

Dovecotes Primary School Knowledge Progression Writing			
Early Years			
	By the end of Little Doves	By the end of Nursery	By the end of Reception
Phonics and Spelling	<ul style="list-style-type: none"> I am able to notice print and pictures in the environment. I listen and respond to sounds. 	<ul style="list-style-type: none"> I use print and letter knowledge in my early writing. For example; writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. I am starting to write some letters comfortably. For example; letters from my name. 	<ul style="list-style-type: none"> I know how to spell some common exception words. I am able to write words with known grapheme - phoneme correspondences. I write words. I understand how to write short sentences with words known sound-letter correspondence using a capital letter and full stop.
Letter Formation, Placement and Positioning	<ul style="list-style-type: none"> I enjoy drawing freely. I am developing manipulation and control when using fine motor skills. I am able to make marks on/in different media. I explore different materials and tools. For example, clay, finger paints, spoons, brushes, shells. I know how to use my large and small motor skills to do things independently. For example; pouring drinks. I am able to make connections between my movements and the marks that I make using different tools, such as crayons, chalks etc. 	<ul style="list-style-type: none"> I am starting to write some letters comfortably. For example; letters from my name. I know how to use one handed tools and equipment. I understand how to use a comfortable pencil grip (pinch). I am showing a dominant hand. I understand that print has meaning and can have different purposes which I am able to show within my mark making. I know how to hold a pencil/pen with good control using a comfortable grip. I know how to use one handed tools and equipment so that I can make snips in paper with scissors for example. 	<ul style="list-style-type: none"> I know how to form lower case letters and capital letters . I am developing the foundations of a handwriting style, which is fast, accurate and efficient and can show that I can form most of my letters accurately. I know how to hold a pencil or pen with good control. I know how to use a range of small tools with competence, safety and confidence (Use of tools such as; pencils, paintbrushes, scissors, and cutlery).
Composition	<ul style="list-style-type: none"> I am beginning to give my marks meaning. For example; 'That's mummy'. 	<ul style="list-style-type: none"> I engage in extended conversations about fiction and non fiction books, using newly learnt vocabulary. I understand a wide range of vocabulary that I have learnt through different activities. I use print and letter knowledge in my early writing. For example; writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. I am starting to write some letters comfortably. For example; letters from my name. I know how to write some or all of my name. 	<ul style="list-style-type: none"> I am able to write words with known grapheme - phoneme correspondences. I understand how to compose a sentence for writing (orally and count the words - hold a sentence) I write words. I understand how to write short sentences with words known sound-letter correspondence using a capital letter and full stop. I am able to re-read sentences to check it makes sense.
Sentence Construction, Word Choice and Tense	<ul style="list-style-type: none"> I am able to notice print and pictures in the environment. I am beginning to give my marks meaning. For example; 'That's mummy'. 	<ul style="list-style-type: none"> I use print and letter knowledge in my early writing. For example; writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. I understand how to make up stories, play scenarios and drawings in response to different experiences, such as outings Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words 	<ul style="list-style-type: none"> I understand how to compose a sentence for writing (orally and count the words - hold a sentence) I know how to talk about stories (recalling what happens, discussing characters, predict what might happen) I know how to use new vocabulary in different contexts. I know how to describe events in detail.

Key Stage One						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Class Text Year 1	<i>Handa's Surprise</i> by Eileen Browne	<i>Peace at Last</i> by Jill Murphy	<i>Ruby's Worry and Ravi's Roar</i> by Tom Percival	<i>The Gruffalo</i> by Julia Donaldson	<i>Lost and Found</i> by Oliver Jeffers	<i>Tyrannosaurus Drip</i> by Julia Donaldson
Class Text Year 1/2	<i>Handa's Hen</i> by Eileen Browne	<i>Whatever Next</i> by Jill Murphy	<i>Perfectly Norman and Meesha Makes New Friends</i> by Tom Percival	<i>Room on the Broom</i> by Julia Donaldson	<i>Rainbow Fish</i> by Marcus Pfister	<i>The Snail and the Whale</i> by Julia Donaldson
Non-negotiable objectives to be met for each unit (by the end of the year). <i>Handwriting, Spelling, Basic Demarcation and Tense</i>	<ul style="list-style-type: none"> ➤ Usually give letters a clear and regular size, shape and orientation (ascenders and descenders / use of upper and lower case are usually accurate). <ul style="list-style-type: none"> ➤ Form most upper and lower case letters correctly. ➤ Leave spaces between words when I write. ➤ Spell many Y1 common exception words. ➤ Use phonics to sound out simple words. <ul style="list-style-type: none"> ➤ Spell words using a word bank. ➤ Make recognisable attempts at spelling words not known, using logical phonic strategies (almost all decodable without the child's help). <ul style="list-style-type: none"> ➤ Tell you some letters that sound the same but are different. ➤ Spell some words ending in: s, es, ing, ed, er, est, or starting with: un. <ul style="list-style-type: none"> ➤ Form regular plurals using –s and –es. ➤ Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop). ➤ Use a capital letter for names, places, days of the week and 'I'. 					
Writing Genre	Instructional: Lists Narrative: Retell story inserting different food	Narrative: Retell Instructional Invitation to a Teddy Bear's picnic	Narrative Retell Recount Letter	Narrative Character description Recount Recall events in time order	Narrative Setting description Non-chronological report Information Leaflet (Penguins)	Narrative Retell Narrative Character description
Genre specific objectives	<p>Lists:</p> <ul style="list-style-type: none"> ➤ Produce my own ideas for writing. ➤ To say out loud what they are going to write about. ➤ Write a list, caption or label accurately. <p>Retell:</p> <ul style="list-style-type: none"> ➤ To say out loud what they are going to write about. ➤ To compose a sentence orally before writing it. ➤ Produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language) ➤ To use simple sentence structures. ➤ Show some control over word order producing logical statements. ➤ Write sentences in order to create a story, recount, retell or report (a paragraph or more). ➤ To use simple sentence 	<p>Retell:</p> <ul style="list-style-type: none"> ➤ To say out loud what they are going to write about. ➤ To compose a sentence orally before writing it. ➤ Produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language) ➤ To use simple sentence structures. ➤ Show some control over word order producing logical statements. ➤ Write sentences in order to create a story, recount, retell or report (a paragraph or more). 	<p>Retell:</p> <ul style="list-style-type: none"> ➤ To say out loud what they are going to write about. ➤ To compose a sentence orally before writing it. ➤ Produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language) ➤ To use simple sentence structures. ➤ Show some control over word order producing logical statements. ➤ Write sentences in order to create a story, recount, retell or report (a paragraph or more). 	<p>Character Description:</p> <ul style="list-style-type: none"> ➤ Use appropriate vocabulary (should be coherent and sensible) in more than three statements. ➤ To start to engage readers by using basic adjectives to describe. ➤ To say out loud what they are going to write about. ➤ To compose a sentence orally before writing it. ➤ Produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language) ➤ To use simple sentence structures. ➤ Show some control over word 	<p>Setting Description:</p> <ul style="list-style-type: none"> ➤ Use appropriate vocabulary, including adjectives to describe, (should be coherent and sensible) in more than three statements. ➤ To say out loud what they are going to write about. ➤ To compose a sentence orally before writing it. ➤ Produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language) ➤ To use simple sentence structures. ➤ Show some control over 	<p>Retell:</p> <ul style="list-style-type: none"> ➤ To say out loud what they are going to write about. ➤ To compose a sentence orally before writing it. ➤ Produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language) ➤ To use simple sentence structures. ➤ Show some control over word order producing logical statements. ➤ Write sentences in order to create a story, recount, retell or report (a paragraph or more).

	<ul style="list-style-type: none"> ➤ structures. ➤ Show some control over word order producing logical statements. ➤ Write sentences in order to create a story, recount, retell or report (a paragraph or more). ➤ Use the conjunction and to join two simple sentences/thoughts/ideas. ➤ Tobegin to formsimple compound sentences. 	<ul style="list-style-type: none"> ➤ Use the conjunction and to join two simple sentences/thoughts/ideas. ➤ Tobegin to formsimple compound sentences. Invitation: ➤ Touse a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. ➤ Tosay out loud what they are going to write about. ➤ To compose a sentence orally before writing it. ➤ Produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language) ➤ To use simple sentence structures. ➤ Show some control over word order producing logical statements. ➤ Tobegin to use question marks and exclamation marks. 	<ul style="list-style-type: none"> ➤ Use the conjunction and to join two simple sentences/thoughts/ideas. ➤ Tobegin to formsimple compound sentences. Letter: ➤ Tosay out loud what they are going to write about. ➤ To compose a sentence orally before writing it. ➤ Produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language) ➤ To use simple sentence structures. ➤ Show some control over word order producing logical statements. ➤ Use the conjunction and to join two simple sentences/thoughts/ideas. ➤ Tobegin to formsimple compound sentences. ➤ Tobegin to use question marks and exclamation marks. 	<ul style="list-style-type: none"> ➤ order producing logical statements. ➤ Use the conjunction and to join two simple sentences/thoughts/ideas. ➤ Tobegin to formsimple compound sentences. Recount: ➤ Tosay out loud what they are going to write about. ➤ To compose a sentence orally before writing it. ➤ Produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language) ➤ To use simple sentence structures. ➤ Show some control over word order producing logical statements. ➤ Write sentences in order to create a story, recount, retell or report (a paragraph or more). ➤ Use the conjunction and to join two simple sentences/thoughts/ideas. ➤ Tobegin to formsimple compound sentences. 	<ul style="list-style-type: none"> ➤ word order producing logical statements. ➤ Use the conjunction and to join two simple sentences/thoughts /ideas. ➤ Tobegin to formsimple compound sentences. Non-Chronological Report: ➤ Touse a number of simple text types and to make relevant choices about subject matter and appropriate vocabulary choices. ➤ Tobegin to use question marks and exclamation marks. 	<ul style="list-style-type: none"> ➤ Use the conjunction and to join two simple sentences/thoughts/ideas. ➤ Tobegin to formsimple compound sentences. Character Description: ➤ Use appropriate vocabulary, including adjectives, (should be coherent and sensible) in more than three statements. ➤ Tosay out loud what they are going to write about. ➤ To compose a sentence orally before writing it. ➤ Produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language) ➤ To use simple sentence structures. ➤ Show some control over word order producing logical statements. ➤ Use the conjunction and to join two simple sentences/thoughts/ideas. ➤ Tobegin to formsimple compound sentences.
Proof-Reading/Editing Objectives for each unit	<ul style="list-style-type: none"> ➤ To discuss what they have written with the teacher or other pupils. ➤ To reread their writing to check that it makes sense and to independently begin to make changes. ➤ To read their writing aloud clearly enough to be heard by their peers and the teacher. 					
	Year 2 Autumn Term 1	Year 2 Autumn Term 2	Year 2 Spring Term 1	Year 2 Spring Term 2	Year 2 Summer Term 1	Year 2 Summer Term 2
Class Text Year 2	<i>The Day the Crayons Quit</i> by Drew Daywalt and Oliver Jeffers	<i>Stick Man</i> by Julia Donaldson	<i>Mr Wolf's Pancakes</i> by Jan Fearnley	<i>The Ugly Five</i> by Julia Donaldson	<i>The Enormous Crocodile</i> by Roald Dahl	<i>Oliver Twist</i> by Charles Dickens
Non-negotiable objectives to be met for each unit (by the end of the year). <i>Handwriting, Spelling, Basic Demarcation</i>	<ul style="list-style-type: none"> ➤ Form capital letters and lower case letters in handwriting with the correct size, orientation and relationship to one another. <ul style="list-style-type: none"> ➤ Leave space between words that reflects the size of the letters. ➤ Use diagonal and horizontal strokes needed to join letters in most writing. ➤ Spell most common words correctly and most of the Years R,1 & 2 High Frequency Words, and the Year 1 & 2 words in the N.C. Appendix 1. ➤ Use phonetically plausible strategies to spell or attempt to spell many unknown polysyllabic words, segmenting spoken words into phonemes and representing these with graphemes. <ul style="list-style-type: none"> ➤ Spell some words that sound the same, but are spelled differently. <ul style="list-style-type: none"> ➤ Spell words that are shortened. ➤ Add suffixes to spell most words correctly (e.g. -ment, -ness, -ful, -less, -ly). ➤ Usually maintain use of basic sentence punctuation (most sentences have full stops and capital letters and question marks for questions). 					

<i>and Tense</i>	<ul style="list-style-type: none"> ➤ Use past and present tenses mostly correctly and consistently. ➤ To use commas in a list. 					
Writing Genre	<p>Narrative Retell</p> <p>Recount Postcard</p>	<p>Narrative Retell</p> <p>Explanation Letter to Santa</p>	<p>Narrative Character description</p> <p>Instructional Recipes</p>	<p>Narrative Retell</p> <p>Non-chronological report Fact-file on one of the animals</p>	<p>Recount Diary entry</p> <p>Non-chronological report Information leaflet on crocodiles</p>	<p>Narrative Setting description</p> <p>Recount Newspaper report</p>
Genre specific objectives	<p>Retell:</p> <ul style="list-style-type: none"> ➤ Plan my work by talking to my teacher and by writing it down. ➤ Write sentences that are sequenced to form a short narrative (real or fiction). ➤ Encapsulate what they want to write, sentence by sentence. ➤ Usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least) communicating ideas and meaning confidently in a series of sequenced sentences. ➤ Provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a list). ➤ Link ideas and events, using strategies to create 'flow' ➤ Use adjectives and descriptive phrases for detail and emphasis ➤ Use interesting and ambitious words 	<p>Retell:</p> <ul style="list-style-type: none"> ➤ Plan my work by talking to my teacher and by writing it down. ➤ Write sentences that are sequenced to form a short narrative (real or fiction). ➤ Encapsulate what they want to write, sentence by sentence. ➤ Usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least) communicating ideas and meaning confidently in a series of sequenced sentences. ➤ Provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a list). ➤ Link ideas and events, using strategies to create 'flow' ➤ Use adjectives and descriptive phrases for detail and emphasis 	<p>Character Description:</p> <ul style="list-style-type: none"> ➤ Plan my work by talking to my teacher and by writing it down. ➤ Write sentences that are sequenced to form a short narrative (real or fiction). ➤ Encapsulate what they want to write, sentence by sentence. ➤ Usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least) communicating ideas and meaning confidently in a series of sequenced sentences. ➤ Provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a list). ➤ Link ideas and events, using strategies to create 'flow' ➤ Use adjectives and descriptive phrases for detail and emphasis 	<p>Retell with dialogue:</p> <ul style="list-style-type: none"> ➤ Plan my work by talking to my teacher and by writing it down. ➤ Write sentences that are sequenced to form a short narrative (real or fiction). ➤ Encapsulate what they want to write, sentence by sentence. ➤ Usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least) communicating ideas and meaning confidently in a series of sequenced sentences. ➤ Provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a list). ➤ Link ideas and events, using strategies to create 'flow' ➤ Use adjectives and descriptive phrases for detail and emphasis 	<p>Diary Entry:</p> <ul style="list-style-type: none"> ➤ Write simple coherent narratives about personal experiences and those of others. ➤ Match organisation to purpose, (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing). ➤ Plan my work by talking to my teacher and by writing it down. ➤ Write sentences that are sequenced to form a short narrative (real or fiction). ➤ Encapsulate what they want to write, sentence by sentence. ➤ Usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least) communicating ideas and meaning confidently in a series of sequenced sentences. 	<p>Setting Description:</p> <ul style="list-style-type: none"> ➤ Plan my work by talking to my teacher and by writing it down. ➤ Write sentences that are sequenced to form a short narrative (real or fiction). ➤ Encapsulate what they want to write, sentence by sentence. ➤ Usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least) communicating ideas and meaning confidently in a series of sequenced sentences. ➤ Provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a list). ➤ Link ideas and events, using strategies to create 'flow' ➤ Use adjectives and descriptive phrases for detail and emphasis

<p>sometimes</p> <ul style="list-style-type: none"> ➤ Use co-ordinating conjunctions (e.g. and, but, or) and some subordinating conjunctions (when, if, because) to join 2 or more simple sentences, thoughts, ideas etc. <p>Postcard:</p> <ul style="list-style-type: none"> ➤ Write simple coherent narratives about personal experiences and those of others. ➤ Match organisation to purpose, (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing). ➤ Plan my work by talking to my teacher and by writing it down. ➤ Write sentences that are sequenced to form a short narrative (real or fiction). ➤ Encapsulate what they want to write, sentence by sentence. ➤ Usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least) communicating ideas and meaning confidently in a series of sequenced sentences. ➤ Provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a list). ➤ Link ideas and events, 	<ul style="list-style-type: none"> ➤ Use interesting and ambitious words sometimes ➤ Use co-ordinating conjunctions (e.g. and, but, or) and some subordinating conjunctions (when, if, because) to join 2 or more simple sentences, thoughts, ideas etc. <p>Letter to Santa:</p> <ul style="list-style-type: none"> ➤ Write simple coherent narratives about personal experiences and those of others. ➤ Match organisation to purpose, (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing). ➤ Plan my work by talking to my teacher and by writing it down. ➤ Write sentences that are sequenced to form a short narrative (real or fiction). ➤ Encapsulate what they want to write, sentence by sentence. ➤ Usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least) communicating ideas and meaning confidently in a series of sequenced sentences. ➤ Provide enough detail to interest the reader, (e.g. 	<ul style="list-style-type: none"> ➤ Use interesting and ambitious words sometimes ➤ Use co-ordinating conjunctions (e.g. and, but, or) and some subordinating conjunctions (when, if, because) to join 2 or more simple sentences, thoughts, ideas etc. ➤ Use the possessive singular apostrophe and apostrophes for simple contractions. <p>Recipe:</p> <ul style="list-style-type: none"> ➤ Write simple coherent narratives about personal experiences and those of others. ➤ Write about real events, recording these simply and clearly. ➤ Match organisation to purpose, (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing). ➤ Plan my work by talking to my teacher and by writing it down. ➤ Write sentences that are sequenced to form a short narrative (real or fiction). ➤ Encapsulate what they want to write, sentence by sentence. ➤ Usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least) 	<ul style="list-style-type: none"> ➤ Use interesting and ambitious words sometimes ➤ Use co-ordinating conjunctions (e.g. and, but, or) and some subordinating conjunctions (when, if, because) to join 2 or more simple sentences, thoughts, ideas etc. <p>Non-Chronological Report:</p> <ul style="list-style-type: none"> ➤ Write about real events, recording these simply and clearly. ➤ Match organisation to purpose, (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing). ➤ Plan my work by talking to my teacher and by writing it down. ➤ Write sentences that are sequenced to form a short narrative (real or fiction). ➤ Encapsulate what they want to write, sentence by sentence. ➤ Usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least) communicating ideas and meaning confidently in a series of sequenced sentences. ➤ Provide enough detail to interest the reader, (e.g. is beginning to provide additional information 	<ul style="list-style-type: none"> ➤ Provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a list). ➤ Link ideas and events, using strategies to create 'flow' ➤ Use adjectives and descriptive phrases for detail and emphasis ➤ Use interesting and ambitious words sometimes ➤ Use co-ordinating conjunctions (e.g. and, but, or) and some subordinating conjunctions (when, if, because) to join 2 or more simple sentences, thoughts, ideas etc. ➤ Use the possessive singular apostrophe and apostrophes for simple contractions. ➤ Write about real events, recording these simply and clearly. ➤ Match organisation to purpose, (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing). ➤ Plan my work by talking to my teacher and by writing it down. ➤ Write sentences that are sequenced to form a short narrative (real or fiction). ➤ Encapsulate what they 	<ul style="list-style-type: none"> ➤ Use interesting and ambitious words sometimes ➤ Use co-ordinating conjunctions (e.g. and, but, or) and some subordinating conjunctions (when, if, because) to join 2 or more simple sentences, thoughts, ideas etc. <p>Newspaper Report:</p> <ul style="list-style-type: none"> ➤ Write simple coherent narratives about personal experiences and those of others. ➤ Match organisation to purpose, (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing). ➤ Plan my work by talking to my teacher and by writing it down. ➤ Write sentences that are sequenced to form a short narrative (real or fiction). ➤ Encapsulate what they want to write, sentence by sentence. ➤ Usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least) communicating ideas and meaning confidently in a series of sequenced sentences. ➤ Provide enough detail to interest the reader, (e.g. is beginning to provide
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	<p>using strategies to create 'flow'</p> <ul style="list-style-type: none"> ➤ Use interesting and ambitious words sometimes ➤ Use co-ordinating conjunctions (e.g. and, but, or) and some subordinating conjunctions (when, if, because) to join 2 or more simple sentences, thoughts, ideas etc. ➤ Use the possessive singular apostrophe and apostrophes for simple contractions. ➤ Use a command, exclamation, question and statement and punctuate correctly. 	<p>is beginning to provide additional information or description, beyond a list).</p> <ul style="list-style-type: none"> ➤ Link ideas and events, using strategies to create 'flow' ➤ Use interesting and ambitious words sometimes ➤ Use co-ordinating conjunctions (e.g. and, but, or) and some subordinating conjunctions (when, if, because) to join 2 or more simple sentences, thoughts, ideas etc. ➤ Use the possessive singular apostrophe and apostrophes for simple contractions. ➤ Use a command, exclamation, question and statement and punctuate correctly. 	<p>communicating ideas and meaning confidently in a series of sequenced sentences.</p> <ul style="list-style-type: none"> ➤ Provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a list). ➤ Link ideas and events, using strategies to create 'flow' ➤ Use co-ordinating conjunctions (e.g. and, but, or) and some subordinating conjunctions (when, if, because) to join 2 or more simple sentences, thoughts, ideas etc. ➤ Use a command, exclamation, question and statement and punctuate correctly. 	<p>or description, beyond a list).</p> <ul style="list-style-type: none"> ➤ Link ideas and events, using strategies to create 'flow' ➤ Use interesting and ambitious words sometimes ➤ Use co-ordinating conjunctions (e.g. and, but, or) and some subordinating conjunctions (when, if, because) to join 2 or more simple sentences, thoughts, ideas etc. ➤ Use the possessive singular apostrophe and apostrophes for simple contractions. 	<p>want to write, sentence by sentence.</p> <ul style="list-style-type: none"> ➤ Usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least) communicating ideas and meaning confidently in a series of sequenced sentences. ➤ Provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a list). ➤ Link ideas and events, using strategies to create 'flow' ➤ Use interesting and ambitious words sometimes ➤ Use co-ordinating conjunctions (e.g. and, but, or) and some subordinating conjunctions (when, if, because) to join 2 or more simple sentences, thoughts, ideas etc. ➤ Use the possessive singular apostrophe and apostrophes for simple contractions. 	<p>additional information or description, beyond a list).</p> <ul style="list-style-type: none"> ➤ Link ideas and events, using strategies to create 'flow' ➤ Use interesting and ambitious words sometimes ➤ Use co-ordinating conjunctions (e.g. and, but, or) and some subordinating conjunctions (when, if, because) to join 2 or more simple sentences, thoughts, ideas etc.
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Proof-Reading/Editing Objectives for each unit	<ul style="list-style-type: none"> ➤ Read my work and make the meaning clear with my voice. ➤ Check my work for spelling, grammar and punctuation mistakes, make additions, revisions and proof read to check it makes sense, with the teacher and other pupils. ➤ To self-correct misspellings of words that pupils have been taught to spell ➤ To reread to check that their writing makes sense, using Standard English, and that the correct tense is used throughout.
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Key Stage Two						
	Year 3/4 Autumn 1	Year 3/4 Autumn 2	Year 3/4 Spring 1	Year 3/4 Spring 2	Year 3/4 Summer 1	Year 3/4 Summer 2
Class Text Cycle A	<i>Charlie and the Chocolate Factory</i> by Roald Dahl	<i>Gerry's Game</i> (Literacy Shed)	<i>The Silence Seeker</i> by Ben Morley	<i>The Present</i> (Literacy Shed)	<i>The Creakers</i> by Tom Fletcher	<i>The Dream Giver</i> (Literacy Shed)
Class Text Cycle B	<i>The Wolves in the Walls</i> by Dave McKean	<i>Wing</i> (Literacy Shed)	<i>Matilda</i> by Roald Dahl	<i>Snack Attack</i> (Literacy Shed)	<i>Gangster Granny</i> by David Walliams	<i>La Luna</i> (Literacy Shed)

Writing Genre Cycle A	Narrative Setting Description Instructional Recipes	Narrative Retell focusing on dialogue Setting Description	Recount Diary entry Non-chronological report Report on refugees/asylum seekers	Narrative Retell new version	Persuasion Persuasive Letter Recount Police Report	Narrative Character Description Recount Newspaper Report
Writing Genre Cycle B	Narrative New chapter Non-chronological report Report on wolves	Narrative Retell including dialogue Persuasion Bullying - Letter	Recount Letter from Matilda Narrative Setting description of the school	Narrative Extended writing – chapter 1 and 2/3	Non-chronological Report Character profile Persuasion Newspaper article showing bias	Explanation An aspect of space (how and why) Recount Diary entry

Non-negotiable objectives to be met for each unit (by the end of the year). Handwriting, Spelling, Basic Demarcation and Tense	Year 3 <ul style="list-style-type: none"> To use a neat, joined handwriting style with increasing accuracy and speed. To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. Spell many common words correctly and most of the Year 3 & 4 words. Write lots of words that sound the same but are spelled differently. Spell phonetically regular, or familiar common polysyllabic words accurately, (sometimes for 3-E e.g. 'forward' 'bonfire') and most or all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1. To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning) Use full stops and capital letters mostly accurately, as well as question marks, exclamation marks, comma (especially for lists) and apostrophe for contraction mainly correctly. To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing. 	Year 4 <ul style="list-style-type: none"> To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. Spell unfamiliar regular polysyllabic words accurately and all of the Year 4 High Frequency Words (Y3/Y4 NC Appendix 1). Correctly spell commonly misspelled words. Write words that sound the same but are spelled differently, including homophones. To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous). Use full stops and capital letters mostly accurately, as well as question marks, exclamation marks, comma (especially for lists) and apostrophe for contraction mainly correctly and that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).
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Proof-Reading/Editing Objectives for each unit	Year 3 <ul style="list-style-type: none"> Read my work out loud in front of the class. After discussion with an adult and when using a success criteria, evaluate and edit work, making additions, revisions and proof reading, checking for spelling and vocabulary errors. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. 	Year 4 <ul style="list-style-type: none"> To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. Evaluate and edit own and others' work, making additions, revisions and proof reading, checking for spelling and vocabulary errors. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.
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	Retell/Fictional Narrative	Letter	Non-Chronological Report/Explanation Text	Diary Entry	Setting/Character Description	Newspaper/ Police Report	Instructions/ Recipes
Year 3 Genre	<ul style="list-style-type: none"> To begin to create settings, characters and plot in narratives. 	<ul style="list-style-type: none"> Produce work which is organised, imaginative and clear 	<ul style="list-style-type: none"> To begin to use the structure of a wider range of text types 	<ul style="list-style-type: none"> Produce work which is organised, imaginative and clear 	<ul style="list-style-type: none"> Produce work which is organised, imaginative and clear 	<ul style="list-style-type: none"> To begin to use the structure of a wider range of text types 	<ul style="list-style-type: none"> To begin to use the structure of a wider range of text types

<p>Specific Objectives</p>	<ul style="list-style-type: none"> ➤ Produce work which is organised, imaginative and clear ➤ Develop/extend ideas logically in sequenced sentences (may still be overly detailed/brief). ➤ Write simple coherent narratives about personal/others' experiences as well as real events. ➤ Structure and organise work clearly, (e.g. beginning, middle, end with interesting plot; letter structure; dialogue structure). ➤ Begin to use paragraphs. ➤ Develop characters and describe settings, feelings and / or emotions, etcetera. ➤ Link and relate events using fronted adverbials, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...). ➤ Begin to develop a sense of pace (lively and interesting). ➤ Extend sentences using co-ordinating conjunctions (and, but, or) and some subordinating conjunctions (when, if, because). ➤ Write sentences that have more than one clause. ➤ To use a range of conjunctions, adverbs and prepositions to showtime, place and cause. ➤ Use pronouns appropriately to avoid the awkward repetition of nouns. ➤ Use interesting and ambitious words, (should be words not usually used by a child 	<ul style="list-style-type: none"> ➤ Develop/extend ideas logically in sequenced sentences (may still be overly detailed/brief). ➤ Write simple coherent narratives about personal/others' experiences as well as real events. ➤ Structure and organise work clearly, (e.g. beginning, middle, end with interesting plot; 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letter structure; dialogue structure). ➤ Begin to use paragraphs. ➤ Develop characters and describe settings, feelings and / or emotions, etcetera. ➤ Link and relate events using fronted adverbials, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...). ➤ Begin to develop a sense of pace (lively and interesting). ➤ Use adjectives and adverbs for description. ➤ Extend sentences using co-ordinating conjunctions (and, but, or) and some subordinating conjunctions (when, if, because). ➤ Write sentences that have more than one clause. ➤ To use a range of conjunctions, adverbs and prepositions to showtime, place and cause. ➤ Use pronouns appropriately to avoid the awkward 	<p>(including the use of simple layout devices in non-fiction).</p> <ul style="list-style-type: none"> ➤ Produce work which is organised, imaginative and clear ➤ Develop/extend ideas logically in sequenced sentences (may still be overly detailed/brief). ➤ Write simple coherent narratives about personal/others' experiences as well as real events. ➤ Structure and organise work clearly, (e.g. beginning, middle, end with interesting plot; 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	<ul style="list-style-type: none"> ➤ Use pronouns appropriately to avoid the awkward repetition of nouns. ➤ To punctuate direct speech accurately, including the use of inverted commas. ➤ Use interesting and ambitious words, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano'). ➤ Adapt chosen form to the audience, and for purpose 	<ul style="list-style-type: none"> ➤ of that age, and not a technical word used in a taught context only e.g. 'volcano'). ➤ Adapt chosen form to the audience, and for purpose 	<ul style="list-style-type: none"> ➤ (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano'). ➤ Adapt chosen form to the audience, and for purpose 	<ul style="list-style-type: none"> ➤ of that age, and not a technical word used in a taught context only e.g. 'volcano'). ➤ Adapt chosen form to the audience, and for purpose 	<ul style="list-style-type: none"> ➤ repetition of nouns. ➤ Use interesting and ambitious words, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano'). ➤ Adapt chosen form to the audience, and for purpose 	<ul style="list-style-type: none"> ➤ appropriately to avoid the awkward repetition of nouns. ➤ Use interesting and ambitious words, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano'). ➤ Adapt chosen form to the audience, and for purpose 	<ul style="list-style-type: none"> ➤ the awkward repetition of nouns. ➤ Use interesting and ambitious words, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano'). ➤ Adapt chosen form to the audience, and for purpose
Year 4 Genre Specific Objectives	<ul style="list-style-type: none"> ➤ To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. ➤ Write simple coherent narratives about personal/others' experiences as well as real events. ➤ Write for a range of purposes in a range of forms or genres (as well as narrative, report, recount as they should already know these) ➤ To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. ➤ Open sentences in a wide range of ways for interest and impact. ➤ To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. 	<ul style="list-style-type: none"> ➤ Write simple coherent narratives about personal/others' experiences as well as real events. ➤ Write for a range of purposes in a range of forms or genres (as well as narrative, report, recount as they should already know these) ➤ To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. ➤ Open sentences in a wide range of ways for interest and impact. ➤ To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. ➤ Use adverbs, 	<ul style="list-style-type: none"> ➤ Write simple coherent narratives about personal/others' experiences as well as real events. ➤ Write for a range of purposes in a range of forms or genres (as well as narrative, report, recount as they should already know these) ➤ To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. ➤ Open sentences in a wide range of ways for interest and impact. ➤ To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. ➤ Use adverbs, 	<ul style="list-style-type: none"> ➤ Write simple coherent narratives about personal/others' experiences as well as real events. ➤ Write for a range of purposes in a range of forms or genres (as well as narrative, report, recount as they should already know these) ➤ To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. ➤ Open sentences in a wide range of ways for interest and impact. ➤ To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. ➤ Use adverbs, 	<ul style="list-style-type: none"> ➤ Write simple coherent narratives about personal/others' experiences as well as real events. ➤ Write for a range of purposes in a range of forms or genres (as well as narrative, report, recount as they should already know these) ➤ To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. ➤ Open sentences in a wide range of ways for interest and impact. ➤ To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. ➤ Use adverbs, 	<ul style="list-style-type: none"> ➤ Write simple coherent narratives about personal/others' experiences as well as real events. ➤ Write for a range of purposes in a range of forms or genres (as well as narrative, report, recount as they should already know these) ➤ To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. ➤ Open sentences in a wide range of ways for interest and impact. ➤ To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. ➤ Use adverbs, 	<ul style="list-style-type: none"> ➤ Write simple coherent narratives about personal/others' experiences as well as real events. ➤ Write for a range of purposes in a range of forms or genres (as well as narrative, report, recount as they should already know these) ➤ To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. ➤ Open sentences in a wide range of ways for interest and impact. ➤ To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. ➤ Use adverbs,

	<p>wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <ul style="list-style-type: none"> ➤ Use adverbs, conjunctions and prepositions to express time and cause. ➤ Use links to show time and cause, including fronted adverbials. ➤ Use the correct nouns and pronouns. ➤ Develop characters and describe settings, feelings and / or emotions, etcetera. ➤ Write in a lively and coherent style. ➤ Use interesting and ambitious words sometimes and choose from a range of known adventurous vocabulary, including adjectives and adverbs for description. ➤ To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. ➤ To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. 	<p>conjunctions and prepositions to express time and cause.</p> <ul style="list-style-type: none"> ➤ Use links to show time and cause, including fronted adverbials. ➤ Use the correct nouns and pronouns. ➤ Use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and/or modal verbs/conditional (e.g. might; may; could; should) ➤ Write in a lively and coherent style. ➤ Use interesting and ambitious words sometimes and choose from a range of known adventurous vocabulary, including adjectives and adverbs for description. 	<p>fronted adverbials.</p> <ul style="list-style-type: none"> ➤ Use the correct nouns and pronouns. ➤ Use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and/or modal verbs/conditional (e.g. might; may; could; should) ➤ Write in a lively and coherent style. ➤ Use interesting and ambitious words sometimes and choose from a range of known adventurous vocabulary, including adjectives and adverbs for description. ➤ Advise assertively, although not confrontationally, in factual writing. 	<p>conjunctions and prepositions to express time and cause.</p> <ul style="list-style-type: none"> ➤ Use links to show time and cause, including fronted adverbials. ➤ Use the correct nouns and pronouns. ➤ Use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and/or modal verbs/conditional (e.g. might; may; could; should) ➤ Write in a lively and coherent style. ➤ Use interesting and ambitious words sometimes and choose from a range of known adventurous vocabulary, including adjectives and adverbs for description. 	<p>prepositions to express time and cause.</p> <ul style="list-style-type: none"> ➤ Use links to show time and cause, including fronted adverbials. ➤ Use the correct nouns and pronouns. ➤ Use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and/or modal verbs/conditional (e.g. might; may; could; should) ➤ Write in a lively and coherent style. ➤ To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. ➤ Use interesting and ambitious words sometimes and choose from a range of known adventurous vocabulary, including adjectives and adverbs for description. ➤ Develop characters and describe settings, feelings and / or emotions, etcetera. 	<p>conjunctions and prepositions to express time and cause.</p> <ul style="list-style-type: none"> ➤ Use links to show time and cause, including fronted adverbials. ➤ Use the correct nouns and pronouns. ➤ Use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and/or modal verbs/conditional (e.g. might; may; could; should) ➤ Write in a lively and coherent style. ➤ Use interesting and ambitious words sometimes and choose from a range of known adventurous vocabulary, including adjectives and adverbs for description. ➤ Advise assertively, although not confrontationally, in factual writing. 	<p>conjunctions and prepositions to express time and cause.</p> <ul style="list-style-type: none"> ➤ Use links to show time and cause, including fronted adverbials. ➤ Use the correct nouns and pronouns. ➤ Use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and/or modal verbs/conditional (e.g. might; may; could; should) ➤ Write in a lively and coherent style. ➤ Use interesting and ambitious words sometimes and choose from a range of known adventurous vocabulary, including adjectives and adverbs for description. ➤ Advise assertively, although not confrontationally, in factual writing.
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	Year 5/6 Autumn 1	Year 5/6 Autumn 2	Year 5/6 Spring 1	Year 5/6 Spring 2	Year 5/6 Summer 1	Year 5/6 Summer 2
Class Text Cycle A	<i>Kensuke's Kingdom</i> by Michael Morpurgo	<i>Little Freak</i> (Literacy Shed)	<i>Romeo and Juliet</i> by William Shakespeare	<i>The Giant's Necklace</i> by Michael Morpurgo	<i>The Boy at the Back of the Class</i> by Onjali Q. Rauf	<i>Pandora/Rock Paper Scissors</i> (Literacy Shed)

Specific Objectives						
	<p>writing, selecting the appropriate form and using other similar writing as models for their own</p> <ul style="list-style-type: none"> ➤ To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. ➤ To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. ➤ Use literary features for effect, (alliteration, simile, metaphor, dialect, figurative language). ➤ To consistently link ideas across paragraphs. ➤ To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). ➤ To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns). ➤ To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. ➤ To use brackets, dashes or commas to indicate parenthesis. ➤ Sometimes use passive verbs for variety and to shift focus ➤ To regularly use dialogue to convey a character and to advance the action ➤ Use the perfect form of verbs. 	<p>writing, selecting the appropriate form and using other similar writing as models for their own</p> <ul style="list-style-type: none"> ➤ To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. ➤ To consistently link ideas across paragraphs. ➤ To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). ➤ To use relative clauses beginning with a relative pronoun with confidence (who, which, 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range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). ➤ To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns). ➤ To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. ➤ To use brackets, dashes or commas to indicate parenthesis. ➤ Sometimes use passive verbs for variety and to shift focus ➤ Use the perfect form of verbs. 	<p>writing, selecting the appropriate form and using other similar writing as models for their own</p> <ul style="list-style-type: none"> ➤ To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. ➤ To consistently link ideas across paragraphs. ➤ To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). ➤ To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns). ➤ To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. ➤ To use brackets, dashes or commas to indicate parenthesis. ➤ Sometimes use passive verbs for variety and to shift focus ➤ Use the perfect form of verbs.

Year 6 Genre Specific Objectives	<ul style="list-style-type: none"> ➤ To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). ➤ Use 2 or more stylistic features to create effect within the text, (e.g. rhetorical questions, repetition, figurative language, passive, metaphor, simile, alliteration, onomatopoeia). ➤ To use a wide range of devices to build cohesion within and across paragraphs. ➤ Use a wide range of sophisticated conjunctions, including conjunctions, adverbs and prepositions, to show time, cause sequence and mode, often to open sentences. ➤ Use clauses confidently/appropriately for audience/purpose, inc. relative and subordinate. ➤ To distinguish between the language of speech and writing and to choose the appropriate level of formality, and punctuate direct and indirect speech and use this to convey character/advance the action. ➤ Use semi-colons, colons and dashes as boundaries between independent clauses. ➤ To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in 	<ul style="list-style-type: none"> ➤ To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). ➤ To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). ➤ To use a wide range of devices to build cohesion within and across paragraphs. ➤ Use a wide range of sophisticated conjunctions, including conjunctions, adverbs and prepositions, to show time, cause sequence and mode, often to open sentences. ➤ Use clauses confidently/appropriately for audience/purpose, inc. relative and subordinate. ➤ To use the subjunctive form in formal writing. ➤ To use the perfect form of verb to mark relationships of time and cause. ➤ To use the passive voice. ➤ To use question tags in informal writing. ➤ To distinguish between the language of speech and writing and to choose the appropriate level of formality, and punctuate direct and indirect speech and use this to convey character/advance the action. ➤ Use punctuation for parenthesis (commas, brackets and dashes) as well as hyphens. 	<ul style="list-style-type: none"> ➤ To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). ➤ To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). ➤ To use a wide range of devices to build cohesion within and across paragraphs. ➤ Use a wide 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	<p>dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>	<ul style="list-style-type: none"> ➤ Use semi-colons, colons and dashes as boundaries between independent clauses. ➤ To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). 	<ul style="list-style-type: none"> ➤ Use semi-colons, colons and dashes as boundaries between independent clauses. ➤ To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). 	<ul style="list-style-type: none"> ➤ Use semi-colons, colons and dashes as boundaries between independent clauses. ➤ To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). 	<p>well as hyphens.</p> <ul style="list-style-type: none"> ➤ Use semi-colons, colons and dashes as boundaries between independent clauses. ➤ To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). 	<ul style="list-style-type: none"> ➤ Use semi-colons, colons and dashes as boundaries between independent clauses. ➤ To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
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Progression of Terminology					
Y1	Y2	Y3	Y4	Y5	Y6
<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>