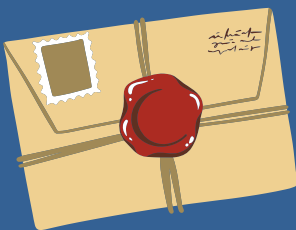


# Writing Curriculum Map

In Y5, I can vary speech through placement of the speech tag both after and within speech can vary sentences openings e.g. conjunctions, prepositional phrases, adverbials, -ing verbs. I can use subordinate clauses to show condition (if, unless) and choice (whether) and can use modal verbs to show possibility – may, might, could. I use figurative language within settings, including simile, metaphor and personification to create atmosphere and can now use devices like animism, anthropomorphism and pathetic fallacy to create a sense of the writing genre. I can use ellipses, parenthesis, colons and semi-colons accurately for effect.



In Y3, I accurately punctuate speech using "" ! ? , and use this, sometimes with an action, to convey character. I use noun phrases, figurative language such as similes and senses to describe characters and settings and begin to create excitement and suspense. I use a range of ways to open my sentences, including adverbials, and begin to use relative pronouns (e.g. who) to add detail. I create excitement using a variety of sentence types (simple, compound, complex).



In Y1, I begin writing sentences using capital letters, finger spaces and full stops. I build upon these sentences by adding adjectives and the conjunctions and, so, but and because. I begin to use commas within a list and use a range of statements, commands, questions and exclamations.



Y6

In Y6, I can skillfully use a range of sentence types, grammatical skills, tense and punctuation to create a range of interesting texts which evoke a response within the reader. I use techniques such as flashbacks and foreshadowing and my writing is much more considered with a clear focus on the effect that I wish to have upon the reader.



Y5

Y3

Y2

Y1

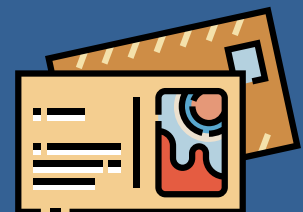
Y4

In Y4, I organise paragraphs around a theme, using tense and speech punctuation with increased accuracy. I create cohesion in paragraphs using a topic sentence, accurate noun/pronouns and fronted adverbials and by structuring and building on ideas and I begin to extend my use of commas to include fronted adverbials, lists, subordinate and relative clauses. I can now use the plural possessive apostrophe.

In Y2, I consider past, present and progressive tense when writing sentences. I use expanded noun phrases to add detail and conjunctions to explain e.g. because, so, as and 'if' to show consequences. I begin to extend my sentences using coordinating and subordinating conjunctions and use apostrophes to show possession. I begin to write direct speech.

EYFS

In Reception I will engage in lots of storytelling and role play which will help me talk about all the wonderful books we read. This in turn will give me lots of ideas for my own writing. I will learn to use my phonic knowledge to write words in ways which match their spoken sounds and I will learn how to write some common irregular words. I will write simple sentences which I, and others, can read. I will learn to write for a range of purposes and begin to use formats such as letters, lists, labels and speech bubbles.





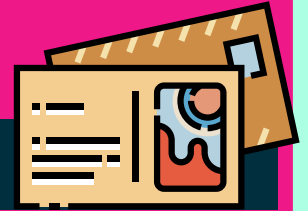
## Autumn Term – Marvellous Me!

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"> <li>• Learn the letters of the alphabet and link sounds to letters.</li> <li>• Use some of their print and letter knowledge in their early writing.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I learn to hear and say the initial sound in words and apply this knowledge to my writing</b></li> <li>• <b>I learn to segment the sounds in simple words and write the corresponding letters (using Fred talk)</b></li> <li>• <b>I use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</b></li> <li>• <b>I learn to write my own name and other things such as labels and captions</b></li> <li>• <b>I begin to write short sentences in meaningful contexts</b></li> </ul> <p>During this topic, we read a wide range of fiction and non fiction texts linked to ourselves, our families and our local community. We take part in a wide range of purposeful and imaginative writing activities both in our classroom and outside. Children will learn to apply their newly acquired phonic knowledge to their writing and will begin to attempt words and simple sentences. Some of our Big Write activities include: labelling the parts of our body, writing questions to ask the visiting Police Officer and writing a healthy shopping list.</p>	<p>In pre-school children will have begun to use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. They may write some or all of their name.</p> <p>This term, in Reception, children will progress to writing simple words and phrases as they learn the sounds and formation for individual letters and learn to blend and segment.</p> <p>This will be further developed in term 2 where they will be introduced to letters groups and they will be expected to write simple sentences.</p>



## Spring Term – Traditional Tales and adventures

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>learn to say a sound for each letter in the alphabet and at least 10 digraphs</b></li> <li>• <b>I learn to form letters correctly.</b></li> <li>• <b>I learn to write words in ways which match their spoken sounds.</b></li> <li>• <b>I learn to write some irregular common words.</b></li> <li>• <b>I learn to write simple sentences which can be read by themselves and others</b></li> <li>• <b>I learn to begin to use full stops and capital letters.</b></li> <li>• <b>I learn to read my writing out loud.</b></li> </ul> <p>During this term, the children engage in lots of role play and communal storytelling to build their story language and ensure they have lots of ideas for imaginative writing. They will learn to incorporate repeated refrains and well-known phrases into their writing such as 'once upon and time' and 'happily ever after'. They will write their own versions of traditional tales such as The Billy Goats gruff, Goldilocks and The Three Little Pigs. As their confidence and knowledge grows, the children will be challenged to add more detail to their writing and to write longer sentences or short paragraphs.</p>	<p>In this term children will build upon their phonic knowledge by learning letter groups and they will be expected to write simple phrases and sentences. In term 1 we began to introduce children to the features of different forms of writing.</p> <p>This will be further developed in term 2 as the children are encouraged to write for a range of purposes and will create their own lists, labels, stories and speech bubbles. They will also begin to add more detail to their work and introduce story language into their writing.</p> <p>As the children move into term 3 they will be encouraged to use simple punctuation such as full stops and capital letters and to write a range of common exception words.</p>



## Summer Term – Adventures around the world

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li><b>I learn to use ‘Wow Words’ in my writing</b></li> <li><b>I begin to use connectives such as ‘and’ and ‘because’</b></li> <li><b>I learn to use capital letters and full stops correctly</b></li> <li><b>I learn to write simple sentences.</b></li> <li><b>I learn to write for a range of purposes using features of different forms.</b></li> </ul> <p>Children will now be encouraged to be more independent writers who can write for a wide range of purposes. They will be taught how to use simple punctuation such as capital letters and full stops. They will begin to write increasingly complex sentences that might include some joining words such as ‘and’ and ‘because’. They will also be taught to use ‘Wow Words’ in their work. These are challenging words that have the wow factor! The children will write non fiction and imaginative pieces, for example, they might write a fact card about Australia or write a list of ingredients for Wombat Stew.</p>	<p>In terms 1 and 2 children were given lots of support to learn how to apply their emerging phonic skills to write simple words and sentences. They were taught letter formations and how to hold their pencil correctly.</p> <p>In term 3 the focus is on supporting children to become more independent in their writing in preparation for the move to year 1. They will be encouraged to write for a range of purposes and to use some more challenging words in their work. They will also be encouraged to use full stops and capital letters and be taught to use a range of common exception words.</p>



## Autumn Term

### National Curriculum Coverage

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-read what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read their writing aloud clearly enough to be heard by their peers and the teacher
- Leave spaces between words
- Join words and joining clauses using "and"
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

### What I learn

This term the pupils focus on creating sentences using images as a stimulus for the writing of descriptions. Pupils are involved in lots of pre writing discussion and rich language use to describe a given scene or character – to support the pupils in the writing stage that follows. The pupils compose sentences orally and rehearse each sentence before they write it down, focusing on letter formation, capital letters, finger spaces and full stops. They build on these sentences, sequencing them to form short narratives, to describe characters and settings.

There is a purpose behind all their writing as they gain experience and produce writing in many different text types; creating 'Missing' posters, postcards and adverts using adjectives to describe nouns and begin to use conjunctions such as 'and' to link ideas and add relevant information. As the children become more confident in linking their ideas using 'and' they will expand their use of conjunctions to include 'because'. Once they develop more pace and improve their stamina for writing they use a range of adjectives to describe a character's appearance and personality and also start to focus on verb choice and conjunctions.

In the context of instructions, they will use precise verbs and adverbials for sequencing and begin to use commas in a list when writing a letter. Children begin to use prepositions accurately – under, next to, above – when describing one thing in relation to another. They recognise that the instructions need to be completed in a certain order and therefore their writing and use of prepositions needs to reflect this.

### Progression Pathway

In Reception, pupils work on their phonics in order to spell words by identifying sounds. As their skills develop they can write whole words and this build to them writing simple phrases and sentences that can be read and understood by others.

This term pupils are developing these skills further. They are continuing to develop letter formation, capital letters and finger spaces but are focusing on building up their pace and their ability to sustain their writing for longer periods. They start sequencing sentences into short narratives by describing characters and settings, linking ideas with 'and' and 'because' as well as considering verb choice. They are introduced to a variety of text types including writing simple instructions with precise verbs and adverbials and the use of commas in a list.

Next term they continue to look at ways of extending their sentences and will begin to use coordinating conjunctions – but, so and because. The use of conjunctions will be extended further in the summer term when they will consider a range to extend sentences. They will look at the use of verbs and adjectives in noun phrases and extend the range of verbs that they are using. In their instruction writing next term they will investigate imperative verbs for commands.





## Spring Term

National Curriculum Coverage	What I learn	Progression Pathway
<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• re-read what they have written to check that it makes sense</li> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Read their writing aloud clearly enough to be heard by their peers and the teacher</li> <li>• Leave spaces between words</li> <li>• Join words and joining clauses using "and"</li> <li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> </ul>	<p>This term, pupils will begin to create more extended sentences, including more precise verbs, and adjectives in noun phrases, to describe a character's appearance and actions. They look at texts which use rich vocabulary and their focus is the use of precise vocabulary (nouns and adjectives) in their descriptions. They continue to examine and discuss images to stimulate their ideas for writing and use ideas that are familiar to them to start a piece of writing, even using formulaic phrases. They continue to orally prepare themselves prior to writing and re-read their work to check it makes sense, with adults and their peers. There also focus on sequencing so that narratives are written in chronological order to develop coherency. They begin to use the past tense consistently.</p> <p>When writing instructions, pupils start by looking at examples and highlighting the important features. They use imperative verbs for commands and co-ordinating conjunctions 'but' and 'so' to extend sentences. They extend their range of appropriate verbs for actions and appropriate adverbs to describe actions. They begin to use the past tense consistently and consider the sequence of their writing to ensure that the instructions are in the correct order.</p> <p>Pupils write a letter to a story character, following a simple letter writing format. It provides an opportunity to write with a purpose and demonstrate some of the features of another text type. Pupils practise precise verbs and adverbs, as well as using sequence words and conjunctions (and, but, so, because) to extend sentences. The letter will ask the character a series of questions and these need to be written using appropriate question stems and a question mark in place of a full stop. They begin to use varied sentence openers and use the first-person and first-person pronouns.</p>	<p>Last term the pupils were building on the skills they developed in Reception. They developed their sentence writing and looked at ways to extend the sentences they were writing through the use of conjunctions 'and' and 'because'. They started to sequence sentences together into short narratives and considered verb choice in their written work.</p> <p>This term the pupils continue to develop their pace and their ability to write sequenced narratives. They use vivid images to stimulate their written work and describe character's appearance and actions using a range of adjectives and verbs. They consider the editing process by reading back what they have written and making any necessary changes. They start to use the past tense consistently, extend the list of coordinating conjunctions that they use, as well as the range of verbs they include in their written work. They use imperative verbs in their instruction writing and use questions in their letter writing in addition to well-chosen verbs, adjectives and adverbs.</p> <p>Next term they continue to develop the use and the range of adjectives in their writing, again stimulated by the use of images to enhance vivid descriptions of setting. They go on to apply these skills to character descriptions where they not only describe appearances but also personality characteristics. They look at the use of questions in a variety of text types, including a persuasive letter that builds on the skills developed this term.</p>

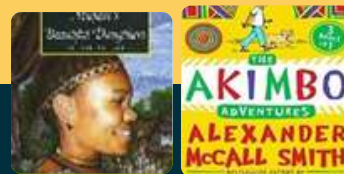


## Summer Term

National Curriculum Coverage	What I learn	Progression Pathway
<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• re-read what they have written to check that it makes sense</li> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Read their writing aloud clearly enough to be heard by their peers and the teacher</li> <li>• Leave spaces between words</li> <li>• Join words and joining clauses using "and"</li> <li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• sequence sentences to form short narratives</li> </ul>	<p>This term, pupils continue to build on their written work using adjectives; creating expanded noun phrases with two adjectives to describe a character's appearance and personality. They begin using commas to separate the two adjectives in their sentence. Their detailed descriptions are extended to vivid and varied descriptions of settings, complemented by lots of discussion and the description of images where the adjectives are highlighted and investigated. They begin to explore and use similes in their writing after an immersion in rich figurative and descriptive language. In their narrative writing they sequence sentences in a logical order with simple adverbials of time. To expand sentences, they use a range of co-ordinating conjunctions and open sentences in different ways.</p> <p>The pupils write a diary from the point of view of a character. Focussing on diary features, they recognise the need to sequence and record events in time order using time adverbials like 'then' and 'after'. They continue to investigate a variety of simple text types in their written work and write letters, including persuasive letters, and information leaflets. These writing genres provide opportunities to use questions and exclamations. They require the accurate use of the third person and third person pronouns (he/she/they). Pupils write commands, questions and exclamation sentences with increasing accuracy, using ? or !. The information leaflet requires a more formal tone and they start sentences in different ways. However, in a persuasive letter writing, they experiment with appropriate language, making decisions on word choices to develop persuasion, use time conjunctions to recount events and use a range of sentence types - statements, commands, questions and exclamations - with increasing accuracy, including the correct punctuation.</p>	<p>This year the pupils have worked on increasing their pace and have built up stamina in their writing. They have been developing the descriptive devices available to them and are extending sentences in a variety of ways using an increasing range of conjunctions. They are considering verbs and adjectives to create vivid descriptions of their characters and settings.</p> <p>This term they will continue to imbibe these skills and will continue to create expanded noun phrases, extending sentences with a range of conjunctions. They will start to include personality characteristics in their character descriptions and will begin using adverbials of time to sequence sentences. They will start to explore the use of similes and investigate different sentence openings. They will study a variety of text types and consider the formal tone required in creating a leaflet and the use of questions and exclamations - relating to different sentence types. They build on the skills taught in the spring term relating to letter writing, but add the dimension of word choice relating to persuasion.</p> <p>Next term, in year 2, they continue to develop character awareness in their narrative writing. They start to show a character's feelings through the use of verbs and adverbs, using actions rather than description. They look at more techniques to develop story writing - considering story beginnings, building plot, problems and solutions - all using the past and the past progressive tense. They continue to develop their use of Subordinating and coordinating conjunctions to extend sentences as well as adverbials of time to order them</p>

# Writing Curriculum Map

## Year Two



### Autumn Term

#### National Curriculum Coverage

- Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Use sentences with different forms: statement, question, exclamation, command
- Use expanded noun phrases to describe and specify
- Use the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Develop positive attitudes towards and stamina for writing
- Consider what they are going to write before beginning
- Make simple additions, revisions and corrections to their own writing

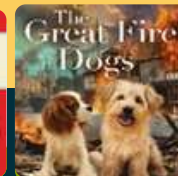
#### What I learn

This term the pupils are immersed in short stories and fairy tales; these provide the stimulus for exploring writing structure and also support the pupils in writing their own versions. Their story writing focusses on describing the characters and setting, using extended noun phrases. This includes character development and an understanding of how characters feel and respond to other characters. In their narrative story writing, pupils show their character's feelings through precise verbs and adverbs. They begin to realise that carefully selected language (verbs and adverbs) can inform the reader about the character, creating an image in the reader's mind using actions rather than character description. They also begin to write speech in the voice and style of the character and use commas in a list with the 'and' rule. Pupils consider how different sensory approaches to describing the setting, can help create a clear, vivid picture in the readers' mind and can help provide a rich background to develop plot and characters. The pupils give consideration to the past tense as used in most narrative stories, with some use of past progressive tense for contrast. They develop a basic understanding regarding the structure of a story and focus on the elements individually to develop and enhance this process. Story beginnings, are investigated and associated descriptions; alongside building up storylines, creating a story problem and creating resolutions to the problem. Specific word choices are made to provide insight and interest to the reader as well as further developing the character. In their written work they include the use of adverbials of time and place, as well as co-ordinating and subordinating conjunctions to extend sentences. They write narratives in the past tense, including double consonants for past tense verbs. They are building up their stamina in writing – with the expectation of content increasing. Pupils write an Instruction leaflet developing an understanding of the features of this text type and the appropriate language used. The pupils write a survival guide and incorporate information, along with instructions – using the appropriate features and structure necessary for this genre. This writing enables the pupils to practise a formal tone, extending sentences using co-ordinating and subordinating conjunctions, including 'If' to open and extend sentences. In contrast to the stories, this writing uses simple present or present progressive tense.

#### Progression Pathway

Last term in Year 1, pupils were working on stamina and pace as well as developing the structure and sequencing of their sentences to create simple narrative. This includes the use of conjunctions to extend sentences and adverbials of time to sequence them. They were focussing on characters and setting, using a range of devices to describe their character's appearance and personality. They were immersed in a variety of text types and recognise that some require a more formal tone and that word use, including the use of similes, can be powerful. They know that there are various sentence types, including questions. This term they continue to develop these skills using adverbials of time and subordinating and coordinating conjunctions to extend sentences. They further explore writing structure by investigating story beginnings, how to build up plots successfully and consider problems and solutions within their writing framework. They write short stories and fairy tales; using a multi-sensory approach to describe characters and settings, using expanded noun phrases and showing how a character feels through the use of adverbs and verbs, rather than description. They begin to include speech in their writing and consistently use the past and past progressive tense. In their nonfiction writing they continue to develop the formal tone required and contrast to their narrative writing they use present or present progressive tense (creating leaflets) as well as the use of 'if' as a sentence opener. Next term the pupils will continue to develop the ideas introduced this term- where a story character's feelings can be described through their actions. They will take this concept further by considering how tension can be built up using verbs and adverbs. They will continue to work on speech in their narrative writing, however the expectation will be to include the use of inverted commas in this process in order to separate the spoken words from the other text. In their nonfiction writing they will develop the concept of the formal tone that the writing requires and will begin to explore the use of paragraphs, including an introduction and a conclusion. They will use technical vocabulary correctly and when producing a brochure, they will use adverbials of time and place to signify chronology. They will further their use of questions by including rhetorical questions and will consider how these can be used as powerful devices in their writing.





## Spring Term

### National Curriculum Coverage

- Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Use sentences with different forms: statement, question, exclamation, command
- Use expanded noun phrases to describe and specify
- Use the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Develop positive attitudes towards and stamina for writing
- Consider what they are going to write before beginning
- Make simple additions, revisions and corrections to their own writing

### What I learn

During this term the pupils write stories, including adventure stories. They continue to explore characters with a focus on feelings. They identify actions that express feelings and use these concepts in their own stories. The pupils write in the role of the character, showing their character's personalities through description and action. There is a greater focus on direct speech, and the pupils begin to show this using inverted commas to separate spoken words from narrative. They describe settings with noun and preposition phrases and create tension using verbs and adjectives to show character feelings. For drama, they begin to use 'although' and 'however' to warn the reader. Pupils write a non-chronological reports by gathering information from a given text and using this write their report under sub-headings, after identifying the relevant features. Pupils consider the information to be included in each section of the report, the important opening sentence of each section to hook the reader and the additional information to be included. The non-chronological report contains an introduction that provides an overview of the report contents and uses rhetorical questions and sentences with compound and subordinating conjunctions, including some sentences opening with subordinating conjunctions. Within the remaining sections of the report pupils write extended sentences using auxiliary verbs - is/was/were, have/has/had, did/does/do - in the correct tense, enabling verb subject agreement. The report writing enables pupils to practise a more formal voice using the present tense (with some past tense) consistently. This term the pupils produce an information text/report in the form of a brochure. This organised into paragraphs including an introduction and conclusion, and uses organisational features such as subheadings. As a historical report, and in contrast to their non-chronological report, the pupils write in the past tense, including the use of irregular verbs. They use technical vocabulary related to the topic and retell events using adverbials of time and place for chronology. There are opportunities to use commas in descriptive lists within the context of information writing. Pupils learn that a historical brochure should include several features. Pupils look at the use of a questions to hook the reader and leave them wanting to read on. There is also be a focus on the conclusion where there is the final idea left with a reader at the end of a piece of writing; a method used to wrap up ideas.

### Progression Pathway

Last term the pupils were continuing to develop ways of exploring the characters and settings. Their increased pace and stamina means that they are able to develop ideas further and create more interesting story structures through their increased understanding of plot. They have a range of skills to extend sentences and develop their use of various writing tools and techniques to add interest, including the use of similes. In their nonfiction writing they have developed their formal voice and understand the change of tense required in different text types. This term, pupils continue to explore characters and investigate actions that express feelings, using these in their own writing, creating tension through their use of verbs and adverbs and start to use 'although' and 'however' to create drama. They develop the use of speech in their narrative writing and use inverted commas correctly to partition the speech from the other text. In their nonfiction writing they look at the structure and formality of reports, including the use of subheadings, the introduction and conclusion as well as techniques to hook the reader. These range from the important opening sentence to the use of rhetorical questions with compound and subordinating conjunctions. Next term the pupils continue to develop the use of speech in their writing and work on dialogue between two characters and how this needs to be structured to enable the reader to follow the conversation and understand the interaction between characters and their reaction to treatment by each other. Using adverbials of time and manner to enhance the action sequences they develop their repertoire of subordinating conjunctions, using: while, after, because, when, before to. They also increase reader interest using synonyms for said. In their nonfiction writing they continue to develop many of these principles under a different text type - Quotes in newspapers that require the use of speech and related punctuation; adverbials of time to detail a news story; the use of rhetorical questions to engage the reader; precise adjectives and imperative verbs to highlight the direct approach. They go on to investigate different sentence types and sentence lengths to create interest and impact on the reader.



## Summer Term

### National Curriculum Coverage

- Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Use sentences with different forms: statement, question, exclamation, command
- Use expanded noun phrases to describe and specify
- Use the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Develop positive attitudes towards and stamina for writing
- Consider what they are going to write before beginning
- Make simple additions, revisions and corrections to their own writing

### What I learn

This term the pupils write stories from the point of view of some extreme characters. They use similes to create vivid descriptions as well as describing their character's interaction with others and his/her reactions to their treatment. They develop understanding of characters through words and actions, using questions, exclamations and commands. In order to develop these interesting characters the pupils can include elements of humour in the situation their character finds themselves in. They use this as an opportunity to further develop their skills in speech, showing feelings of anger and puzzlement through the character's words, actions and synonyms of said. Pupils begin to recognise that the use of realistic dialogue can move a story along and when you give a character an interesting voice or personality, the reader is interested to listen to the conversations. Narrative is developed using precise nouns, verbs, adjectives and adverbs in the past tense; sentences are extended using subordinating conjunctions of time and cause, for example, while, after, because, when, before. They create action sequences using adverbials of time and manner and conclude a story using co-ordinating conjunctions to extend sentences. As a grammar focus, the suffixes 'ful' and 'ness' will be used to create nouns and commas in a list will include more extended phrases.

For their nonfiction writing, the pupils write a newspaper report using adverbials of time, place and manner, and subordinating conjunctions to retell events. Speech is used to describe different points of view, using inverted commas to separate quotes from the newspaper recount, and a variety of sentences including commas, question marks and exclamation marks. The report is written in the past tense although some speech may be in the present and should contain the features appropriate for the genre of writing. Pupils write instructions that include a persuasive element in the introduction and conclusion. They revise the features of this text type and consider the elements required in each section, for example, introduction, method, tips etc. Writing features include rhetorical questions to engage the reader, precise adjectives and imperative verbs for clarity, and adverbials for sequence. Sentences will be extended to include additional information to explain.

### Progression Pathway

In the last two terms there has been a focus on the development of character using a variety of techniques. Characters have been described using adjectives or carefully selected verbs and adverbs to demonstrate how a character is feeling and create tension. Last term pupils began to use speech to enhance the portrayal of their characters, using inverted commas to separate the speech from the narrative. In their nonfiction writing they were further developing their formal voice and the use of structural devices, like subheadings, to add clarity to their writing; as well as techniques to add to reader interest, the use of a 'hook' and the use of rhetorical questions.

This term characters will be investigated further and the pupil's narrative writing will include a piece from the point of view of a character. There will be a focus on the interactions between characters, including their reactions to each other and events within the plot. Action sequences will include adverbials of time and manner and the subordinating conjunctions - while after, because, when, before. Speech will progress to dialogue between characters and synonyms of said will be used effectively. Newspaper reports will reinforce the use of speech punctuation, in the form of quotes and other forms of punctuation and sentence types will be developed. In their writing of instructions, they practise the precise adjectives and imperative verbs first introduced in the autumn term as well as the use of rhetorical questions and adverbials for sequencing.

Next term the use of speech in their narrative writing will be extended further by adding character action after the speech tag. They will be introduced to the concept of contrasting settings within their narrative, further developing the sensory approach first investigated in year 2 autumn term. They look at a variety of sentence openings including fronted adverbials, subordinating clauses and subordinating conjunctions; these can be used for variety, time, cause and cohesion. In their nonfiction writing they focus on cohesion using adverbials of time and place. They seek to write clearly in each section of a written report, use rhetorical questions, their formal voice, technical and extended sentences - introducing the relative pronoun 'who'. Developing and enhancing the skills they have worked on in year 2.



## Autumn Term

### National Curriculum Coverage

- Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Use sentences with different forms: statement, question, exclamation, command
- Use expanded noun phrases to describe and specify
- Use the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Develop positive attitudes towards and stamina for writing
- Consider what they are going to write before beginning
- Make simple additions, revisions and corrections to their own writing

### What I learn

This term, the pupils develop their understanding of characterisation through the form of speech. They focus on the correct punctuation within inverted commas ( , ! ? ) and experiment with adding character action after the speech tag. They start to introduce the concept of demonstrating a character's feelings through their actions as well as their speech. They have the opportunity to describe a non-human character and explore the vocabulary associated with the creation, including the use of similes. Pupils begin to start sentences in different ways: fronted adverbials, subordinating clauses with subordinating conjunctions of time and cause for variety and cohesion. They describe a variety of contrasting settings, sometimes using two adjectives in extended sentences to create a mood, looking at the contrasts between two extremes – light versus dark or free versus imprisoned. Adverbials of time and manner help to add detail and precision, along with subordinating conjunctions to open and extend ideas in sentences. These detailed settings use a range of descriptive devices, including sensory, and are combined with narrative.

The pupils write a non-chronological report, using precise adjectives. Cohesion is created using adverbials of time and place as well as the correct use of noun to pronoun, including plurals. They write a clear introduction in their report including a rhetorical question to engage the reader and extend and open sentences with conjunctions to develop and explain ideas. The pupils also write a 'How to....' Guide, describing how to look after a fictitious character. This allows the pupils to use their knowledge as well as their imagination. The language is formal and technical with extended sentences and including the relative pronoun 'who'. The pupils develop their understanding of features to support the reader such as the title, introduction, subheadings, paragraphs etc. They also use appropriate adverbs, for example adverbials of cause, to extend sentences to show cause and effect.

### Progression Pathway

In year 2 the pupils developed stamina and pace in their approach to written work. They investigated character and setting as well as developing an understanding of building up plots with problems and solutions within their storylines. This was enhanced through the different methods of extending sentences and techniques for sequencing their writing correctly and providing reader interest through the language used, the description and use of verbs and adverbs to describe characters and settings; the use of speech to enable readers to engage with story characters.

This term these elements are further embedded alongside the introduction of some new techniques to improve the writing process. This term the pupils must enhance the speech used in their narrative by adding an action sequence after the speech tag. They will investigate different ways of starting sentences by using fronted adverbials, subordinating clauses and subordinating conjunctions; these will add variety and cohesion to their narrative. They will start investigating contrasting settings within their narrative writing, using adverbials to add detail and subordinating conjunctions to extend ideas. They will further develop their approach to nonfiction writing embedding the ideas from year 2; writing clear introductions, using rhetorical questions, creating cohesion through adverbials of time and place and well as the use of formal and technical language. They will investigate the use of open and extended sentences to develop and explain ideas, using the relative pronoun 'who' effectively.

In the spring term pupils focus on creating excitement and suspense in their narrative. They further develop speech, combining it with actions and adverbs; they develop their use of extended sentences using adverbials and conjunctions; they experiment with sentence openers and write vivid descriptions. They further investigate figurative language and use metaphors as well as similes to aid the description of characters and settings. In their nonfiction writing they write an encyclopaedia entry and a diary account. Both require paragraphs with adverbials of time, place and manner and an extension in the use of relative clauses to – who, what and where. In the encyclopaedia entry there is a focus on the linking of paragraphs and the devices to enable this.





## Spring Term

### National Curriculum Coverage

- Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Use sentences with different forms: statement, question, exclamation, command
- Use expanded noun phrases to describe and specify
- Use the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Develop positive attitudes towards and stamina for writing
- Consider what they are going to write before beginning
- Make simple additions, revisions and corrections to their own writing

### What I learn

This term the pupils write an adventure story, which includes vivid description and precise vocabulary to support an exciting storyline. They create and develop plots and a narrative based on models, developing their understanding of story structure and methods for creating excitement and suspense. The pupils continue to develop extended sentences with adverbials of time, place and manner, and subordinating and co-ordinating conjunctions of time and cause, to create drama. They develop speech by combining this with actions and adverbs improving their narrative skills. They use dialogue to support the drama within their stories and demonstrate how their characters are feeling. This is done using increasingly accurate punctuation for speech. There are also opportunities for figurative language such as similes and metaphors used to create a mood and show the impact of the setting on the characters. They continue to open sentences in different ways such as fronted adverbials and subordinating conjunctions and investigate the range of ways to extend sentences using adverbials, conjunctions and the relative pronoun 'who.' A grammar focus is possessive apostrophes, including words ending in 's', that can be applied to their writing.

This term the pupils will study diary writing and the associated features. They will write a diary from a character's viewpoint, retelling events, demonstrating their character's view, sharing feelings and opinions in line with this text type - with the use of adverbials of manner and actions to demonstrate these. They consider the language used based on the historical period in which the diary is written, developing noun/pronoun cohesion and use some synonyms for variety to replace nouns. Writing will be separated into paragraphs using adverbs of time, place and manner and they extend their range of relative clauses to include who which where, to add information about characters and objects. Determiners will focus on a/an for accuracy and much, many, some, any for variety. Pupils write an encyclopaedia entry. This requires the use technical vocabulary related to a topic and requires understanding of the key elements that need inclusion. A variety of adverbials of time and sequence are used to show chronology, including large and small jumps in time. Paragraphs use subheadings to group related materials -and pupils consider the order of facts as well as ensuring the information is presented in a clear factual way, using subordinating conjunctions effectively to write extended sentences. The introduction and conclusion enables the pupils to make links between the two paragraphs and understand the concept of structure within an encyclopaedia entry.

### Progression Pathway

Last term the pupils continued to develop a range of techniques to improve and develop their narrative writing. They added action to dialogue between two characters and were introduced to a series of sentence openers to provide variety and cohesion in their writing, including fronted adverbials, subordinating clauses and subordinating conjunctions. In their nonfiction writing they develop their formal and technical language, their use of rhetorical questions and create cohesion using adverbials. They extend sentences and develop and explain ideas; using the relative pronoun 'who' effectively.

This term they continue to develop their use speech to enhance their narrative writing, combining actions and adverbs to correct speech punctuation. They extend sentences effectively, use vivid descriptions, precise vocabulary, similes and metaphors, adverbials of time and subordinating and coordinating conjunctions to create drama, adding excitement and suspense to their writing. They write diaries from a character's viewpoint, applying all the features of this text type, improving their writing using synonyms of 'said'. In an encyclopaedia entry they further develop their understanding of paragraphs, linking ideas and using the adverbials of time and their use of subheadings to structure their work effectively; continuing to improve their approach to the introduction and conclusion sections.

Next term they develop strong lead characters and continue to reinforce their use of speech and action to develop narrative. They use different techniques to create description and mood, including expanded noun phrases, precise vocabulary, powerful nouns and adjectives help to develop different atmospheres. They revisit the contrasting settings to create further development within their narrative and use these to develop interaction between the character and the setting. They investigate the relationship between two characters as well as creating dramatic story endings and excitement by using different types of sentence. In their nonfiction writing they continue to extend sentences and add detail. They focus on the features of different text types including non-chronological reports and persuasive letter writing where they start to develop points in more detail to add to the cohesion of the piece.



## Summer Term

### National Curriculum Coverage

- Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Use sentences with different forms: statement, question, exclamation, command
- Use expanded noun phrases to describe and specify
- Use the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Develop positive attitudes towards and stamina for writing
- Consider what they are going to write before beginning
- Make simple additions, revisions and corrections to their own writing

### What I learn

This term, pupils write a first-person narrative and develop ways of showing character feelings and thoughts, in the first person, using precise verbs and adverbials. They also write stories that involve a quest where they develop a strong lead character. They combine speech, narrative and description effectively, blending in each element; writing direct speech accurately, using the correct punctuation and precise synonyms of said. They introduce a wider range of subordinating conjunctions of time and cause into their writing to create extended sentences. There is a wide range of contrasting settings, which move the story on, and include character reactions to the setting. They use different techniques to create description and mood, including expanded noun phrases, precise vocabulary, powerful nouns and adjectives help to develop different atmospheres. Where there are scenes with two or more characters, the children work on cohesion through the accurate use of nouns and pronouns to make the story clear to the reader. They create dramatic endings and excitement using a variety of sentence types (simple, compound, complex).

They write a non-chronological report with an instructional element, using adverbials of time, place and sequence - to extend sentences and add detail. They write organised lists to add detail to instructions and extend their range of conjunctions, including although. Adverbials of time, place and sequence extend and add detail and precision to sentences. They also write a formal letter of persuasion, using precise, persuasive language and rhetorical questions (sometimes two) for persuasion, developing points with an explanation for cohesion. There is a focus on standard English, looking at verb subject agreement: was/were, did/done

### Progression Pathway

Pupils have learned about the structure and features of a variety of text types and they have developed proficiency, pace and stamina in their written work. They are progressively building up a bank of sentence structures to engage the reader and provide variety and interest. They have a number of language devices that enable them to create interesting characters, settings and plots. They are beginning to organise paragraphs around a theme and in their nonfiction writing they are able to use organisational features - headings and sub-headings.

This term they further investigate character and create a quest in which the lead character takes on powerful challenges. This requires carefully selected language, speech and description used effectively. They develop a variety of techniques to develop atmospheric scenes - powerful nouns and adjectives, expanded noun phrases and precise vocabulary. Dramatic endings are created using a variety of sentence types.

In their nonfiction writing they continue to embed persuasive language and rhetorical questions in their letter writing, developing points and adding detail. Continuing to work on cohesion, adverbials of time, place and sequence, along with extended sentences and conjunctions in their non-chronological report writing. In year 4 the pupils develop their use of speech by characters, developing an awareness of how different characters talk in different ways. Plots become more detailed as characters are exposed to a greater number of themes. They also begin to recognise a use a greater number of adverbials of all kinds. In the autumn term points are expanded upon and emphasised through the introduction of 'furthermore' and 'moreover'. To appeal to the reader, children begin to use emotive language and exaggeration for effect.





## Autumn Term

### National Curriculum Coverage

progressively building a varied and rich vocabulary and an increasing range of sentence structures

organising paragraphs around a theme

in narratives, creating settings, characters and plot

in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

assessing the effectiveness of their own and others' writing and suggesting improvements

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

using conjunctions, adverbs and prepositions to express time and cause

using fronted adverbials using commas after fronted adverbials

### What I learn

In the Autumn term, Year 4 pupils excite the reader through descriptive, adventurous stories with detailed plots and intriguing character journeys. Characters mature through the careful use of speech and action: difference in personality is shown through the choice of formal or informal speech and children are taught to place speech tags in such a way as to emphasise the meaning of what is being said and done thus helping the reader to recognise changes in characterisation.

The use of grammatical features is more deliberate, with vocabulary, determiners and prepositional phrases more aptly used to enhance meaning and create a more vivid picture for the reader of the exact events of the story; commas are used to clarify meaning and avoid ambiguity. Setting descriptions are enhanced through how they are portrayed: either told by the author or through the lens of a character.

Children begin to recognise and understand the uses of standard English and how it is included to add meaning and validity to the text. Greater significance is placed on cohesion between events and paragraphs, using causal adverbials and conjunctions. As well as this, points are expanded upon and emphasised through the introduction of 'furthermore' and 'moreover'. To appeal to the reader, children begin to use emotive language and exaggeration for effect.

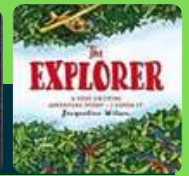
### Progression Pathway

This term, speech progresses from year 2 and 3, where children learnt how to punctuate speech and began to experiment with synonyms for said and some action alongside speech. Children now develop an awareness of formality of speech and how different characters talk in different ways. Personality is more evident through not just what is said but also how it is said and the action alongside speech is often extended. Later in the year, speech will be integrated into the narrative and, in year 5 and 6, the placement of speech tags will be used with greater variation and deliberacy.

Plots are more detailed than previous years and character arcs show greater development from start to finish. This becomes more evident in years 5 and 6 as children are exposed to a greater variety of themes and characters are thrust into more life-altering situations.

Commas were used in lists and after fronted adverbials in years 2 and 3. Now, children are taught how commas can help clarify meaning and avoid ambiguity. Children are expected to use these with greater accuracy and frequency throughout the rest of their learning journey in primary school.

Children are taught to use adverbials of time and manner in years 2 and introduced to adverbials of cause in year 3. This term, they recognise a greater variety of adverbials of all kinds. They are taught about the use of 'furthermore' and 'moreover' which is developed in years 5 and 6 where they recognise and use conjunctive adverbials explicitly with a semicolon.



## Spring Term

### National Curriculum Coverage

progressively building a varied and rich vocabulary and an increasing range of sentence structures

organising paragraphs around a theme

in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

assessing the effectiveness of their own and others' writing and suggesting improvements

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

using the present perfect form of verbs in contrast to the past tense

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

using conjunctions, adverbs and prepositions to express time and cause

using fronted adverbials  
using commas after fronted adverbials

indicating possession by using the possessive apostrophe with plural nouns  
using and punctuating direct speech

### What I learn

In the Spring term, Year 4 pupils are more adept at creating vivid settings and complex characters. Prepositional phrases, figurative language and expanded noun phrases are utilised to create a clear picture for the reader; figurative language choices are more specific to the surroundings and context of the story and noun phrases are more precise as a result of children's enhanced vocabulary and recognition of precise adjectives e.g. scarlet instead of red; perilous instead of dangerous. This aids in engaging and immersing the reader into the story. Pupils show greater control and structure to their writing, integrating speech with narrative and moving onto a new line when changing from one to another; furthermore, setting changes and regular paragraphing indicate the story moving on. Suspense is employed more effectively through the use of vocabulary choices, character reaction and short sentences contrasting with longer ones for impact.

In non-fiction, pupils are now expected to include a greater multitude of skills in each part of their writing. Within an instructional introduction, children hook the reader with a rhetorical question whilst maintaining a formal tone and linking sentences through adverbials. Throughout, comparisons are made showing both similarities and differences within a paragraph/under a subheading; alongside this, modal verbs and adverbs of possibility are introduced to show likelihood and help the reader make their own decision. Furthermore, repetition, pronouns and carefully chosen synonyms all aid to the cohesion of the text overall. In persuasive writing, further features, such as the rule of three, conjunctions showing consequence and extra information through the use of parentheses, all contribute to creating a cohesive, controlled and cogent text.

### Progression Pathway

Settings are more developed than previous years; whilst children were introduced to similes and metaphors in year 3, figurative language choices are more specific to the context of the setting. In year 5 and 6, this is even more impactful as children are exposed to a greater variety of figurative language choices.

Whilst expanded noun phrases and prepositional phrases may have been used in isolated sentences, they are now integrated regularly within the narrative with vocabulary chosen with greater precision. As children are expected to extend and vary their sentences with greater frequency and control, word and clause choices will be ever-more deliberate in years 5 and 6.

In year 3, fronted adverbials indicated a new paragraph in their story with a change of time or place. In year 4, children extend this with more frequent setting changes and the story progressing at a greater pace. In years 5 and 6, children are expected to be more selective about when to develop a scene and when to move the story forward; paragraphs will be more varied in length and content.

In years 2 and 3, rhetorical questions to hook the reader were taught. This term, children engage the reader in a variety of ways; as well as rhetorical questions, modal verbs and adverbs of possibility are introduced to show levels of uncertainty. These are utilised with even greater impact later in year 4, and years 5 and 6 as they begin to differentiate between fact and opinion within non-fiction texts.

In previous years, paragraphs and ideas have been organised under subheadings and pronouns have been taught. Cohesion is now developed through the use of repetition of ideas and phrases and carefully chosen synonyms. These become further impactful as pupils' vocabulary broadens in year 5 and 6. Furthermore, children now show comparison and contrast within a paragraph; in years 5 and 6, this also happens across paragraphs, referring back to previous ideas.



## Summer Term

### National Curriculum Coverage

progressively building a varied and rich vocabulary and an increasing range of sentence structures

organising paragraphs around a theme

in narratives, creating settings, characters and plot

in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

assessing the effectiveness of their own and others' writing and suggesting improvements

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

using conjunctions, adverbs and prepositions to express time and cause

using fronted adverbials  
using commas after fronted adverbials

indicating possession by using the possessive apostrophe with plural nouns

using and punctuating direct speech

### What I learn

In the Summer term, children are exposed to a wider variety of literary techniques with which to engage the reader. Suspense is the focal point of one story, with the setting and action creating atmosphere and anticipation. Characters' responses to events and the setting enhance the tension throughout the narrative whilst sentence types are chosen purposefully to add meaning to a specific moment in the story. Figurative language is used with great effect and contrasts when used in a setting description compared to character description; characters are purposefully juxtaposed for this reason and readers are able to get clarity of what they are like, both physically and their personalities. Furthermore, incidents impact characterisation and there are examples of foreshadowing and hints by the author as to future events and changes in character persona which the reader recognises come the end of the story. In non-fiction, children write a newspaper report and a persuasive text (in the form of a travel brochure). They show their ability to maintain a thread throughout a piece of writing through the use of journalistic bias, using precise words and phrases to give opinion amongst facts. Showcasing their skill as journalists, children write both direct and reported speech and differentiate between formalities of speech. Children show their ability to persuade in the travel brochure, using a variety of features to cajole the reader including emotive language, repetition for impact and introducing the use of modal verbs as suggestions when directly addressing the reader.

### Progression Pathway

Children are taught to recognise suspense techniques in year 3. This term, they use actions to create anticipation, develop settings to create atmosphere and vary sentence types to add to the tension. In years 5 and 6, they expand on suspense techniques with greater use of punctuation and changes in pace to the story.

Character descriptions have been a key feature throughout children's writing journey to this point; this term, characters are purposely contrasted and highlight pupils' ability to vary description and develop different personality traits. Changes in character from the start to the end of the story was integral to writing in the autumn term; in this term, character personalities change, but with more subtle developments throughout the stories. In years 5 and 6, this is even more stark, with multiple developments and shades of character.

In Spring term, opinion began to be evident in non-fiction texts. This is developed through bias running throughout a text, the use of emotive language as well as modal verbs which directly address the reader. Furthermore, reported speech is used as a tool to inform the reader. In years 5 and 6, this is further developed through a broader range of persuasive skills and extended arguments supported with more substantial evidence.



## Autumn Term

### National Curriculum Coverage

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives,

describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

using a wide range of devices to build cohesion within and across paragraphs

using further organisational and presentational devices to structure text and to guide the reader

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

ensuring the consistent and correct use of tense throughout a piece of writing

recognising vocabulary and structures that are appropriate for formal speech and writing

using expanded noun phrases to convey complicated information concisely

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

using commas to clarify meaning or avoid ambiguity in writing

using brackets, dashes or commas to indicate parenthesis

### What I learn

In the Autumn term, children showcase their ability to write in contrasting styles for a range of purposes: historical fiction, action-thriller, non-chronological report and newspaper writing.

Settings are more embellished than previous years: people and objects are described in relation to one another and readers are drawn into the story through the use of figurative language to create atmosphere. Features such as pathetic fallacy are introduced to compare setting and character emotions, giving the reader a sense of mood. Pupils have increased control in their writing, moving the plot forward with greater frequency than previous stories; characters' reactions to changing events and settings highlight the children's capabilities at creating cohesion through cause and effect within stories and the impact on character arcs. Dialogue and action is used to show character feelings at the time but also to move the story on; furthermore, inner-dialogue is introduced to reveal thoughts and feelings and further steep the reader into the author's world. Punctuation, word choices and sentence structure is deliberate and used for impact. For example, suspense is built through the use of varying sentence lengths, repetition for impact and a range of punctuation to explain or highlight specific incidents and moments.

In non-fiction, pupils show adaptability through modifying their style to suit the audience and purpose of writing. Within their non-chronological report, the children apply their knowledge of a subject area, using technical vocabulary throughout their text to a greater degree than previous years. Forward thinking and control is evidenced through the planning of the order of themes and ideas within these; children begin to identify how multiple paragraphs can be included under a single subheading. They are expected to write with greater control, using extended, multi-clause sentences, enriching their writing with extra information which they do using subordinate clauses, relative clauses and parenthesis for this purpose, often within the same sentence. Children are taught to switch between formalities for impact, showing the ability to select when to report facts and when to include opinion and bias through features such as emotive language; this is further evidenced in the use of direct and reported speech where the pupils identify the differences between exact quotations and the summarising of ideas. As a result of these, the reader has the opportunity to draw their own conclusions as to the reliability of the report.

### Progression Pathway

In year 4, figurative language became more regularly used in setting descriptions. In the Autumn of year 5, this is developed further through the use of pathetic fallacy to create mood. As the year progresses, further figurative and literary devices are used to create mood.

In year 3 and 4, children move the story forward and paragraph through changes in setting; in year 5, dialogue and action supplement moving the story onward, with some paragraphs beginning with speech to show this. As children move into year 6, children become more fluent at varying how they move the plot forward and organise their paragraphs. Furthermore, character and setting are increasingly intertwined in year 5, with one impacting the other. Suspense is developed from the summer term of year 4, with a greater emphasis on the use of punctuation for impact, such as dashes, exclamation marks and ellipses.

Speech and dialogue has been regularly included in stories since year 2, with a monologue introduced in year 4. This term, we are introduced to inner-dialogue, thus adding an additional layer to characterisation. Thoughts and feelings are further layered as the pupils move through year 5 and into year 6 through a combination of the above and the introduction of flashbacks.

Since year 2, children have been integrating technical vocabulary in non-chronological reports. They do this with greater emphasis in year 5, using subject-specific synonyms to create variety in their writing. Whereas in years 2, 3 and 4 reports were organised into usually single paragraphs below a subheading, pupils this term begin to use multiple paragraphs, linked but separate, under one subheading.

When writing their newspaper report, pupils build upon the skills taught in Year 4. They switch between formality in writing, interweaving fact and opinion without losing the impact or meaning of their report. Furthermore, children are more adept at summarising ideas within reported speech, further differentiating it from direct quotations.





## Spring Term

### National Curriculum Coverage

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives,

describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages

using a wide range of devices to build cohesion within and across paragraphs

using further organisational and presentational devices to structure text and to guide the reader

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

ensuring the consistent and correct use of tense throughout a piece of writing

ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form

using expanded noun phrases to convey complicated information concisely

using modal verbs or adverbs to indicate degrees of possibility

using commas to clarify meaning or avoid ambiguity in writing  
using brackets, dashes or commas to indicate parenthesis

using semi-colons, colons or dashes to mark boundaries between independent clauses

using a colon to introduce a list

### What I learn

In the Spring term, Year 5 pupils further evolve as authors, delving into more mature narrative themes, such as loss, and real-world issues, such as conservation and animal rights.

In fiction writing, genre is distinct through the use of rhetorical and figurative devices; children will be challenged to recognise and use the concepts of animism, anthropomorphism and dichotomy.

Elements of fantasy encourage readers to suspend disbelief whilst character development still creates empathy. Unlike previous fiction writing, pupils move between first and third person within the same narrative, depending on whose storyline/perspective they are following. As a result, there is added emphasis on the specificity of thoughts, feelings, speech and actions to reveal character chosen by the author for impact on the reader. Suspense and tension is created through the use of setting and atmosphere, foreshadowing, red herrings and unknown dangers; this contrasts with the Autumn term where action crescendos to a climax. Pupils therefore recognise that similar emotions are able to be formed using entirely different literary devices and techniques and are encouraged to use a variety of approaches in future writing.

In non-fiction, children write both a non-chronological report and a persuasive letter. They display their aptitude to maintain coherence throughout a text by using a range of cohesive devices, such as determiners, adverbials of frequency and time, the introduction of conjunctive adverbials and ellipses for omitted words. There is also a connection with the reader: by using a range of modal verbs and adverbs of possibility, as well as common idioms, the pupils make assumptions about what the reader may know or probably think about the subject matter. To enhance their persuasive writing skills, children are now adept at developing a counter argument using PEEL (Point, Evidence, Explain, Link); readers are drawn into both sides of the argument but are coaxed by the writer to reach their point of view.

### Progression Pathway

Figurative devices in Spring term are more advanced than the Autumn; children are introduced to animism and anthropomorphism as they give animals and setting human qualities.

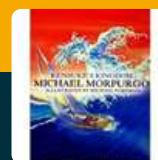
In previous years, children have written in a single person; this term, they write in both the first and third person and switch between characters. This adaptability underpins some of their writing in Year 6, where they make distinct changes between person and tense within stories in both the Spring and Summer term.

Features of suspense are further developed from year 4 and autumn in year 5. Foreshadowing, red herrings and unknown dangers are focal to the creation of tension in a variety of modes and settings.

Conjunctive adverbials, such as however, furthermore and moreover, have been taught in isolation in years 3 and 4. This term, pupils are taught how to use a wider range of conjunctive adverbials to use in a broader context, showing addition, contrast, comparison and emphasis. In year 6, they use them alongside semicolons to extend and control sentences further.

Persuasive arguments are more developed than year 3 and 4, where emotive language was introduced. More emphasis is placed on the use of evidence to support the central argument; links are made between multiple pieces of evidence, one supporting the other to convince the reader. This acts as a foundation for year 6, where persuasive features are used more precisely and address the reader.





## Summer Term

### National Curriculum Coverage

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives,

describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages

using a wide range of devices to build cohesion within and across paragraphs  
using further organisational and presentational devices to structure text and to guide the reader

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

ensuring the consistent and correct use of tense throughout a piece of writing  
ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form

using expanded noun phrases to convey complicated information concisely

using modal verbs or adverbs to indicate degrees of possibility

using commas to clarify meaning or avoid ambiguity in writing  
using brackets, dashes or commas to indicate parenthesis

using semi-colons, colons or dashes to mark boundaries between independent clauses

### What I learn

By the Summer of Year 5, pupils will be able to pick-and-choose from the broad range of skills they have learnt throughout the year and years previous, and maintain a control to their writing in longer pieces. The children further delve into mature themes which require them to question and think critically about events of today, such as writing a story of a dystopian future based around the impact of climate change.

Readers are immediately pulled into the children's stories as they begin with a sense of tension and drama, as opposed to building up to it. Furthermore, the use of certain types of punctuation is expanded upon to suit the current situation of the story. For instance, dashes (which have been taught as an example of parenthesis and to be used for dramatic effect) are also used to both show an interruption in speech and to show characters' afterthoughts. Children's broadening vocabulary is impactful and creates a clear image for the reader, with greater examples of utilising synonyms of words to create shades of meaning e.g. when to use miniature, tiny, small, minuscule etc.

In non-fiction, techniques to persuade the reader are more precise, with pupils using the repetition of an idea running through their text to reiterate the main point. Readers relate to the writers' points of view: they are presented cohesively using PEEL; they are emphasised through the use of adverbials of quantity i.e. completely, partially, wholly; modal verbs and adverbials of possibility are included to impact the meaning.

### Progression Pathway

Narrative structure has followed a similar pattern from Years 1 through to Year 5, with variation seen in levels of action, description, suspense and plot. This term, the conventional structure somewhat changes as children are flung into the action of the story from the start. Understanding that there are multiple ways to start and build stories is further developed in Year 6 where genre-specific conventions and literary tropes are challenged.

Different types of speech conventions are introduced. Children were taught to use speech tags before and after speech in Year 3, integrating action with speech in Year 4 and speech tag between the same character speaking twice in autumn of Year 5. As they reach the end of Year 5, they are taught to recognise and use interrupted speech through the use of dashes or ellipses and split speech, where the speech tag is within the main clause before completing the speech i.e. "Well," began Mr Smith, "isn't this a surprise?"

More uses of punctuation is acknowledged and used in multiple ways this term: colons used to explain previous clauses as well as introduce lists; commas as parentheses, in lists and to avoid ambiguity; dashes for emphasis, parentheses and interrupted speech.

Cohesive devices learnt in Year 2-5 are built-upon in the summer term: repetition of an idea runs through a text, not only within a section; adverbials of quantity are used add emphasis; modal verbs and adverbials of possibility are included to impact meaning rather than as only a tool to show likelihood or author's opinion. In year 6, cohesion is built further through shades of meaning and nuance in the language used.



## Autumn Term

### National Curriculum Coverage

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives,

describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages

using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

ensuring the consistent and correct use of tense throughout a piece of writing

ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form

using passive verbs to affect the presentation of information in a sentence

using the perfect form of verbs to mark relationships of time and cause

using expanded noun phrases to convey complicated information concisely

using modal verbs or adverbs to indicate degrees of possibility

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

using commas to clarify meaning or avoid ambiguity in writing

using hyphens to avoid ambiguity

using brackets, dashes or commas to indicate parenthesis

using semi-colons, colons or dashes to mark boundaries between independent clauses

using a colon to introduce a list punctuating bullet points consistently

### What I learn

In Year 6, pupils broaden their writing skills through the exploration of various text-types and greater development of control and recognition of purpose when approaching these.

In the Autumn term, pupils' creation of character and setting is explored in greater detail than previous years. An emphasis is placed on the use of dialogue to distinguish between characters, with the introduction of slang, colloquialisms and idioms to create persona; this is further achieved through the distinction of the style of speech, using contractions and question tags to show informality and specific dialect related to the story genre and setting era. As a result, the reader is able to get a fuller picture of what the characters are like and how they compare to one another. There is greater significance placed in the contrast of characters with children showing their ambition and control of writing when choosing specific noun phrases, verb choices and adverbial phrases to describe appearance and action. This is also witnessed in setting descriptions: pupils are more selective with their use of figurative language to create imagery as a result of their broadened vocabulary and understanding of genre and context. Contrast between settings is deliberate within the story; a sense of cohesion is created through extended metaphors as the settings mirror both the characters' physical and emotional journeys.

In non-fiction, Year 6 children extend their ability to adapt to varying styles and text-types, tackling both a biography and a report. Cohesion skills from previous years is further built upon through the use of repetition of ideas for impact and clarity; their broadened vocabulary supports the use of synonyms for interest and variety. Sentences are carefully constructed in a formal tone, using the newly introduced skills of the subjunctive form and passive voice. Furthermore, control is shown through the ability to switch between tenses effectively within the same piece of writing. Throughout, the author's voice comes through with the subtle use of opinion and writer's point of view, with more nuanced emotions/perspectives than previous years evident through structure of writing and language choices e.g. admiration, sympathy.

### Progression Pathway

In Year 4 and 5, one way that characters were differentiated was through what they said and how they spoke, for example formally or informally. In Year 6, this is developed further: slang, colloquialisms and dialect create a distinct style of speech with which characters can be identified and persona revealed.

Character and setting descriptions have developed throughout the children's primary career; the use of vocabulary is more ambitious and children use multiple grammatical skills within and across sentences to create fuller characters and settings.

Figurative devices are further ambitious. Building from pathetic fallacy taught in Year 5, extended metaphors reflect character physical and emotional journeys.

Formality in non-fiction texts has been taught from Year 2 upwards. In the autumn term, Year 6 are introduced to the grammatical features of the subjunctive form and passive voice which give their formal writing greater control and purpose.

## Spring Term

### National Curriculum Coverage

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives,

describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages

using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

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using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

using commas to clarify meaning or avoid ambiguity in writing

using hyphens to avoid ambiguity

using brackets, dashes or commas to indicate parenthesis

using semi-colons, colons or dashes to mark boundaries between independent clauses

### What I learn

In the Spring term, Year 6 pupils further expand the authorial repertoire, with narratives that lull the reader into a false sense of security and the recognition that not all stories have a satisfying or “happy” ending. Known themes of non-fiction texts are recognised; previously taught skills and techniques are built upon whilst integrating new examples into their writing.

Conventions of genres are explored in detail and reconsidered as pupils are exposed to darker, less binary themes of story writing. Children invite readers into journeys that end on a bittersweet note; events are foreshadowed through both character actions and setting descriptions with parallels between the two. Indirect speech is used as a more developed writing tool, summarising parts of the story and moving the plot forward. Alongside this, direct speech is ever-more deliberate and woven into the narrative using a variety of layouts. Children further showcase their ability to construct, extend and control sentences through the use of conjunctive adverbials after semicolons on top of using previously taught skills with greater accuracy, variety and frequency. Stories are written in an appropriate register, with old-fashioned and archaic language, era and setting influencing the use of figurative devices. Children show great authorial control when addressing the reader directly, switching between person and selecting when to use the past, present, progressive and perfect verb tenses appropriately.

Pupils improve on previous persuasive writing skills, enticing the reader with the introduction of high-level abstract emotions such as benevolence, nauseating and incandescent; adverbials for emphasis, such as absolutely, completely and indeed, are precisely chosen to indicate degrees of measure. Rhetorical questions are more advanced through the use of anaphora and hypophora to persuade the reader.

### Progression Pathway

In the summer of Year 5, children began to adapt and vary common narrative structure. This is further developed this term as children challenge and reconsider traditional genre conventions.

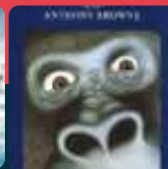
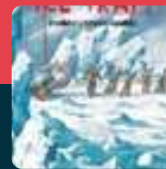
Building on the autumn term, extended metaphors are seen through both foreshadowing and character-storyline parallels. Furthermore, the genre and era, particularly traditional tales, more-than-ever impacts on the use of figurative devices as they are written in an appropriate register. This is fed into the summer term where they use this skill in a different cultural context.

Children are able to use the full complement of direct speech and speech tag structures and choose which to include for impact.

Pupils are empowered to use their wide array of grammatical skills in all areas of their writing: to create extended sentences, linked ideas within paragraphs and differentiate between formality. Extending from Year 5, children now pair conjunctive adverbials with semicolons to separate main clauses within a single sentence.

In the spring of year 5, children wrote in both the first and third person and switched between characters. This is developed as pupils now decide when to switch between person, tense and character and address the reader directly.

Emotive language, rhetorical questions and adverbials have been used frequently in persuasive writing since Year 3; this term, abstract emotions are precisely chosen, rhetorical questions are advanced through the use of anaphora and hypophora and adverbials for emphasis are used to support ideas.



## Summer Term

### National Curriculum Coverage

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using commas to clarify meaning or avoid ambiguity in writing

using hyphens to avoid ambiguity

using brackets, dashes or commas to indicate parenthesis

using semi-colons, colons or dashes to mark boundaries between independent clauses

using a colon to introduce a list

punctuating bullet points consistently

### What I learn

In the Summer, Y6 pupils are expected to integrate all previously taught aspects of their writing with control. They have developed their own author's voice and are able to select from a range of skills to suit the purpose of the writing.

Flashback is used to introduce the plot and help the reader understand changes in character behaviour and show a character's perspective on events in the story; to complement this, the ending changes in tense to link with the opening of the story. Children show their control through varying the way they construct sentences, integrating the progressive tense whilst carefully selecting when to begin with the subject and when to avoid. Settings encompass a range of figurative devices to convey atmosphere and transport the reader into the story; leitmotifs are introduced and can be identified throughout the plot.

In non-fiction, children are expected to include the full roster of grammatical and layout features, including subheadings, bullet point lists, passive and perfect form of verbs. As well as this, they showcase their control of writing with features to clarify meaning and avoid ambiguity, such as commas, parentheses, hyphens and vocabulary choice, and link sentences and clauses in a variety of ways, including semi-colons, colons and dashes, conjunctive adverbials and referencing previous points.

### Progression Pathway

Variety in narrative structure is further explored, with stories starting with a flashback. Previously, characters have been impacted by events in the story and develop as a result; children are now able to show how events in the past affect characters in the present. Furthermore, the ending harks back to this, showing children's developed authorial control throughout their primary careers.

Settings are created using the full range of taught devices: figurative language to create atmosphere and imagery, precise vocabulary in description and interrelation with characters and events to show how changing settings impact the story and vice versa.

Children integrate many previously taught structural and layout features in their non-fiction writing i.e. subheadings, bullet-point lists and PEEL to structure paragraphs. Furthermore, they show greater control with formality in order to persuade, combining previously taught skills.