independently choose and know what to adapt to make a change in atmosphere Maintain writing in the 3 rd person.	Greater Depth Use dialogue to support characterisation and set the scene to a story. Choose to use techniques to create a specific effect on the reader Inverted commas used mostly accurately Evaluate own writing against the purpose, text structure, audience Produce legible joined handwriting	Independently select appropriate vocabulary based on the audience and style of writing Use dialogue to provide additional characterisation. Integrate dialogue to help advance the action. Generate own success criteria Spell most words correctly Produce legible joined handwriting	Independently select appropriate vocabulary based on the audience and style of writing Use dialogue to provide additional characterisation. Integrate dialogue to help advance the action. Generate own success criteria Spell most words correctly Produce legible joined handwriting

Non Fiction	Recount Write a recount of an event in a specific form. Eg blog	Explanation text Write an explanation text on Stone Age farming.	Non- chronological report The great outdoors – A magazine article	Present a persuasive point of view in the form of a letter.	Instructions How to look after an animal.	Non- chronological report Write a leaflet linked to a topic or something of interest with a clear audience.
	Write the same event but in a different form eg newspaper.	Rewrite with a specific audience in mind applying appropriate stylistic features and vocabulary. Eg change from children to scientists as the audience.	Write the same report but in a different form eg web page.	Present the persuasive point in an alternative form eg speech.	Transform the instructions into a procedural text with a non linear structure and choice for thereadere. Eg if your lion is allergic to shampoo complete the following steps.	Add to the report by comparing the topic to something similar applying the language of comparing and contrast. Eg West African lions to South African lions
	Assessment Points	Assessment Points	Assessment Points	Assessment Points	Assessment Points	Assessment Points Expected standard
	Expected standard Write a recount of an event in a specific form in chronological order, expressing time, place and cause using conjunctions and adverbs	Expected standard Write a series of extended sentences to explain a process, ensuring relevant items are grouped together and sufficient details are included. Select and use the specific features for	Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing.	Expected standard Write an effective persuasive piece using a letter format. Link points together selecting style and vocabulary appropriate to the intended audience. Maintain formality	Expected standard Write increasingly complicated instructions using a range of devices based on a clear intended audience ensuring they can be easily followed. Plan to use a range of organisational	Independently plan the content and layout of a leaflet drawn from own reading. Begin to incorporate the language of comparison and contrast.

Maintain writing ir the 1 st and 3 rd	the chosen form to the explanation.	Organise paragraphs to	Independently organise	devices independently.	Maintain vocabulary choice
person	пе ехріапацоп.	separate ideas	paragraphs around	пиерепиениу.	for the intended
person	Maintain writing in	Soparate lucas	each persuasive	Make apt choices	audience ensuring
Show some	the 3 rd person		point.	of vocabulary e.g.	appropriate
awareness of	the experience	Use heading and	Use expanded	imperative verbs.	formality and use of
different sentence	Expressing time,	sub-headings to aid	noun phrases to	porauro ronso.	technical language.
openers including	place and cause	presentation	add detail and	Use adverbs for	
adverbs.	using conjunctions,	p	precision.	precision and	Independently
	adverbs and	Use words	'	detail. E.g. with	select features of a
With support begin	prepositions.	appropriate for a	Capital letters, full	care, remove the	leaflet to support
to use paragraphs		more formal style	stops, question	animal's old	organisation of
to organise ideas.	Show some	and for the chosen	marks, exclamation	bedding	content.
	awareness of	audience and form.	marks and commas		
Use capital letters			in a list used	Punctuation used	Choose appropriate
and full stops	openers including	Begin to use joined	correctly.	accurately.	publication method
accurately	adverbs.	writing throughout			for the leaflet
		independent writing	Proof read for	Proof read for	considering a range
Accurately spell	Develop the use of		spelling and	spelling and	of presentational
words covered so		Ossilaliana (III	punctuation errors	punctuation errors	devices.
far.	organise ideas.	Capital letters, full	making corrections	making corrections	Coollywords
Use the diagonal	Accurately spell	stops, question marks and	and revisions to	and revisions to	Spell words
and horizontal	words covered so	exclamation marks	own writing.	own writing.	containing the Year 3 spelling rules and
strokes needed to		used correctly.	Use joined writing	Know when to use	word list.
join some letters.	iai.	used correctly.	throughout	joined wring or print	word list.
join some letters.	Use the diagonal		independent writing	based on the	Maintain use of
	and horizontal		independent writing	feature of the	joined writing.
	strokes needed to			writing. E.g. print	joined writing.
	join some letters.			for labelled	Express time, place
	join como lonoro			diagrams.	and cause using
					adverbs
					prepositions and
					conjunctions.
					Proof read for
					spelling and
					punctuation errors.

Greater depth	Greater Depth	Greater Depth	Greater Depth	Greater Depth	Greater Depth
Write same event in a different form e.g. as a story, a letter or a diary. Independently know what to choose and what to adapt and include when changing the form of writing. Adapt choices of vocabulary based on the form and audience e.g. informal language for a diary more formal for a newspaper report. Include additional features for the form and audience of writing. Maintain writing in the 1st or 3rd person. Express time using a range of conjunctions and adverbial phrases	Provide a clear audience for the explanation adding appropriate diagrams e.g. flow charts, diagrams and vocabulary choices to support the explanation. Independently choose appropriate vocabulary and language features for a specific audience and purpose	Independently choose and know what to adapt and include for a change in the form of writing. Use the language of comparison and contrast Apt use of vocabulary especially verbs Maintain writing in the 3 rd person. Evaluate own writing against the purpose, text structure and audience.	Independently choose a change to the form and audience for the persuasive piece. Independently select appropriate vocabulary based on the audience and style of writing. Use a rhetorical question. Use a range of organisational devices to make points e.g. bullet points linked to a change of form for the persuasive piece. Generate own success criteria. Produce legible joined handwriting	Independently choose and know what to adapt and include for a change in the audience e.g. change child audience to zookeeper. Select appropriate vocabulary based on the audience and style of writing. Generate own success criteria. Consider how to publish instructions for the intended audience. E.g. word processed, labelled diagrams to aid the reader. Produce legible joined handwriting	Change the form of the non-chronological report so there is a change in the structure and language features e.g. webpage. Effectively use the language of comparison and contrast. Evaluate their own writing against the text structure, purpose and audience based on their own generated success criteria. Produce legible joined handwriting

Year 4 Text Type Progression- Yearly Overview

	Autumn 1 TEXT- Mary Poppins	Autumn 2 Film- Taking Flight.	Spring 1 TEXT Wolves in the Wall by Neil Gaiman and Dave McKean	Spring 2 Film- Girl and Robot.	Summer 1 TEXT Charlotte's Web	Summer 2 The Firework maker's daughter – Catherine Fisher
From Year 3 check pupils can: V - Use expanded noun phrases to	Plan and write their own version of a chapter using varied and rich vocabulary.	Plan and write a complete story with intro-build upclimax-conflictresolution.	Write a complete story focusing on organisational devices.	Plan and write a longer story including details of setting and using figurative language.	Write a section of the story in role as a character from Charlotte's Web.	Plan and write a story with a strong central characters.
add detail and precision to writing P – Use Capital letters, full stops, question marks, commas in a list and apostrophes for contraction mostly correctly.	Add character descriptions to the story to provoke sympathy/dislike etc	Redraft the conflict extending the range of sentences with more than one clause to create tension and inmpact on the reader.	Edit story experimenting with different cohesive devices and different wys to link paragraphs.	Transform part of the narrative through a change in atmosphere.	Tell same section from a different point of view.	Edit and redraft to develop characterisation and through show not tell techniques. Evoque time, place and mood through figurative language.
P - Use inverted commas to punctuate direct	Assessment Points	Assessment Points	Assessment Points	Assessment Points	Assessment Points	Assessment Points
speech G - Independently	Expected standard	Expected standard	Expected standard	Expected standard	Expected standard	Expected standard
organise paragraphs around a theme G - Express time, place and cause	Use descriptive detail to evoke atmosphere and make writing more vivid, drawn from	Organise writing into five parts by identifying stages in the telling: introduction, build	Plan and write a story in five parts. Use organisational devices e.g.	Plan and write an extended story with vivid setting description and a distinct atmosphere.	Take on the role of a central character maintaining first	Independently structure writing using a range of devices to support
using conjunctions C - Write with a clear purpose,	their own reading. Begin to use a	up, climax or conflict, resolution, ending.	fronted adverbials, times of day, repeated words,	Use figurative language to provide descriptive detail including simile,	person and include thoughts and feelings.	the reader. Describe
audience and form S – Understand morphology to be able to use root	range of fronted adverbials to move the story forward. Use inverted	Include descriptive detail to evoke setting and make it	reference chains, use of pronouns. Use dialogue to	metaphor and personification. Use devices to structure	Effectively use conjunctions, adverbs and	characters using 'show not tell' techniques.
words and suffixes.	commas accurately to	more vivid.	move the story forward with	their own writing.	prepositions to	Develop dialogue to fully support

	T	T	Γ			T
S -know the	punctuate direct	Use varied and rich	inverted commas	Use inverted commas	express time,	characterisation
relationship	speech.	vocabulary drawn	and other speech	and other speech	cause and place.	using inverted
between the		from reading to	punctuation used	punctuation to punctuate		commas and other
meaning and	Begin to use	provide a detailed	accurately.	direct speech.	Develop the use	speech
spelling of words.	sentences with	description.			of sentences with	punctuation
H - Use joined	more than one		Spell words	Confidently use fronted	more than one	accurately.
writing throughout	clause.	Begin to use	containing	adverbials and sentences	clause by using a	Effectively use
independent	Organise chapter	figurative language	patterns taught so	with more than one	wider range of	conjunctions,
writing	into paragraphs.	to develop descriptive writing.	far.	clause.	conjunctions.	adverbs and prepositions to
	Proof read for	descriptive writing.		Spell words containing	Spell words	express time,
	spelling and	Use speech and	Use joined writing	patterns taught so far.	containing the	cause and place.
	punctuation errors	associated	throughout all	pattorno taugiti do fari	Year 4 spelling	cadoo ana piacon
	making corrections	punctuation to	independent		rules and word	Develop the use of
	and revisions to	support	writing.	Use joined writing	list.	sentences with
	own writing.	characterisation.		throughout all		more than one
				independent writing.	Use joined writing	clause by using a
	Spell words	Spell words			throughout all	wider range of
	containing patterns	containing patterns			independent	conjunctions.
	taught so far.	taught so far.			writing.	•
		Write capital letters				Spell words
	Write capital letters	and digits of the			Use and proof-	containing the
	and digits of the	correct size,			read for capital	Year 4 spelling
	correct size,	orientation and			letters, full stops,	rules and word list.
	orientation and	relationship to one			question marks,	
	relationship to one	another and to			commas for lists,	Use joined writing
	another and to	lower-case letters			apostrophes for	throughout all
	lower-case letters				contraction mostly	independent
					correctly.	writing.
						Use and proof-
						read for capital
						letters, full stops,
						question marks,
						commas for lists,
						apostrophes for
						contraction mostly
						correctly.

	Greater depth	Greater Depth	Greater Depth	Greater Depth	Greater Depth	Greater Depth
	Add character descriptions designed to provoke a reaction from the reader	Develop the conflict stage of the narrative adding sufficient detail to create an impact	Independently plan the story in five parts. Use a range of	Independently transform the atmosphere of the story by varying the vocabulary and choices of figurative language.	Write in role from two characters perspectives changing the narrative voice.	Develop additional characters and add detail to settings using a wide range of
	e.g. sympathy or dislike. Extend the range of sentences with more than one	on the reader. Use figurative and expressive language to build	organisational and cohesive devices independently choosing the most appropriate.	Adapt direct speech to reflect character and a change in atmosphere.	Evaluate and redraft own writing, proposing changes to	descriptive devices to evoke atmosphere, character and place.
	clause by using a wider range of conjunctions. Use sentence type and length to	detail and evoke mood and atmosphere. Extend the range of sentences with	Select their own success criteria. Confidently use	Begin to manage the shifts between mood and atmosphere within one narrative.	grammar and vocabulary to improve consistency and effect on the	Evaluate and redraft own writing, proposing changes to
	create tension and impact. Evaluate writing based on own success criteria.	more than one clause using a wider range of conjunctions.	sentences with more than one clause including relative clauses.	Use a range of descriptive techniques to manage changes in mood and atmosphere.	reader. Consistently produce legible joined handwriting	grammar and vocabulary to improve consistency and effect on the
	Produce legible joined handwriting	Independently use sentence type and length to create tension and impact on the reader.	Produce legible joined handwriting	Produce legible joined handwriting		reader Consistently produce legible joined handwriting
		Evaluate own writing based on own success criteria.				
	Non-	Produce legible joined handwriting Explanation text	Persuasion texts	Recount	Non-	Discussion
Non Fiction	chronological reports	Write an explanation in an impersonal style	Write an advertisement focusing on how	Write an event drawn from reading in a specific	chronological reports	Write a book review that explores the

Write a report with a clear audience and a specific form. Eg historical fact file/ chimney sweeps/ nannies	with a specific form. Eg poster	information should be presented.	forms eg a day in the life of an inventor.	Write a comparative report based on their own notes taken from several sources.	different viewpoints of a book read.
Rewrite the report in a different form eg a leaflet, web page, wiki	Rewrite the explanation in a different form eg a leaflet.	Change the advert to a different form eg a brochure, letter.	Change the audience eg for prospective inventors.	Children to choose a change of form/ eg comparative newspaper report or information leaflet.	Change the form eg a speech.
Assessment Points	Assessment Points	Assessment Points	Assessment Points	Assessment Points	Assessment Points
Expected standard	Expected standard Adopt the use of	Expected standard	Expected standard	Expected standard	Expected standard
Use devices to structure the writing and support the reader based on the chosen form. Organise into paragraphs around each theme and section of the report. Use fronted adverbials including the correct use of a comma.	language, grammar and presentational features for the chosen form and audience. E.g. a poster, leaflet. Explain a process using appropriate conjunctions Create diagrams and flow charts linked to the chosen theme. Use a range of devices too structure the writing. Develop the use of sentences with	Plan and use a range of features to advertise e.g. exaggerated claims, tactics for grabbing attention, linguistic devices e.g. alliteration, puns, hyperbole and invented words. Independently organise writing into appropriate sections. Revise writing to ensure persuasive	Apply features of different forms of recount e.g. diary, eyewitness report, news report, letter etc. Use a range of devices to structure the different forms of writing. Develop the use of fronted adverbials including the correct use of a comma. Begin to use relative clauses. Develop the use of sentences with more than one clause.	Understand language that expresses similarities and differences, compare and contrast. Use a range of devices to structure the writing and support the reader based on the chosen form. Organise into paragraphs around each	Express personal opinion of writer's viewpoint and effect on the reader. Summarise ideas into paragraphs to considering different sides of an argument using a range of conjunctions to present differing opinions. Attempt to link paragraphs together across a text.

Spell words	more than one	impact on the		theme and section	
containing patterns	clause.	reader.	Spell words containing	of the report.	Use fronted
taught so far.	Begin to use		patterns taught so far.	or and report	adverbials
9	relative clauses.	Spell words		Use fronted	appropriately
	Spell words	containing	Use joined writing	adverbials	including the
Write capital letters	containing patterns	patterns taught so	throughout all	including the	correct use of
and digits of the correct size,	taught so far.	far.	independent writing.	correct use of a comma.	comma.
orientation and					Use and proof-
relationship to one	Write capital letters	Use joined writing		Spell words	read for capital
another and to	and digits of the	throughout all		containing the	letters, full stops,
lower-case letters	correct size, orientation and	independent writing.		Year 4 spelling rules and word	question marks, commas for lists,
	relationship to one	withing.		list.	apostrophes for
	another and to			iiot.	contraction mostly
	lower-case letters			Use joined writing	correctly
				throughout all	Develop the use of
				independent	sentences with
				writing.	more than one
					clause by using a
					wider range of
					conjunctions.
					Spell words
					containing the
					Year 4 spelling
					rules and word list.
					Use joined writing
					throughout all
					independent
					writing.
Greater Depth	Greater Depth	Greater Depth	Greater Depth	Greater Depth	Greater Depth
Explore and	Independently	Adapt the piece of	Adapt the style of writing	Independently	Independently
manage the shifts	select the form of	persuasive writing	based on a change of	select appropriate	plan two sides of
between past and	writing identifying	changing the from	audience and form.	features for a	an argument
present tense	appropriate	e.g. radio advert to	Mariana	change in form to	making choices
within the report.	features and	magazine advert,	Manage changes in	the report e.g. fact	about layout,
	language	select appropriate	formality for different	file, web page,	content, grammar,

Make appropriate	appropriate for that	features and	forms of writing, selecting	entry in a	vocabulary and
choices about	form and intended	persuasive	appropriate vocabulary	nonfiction book,	style of writing
grammar and	audience.	devices	and grammar.	magazine article.	based on a clear
vocabulary based	Extend the range	associated with	Select and use own		and specific
on the audience	of sentences with	the form.	success criteria based on	Independently	audience and form
and form.	more than one		the form of the recount	make appropriate	to the writing.
	clause.	Adapt use of	writing.	choices about	
Begin to use	Proof read for	vocabulary linked		grammar and	Evaluate and
relative clauses to	punctuation and	to the form and	Produce legible joined	vocabulary based	redraft own
extend sentences	spelling errors and	audience of the	handwriting	on the audience	writing, proposing
and provide	revise.	writing.		and form.	changes to
additional detail.	Produce legible	Produce legible			grammar and
	joined handwriting	joined handwriting		Select own	vocabulary to
Begin to evaluate				success criteria	improve
own writing based				and evaluate	consistency and
on success				writing against it.	effect on the
criteria.					reader.
				Consistently	Consistently
Produce legible				produce legible	produce legible
joined handwriting				joined handwriting	joined handwriting

Year 5 Text Type Progression- Yearly Overview

	Autumn 1 FILM- Lighthouse.	Autumn 2 TEXT- War Horse	Spring 1 TEXT Stitch Head – Guy Bass	Spring 2 TEXT- Street Child by Berlie Doherty	Summer 1 1. FILM- The Alchemist's Letter.	Summer 2 Holes –Louis Sachar
From Year 4 check pupils can: V - Use adjectives and figurative language to evoke time, place and mood. V - Use precise	Write a five part story using language to evoke mood and atmosphere and develop characterisation.	Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.	Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.	Plan and tell a story to explore narrative viewpoint	Plan and write a non – linear story e.g. Flashbacks	Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.
vocabulary choices to create specific impact and effect on the reader. P - Use the full range of punctuation taught in KS1, Year 3 and Year 4 (full stops, capital letters, question marks, exclamation marks, commas in lists,	Transform the atmosphere of one section.	Transform a section applying different literary devices and techniques. Eg Stylistic devices, auditory devices.	Redraft a section with a change in author's voice eg serious, formal.	Choose one sction to tell from a different viwepoint.	Take a section and tell it from two points of view as parallel narrators.	To write a prequel to the story with a different formality.
apostrophes for contraction and possession,	Assessment Points Expected standard	Assessment Points Expected standard	Assessment Points Expected standard	Assessment Points Expected standard	Assessment Points Expected standard	Assessment Points Expected standard
inverted commas) G - Use fronted adverbials including the correct use of a comma	Write a five part story with clear awareness of the effect on the reader, using	Plan and write a five part story. Demonstrating awareness of audience by using	Make vocabulary and grammar choices drawn from reading, echoing the style of a chosen author	Effectively retell a familiar story from the point of view of another character considering thoughts, feelings,	Write with a non-linear structure. Experiment with different formalities	Apply imagery to describe the atmosphere of a setting e.g. tone, mood, imagery, alliteration, sensory

G - Effectively use	language to evoke	techniques such as		actions and speech	for different parts of	details,
conjunctions,	mood and	recap, repetition,	Effectively use	from each	the story	onomatopoeia
adverbs and	atmosphere and	humour or	dialogue to convey	character		simile, metaphor,
prepositions to	develop	suspense.	character and		Begin to apply	personification,
express time,	characterisation,	suspense.	advance the action.		imagery to describe	hyperbole and
cause and place	,			Effectively use	the atmosphere of	symbolism.
C - Use a range of	drawing on reading		Organise writing	dialogue to convey	a setting e.g. tone,	
devices to structure	to support	Effectively use	into chapters.	character and	mood, imagery,	Effectively apply
the writing and	vocabulary choice	shorter sentences		advance the action.	alliteration, sensory	new vocabulary
support the reader	and style	to keep reader	Extend ways to link		details,	sourced from
based on the form		engaged and	paragraphs using	Adapt writing	onomatopoeia,	independent
and purpose.	Begin to use	longer sentences	adverbs and	based on a change	simile, metaphor,	reading
S - Spell correctly	shorter sentences	for detailed	adverbial phrases.	in the audience.	personification,	A mind of the angle of the
most words from the year 3/4	to keep reader	descriptions.		Use commas to	hyperbole and symbolism.	Apply imagery to describe character
spelling list	engaged and	Use repetition,	Use commas to	clarify meaning or	Symbolism.	and the
H - Use joined	longer sentences	alliteration, "rule of	mark phrases or	avoid ambiguity in	Use expanded	atmosphere of a
writing throughout	for detailed	three".	clauses	writing. For	noun phrases to	setting
all independent		unee.	0.000	example, use	convey	
writing which is	descriptions.		Begin to use	commas to list	complicated	Use dialogue to
neat and		Show awareness of	relative clauses	separate a list of	information	build character and
controlled.	Begin to use	dialogue used to	beginning with	actions e.g.	precisely.	move the action
	dialogue to convey	convey character	who, which, where,	commas for clarity,		forward.
	character and	and advance the	when, whose.	commas to avoid	Use dialogue to	
	advance the action	action.		ambiguity.	convey character	Spell words
			Parenthesis is		and advance the	containing the Year
	Start a new line for	Spell words	usually accurate, to	Effectively use	action.	5/6 spelling rules
	a new speaker	containing patterns	indicate relative	relative clauses	Denie te felless	and word list.
		taught so far.	clauses, using	beginning with	Begin to follow	Consistently
	Spell words		brackets, dashes or commas.	who, which, where, when, whose.	rules for interrupted speech	Consistently produce legible
	containing patterns		Commas.	Wilell, Wilose.	Speech	joined handwriting
	taught so far.	Ensure legibility in	Spell words	Accurately use	Beginning to apply	Joined Haridwriting
		joined handwriting	containing patterns	brackets, dashes,	new vocabulary	
	E 1. 9.99		taught so far.	to indicate	sourced from	
	Ensure legibility in		3.11.55	parenthesis.	independent	
	joined handwriting				reading	
			Ensure legibility in	Spell words		
			joined handwriting	containing patterns	Spell words	
				taught so far.	containing the Year	

			Ensure legibility in joined handwriting	5/6 spelling rules and word list. Consistently	
			,	produce legible joined handwriting	
Greater Dept Transform th atmosphere of story by independentl adapting langua choices based the audience a the intended im on the reade	Independently adapt language choices based on the audience. ge on Experiment with a variety of literary devices to create specific impact of the reader dit Use ellipsis to	Greater Depth Use punctuation, vocabulary choices and grammar effectively to echo the style of a writer Start to build cohesion within a paragraph e.g. some use of pronouns, conjunctions and reference chains.	Greater Depth Develop writing into a parallel narrative telling same events from two points of view. Consciously control the level of formality of the writing linked to the narrative viewpoint Independently select vocabulary and grammatical	Greater Depth Effectively control writing making shifts in formality Apply vocabulary from own reading and select vocabulary and grammatical structures that reflect the level of formality required. Evaluate and edit by proposing	Greater depth Effectively control writing Choose to combine text-types to support overall effectiveness of the writing. Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices.
vocabulary for meaning, effer and emphasi	r Write for more than	Independently enhance the effectiveness of writing through reading, evaluating and re-drafting Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading.	structures that reflect the level of formality required for a specific audience and form of writing	changes to vocabulary for meaning, effect and emphasis. Develop own success criteria and makes choices on audience and form of writing.	Use the full range of punctuation taught so far precisely to engage the reader, sometime "showing" not telling. Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis.

						Develop own success criteria and makes choices on audience and form of writing.
Non-Fiction	Non-fiction recounts Write recounts based on the same subject such as an historical event for two contrasting audiences such as a close friend and an unknown reader. (one formal, one informal)	Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion.	Persuasion texts Write a piece of persuasive writing for a specific audience.	Non- chronological reports Plan, compose, edit and refine a non-chronological comparative report linked to life in the workhouse.	Procedural Text Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.	Explanation Plan and write an explanation text. E.g. To explain how fossils provide evidence for evolution.
	Write the recount but have the shifts of formality in one piece.	Write in a specific form eg a formal speech.	Write the same piece shifting levels of formality e.g. write an informal speech followed by a formal speech on the same subject.	Add an alternative genre within the report eg snippet of a diary, explanation of why workhouses were developed.	Rewrite to ensure some non linear structures eg interweaving instructins, diagrams	Rewrite the explanation with a clear audience eg scientists or children.
	Assessment Points Expected standard Write concisely, ensuring features	Assessment Points Expected standard Use of topic sentences to open	Assessment Points Expected standard Use persuasive devices such as	Assessment Points Expected standard Use adverbs, indicating	Assessment Points Expected standard Use a wide range of presentational and organisational	Assessment Points Expected standard Use complex sentences.
	of a specific form of recount are applied and language and grammatical	a new paragraph Make links across paragraphs with adverbials of place, time and number.	words and phrases. Use rhetorical questions.	possibility Use expanded noun phrases using the pronouns "which" and "that"	features to structure texts specific to the form and audience.	Use of passive voice Use technical vocabulary.

approspecies species s	Use parenthesis to indicate relative clauses, using brackets, dashes or commas Spell words containing patterns taught so far. Ensure legibility in defining patterns and varion for arenthesis a wide range of clause tructures, times varying position within sentence. Dell words ining patterns aght so far. Use parenthesis to indicate relative clauses, using brackets, dashes or commas Spell words containing patterns taught so far. Ensure legibility in joined handwriting patterns aght so far. Greater Depth Greater Depth	paragraphs (firstly, subsequently, this demonstrates) Spell words containing the Year 5/6 spelling rules and word list.	Link ideas across paragraphs Use a range of presentational and organisational devices to structure text Make links with the reader e.g. asking questions Use technical language Use fronted adverbials Use language of comparison and contrast. Spell words containing patterns taught so far. Ensure legibility in joined handwriting	Begin to adapt writing based on a change in the audience. Use a range of punctuation from KS 2 including brackets, dashes, commas, semi- colons and colons. Start to build cohesion within a paragraph e.g. some use of pronouns, conjunctions and reference chains. Spell words containing patterns taught so far. Ensure legibility in joined handwriting	Use of words/phrases to make sequential, causal or logical connections. Use hypothetical language (ifthen, might, when the) Use causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate. Spell words containing the Year 5/6 spelling rules and word list. Consistently produce legible joined handwriting
	for more than e audience, Plan, compose, edit and refine a	Choose to combine text-types to	Embed one text- type within another,	Change to a non- linear structure with	Effectively control writing

managing changes in content, features and levels of formality Independently adapt language choices based on the audience and the intended impact on the reader.	balanced discussion; presenting two sides of an argument. Use words and phrases that reflect the level of formality required. Adapt language choices and features based on a change to the form of the writing	support overall effectiveness of the writing. Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices.	controlling the writing and maintain the overall purpose. Use a wide range of presentational and organisational devices to structure text e.g. hyperlinks , tables, diagrams and images Select appropriate vocabulary to create a more personal style in some reports and use this in their writing when appropriate	choices for the reader to refer to different sections. Interweave the use of diagrams and illustrations to show shifts in formality. Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing Independently enhance the effectiveness of writing through reading, evaluating and re-drafting Evaluate and edit own and other's writing against own success criteria.	Choose to combine text-types to support overall effectiveness of the writing. Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices. Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis. Develop own success criteria and makes choices on audience and form of writing.
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Year 6 Text Type Progression- Yearly Overview

	Autumn 1 TEXT- The Arrival by Shaun Tan	Autumn 2 TEXT- Wonder by R.J.Palacio	Spring 1 Frankenstein	Spring 2 Macbeth	Summer 1 Film- Pandora	Summer 2 TEXT- Skellig/Treasure Island
Narrative Writing						
,	Write a short story	Plan and write a	Plan and write an	Change the play	Plan and write a	Respond to the text
From Year 5 check	with a distinct	story with two	extended short	into a narrative	non-linear story	applying narrative
pupils can:	atmosphere. e.g	narrators to tell	story using	adding additional	moving back and	techniques of own
V- In writing narratives	suspense, panic,	the story from	expressive and	detail and	forwards through	choice.
describe, setting,	humour.	different	figurative	development of the	time.	
character and	Transferred the	perspectives.	language.	narrator's voice.	Desirate a section	Muita a atam
atmosphere using a	Transform the	Transform a	Transform a	Redraft a section	Redraft a section	Write a story you
range of descriptive	atmosphere of	section ensuring	section applying	with a change in	with a shift in	have always wanted
devices e.g. tone,	one section.	narrators are	different literary	author's voice eg	formality.	to write.
mood, imagery,		contrasting. Eg	devices and	echoing the style		
alliteration, sensory		negative and	techniques. Eg	of Shakespeare.		
details, onomatopoeia,		positive narrators.	Stylistic devices,			
simile, metaphor, personification,	Accessment	A	auditory devices.	Accessment	Accessment	Accessment Deinte
hyperbole and	<u>Assessment</u>	<u>Assessment</u> Points	<u>Assessment</u>	Assessment Points	<u>Assessment</u>	Assessment Points
symbolism.	<u>Points</u>	<u>Points</u>	<u>Points</u>	<u>Points</u>	<u>Points</u>	Expected standard
G - Use preposition	Expected	Expected	Expected	Expected standard	Expected standard	<u>Expected Standard</u>
phrases and expanded	standard	standard	standard	Expected Standard	Use a non-linear	Describe settings,
noun phrases to add	<u>stariuaru</u>	<u>stanuaru</u>	<u>stanuaru</u>	Plan and write a		character and
detail, qualification and	Integrate dialogue	Develop two	Describe settings,	story, where	structure to show	atmosphere
precision	to convey	narrators to tell	character and	dialogue is used to	shifts of formality	Integrate dialogue in
G - Build cohesion	character and	the story from	atmosphere using	develop	for different shifts of	narratives to convey
within and across a	advance the	different	a range of	characterisation	time	character and
paragraph using a	action	perspectives.	expressive,	and move the		advance the action
range of devices.	dollon	рогороскиос.	descriptive and	action forward.	Describe settings,	Write effectively for a
P – Use punctuation	Describe settings	Integrate dialogue	figurative	adionionala	character and	range of purposes
effectively support	and characters	to convey	language.	Evaluate the	atmosphere	and audiences,
coherence in writing	building a distinct	character and	5 9 meiges	effectiveness of	Integrate dialogue	selecting language
S - Spell most words	atmosphere using	advance the	Integrate dialogue	dialogue for its	in narratives to	that shows good
correctly, adding	a range of literary	action	to convey	purpose making	convey character	awareness of the
prefixes and suffixes	devices e.g.		character and	appropriate	and advance the	reader
appropriately, spelling	repeated words,	Selecting correct	advance the	revisions.	action.	Use the range of
the correct form of	alliteration,	vocabulary and	action			punctuation taught at
homophones and	figurative	grammatical			Write effectively for	key stage 2 mostly
spelling all common	language,	structures that			a range of	correctly

		T	T			T
exception words	sentence	reflect the level of	Use the range of	Describe settings,	purposes and	
correctly from KS1,	structure, rule of	formality required	punctuation taught	character and	audiences,	Use a range of
Yr3/Yr4	3.	for the different	at key stage 2	atmosphere.	selecting language	devices to build
H - Consistently	Select vocabulary	perspectives.	mostly correctly	Use the range of	that shows good	cohesion (e.g.
produce legible joined	and grammatical			punctuation taught	awareness of the	conjunctions,
writing.	structures that	Use paragraphs	Use a range of	at key stage 2	reader.	adverbials of time and
	support the	to vary	devices to build	mostly correctly		place, pronouns,
	atmosphere of the	perspective, pace	cohesion within		Use the range of	synonyms) within and
	writing.	and emphasis.	and across	Use a range of	punctuation taught	across paragraphs
	Use a range of		paragraphs (e.g.	devices to build	at key stage 2	Spell correctly most
	devices to build	Use a range of	conjunctions,	cohesion (e.g.	mostly correctly	words from the year 5
	cohesion within	devices to build	adverbials of time	conjunctions,		/ 6 spelling list, * and
	and across	cohesion within	and place	adverbials of time	Use a range of	use a dictionary to
	paragraphs.	and across		and place,	devices to build	check the spelling of
	B #144	paragraphs.	Use verb tenses	pronouns,	cohesion (e.g.	uncommon or more
	Build the		consistently and	synonyms) within	conjunctions,	ambitious
	atmosphere	Spell correctly	correctly	and across	adverbials of time	
	through careful	words from the	throughout their	paragraphs	and place,	Select vocabulary
	choices of	year 5/6 spelling	writing.	0 11 11	pronouns,	and grammatical
	sentence structure	list covered so far	0 11 11	Spell correctly	synonyms) within	structures that reflect
	and punctuation.	and use a	Spell correctly	most words from	and across	what the writing
	Day of the tr	dictionary to	most words from	the year 5 / 6	paragraphs	requires, doing this
	Draw on their	check the spelling	the year 5 / 6	spelling list, and	Outros contratos	mostly appropriately
	knowledge of	of uncommon or	spelling list.	use a dictionary to	Select vocabulary	vocabulary.
	etymology and	more ambitious	Maintain Insilaith	check the spelling	and grammatical	Majortajo Japileiliteejo
	morphology to	vocabulary.	Maintain legibility	of uncommon or	structures that	Maintain legibility in
	support spelling.	English landbillity in	in joined writing.	more ambitious	reflect what the	joined handwriting
	English landbillity in	Ensure legibility in		Calaatiiaaabiilami	writing requires,	when writing at
	Ensure legibility in	joined		Select vocabulary	doing this mostly	speed.
	joined	handwriting.		and grammatical	appropriately	
	handwriting.			structures that	vocabulary.	
				reflect what the	Chall correctly most	
				writing requires,	Spell correctly most words from the	
				doing this mostly	year 5 / 6 spelling	
				appropriately vocabulary.	list, and use a	
				vocabulary.	dictionary to check	
				Maintain legibility	the spelling of	
				in joined writing.	uncommon or more	
				in joined writing.	ambitious words.	
					anibilious words.	

					Maintain legibility in joined handwriting when writing at speed.	
<u>(</u>	Greater Depth	Greater Depth	Greater Depth	Greater Depth	Greater Depth	Greater Depth
M the did contains the contains	Make changes to the atmosphere at lifferent points in the story controlling how tanguage choice, tentence structure and grammar will thange in order to change the atmosphere. Consciously control the structure of sentences to create certain atmospheres. Generate own deas developing own success criteria, draft and redraft based on evaluation.	Change the formality of the two narrators so they contrast, controlling the style of the writing. Independently choose own success criteria Proof read and redraft based on own evaluation of the effect on the reader. Use a range of punctuation from KS2 correctly making specific choices to enhance meaning and effect on the reader.	Independently choose vocabulary and language features appropriately for the style and tone of the text. Integrate dialogue including interrupted speech to develop description of character and actions. Independently enhance the effectiveness of writing through reading, evaluating and redrafting Exercise an assured and conscious control	Independently choose vocabulary and language features appropriately for the style and tone of the text Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes. Independently enhance the effectiveness of writing through reading, evaluating and redrafting Use a full range of punctuation from KS2 correctly making specific choices to	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing Distinguish between the language of speech and writing and choose the appropriate register Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this.	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing Distinguish between the language of speech and writing and choose the appropriate register Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation
			over the levels of formality,	enhance meaning		precisely to enhance

			particularly	and effect on the	Use a range of	meaning and avoid
			through	reader and to	punctuation taught	ambiguity
			manipulating	avoid ambiguity.	at key stage 2	amoigaity
			grammar and	3 7	correctly and, when	
			vocabulary to	Exercise an	necessary, use	
			achieve this.	assured and	such punctuation	
				conscious control	precisely to	
				over the levels of	enhance meaning	
				formality,	and avoid	
				particularly through	ambiguity	
				manipulating		
				grammar and		
				vocabulary to		
				achieve this.		
	Non-	Persuasion texts	Explanatory	Non-fiction	Non-	Biography
Non-Fiction	chronological		texts	recounts	chronological	
	reports	Construct an			reports	Write a biography on
From Year 5 check		effective	Write an	Write a recount in	-	a character from
pupils can:	Write a report in a	persuasive	explanation using	a specific form with	Write a report in a	Skellig.
	formal style,	argument using	a range of	a clear audience	formal style,	
	selecting correct	persuasive	presentational and	ensuring formality	selecting correct	
C - Write in different	vocabulary and	language	organisational	is appropriate e.g.	vocabulary and	
styles based on	grammatical	techniques.	devices to	blog.	grammatical	
purpose, form and	features.		structure the text		features.	
audience selecting			and guide the			
appropriate grammar			reader.			
and vocabulary.	Add an alternative	Independently	Rewrite the	Write a recount but	Independently	Select a specific style
	genre within the	choose a specific	explanation	have the shifts of	choose how you	and form to suit a
	report eg snippet	form to present	independently	formality in one	would like to	specific audience.
	of a diary,	information.	choosing a clear	piece.	present this	
	explanation.		audience.		information.	
	A	A	Accessment	A	Accessment	Accessment Deinte
	Assessment Points	Assessment Points	Assessment Points	Assessment Points	Assessment Points	Assessment Points
	Folits	Foints	Folits	Folitis	Fonts	Expected standard
	Expected	Expected	Expected	Expected standard	Expected standard	Write effectively for a
	standard	standard	standard	Expedied standard	Write effectively for	range of purposes
	Write a report with	Write with a	<u>standard</u>	Write an effective	a range of	and audiences,
	a distinct form and	distinct form and	Write an effective	recount text	purposes and	selecting language
	specific audience	specific audience.	explanation text	effectively for a	audiences,	that shows good
	specific addience	specific addience.	explanation text	enectively for a	audiences,	triat shows youd

					
(e.g. webpage),		effectively for a	specific audience,	selecting language	awareness of the
selecting correct	Apply features	specific audience,	selecting language	that shows good	reader
vocabulary and	and select	selecting	that shows good	awareness of the	Use the range of
grammatical	language that	language that	awareness of the	reader.	punctuation taught at
structures that	shows good	shows good	reader	Use the range of	key stage 2 mostly
reflect the level of	awareness of the	awareness of the		punctuation taught	correctly
formality required.	reader.	reader	Use the range of	at key stage 2	
			punctuation taught	mostly correctly.	Use a range of
Use layout	Select vocabulary	Use the range of	at key stage 2	Use a range of	devices to build
devices, such as	and grammatical	punctuation taught	mostly correctly	devices to build	cohesion (e.g.
headings, sub-	structures to the	at key stage 2		cohesion (e.g.	conjunctions,
headings, bullets	form and purpose	mostly correctly	Use a range of	conjunctions,	adverbials of time and
and tables to	of the writing.		devices to build	adverbials of time	place, pronouns,
structure the text.		Use a range of	cohesion (e.g.	and place,	synonyms) within and
	Use modal verbs	devices to build	conjunctions,	pronouns,	across paragraphs
Use a range of	to suggest	cohesion (e.g.	adverbials of time	synonyms) within	
devices to build	degrees of	conjunctions,	and place,	and across	Spell correctly most
cohesion (e.g.	possibility.	adverbials of time	pronouns,	paragraphs.	words from the year 5
conjunctions,		and place,	synonyms) within	Spell correctly most	/ 6 spelling list, and
adverbials of time	Use a range of	pronouns,	and across	words from the	use a dictionary to
and place,	devices to build	synonyms) within	paragraphs	year 5 / 6 spelling	check the spelling of
pronouns,	cohesion (e.g.	and across		list, and use a	uncommon or more
synonyms) within	conjunctions,	paragraphs	Spell correctly	dictionary to check	ambitious
and across	adverbials of time		most words from	the spelling of	Select vocabulary
paragraphs.	and place,	Spell correctly	the year 5 / 6	uncommon or more	and grammatical
	pronouns,	most words from	spelling list, and	ambitious words.	structures that reflect
Use verb tenses	synonyms) within	the year 5 / 6	use a dictionary to		what the writing
consistently and	and across	spelling list, and	check the spelling	Select vocabulary	requires, doing this
correctly	paragraphs	use a dictionary to	of uncommon or	and grammatical	mostly appropriately
throughout their		check the spelling	more ambitious	structures that	vocabulary.
writing.		of uncommon or	words.	reflect what the	
	Draw on their	more ambitious	Select vocabulary	writing requires,	
Use punctuation	knowledge of	words.	and grammatical	doing this mostly	Maintain legibility in
from KS2	etymology and	Select vocabulary	structures that	appropriately	joined handwriting.
appropriate to the	morphology to	and grammatical	reflect what the	vocabulary.	
form of the text.	support spelling.	structures that	writing requires,		
		reflect what the	doing this mostly	Maintain legibility in	
	Spell correctly	writing requires,	appropriately	joined handwriting.	
Spell correctly	most words from	doing this mostly	vocabulary.		
most words from					

the year 5/6 list	the year 5/6 list	appropriately	Maintain legibility		
covered so far.	covered so far.	vocabulary.	in joined		
0000100 00 101.	covored co rar.	vocabulary.	handwriting.		
Draw on their	Ensure legibility in	Maintain legibility			
knowledge of	joined handwriting	in joined			
etymology and		handwriting.			
morphology to					
support spelling.					
Enguro logibility in					
Ensure legibility in joined handwriting					
Joined Handwriting					
Greater Depth	Greater Depth	Greater Depth	Greater Depth	Greater Depth	Greater Depth
Independently	Independently	Incorporate an	Consider how	Write effectively for	Write effectively for a
plan a report for	construct an	explanation within	formality will	a range of	range of purposes
multiple	effective	another text type,	change when the	purposes and	and audiences,
audiences,	persuasive	demonstrating	audience or form is	audiences,	selecting the
deciding on the	argument in a	shifts in formality.	changed e.g.	selecting the	appropriate form and
form and applying	specific form for a	From a visa a set covitie	recount same	appropriate form	drawing
relevant features	specific audience using a range of	Experiment with the form, for	event as a formal newspaper article	and drawing	independently on
relevant reatures	persuasive	example write	newspaper article	independently on	what they have read
Consciously	language	explanations of	Exercise an	what they have	as models for their
control the	techniques to	real-life situations	assured and	read as models for	own writing
structure of	deliberately	that are in process	conscious control	their own writing	Distinguish between
	influence the	e.g. unfolding	over the level of	Distinguish	the language of
sentences to maintain level of	reader.	events in world	formality and	between the	speech and writing
	Davidan	news.	manipulate	language of speech	and choose the
formality.	Develop persuasive points	Exercise an	grammar and vocabulary to	and writing and	appropriate register
Company to tale of	logically and	assured and	achieve this.	choose the	Exercise an assured
Generate ideas,	effectively, linking	conscious control	domeve uns.	appropriate register	and conscious control
draft and re-draft	back to previous	over the level of	Use the range of	Exercise an	over levels of
based on	points.	formality and	punctuation taught	assured and	formality, particularly
evaluation	·	manipulate	at KS2 correctly	conscious control	though manipulating grammar and
	Shift levels of	grammar and	and precisely to	over levels of	vocabulary to achieve
Consider how	formality	vocabulary to	enhance meaning	formality, particularly though	this
formality changes	considering	achieve this.	and avoid	manipulating	
when the			ambiguity.	manpalating	

VOO	dience changes adopting ocabulary and grammar appropriately. Know how to adapt language and grammar features based on a change in form and audience to the writing choosing the appropriate register	VOC	and avoid on ambiguity.		grammar and vocabulary to achieve this Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity	Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity
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