

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
<p>Narrative Writing</p> <p>From Reception check pupils can:</p> <p>V- Write own name and other things such as labels and captions Understand the need for spacing between words.</p> <p>C - Write simple sentences which can be read by themselves and others.</p> <p>C - Attempt to write short sentences in meaningful context</p> <p>S - Use phonic knowledge to write words in ways which match their spoken sounds. S - Write some irregular common words.</p>	<p>Re-tell a narrative using patterns from listening and reading. E.g. predictable phrases and repetition of key phrases.</p>	<p>Immitate patterns from a familiar story using known story language.</p>	<p>Lost and found- Tell a story about a central character.</p>	<p>Dogger- To use familiar stories. Write the complete story with a beginning, middle and an end.</p>	<p>To write their own version of The Tiger who came to Tea and recount events in sequence.</p>	<p>To write a complete story which includes characterisation.</p>
	<p>Redraft a section independently adding additional detail and joining sentences. Apply pattern phrases independently.</p>	<p>Redraft a section independently innovating on patterned language dawn fro their own reading and other fairy tales</p>	<p>Add additional character description including appearance actions and personality.</p>	<p>Expand on the opening section with a detailed setting description.</p>	<p>To edit original story by experimenting with adding exclamation marks and a greater range of time words.</p>	<p>To select one character and change it to the opposite eg change a good character to a bad charcter using appropriate adjectives.</p>
	<p>Assessment Points</p> <p><u>Expected standard</u> Spaces left between words. Letter formation demonstrates appropriate start and finish points, with</p>	<p>Assessment Points</p> <p><u>Expected standard</u> Use patterned narrative structure and traditional story language. E.g. <i>once upon a time....they lived happily ever after.</i></p>	<p>Assessment Points</p> <p><u>Expected standard</u> Accurate sentence punctuation. Add additional detail joining sentences using 'and'. Use vocabulary drawn from reading.</p>	<p>Assessment Points</p> <p><u>Expected standard</u> Understand the 3 parts to a story. Join words and clauses using 'and' and 'then'.</p>	<p>Assessment Points</p> <p><u>Expected standard</u> Ideas sequenced appropriately Sentences sequenced using joining words such as</p>	<p>Assessment Points</p> <p><u>Expected standard</u> Secure use of the past tense Apply patterned structures drawn from reading</p>

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

					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.
	<u>Assessment Points</u> <u>Expected standard</u> Some use of imperative verbs Spaces left between words	<u>Assessment Points</u> <u>Expected standard</u> Spaces left between words. Letter formation mostly correct including letter sizing.	<u>Assessment Points</u> <u>Expected standard</u> Maintain tense appropriate for the information text. Accurate sentence demarcation.	<u>Assessment Points</u> <u>Expected standard</u> Sequence sentences into an appropriate order to form a short recount.	<u>Assessment Points</u> <u>Expected standard</u> Use some language of persuasion e.g. use a direct appeal to the reader and persuasive language.	<u>Assessment Points</u> <u>Expected standard</u> Sequence sentences into an appropriate order to form a short recount.

	<p>Some use of capital letters and full stops to demarcate sentences. Understand the order of instructions. E.g. numbered lists. Letter formation demonstrates appropriate start and finish points, with some control over letter sizing. Use their Phase 2, Phase 3 and Phase 4 phonic knowledge to write words in ways which match their spoken sounds – some being spelt correctly and others being phonetically plausible</p>	<p>Capital letters and full stops mostly accurate. Say aloud what they are going to write. Use their Phase 2, Phase 3 and Phase 4 phonic knowledge to write words in ways which match their spoken sounds – some being spelt correctly and others being phonetically plausible</p>	<p>Correct use of capital letters for proper nouns. Form capital letters correctly and the correct size in relation to lower case letters. Basic sequencing of points. Spell some Year 1 common exception words</p>	<p>Use a capital I for the 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 opinion including likes and dislikes. Use exclamation marks. Spell most Year 1 common exception words taught</p>	<p>E.g. <i>please come for tea it will be delicious.</i> Use adjectives used for persuasion. Join words and clauses using ‘and’. Experiment with using questions to persuade. E.g. <i>Do you want to come to the best party ever?</i> Use simple features of letter writing. Spell most Year 1 common exception words taught</p>	<p>Use a capital I for the 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 opinion including likes and dislikes. Use exclamation marks. Spell most Year 1 common exception words taught</p>
	<p><u>Greater Depth:</u></p> <p>Application of additional instructional features e.g. lists of equipment. Sentences joined with ‘and’ Capital letters and full stops mostly used accurately to demarcate sentences.</p>	<p><u>Greater Depth:</u></p> <p>Sequence events independently and expand using simple conjunctions eg first, next, then.</p>	<p><u>Greater Depth:</u></p> <p>Independently expand sentences using ‘and’. Use vocabulary drawn from research. Independently assemble information about the topic.</p>	<p><u>Greater Depth</u></p> <p>Expand by using simple descriptive language to add detail. Improve writing after discussion with the teacher</p>	<p><u>Greater Depth</u></p> <p>Expand sentences with conjunction ‘and’ use capital letters for proper nouns. Include new vocabulary from reading and research. Improve writing after discussion with the teacher</p>	<p><u>Greater Depth:</u></p> <p>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 a given success criteria and make simple improvements to their writing.</p>

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

<p>capital letters and digits.</p>	<p>Form most lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>Use spacing between words</p> <p>Spell common exception words covered so far</p> <p>Some simple descriptive language to describe a character</p> <p>Capital letter used for proper nouns</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another in most of their writing</p> <p>Use spacing between words</p> <p>Spell some common exception words covered over the term</p>	<p>correctly when required</p> <p>Use capital letter for personal pronoun 'I'</p> <p>Use a wider range of subordination (e.g. when / if / that / because) to join clauses</p> <p>Use expanded noun phrases to describe and specify</p> <p>Form lower-case letters of the correct size relative to one another in most of their writing</p> <p>Use spacing between words that reflects the sizes of the letters</p> <p>Spell common exception words covered so far</p>	<p>and co-ordination (or/and/but) to join clauses</p> <p>Form lower-case letters of the correct size relative to one another in most of their writing</p> <p>Use spacing between words that reflects the sizes of the letters</p> <p>Spell common exception words covered so far</p>	<p>question marks correctly when required</p> <p>Use past tense mostly correctly and consistently</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Spell many common exception words</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p>	<p>question marks correctly when required</p> <p>Use past tense mostly correctly and consistently</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Spell many common exception words</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p>
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						Experiment with dialogue
	<p><u>Greater Depth:</u></p> <p>Expand information using some subordination AND co-ordination (when, so)</p> <p>Use some expanded noun phrases to describe and specify</p> <p>Use a wider range of adjectives e.g. superlative (-est) and comparative adjectives (-er)</p> <p>Structure own writing deciding on what goes in each part</p>	<p><u>Greater Depth:</u></p> <p>Expand information using some subordination AND co-ordination</p> <p>Use expanded noun phrases to describe and specify, begin to expand in different ways.</p> <p>Use a wider range of adjectives e.g. superlative and comparative adjectives making apt choices.</p> <p>Structure own writing deciding on what goes in each part</p> <p>Add suffixes to spell some words correctly; -ed, -ing, -ly</p>	<p><u>Greater Depth:</u></p> <p>Write effectively and coherently proof reading to check for sense.</p> <p>Decide on the structure of writing based on its form.</p> <p>Identify where words are spelt incorrectly</p> <p>Edit own writing with simple corrections</p> <p>Add suffixes to spell some words correctly</p> <p>Experiment with cursive writing</p> <p>Understand 1st person and 3rd person writing</p> <p>Experiment with a range of ways of expanding nouns</p>	<p><u>Greater Depth:</u></p> <p>Write effectively and coherently proof reading to check for sense.</p> <p>Decide on the structure of writing based on its form.</p> <p>Identify where words are spelt incorrectly</p> <p>Edit own writing with simple corrections</p> <p>Add suffixes to spell some words correctly</p> <p>Experiment with cursive writing</p> <p>Use a range of ways of expanding nouns including before and after the noun</p> <p>Experiment with adverbs</p>	<p><u>Greater Depth:</u></p> <p>Write effectively and coherently drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p> <p>Spell most common exception words</p> <p>add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</p> <p>use the diagonal and horizontal strokes needed to join some letters</p> <p>Independently choose to use</p>	<p><u>Greater Depth:</u></p> <p>Write effectively and coherently drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p> <p>Spell most common exception words</p> <p>add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</p> <p>use the diagonal and horizontal strokes needed to join some letters</p> <p>Independently choose to use</p>

					features appropriate for a specific audience	features appropriate for a specific audience Begin to use inverted commas to punctuate speech
	<p>Recount</p> <p>Write a simple recount in the first person as a character from the text in role maintaining past tense and 1st person</p>	<p>Instructional/procedural texts</p> <p>Write instructions with some expansion about something they know well.</p>	<p>Non-chronological reports</p> <p>Use information from research to group and assemble information.</p>	<p>Persuasion texts</p> <p>Write a simple persuasion based on Flat Stanley e.g. letter to character.</p>	<p>Recount</p> <p>Write about a real event simply and coherently</p>	<p>Non-chronological reports</p> <p>Film- Zahra/BBC clips- Use language and structure features of a non-chronological report based on Africa.</p>
	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 form of the report eg from a non-fiction book to a factfile showing awareness of how the features change.
	<p><u>Assessment Points</u></p> <p><u>Expected standard</u></p> <p>Write a simple first person recount linked to topic or personal</p>	<p><u>Assessment Points</u></p> <p><u>Expected standard</u></p> <p>Include imperative verbs and precise language choices, commands and negatives commands.</p>	<p><u>Assessment Points</u></p> <p><u>Expected standard</u></p> <p>Use information from research to group and assemble information into a</p>	<p><u>Assessment Points</u></p> <p><u>Expected standard</u></p> <p>Use basic features of a letter</p>	<p><u>Assessment Points</u></p> <p><u>Expected standard</u></p> <p>Use a range of sentence types</p>	<p><u>Assessment Points</u></p> <p><u>Expected standard</u></p> <p>Use the language and structural features of a leaflet</p>

	<p>experience maintaining past tense and consistent use of first person.</p> <p>Demarcate many sentences with capital letters and full stops and use capital letter for personal pronoun 'I'</p> <p>Begin to expand writing using co-ordinating conjunctions (and/ but)</p> <p>Form most lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>Use spacing between words</p> <p>Spell common exception words covered so far</p>	<p>Demarcate many sentences with capital letters and full stops.</p> <p>Begin to expand writing using co-ordinating conjunctions (and/ but)</p> <p>Form most lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>Use spacing between words</p> <p>Spell common exception words covered so far</p> <p>Some simple descriptive language to describe a character</p> <p>Capital letter used for proper nouns</p>	<p>short non-chronological report.</p> <p>Demarcate most sentences with capital letters and full stops, and use question marks correctly when required</p> <p>Use a wider range of subordination (e.g. when / if / that / because) to join clauses</p> <p>Use expanded noun phrases to describe and specify</p> <p>Form lower-case letters of the correct size relative to one another in most of their writing</p> <p>Use spacing between words that reflects the sizes of the letters</p> <p>Spell common exception words covered so far</p>	<p>Use simple persuasive language</p> <p>Demarcate many sentences with capital letters and full stops, and use question marks correctly when required</p> <p>Use a wider range of subordination (e.g. when / if / that / because) and co-ordination (or/and/but) to join clauses</p> <p>Form lower-case letters of the correct size relative to one another in most of their writing</p> <p>Use spacing between words that reflects the sizes of the letters</p> <p>Spell common exception words covered so far</p>	<p>Demarcate most sentences with capital letters and full stops, and use question marks correctly when required</p> <p>Use past tense mostly correctly and consistently and experiment with one paragraph of present tense writing.</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Spell many common exception words</p> <p>Segment spoken words into phonemes and</p>	<p>Demarcate most sentences with capital letters and full stops, and use question marks correctly when required</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Spell many common exception words</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p>
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	<p>Some simple descriptive language to describe a character</p> <p>Capital letter used for proper nouns</p>				<p>represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p>	
	<p><u>Greater Depth:</u></p> <p>Expand information using some conjunctions to express time (e.g. first, next, then etc.)</p> <p>Use some expanded noun phrases to describe and specify</p> <p>Use a wider range of adjectives e.g. superlative (-est) and comparative adjectives (-er)</p> <p>Structure own writing deciding on what goes in each part</p>	<p><u>Greater Depth:</u></p> <p>Expand information using some subordination AND co-ordination (when, so)</p> <p>Use some expanded noun phrases to describe and specify</p> <p>Use a wider range of adjectives e.g. superlative (-est) and comparative adjectives (-er)</p> <p>Structure own writing deciding on what goes in each part</p>	<p><u>Greater Depth:</u></p> <p>Write effectively and coherently proof reading to check for sense.</p> <p>Independently choose information and vocabulary drawn from research</p> <p>Decide on the structure of writing based on its form using appropriate sub-headings</p> <p>Identify where words are spelt incorrectly</p> <p>Edit own writing with simple corrections</p> <p>Add suffixes to spell some words correctly</p>	<p><u>Greater Depth:</u></p> <p>Write effectively and coherently proof reading to check for sense.</p> <p>Decide on the structure of writing based on a letter independently planning what goes in each section</p> <p>Identify where words are spelt incorrectly</p> <p>Edit own writing with simple corrections</p> <p>Add suffixes to spell some words correctly</p> <p>Experiment with cursive writing</p>	<p><u>Greater Depth:</u></p> <p>Independently plan and write about a real event recording these simply and coherently</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p> <p>Spell most common exception words add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*</p> <p>use the diagonal and horizontal</p>	<p><u>Greater Depth:</u></p> <p>Write effectively and coherently drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Show awareness of the audience of the leaflet selecting features, grammar and vocabulary appropriately</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p>

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

<p>and represent these by graphemes S - make phonically-plausible attempts at unknown words H - Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters</p>	<p>Expressing time, place and cause using conjunctions,</p> <p>Show some awareness of different sentence openers including adverbs.</p> <p>Apply Y1/2 spelling rules accurately (e.g.-ed, -ing, est, -er, -s, -es suffixes)</p> <p>Use the diagonal and horizontal strokes needed to join some letters</p>	<p>Some use of inverted commas to mark direct speech</p> <p>Maintain writing in the 3rd person Express time and place using conjunctions, adverbs and prepositions.</p> <p>Show awareness of different sentence openers including adverbs.</p> <p>Accurately spell words containing patterns taught so far.</p> <p>Use the diagonal and horizontal strokes needed to join some letters</p>	<p>Organise paragraphs to separate ideas</p> <p>Begin to experiment with figurative language</p> <p>Use inverted commas to punctuate direct speech</p> <p>Capital letters, full stops, question marks and exclamation marks used mostly correctly.</p> <p>Accurately spell words containing patterns taught so far.</p> <p>Begin to use joined writing throughout independent writing</p>	<p>a section of the story</p> <p>Begin to experiment with figurative language</p> <p>Capital letters, full stops, question marks and exclamation marks used mostly correctly.</p> <p>Use some words that capture the reader's interest, imagination and create a specific effect on the reader</p> <p>Spell words containing the Year 3 spelling rules and word list.</p> <p>Begin to use joined writing throughout independent writing</p>	<p>punctuated mostly accurately.</p> <p>Independently organise paragraphs around a theme</p> <p>Use expand noun phrases to add detail and precision to writing</p> <p>Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors.</p> <p>Plan with a clear purpose, audience and form</p> <p>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3)</p>	<p>punctuated mostly accurately.</p> <p>Independently organise paragraphs around a theme</p> <p>Use expand noun phrases to add detail and precision to writing</p> <p>Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors.</p> <p>Plan with a clear purpose, audience and form.</p> <p>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3)</p>
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					<p>Proof-read for spelling and punctuation errors, making correct and revisions to own writing.</p> <p>Use joined writing throughout independent writing</p>	<p>Proof-read for spelling and punctuation errors, making correct and revisions to own writing</p> <p>Use joined writing throughout independent writing</p>
	<p><u>Greater depth</u></p> <p>Independently plan the 4-part story</p> <p>Maintain writing in the 1st person.</p> <p>Show awareness of how dialogue can support characterisation and begin to use associated punctuation</p>	<p><u>Greater Depth</u></p> <p>Maintain writing in the 3rd person.</p> <p>Independently choose appropriate vocabulary and language features for a specific audience and purpose</p> <p>Show awareness of how dialogue can support characterisation and begin to use associated punctuation</p>	<p><u>Greater Depth</u></p> <p>Independently choose and know what to adapt to make a change in atmosphere</p> <p>Maintain writing in the 3rd person.</p>	<p><u>Greater Depth</u></p> <p>Use dialogue to support characterisation and set the scene to a story.</p> <p>Choose to use techniques to create a specific effect on the reader</p> <p>Inverted commas used mostly accurately</p> <p>Evaluate own writing against the purpose, text structure, audience</p> <p>Produce legible joined handwriting</p>	<p><u>Greater Depth</u></p> <p>Independently select appropriate vocabulary based on the audience and style of writing</p> <p>Use dialogue to provide additional characterisation. Integrate dialogue to help advance the action.</p> <p>Generate own success criteria</p> <p>Spell most words correctly</p> <p>Produce legible joined handwriting</p>	<p><u>Greater Depth</u></p> <p>Independently select appropriate vocabulary based on the audience and style of writing</p> <p>Use dialogue to provide additional characterisation. Integrate dialogue to help advance the action.</p> <p>Generate own success criteria</p> <p>Spell most words correctly</p> <p>Produce legible joined handwriting</p>

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	Persuasion texts 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
	<u>Assessment Points</u> <u>Expected standard</u> Write a recount of an event in a specific form in chronological order, expressing time, place and cause using conjunctions and adverbs	<u>Assessment Points</u> <u>Expected standard</u> 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	<u>Assessment Points</u> <u>Expected standard</u> Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing.	<u>Assessment Points</u> <u>Expected standard</u> Write an effective persuasive piece using a letter format. Link points together selecting style and vocabulary appropriate to the intended audience. Maintain formality	<u>Assessment Points</u> <u>Expected standard</u> 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	<u>Assessment Points</u> <u>Expected standard</u> Independently plan the content and layout of a leaflet drawn from own reading. Begin to incorporate the language of comparison and contrast.

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

	<p><u>Greater depth</u></p> <p>Write same event in a different form e.g. as a story, a letter or a diary.</p> <p>Independently know what to choose and what to adapt and include when changing the form of writing.</p> <p>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.</p> <p>Maintain writing in the 1st or 3rd person.</p> <p>Express time using a range of conjunctions and adverbial phrases</p>	<p><u>Greater Depth</u></p> <p>Provide a clear audience for the explanation adding appropriate diagrams e.g. flow charts, diagrams and vocabulary choices to support the explanation.</p> <p>Independently choose appropriate vocabulary and language features for a specific audience and purpose</p>	<p><u>Greater Depth</u></p> <p>Independently choose and know what to adapt and include for a change in the form of writing.</p> <p>Use the language of comparison and contrast</p> <p>Apt use of vocabulary especially verbs</p> <p>Maintain writing in the 3rd person.</p> <p>Evaluate own writing against the purpose, text structure and audience.</p>	<p><u>Greater Depth</u></p> <p>Independently choose a change to the form and audience for the persuasive piece.</p> <p>Independently select appropriate vocabulary based on the audience and style of writing.</p> <p>Use a rhetorical question.</p> <p>Use a range of organisational devices to make points e.g. bullet points linked to a change of form for the persuasive piece.</p> <p>Generate own success criteria.</p> <p>Produce legible joined handwriting</p>	<p><u>Greater Depth</u></p> <p>Independently choose and know what to adapt and include for a change in the audience e.g. change child audience to zookeeper.</p> <p>Select appropriate vocabulary based on the audience and style of writing.</p> <p>Generate own success criteria.</p> <p>Consider how to publish instructions for the intended audience. E.g. word processed, labelled diagrams to aid the reader.</p> <p>Produce legible joined handwriting</p>	<p><u>Greater Depth</u></p> <p>Change the form of the non-chronological report so there is a change in the structure and language features e.g. webpage.</p> <p>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.</p> <p>Produce legible joined handwriting</p>
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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
<p>Narrative Writing</p> <p>From Year 3 check pupils can: V - Use expanded noun phrases to add detail and precision to writing P – Use Capital letters, full stops, question marks, commas in a list and apostrophes for contraction mostly correctly. P - Use inverted commas to punctuate direct speech G - Independently organise paragraphs around a theme G - Express time, place and cause using conjunctions C - Write with a clear purpose, audience and form S – Understand morphology to be able to use root words and suffixes.</p>	Plan and write their own version of a chapter using varied and rich vocabulary.	Plan and write a complete story with intro-build up-climax-conflict-resolution.	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 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 impact on the reader.	Edit story experimenting with different cohesive devices and different ways 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.
	<u>Assessment Points</u>	<u>Assessment Points</u>	<u>Assessment Points</u>	<u>Assessment Points</u>	<u>Assessment Points</u>	<u>Assessment Points</u>
	<u>Expected standard</u>	<u>Expected standard</u>	<u>Expected standard</u>	<u>Expected standard</u>	<u>Expected standard</u>	<u>Expected standard</u>
	Use descriptive detail to evoke atmosphere and make writing more vivid, drawn from their own reading. Begin to use a range of fronted adverbials to move the story forward. Use inverted commas accurately to	Organise writing into five parts by identifying stages in the telling: introduction, build up, climax or conflict, resolution, ending. Include descriptive detail to evoke setting and make it more vivid.	Plan and write a story in five parts. Use organisational devices e.g. fronted adverbials, times of day, repeated words, reference chains, use of pronouns. Use dialogue to move the story forward with	Plan and write an extended story with vivid setting description and a distinct atmosphere. Use figurative language to provide descriptive detail including simile, metaphor and personification. Use devices to structure their own writing.	Take on the role of a central character maintaining first person and include thoughts and feelings. Effectively use conjunctions, adverbs and prepositions to	Independently structure writing using a range of devices to support the reader. Describe characters using 'show not tell' techniques. Develop dialogue to fully support

<p>S -know the relationship between the meaning and spelling of words. H - Use joined writing throughout independent writing</p>	<p>punctuate direct speech.</p> <p>Begin to use sentences with more than one clause.</p> <p>Organise chapter into paragraphs.</p> <p>Proof read for spelling and punctuation errors making corrections and revisions to own writing.</p> <p>Spell words containing patterns taught so far.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p>	<p>Use varied and rich vocabulary drawn from reading to provide a detailed description.</p> <p>Begin to use figurative language to develop descriptive writing.</p> <p>Use speech and associated punctuation to support characterisation.</p> <p>Spell words containing patterns taught so far.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p>	<p>inverted commas and other speech punctuation used accurately.</p> <p>Spell words containing patterns taught so far.</p> <p>Use joined writing throughout all independent writing.</p>	<p>Use inverted commas and other speech punctuation to punctuate direct speech.</p> <p>Confidently use fronted adverbials and sentences with more than one clause.</p> <p>Spell words containing patterns taught so far.</p> <p>Use joined writing throughout all independent writing.</p>	<p>express time, cause and place.</p> <p>Develop the use of sentences with more than one clause by using a wider range of conjunctions.</p> <p>Spell words containing the Year 4 spelling rules and word list.</p> <p>Use joined writing throughout all independent writing.</p> <p>Use and proof-read for capital letters, full stops, question marks, commas for lists, apostrophes for contraction mostly correctly.</p>	<p>characterisation using inverted commas and other speech punctuation accurately.</p> <p>Effectively use conjunctions, adverbs and prepositions to express time, cause and place.</p> <p>Develop the use of sentences with more than one clause by using a wider range of conjunctions.</p> <p>Spell words containing the Year 4 spelling rules and word list.</p> <p>Use joined writing throughout all independent writing.</p> <p>Use and proof-read for capital letters, full stops, question marks, commas for lists, apostrophes for contraction mostly correctly.</p>
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	<p><u>Greater depth</u></p> <p>Add character descriptions designed to provoke a reaction from the reader e.g. sympathy or dislike.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions.</p> <p>Use sentence type and length to create tension and impact.</p> <p>Evaluate writing based on own success criteria.</p> <p>Produce legible joined handwriting</p>	<p><u>Greater Depth</u></p> <p>Develop the conflict stage of the narrative adding sufficient detail to create an impact on the reader.</p> <p>Use figurative and expressive language to build detail and evoke mood and atmosphere.</p> <p>Extend the range of sentences with more than one clause using a wider range of conjunctions.</p> <p>Independently use sentence type and length to create tension and impact on the reader.</p> <p>Evaluate own writing based on own success criteria.</p> <p>Produce legible joined handwriting</p>	<p><u>Greater Depth</u></p> <p>Independently plan the story in five parts.</p> <p>Use a range of organisational and cohesive devices independently choosing the most appropriate.</p> <p>Select their own success criteria.</p> <p>Confidently use sentences with more than one clause including relative clauses.</p> <p>Produce legible joined handwriting</p>	<p><u>Greater Depth</u></p> <p>Independently transform the atmosphere of the story by varying the vocabulary and choices of figurative language.</p> <p>Adapt direct speech to reflect character and a change in atmosphere.</p> <p>Begin to manage the shifts between mood and atmosphere within one narrative.</p> <p>Use a range of descriptive techniques to manage changes in mood and atmosphere.</p> <p>Produce legible joined handwriting</p>	<p><u>Greater Depth</u></p> <p>Write in role from two characters perspectives changing the narrative voice.</p> <p>Evaluate and redraft own writing, proposing changes to grammar and vocabulary to improve consistency and effect on the reader.</p> <p>Consistently produce legible joined handwriting</p>	<p><u>Greater Depth</u></p> <p>Develop additional characters and add detail to settings using a wide range of descriptive devices to evoke atmosphere, character and place.</p> <p>Evaluate and redraft own writing, proposing changes to grammar and vocabulary to improve consistency and effect on the reader</p> <p>Consistently produce legible joined handwriting</p>
Non Fiction	Non-chronological reports	Explanation text Write an explanation in an impersonal style	Persuasion texts Write an advertisement focusing on how	Recount Write an event drawn from reading in a specific	Non-chronological reports	Discussion 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.
	<u>Assessment Points</u>	<u>Assessment Points</u>	<u>Assessment Points</u>	<u>Assessment Points</u>	<u>Assessment Points</u>	<u>Assessment Points</u>
	<u>Expected standard</u> 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.	<u>Expected standard</u> Adopt the use of 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	<u>Expected standard</u> 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	<u>Expected standard</u> 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.	<u>Expected standard</u> 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	<u>Expected standard</u> 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.

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

	<p>Make appropriate choices about grammar and vocabulary based on the audience and form.</p> <p>Begin to use relative clauses to extend sentences and provide additional detail.</p> <p>Begin to evaluate own writing based on success criteria.</p> <p>Produce legible joined handwriting</p>	<p>appropriate for that form and intended audience.</p> <p>Extend the range of sentences with more than one clause.</p> <p>Proof read for punctuation and spelling errors and revise.</p> <p>Produce legible joined handwriting</p>	<p>features and persuasive devices associated with the form.</p> <p>Adapt use of vocabulary linked to the form and audience of the writing.</p> <p>Produce legible joined handwriting</p>	<p>forms of writing, selecting appropriate vocabulary and grammar.</p> <p>Select and use own success criteria based on the form of the recount writing.</p> <p>Produce legible joined handwriting</p>	<p>entry in a nonfiction book, magazine article.</p> <p>Independently make appropriate choices about grammar and vocabulary based on the audience and form.</p> <p>Select own success criteria and evaluate writing against it.</p> <p>Consistently produce legible joined handwriting</p>	<p>vocabulary and style of writing based on a clear and specific audience and form to the writing.</p> <p>Evaluate and redraft own writing, proposing changes to grammar and vocabulary to improve consistency and effect on the reader.</p> <p>Consistently produce legible joined handwriting</p>
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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
<p>Narrative Writing</p> <p>From Year 4 check pupils can:</p> <p>V - Use adjectives and figurative language to evoke time, place and mood.</p> <p>V – Use precise vocabulary choices to create specific impact and effect on the reader.</p> <p>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, apostrophes for contraction and possession, inverted commas)</p> <p>G - Use fronted adverbials including the correct use of a comma</p>	<p>Write a five part story using language to evoke mood and atmosphere and develop characterisation.</p>	<p>Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.</p>	<p>Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.</p>	<p>Plan and tell a story to explore narrative viewpoint</p>	<p>Plan and write a non – linear story e.g. Flashbacks</p>	<p>Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.</p>
	<p>Transform the atmosphere of one section.</p>	<p>Transform a section applying different literary devices and techniques. Eg Stylistic devices, auditory devices.</p>	<p>Redraft a section with a change in author’s voice eg serious, formal.</p>	<p>Choose one section to tell from a different viewpoint.</p>	<p>Take a section and tell it from two points of view as parallel narrators.</p>	<p>To write a prequel to the story with a different formality.</p>
	<p><u>Assessment Points</u></p> <p>Expected standard</p> <p>Write a five part story with clear awareness of the effect on the reader, using</p>	<p><u>Assessment Points</u></p> <p>Expected standard</p> <p>Plan and write a five part story. Demonstrating awareness of audience by using</p>	<p><u>Assessment Points</u></p> <p>Expected standard</p> <p>Make vocabulary and grammar choices drawn from reading, echoing the style of a chosen author</p>	<p><u>Assessment Points</u></p> <p>Expected standard</p> <p>Effectively retell a familiar story from the point of view of another character considering thoughts, feelings,</p>	<p><u>Assessment Points</u></p> <p>Expected standard</p> <p>Write with a non-linear structure.</p> <p>Experiment with different formalities</p>	<p><u>Assessment Points</u></p> <p>Expected standard</p> <p>Apply imagery to describe the atmosphere of a setting e.g. tone, mood, imagery, alliteration, sensory</p>

<p>G - Effectively use conjunctions, adverbs and prepositions to express time, cause and place</p> <p>C - Use a range of devices to structure the writing and support the reader based on the form and purpose.</p> <p>S - Spell correctly most words from the year 3/4 spelling list</p> <p>H - Use joined writing throughout all independent writing which is neat and controlled.</p>	<p>language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style</p> <p>Begin to use shorter sentences to keep reader engaged and longer sentences for detailed descriptions.</p> <p>Begin to use dialogue to convey character and advance the action</p> <p>Start a new line for a new speaker</p> <p>Spell words containing patterns taught so far.</p> <p>Ensure legibility in joined handwriting</p>	<p>techniques such as recap, repetition, humour or suspense.</p> <p>Effectively use shorter sentences to keep reader engaged and longer sentences for detailed descriptions.</p> <p>Use repetition, alliteration, "rule of three".</p> <p>Show awareness of dialogue used to convey character and advance the action.</p> <p>Spell words containing patterns taught so far.</p> <p>Ensure legibility in joined handwriting</p>	<p>Effectively use dialogue to convey character and advance the action.</p> <p>Organise writing into chapters.</p> <p>Extend ways to link paragraphs using adverbs and adverbial phrases.</p> <p>Use commas to mark phrases or clauses</p> <p>Begin to use relative clauses beginning with who, which, where, when, whose.</p> <p>Parenthesis is usually accurate, to indicate relative clauses, using brackets, dashes or commas.</p> <p>Spell words containing patterns taught so far.</p> <p>Ensure legibility in joined handwriting</p>	<p>actions and speech from each character</p> <p>Effectively use dialogue to convey character and advance the action.</p> <p>Adapt writing based on a change in the audience.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing. For example, use commas to list separate a list of actions e.g. commas for clarity, commas to avoid ambiguity.</p> <p>Effectively use relative clauses beginning with who, which, where, when, whose.</p> <p>Accurately use brackets, dashes, to indicate parenthesis.</p> <p>Spell words containing patterns taught so far.</p>	<p>for different parts of the story</p> <p>Begin to apply imagery to describe the atmosphere of a setting e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism.</p> <p>Use expanded noun phrases to convey complicated information precisely.</p> <p>Use dialogue to convey character and advance the action.</p> <p>Begin to follow rules for interrupted speech</p> <p>Beginning to apply new vocabulary sourced from independent reading</p> <p>Spell words containing the Year</p>	<p>details, onomatopoeia simile, metaphor, personification, hyperbole and symbolism.</p> <p>Effectively apply new vocabulary sourced from independent reading</p> <p>Apply imagery to describe character and the atmosphere of a setting</p> <p>Use dialogue to build character and move the action forward.</p> <p>Spell words containing the Year 5/6 spelling rules and word list.</p> <p>Consistently produce legible joined handwriting</p>
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				Ensure legibility in joined handwriting	5/6 spelling rules and word list. Consistently produce legible joined handwriting	
	<p><u>Greater Depth</u> Transform the atmosphere of the story by independently adapting language choices based on the audience and the intended impact on the reader.</p> <p>Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis</p>	<p><u>Greater Depth</u> Independently adapt language choices based on the audience.</p> <p>Experiment with a variety of literary devices to create specific impact of the reader</p> <p>Use ellipsis to indicate an abrupt end to speech</p> <p>Write for more than one audience, managing changes in content, features and levels of formality.</p>	<p><u>Greater Depth</u> Use punctuation, vocabulary choices and grammar effectively to echo the style of a writer</p> <p>Start to build cohesion within a paragraph e.g. some use of pronouns, conjunctions and reference chains.</p> <p>Independently enhance the effectiveness of writing through reading, evaluating and re-drafting</p> <p>Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading.</p>	<p><u>Greater Depth</u> Develop writing into a parallel narrative telling same events from two points of view.</p> <p>Consciously control the level of formality of the writing linked to the narrative viewpoint</p> <p>Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing</p>	<p><u>Greater Depth</u> Effectively control writing making shifts in formality</p> <p>Apply vocabulary from own reading and select vocabulary and grammatical structures that reflect the level of formality required.</p> <p>Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis.</p> <p>Develop own success criteria and makes choices on audience and form of writing.</p>	<p><u>Greater depth</u> Effectively control writing</p> <p>Choose to combine text-types to support overall effectiveness of the writing.</p> <p>Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices.</p> <p>Use the full range of punctuation taught so far precisely to engage the reader, sometime "showing" not telling.</p> <p>Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis.</p>

						Develop own success criteria and makes choices on audience and form of writing.
Non-Fiction	Non-fiction recounts	Discussion texts	Persuasion texts	Non-chronological reports	Procedural Text	Explanation
	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.	Write a piece of persuasive writing for a specific audience.	Plan, compose, edit and refine a non-chronological comparative report linked to life in the workhouse.	Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.	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.
	<u>Assessment Points</u>	<u>Assessment Points</u>	<u>Assessment Points</u>	<u>Assessment Points</u>	<u>Assessment Points</u>	<u>Assessment Points</u>
	<u>Expected standard</u>	<u>Expected standard</u>	<u>Expected standard</u>	<u>Expected standard</u>	<u>Expected standard</u>	<u>Expected standard</u>
	Write concisely, ensuring features of a specific form of recount are applied and language and grammatical	Use of topic sentences to open a new paragraph Make links across paragraphs with adverbials of place, time and number.	Use persuasive devices such as words and phrases. Use rhetorical questions.	Use adverbs, indicating possibility Use expanded noun phrases using the pronouns "which" and "that"	Use a wide range of presentational and organisational features to structure texts specific to the form and audience.	Use complex sentences. Use of passive voice Use technical vocabulary.

<p>features are used appropriately for a specific audience.</p> <p>Show a growing awareness of how to make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader</p> <p>Use some punctuation for parenthesis</p> <p>Use a wide range of clause structures, sometimes varying their position within a sentence.</p> <p>Spell words containing patterns taught so far.</p> <p>Ensure legibility in joined handwriting</p>	<p>Use parenthesis to indicate relative clauses, using brackets, dashes or commas</p> <p>Spell words containing patterns taught so far.</p> <p>Ensure legibility in joined handwriting</p>	<p>Make Links within paragraphs (firstly, subsequently, this demonstrates)</p> <p>Spell words containing the Year 5/6 spelling rules and word list.</p> <p>Consistently produce legible joined handwriting</p>	<p>Link ideas across paragraphs</p> <p>Use a range of presentational and organisational devices to structure text</p> <p>Make links with the reader e.g. asking questions</p> <p>Use technical language</p> <p>Use fronted adverbials</p> <p>Use language of comparison and contrast.</p> <p>Spell words containing patterns taught so far.</p> <p>Ensure legibility in joined handwriting</p>	<p>Begin to adapt writing based on a change in the audience.</p> <p>Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons.</p> <p>Start to build cohesion within a paragraph e.g. some use of pronouns, conjunctions and reference chains.</p> <p>Spell words containing patterns taught so far.</p> <p>Ensure legibility in joined handwriting</p>	<p>Use of words/phrases to make sequential, causal or logical connections.</p> <p>Use hypothetical language (if...then, might, when the...)</p> <p>Use causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate.</p> <p>Spell words containing the Year 5/6 spelling rules and word list.</p> <p>Consistently produce legible joined handwriting</p>
<p><u>Greater Depth</u></p> <p>Write for more than one audience,</p>	<p><u>Greater Depth</u></p> <p>Plan, compose, edit and refine a</p>	<p><u>Greater Depth</u></p> <p>Choose to combine text-types to</p>	<p><u>Greater Depth</u></p> <p>Embed one text-type within another,</p>	<p><u>Greater Depth</u></p> <p>Change to a non-linear structure with</p>	<p><u>Greater Depth</u></p> <p>Effectively control writing</p>

	<p>managing changes in content, features and levels of formality</p> <p>Independently adapt language choices based on the audience and the intended impact on the reader.</p>	<p>balanced discussion; presenting two sides of an argument.</p> <p>Use words and phrases that reflect the level of formality required.</p> <p>Adapt language choices and features based on a change to the form of the writing</p>	<p>support overall effectiveness of the writing.</p> <p>Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices.</p>	<p>controlling the writing and maintain the overall purpose.</p> <p>Use a wide range of presentational and organisational devices to structure text e.g. <i>hyperlinks</i>, <i>tables</i>, <i>diagrams</i> and <i>images</i></p> <p>Select appropriate vocabulary to create a more personal style in some reports and use this in their writing when appropriate</p>	<p>choices for the reader to refer to different sections. Interweave the use of diagrams and illustrations to show shifts in formality.</p> <p>Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing</p> <p>Independently enhance the effectiveness of writing through reading, evaluating and re-drafting</p> <p>Evaluate and edit own and other's writing against own success criteria.</p>	<p>Choose to combine text-types to support overall effectiveness of the writing.</p> <p>Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices.</p> <p>Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis.</p> <p>Develop own success criteria and makes choices on audience and form of writing.</p>
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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
<p>Narrative Writing</p> <p>From Year 5 check pupils can:</p> <p>V- In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism.</p> <p>G - Use preposition phrases and expanded noun phrases to add detail, qualification and precision</p> <p>G - Build cohesion within and across a paragraph using a range of devices.</p> <p>P – Use punctuation effectively support coherence in writing</p> <p>S - Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common</p>	Write a short story with a distinct atmosphere. e.g. - suspense, panic, humour.	Plan and write a story with two narrators to tell the story from different perspectives.	Plan and write an extended short story using expressive and figurative language.	Change the play into a narrative adding additional detail and development of the narrator's voice.	Plan and write a non-linear story moving back and forwards through time.	Respond to the text applying narrative techniques of own choice.
	Transform the atmosphere of one section.	Transform a section ensuring narrators are contrasting. Eg negative and positive narrators.	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 echoing the style of Shakespeare.	Redraft a section with a shift in formality.	Write a story you have always wanted to write.
	<p style="text-align: center;"><u>Assessment Points</u></p> <p style="text-align: center;"><u>Expected standard</u></p> <p>Integrate dialogue to convey character and advance the action</p> <p>Describe settings and characters building a distinct atmosphere using a range of literary devices e.g. repeated words, alliteration, figurative language,</p>	<p style="text-align: center;"><u>Assessment Points</u></p> <p style="text-align: center;"><u>Expected standard</u></p> <p>Develop two narrators to tell the story from different perspectives.</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Selecting correct vocabulary and grammatical structures that</p>	<p style="text-align: center;"><u>Assessment Points</u></p> <p style="text-align: center;"><u>Expected standard</u></p> <p>Describe settings, character and atmosphere using a range of expressive, descriptive and figurative language.</p> <p>Integrate dialogue to convey character and advance the action</p>	<p style="text-align: center;"><u>Assessment Points</u></p> <p style="text-align: center;"><u>Expected standard</u></p> <p>Plan and write a story, where dialogue is used to develop characterisation and move the action forward.</p> <p>Evaluate the effectiveness of dialogue for its purpose making appropriate revisions.</p>	<p style="text-align: center;"><u>Assessment Points</u></p> <p style="text-align: center;"><u>Expected standard</u></p> <p>Use a non-linear structure to show shifts of formality for different shifts of time</p> <p>Describe settings, character and atmosphere</p> <p>Integrate dialogue in narratives to convey character and advance the action.</p> <p>Write effectively for a range of</p>	<p style="text-align: center;"><u>Assessment Points</u></p> <p style="text-align: center;"><u>Expected standard</u></p> <p>Describe settings, character and atmosphere</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly</p>

<p>exception words correctly from KS1, Yr3/Yr4</p> <p>H - Consistently produce legible joined writing.</p>	<p>sentence structure, rule of 3.</p> <p>Select vocabulary and grammatical structures that support the atmosphere of the writing.</p> <p>Use a range of devices to build cohesion within and across paragraphs.</p> <p>Build the atmosphere through careful choices of sentence structure and punctuation.</p> <p>Draw on their knowledge of etymology and morphology to support spelling.</p> <p>Ensure legibility in joined handwriting.</p>	<p>reflect the level of formality required for the different perspectives.</p> <p>Use paragraphs to vary perspective, pace and emphasis.</p> <p>Use a range of devices to build cohesion within and across paragraphs.</p> <p>Spell correctly words from the year 5/6 spelling list covered so far and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p> <p>Ensure legibility in joined handwriting.</p>	<p>Use the range of punctuation taught at key stage 2 mostly correctly</p> <p>Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place</p> <p>Use verb tenses consistently and correctly throughout their writing.</p> <p>Spell correctly most words from the year 5 / 6 spelling list.</p> <p>Maintain legibility in joined writing.</p>	<p>Describe settings, character and atmosphere.</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Spell correctly most words from the year 5 / 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.</p> <p>Maintain legibility in joined writing.</p>	<p>purposes and audiences, selecting language that shows good awareness of the reader.</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.</p> <p>Spell correctly most words from the year 5 / 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious words.</p>	<p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Spell correctly most words from the year 5 / 6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.</p> <p>Maintain legibility in joined handwriting when writing at speed.</p>
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					Maintain legibility in joined handwriting when writing at speed.	
	<p><u>Greater Depth</u></p> <p>Make changes to the atmosphere at different points in the story controlling how language choice, sentence structure and grammar will change in order to change the atmosphere.</p> <p>Consciously control the structure of sentences to create certain atmospheres.</p> <p>Generate own ideas developing own success criteria, draft and redraft based on evaluation.</p>	<p><u>Greater Depth</u></p> <p>Change the formality of the two narrators so they contrast, controlling the style of the writing.</p> <p>Independently choose own success criteria</p> <p>Proof read and redraft based on own evaluation of the effect on the reader.</p> <p>Use a range of punctuation from KS2 correctly making specific choices to enhance meaning and effect on the reader.</p>	<p><u>Greater Depth</u></p> <p>Independently choose vocabulary and language features appropriately for the style and tone of the text.</p> <p>Integrate dialogue including interrupted speech to develop description of character and actions.</p> <p>Independently enhance the effectiveness of writing through reading, evaluating and redrafting</p> <p>Exercise an assured and conscious control over the levels of formality,</p>	<p><u>Greater Depth</u></p> <p>Independently choose vocabulary and language features appropriately for the style and tone of the text</p> <p>Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes.</p> <p>Independently enhance the effectiveness of writing through reading, evaluating and redrafting</p> <p>Use a full range of punctuation from KS2 correctly making specific choices to enhance meaning</p>	<p><u>Greater Depth</u></p> <p>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</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this.</p>	<p><u>Greater Depth</u></p> <p>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</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this</p> <p>Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance</p>

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

	<p>(e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required.</p> <p>Use layout devices, such as headings, sub-headings, bullets and tables to structure the text.</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Use verb tenses consistently and correctly throughout their writing.</p> <p>Use punctuation from KS2 appropriate to the form of the text.</p> <p>Spell correctly most words from</p>	<p>Apply features and select language that shows good awareness of the reader.</p> <p>Select vocabulary and grammatical structures to the form and purpose of the writing.</p> <p>Use modal verbs to suggest degrees of possibility.</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Draw on their knowledge of etymology and morphology to support spelling.</p> <p>Spell correctly most words from</p>	<p>effectively for a specific audience, selecting language that shows good awareness of the reader</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Spell correctly most words from the year 5 / 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious words.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly</p>	<p>specific audience, selecting language that shows good awareness of the reader</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Spell correctly most words from the year 5 / 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious words.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.</p>	<p>selecting language that shows good awareness of the reader.</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly.</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Spell correctly most words from the year 5 / 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious words.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.</p> <p>Maintain legibility in joined handwriting.</p>	<p>awareness of the reader</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Spell correctly most words from the year 5 / 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.</p> <p>Maintain legibility in joined handwriting.</p>
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	<p>the year 5/6 list covered so far.</p> <p>Draw on their knowledge of etymology and morphology to support spelling.</p> <p>Ensure legibility in joined handwriting</p>	<p>the year 5/6 list covered so far.</p> <p>Ensure legibility in joined handwriting</p>	<p>appropriately vocabulary.</p> <p>Maintain legibility in joined handwriting.</p>	<p>Maintain legibility in joined handwriting.</p>		
	<p><u>Greater Depth</u></p> <p>Independently plan a report for multiple audiences, deciding on the form and applying relevant features</p> <p>Consciously control the structure of sentences to maintain level of formality.</p> <p>Generate ideas, draft and re-draft based on evaluation</p> <p>Consider how formality changes when the</p>	<p><u>Greater Depth</u></p> <p>Independently construct an effective persuasive argument in a specific form for a specific audience using a range of persuasive language techniques to deliberately influence the reader.</p> <p>Develop persuasive points logically and effectively, linking back to previous points.</p> <p>Shift levels of formality considering</p>	<p><u>Greater Depth</u></p> <p>Incorporate an explanation within another text type, demonstrating shifts in formality.</p> <p>Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news.</p> <p>Exercise an assured and conscious control over the level of formality and manipulate grammar and vocabulary to achieve this.</p>	<p><u>Greater Depth</u></p> <p>Consider how formality will change when the audience or form is changed e.g. recount same event as a formal newspaper article</p> <p>Exercise an assured and conscious control over the level of formality and manipulate grammar and vocabulary to achieve this.</p> <p>Use the range of punctuation taught at KS2 correctly and precisely to enhance meaning and avoid ambiguity.</p>	<p><u>Greater Depth</u></p> <p>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</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>Exercise an assured and conscious control over levels of formality, particularly though manipulating</p>	<p><u>Greater Depth</u></p> <p>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</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this</p>

	audience changes adopting vocabulary and grammar appropriately.	multiple audiences. Know how to adapt language and grammar features based on a change in form and audience to the writing choosing the appropriate register	Use the range of punctuation taught at KS2 correctly and precisely to enhance meaning and avoid 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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