

		Dovecotes Primary School Knowledge Progress	ion Writing
		Early Years	
	By the end of Little Doves	By the end of Nursery	By the end of Reception
Phonics and Spelling	 I am able to notice print and pictures in the environment. I listen and respond to sounds. 	 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 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	 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. 	 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. 	 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	I am beginning to give my marks meaning. For example; 'That's mummy'.	 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. 	 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	 I am able to notice print and pictures in the environment. I am beginning to give my marks meaning. For example; 'That's mummy'. 	 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 	 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	Peace at Last by Jill Murphy	Ruby's Worry and Ravi's Roar 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	Handa's Hen by Eileen Browne	<i>Whatever Next</i> by Jill Murphy	Perfectly Norman and Meesha Makes New Friends by Tom Percival	<i>Room on the Broom</i> by Julia Donaldson	Rainbow Fish 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). Handwriting, Spelling, Basic Demarcation and Tense		 Begins to show awareness 	 Leave spaces betwee Spell many Y1 com Use phonics to sou Spell words us Spell words us elling words not known, using log Tell you some letters that so Spell some words ending in: s, es Form regular plur s of how full stops are used in wr 	nders and descenders / use of up en words when I write. mon exception words. ind out simple words. sing a word bank. gical phonic strategies (almost all und the same but are different. , ing, ed, er, est, or starting with:	decodable without the child's he un.		
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	Lists: Produce my own ideas for writing. Tosayoutloudwhatthey are goingtowriteabout. Write a list, caption or label accurately. Retell: Tosayoutloudwhatthey are goingtowriteabout. Tosayoutloudwhatthey are goingtowriteabout. Tosayoutloudwhatthey are goingtowriteabout. To compose a sentence orally before writingit. 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	Retell: > Tosayoutloudwhatthey are goingto write about. > To compose a sentence orally beforewritingit. > 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).	Retell: > Tosayoutloudwhatthey are goingtowriteabout. > To compose a sentence orally beforewritingit. > 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).	 Character Description: Use appropriate vocabulary (should be coherent and sensible) in more than three statements. To start to engagereaders by using basic adjectives to describe. Tosayoutloudwhatthey are goingtowriteabout. To compose a sentence orally beforewriting 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 	 Setting Description: Use appropriate vocabulary, including adjectives to describe, (should be coherent and sensible) in more than three statements. Tosayoutloudwhatthey are going to write about. To compose a sentence orally before writingit. 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 	 Retell: Tosayoutloud whatthey 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). 	

	 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. Tobegintoformsimple compound sentences. 	 Use the conjunction and to join two simple sentences/thoughts/ideas. Tobegintoformsimple compound sentences. Invitation: Touse anumber of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. Tosay outloud what they are going to write about. To compose a sentence or ally 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. Tobegintouse question marks and exclamation marks. 	 Use the conjunction and to join two simple sentences/thoughts/ideas. Tobegintoformsimple compound sentences. Letter: Tosayoutloudwhatthey are going towrite 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. Tobegintoformsimple compound sentences. Tobegintouse question marks and exclamation marks. 	 order producing logical statements. Use the conjunction and to join two simple sentences/thoughts/ideas. Tobegintoformsimple compo- und sentences. Recount: Tosayoutloudwhatthey are goingtowriteabout. To compose a sentence orally beforewritingit. 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. Tobegintoformsimple compo- undsentences. 	 word order producing logical statements. Use the conjunction and to join two simple sentences/thoughts /ideas. Tobegintoformsimple compound sentences. Non-Chronological Report: Tousea number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. Tobegintouse question marks and exclamation marks. 	 Use the conjunction and to join two simple sentences/thoughts/ideas. Tobegintoformsimple compound sentences. Character Description: Use appropriate vocabulary, including adjectives, (should be coherent and sensible) in more than three statements. Tosayoutloud whatthey are going towrite about. To compose a sentence orally beforewriting 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.
Proof- Reading/Editing Objectives for each unit	 Toreread their writing to check that To read their writing aloud clearly of 	n with the teacher or other pupils. at it makes sense and to independently enough to be heard by their peers and t	he 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	The Day the Crayons Quit 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	The Enormous Crocodile by Roald Dahl	Oliver Twist by Charles Dickens
Non-negotiable objectives to be		> Uso	Leave space between words the diagonal and horizontal strokes	th the correct size, orientation an nat reflects the size of the letters. needed to join letters in most w		div 1

and Tense	 Use past and present tenses mostly correctly and consistently. To use commas in a list. 													
Writing Genre	Narrative Retell Recount Postcard	Narrative Retell Explanation Letter to Santa	Narrative Character description Instructional Recipes	Narrative Retell Non-chronological report Fact-file on one of the animals	Recount Diary entry Non-chronological report Information leaflet on crocodiles	Narrative Setting description Recount Newspaper report								
Genre specific objectives	 <u>Retell:</u> Plan my work by talking to my teacher and by writing it down. Write sentences that are sequenced to form a short 	 Retell: Plan my work by talking to my teacher and by writing it down. Write sentences that are sequenced to form a 	 Character Description: Plan my work by talking to my teacher and by writing it down. Write sentences that are sequenced to form a 	 <u>Retell with dialogue:</u> Plan my work by talking to my teacher and by writing it down. Write sentences that are sequenced to form a 	 Diary Entry: Write simple coherent narratives about personal experiences and those of others. Match organisation to 	 Setting Description: Plan my work by talking to my teacher and by writing it down. Write sentences that are sequenced to form a 								
	 narrative (real or fiction). Encapsulate what they want to write, sentence by sentence. Usually sustain narrative and non-narrative forms (can write at length, 	 short narrative (real or fiction). Encapsulate what they want to write, sentence by sentence. Usually sustain narrative and non-narrative forms 	 short narrative (real or fiction). Encapsulate what they want to write, sentence by sentence. Usually sustain narrative and non-narrative forms 	 short narrative (real or fiction). Encapsulate what they want to write, sentence by sentence. Usually sustain narrative and non-narrative forms 	purpose, (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing).	 short narrative (real or fiction). Encapsulate what they want to write, sentence by sentence. Usually sustain narrative and non-narrative forms 								
	 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 intervent the medan. (a pair is interven	(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.	(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.	(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.	 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). 	(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.								
	 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' 	 Provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a list). Link ideas and events, 	 Provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a list). Link ideas and events, 	 Provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a list). Link ideas and events, 	 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 	 Provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a list). Link ideas and events, 								
	 Use adjectives and descriptive phrases for detail and emphasis Use interesting and ambitious words 	using strategies to create 'flow' > Use adjectives and descriptive phrases for detail and emphasis	using strategies to create 'flow' > Use adjectives and descriptive phrases for detail and emphasis	using strategies to create 'flow' > Use adjectives and descriptive phrases for detail and emphasis	a side of A4 at least) communicating ideas and meaning confidently in a series of sequenced sentences.	using strategies to create 'flow' > Use adjectives and descriptive phrases for detail and emphasis								

	sometimes	≻	Use interesting and	\triangleright	Use interesting and	\succ	Use interesting and		Provide enough detail to	\triangleright	Use interesting and
>	Use co-ordinating		ambitious words		ambitious words		ambitious words		interest the reader, (e.g.		ambitious words
	conjunctions (e.g. and,		sometimes		sometimes		sometimes		is beginning to provide		sometimes
	but, or) and some	>	Use co-ordinating	>	Use co-ordinating	>	Use co-ordinating		additional information	>	Use co-ordinating
	subordinating		conjunctions (e.g. and,		conjunctions (e.g. and,		conjunctions (e.g. and,		or description, beyond a		conjunctions (e.g. and,
	conjunctions (when, if,		but, or) and some		but, or) and some		but, or) and some		list).		but, or) and some
	because) to join 2 or more		subordinating		subordinating		subordinating	\triangleright	Link ideas and events,		subordinating
	simple sentences,		conjunctions (when, if,		conjunctions (when, if,		conjunctions (when, if,		using strategies to		conjunctions (when, if,
	thoughts, ideas etc.		because) to join 2 or		because) to join 2 or		because) to join 2 or		create 'flow'		because) to join 2 or
			more simple sentences,		more simple sentences,		more simple sentences,	\blacktriangleright	Use adjectives and		more simple sentences,
	Postcard:		thoughts, ideas etc.		thoughts, ideas etc.		thoughts, ideas etc.		descriptive phrases for		thoughts, ideas etc.
>	Write simple coherent			2	Use the possessive				detail and emphasis		
	narratives about personal		Letter to Santa:	<i>,</i>	singular apostrophe and		Non-Chronological Report:	\triangleright	Use interesting and		Newspaper Report:
	experiences and those of	>	Write simple coherent		apostrophes for simple	\succ	Write about real events,	<i>,</i>	ambitious words	>	Write simple coherent
	others.		narratives about		contractions.		recording these simply		sometimes		narratives about
>	Match organisation to		personal experiences		contractions.		and clearly.	2	Use co-ordinating		personal experiences
	purpose, (e.g. showing		and those of others.		Recipe:	\succ	, Match organisation to	~	conjunctions (e.g. and,		and those of others.
	awareness of structure of	\triangleright	Match organisation to	>	Write simple coherent		purpose, (e.g. showing			\blacktriangleright	Match organisation to
	a letter, openings and	,	purpose, (e.g.	-	narratives about		awareness of structure		but, or) and some	-	purpose, (e.g. showing
	endings, importance of		showing awareness of		personal experiences		of a letter, openings and		subordinating		awareness of structure
	reader, organisational		structure of a letter,		and those of others.		endings, importance of		conjunctions (when, if,		of a letter, openings and
	devices, beginnings of		openings and endings,	A	Write about real events,		reader, organisational		because) to join 2 or		endings, importance of
	paragraphing).		importance of reader,		recording these simply		devices, beginnings of		more simple sentences,		reader, organisational
	Plan my work by talking to		organisational		and clearly.		paragraphing).		thoughts, ideas etc.		
			0	\mathbf{A}	,		Plan my work by talking	٨	Use the possessive		devices, beginnings of
	my teacher and by writing it down.		devices, beginnings of	-	Match organisation to		to my teacher and by		singular apostrophe and	\blacktriangleright	paragraphing). Plan my work by talking
		~	paragraphing).		purpose, (e.g. showing		writing it down.		apostrophes for simple	-	
-	Write sentences that are	-	Plan my work by talking		awareness of structure		Write sentences that are		contractions.		to my teacher and by
	sequenced to form a short		to my teacher and by		of a letter, openings and	-			Non-Chronological Report:	~	writing it down.
~	narrative (real or fiction).	~	writing it down.		endings, importance of		sequenced to form a	٨	Write about real events,	\triangleright	Write sentences that are
>	Encapsulate what they	~	Write sentences that are		reader, organisational		short narrative (real or		recording these simply		sequenced to form a
	want to write, sentence by		sequenced to form a		devices, beginnings of	~	fiction).		and clearly.		short narrative (real or
	sentence.		short narrative (real or		paragraphing).	~	Encapsulate what they	>	Match organisation to		fiction).
>	Usually sustain narrative		fiction).	\triangleright	Plan my work by talking		want to write, sentence		purpose, (e.g. showing	\triangleright	Encapsulate what they
	and non-narrative forms	≻	Encapsulate what they		to my teacher and by		by sentence.		awareness of structure		want to write, sentence
	(can write at length,		want to write, sentence		writing it down.	>	Usually sustain narrative		of a letter, openings and		by sentence.
	staying on task - close to a		by sentence.	\triangleright	Write sentences that are		and non-narrative forms		endings, importance of	\triangleright	Usually sustain narrative
	side of A4 at least)	\succ	Usually sustain narrative		sequenced to form a		(can write at length,		reader, organisational		and non-narrative forms
	communicating ideas and		and non-narrative forms		short narrative (real or		staying on task - close to		devices, beginnings of		(can write at length,
	meaning confidently in a		(can write at length,		fiction).		a side of A4 at least)		paragraphing).		staying on task - close to
	series of sequenced		staying on task - close to	\triangleright	Encapsulate what they		communicating ideas	\triangleright	Plan my work by talking		a side of A4 at least)
	sentences.		a side of A4 at least)		want to write, sentence		and meaning confidently		to my teacher and by		communicating ideas
≻	Provide enough detail to		communicating ideas		by sentence.		in a series of sequenced		writing it down.		and meaning confidently
	interest the reader, (e.g. is		and meaning confidently	\triangleright	Usually sustain narrative		sentences.	\succ	Write sentences that are		in a series of sequenced
	beginning to provide		in a series of sequenced		and non-narrative forms	\succ	Provide enough detail to		sequenced to form a		sentences.
	additional information or		sentences.		(can write at length,		interest the reader, (e.g.		short narrative (real or	\triangleright	Provide enough detail to
	description, beyond a list).	\succ	Provide enough detail to		staying on task - close to		is beginning to provide		fiction).		interest the reader, (e.g.
\succ	Link ideas and events,		interest the reader, (e.g.		a side of A4 at least)		additional information	\triangleright	Encapsulate what they		is beginning to provide
		•							· · · · ·		

	 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. 	 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. Use a command, exclamation, question and statement and punctuate correctly. 	 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 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. 	 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. 	 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 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. 	 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. 	
Proof- Reading/Editing Objectives for each unit	 Check my work for spelling, To self-correct misspellings of 	e meaning clear with my voice. grammar and punctuation mistak of words that pupils have been tau ritingmakessense, using Standard E	ght to spell		singular apostrophe and apostrophes for simple contractions.	pils.
Reading/Editing Objectives for	 Check my work for spelling, To self-correct misspellings of 	grammar and punctuation mistak of words that pupils have been tau	ght to spell		singular apostrophe and apostrophes for simple contractions.	pils.
Reading/Editing Objectives for	 Check my work for spelling, To self-correct misspellings of 	grammar and punctuation mistak of words that pupils have been tau	ght to spell nglish, and that the correct tense is u		singular apostrophe and apostrophes for simple contractions.	oils. Year 3/4 Summer 2
Reading/Editing Objectives for	 Check my work for spelling, To self-correct misspellings o To rereadtocheckthat theirw 	grammar and punctuation mistak of words that pupils have been tau ritingmakessense, using Standard E	ght to spell nglish, and that the correct tense is a Key Stage Two	used throughout.	singular apostrophe and apostrophes for simple contractions. nse, with the teacher and other pup	
Reading/Editing Objectives for each unit	 Check my work for spelling, To self-correct misspellings of To rereadtocheckthat theirwith Year 3/4 Autumn 1 Charlie and the Chocolate 	grammar and punctuation mistak of words that pupils have been tau ritingmakessense, using Standard E Year 3/4 Autumn 2 Gerry's Game (Literacy	ght to spell nglish, and that the correct tense is a Key Stage Two Year 3/4 Spring 1 The Silence Seeker by Ben	Year 3/4 Spring 2 The Present (Literacy	singular apostrophe and apostrophes for simple contractions. hse, with the teacher and other pup Year 3/4 Summer 1 The Creakers by Tom	Year 3/4 Summer 2 The Dream Giver (Literacy
Reading/Editing Objectives for each unit Class Text Cycle	 Check my work for spelling, To self-correct misspellings o To rereadtocheckthat theirw Year 3/4 Autumn 1	grammar and punctuation mistak of words that pupils have been tau ritingmakessense, using Standard E Year 3/4 Autumn 2	ght to spell nglish, andthatthe correct tense is to Key Stage Two Year 3/4 Spring 1	usedthroughout. Year 3/4 Spring 2	singular apostrophe and apostrophes for simple contractions. nse, with the teacher and other pup Year 3/4 Summer 1	Year 3/4 Summer 2

Writing Genre	Narrative	Narrative	e Reco	unt	Narrative	Persuasion	Narrative		
Cycle A	Setting Description	Retell focusing on	dialogue Diary e	entry Re	etell new version	Persuasive Letter	Character Description		
	Instructional Recipes	Setting Descri	ption Non-chronolo Repor refugees/asyl	ton		Recount Police Report	Recount Newspaper Report		
Writing Genre	Narrative	Narrative			Narrative	Non-chronological Report	Explanation		
Cycle B	New chapter	Retell including c	dialogue Letter from		ktended writing – hapter 1 and 2/3	Character profile	An aspect of space (how and why)		
	Non-chronological report	Persuasion Bul	lying - Narra	tive		Persuasion			
	Report on wolves	Letter	Setting descri scho	-		Newspaper article showing bias	Recount Diary entry		
Non-negotiable	Year 3			Year 4			, ,		
objectives to be met for each unit (by the end of the year). Handwriting, Spelling, Basic Demarcation and Tense	 Year 3 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. Year 4 To increase the legibility, consistency and quality of their handwriting [e.g by ensuring downstrokes of letters are parallel and equidistant; that lines of writing are spaced to a scenders and descenders of letters do not touch] 								
Proof- Reading/Editing Objectives for each unit	additions, revisions and proc	It and when using a success of reading, checking for spell	criteria, evaluate and edit work, i ing and vocabulary errors. (with increasing accuracy) and to r	making pu > Ev nake sp > To	nctuation and spelling and a valuate and edit own and ot velling and vocabulary error	amend their own and others' writing, co adding nouns/ pronouns for cohesion. hers' work, making additions, revision s. n verb inflections accurately, e.g. 'we we	s and proof reading, checking for		
	Retell/Fictional Narrative	Letter	Non-Chronological Report/Explanation Text	Diary Entry	Setting/Chara Description		Instructions/ Recipes		
Year 3 Genre	 To begin to create settings, characters and plot innarratives. 	Produce work which is organised, imaginative and clear	 To begin to use the structureofawider range oftexttypes 	organised,	Produce work which is organised, imaginative and clear>Produce work which is organised, and clear>To begin to use the structureofawider range oftexttypes>To begin to use the structureofawider range oftexttypes				

Cupatifia	6	Produce work which is	\succ	Develop/extend ideas		(including the use of	\succ	Develop/extend ideas	\triangleright	Develop/extend ideas		(including the use of		(including the use of
Specific	-		-	logically in sequenced		simple layout devices in	^	logically in sequenced		logically in sequenced		simple layout devices		simple layout devices
Objectives		organised, imaginative and clear		sentences (may still				sentences (may still		sentences (may still be		1 1		innon-fiction).
	\succ	Develop/extend ideas		be overly	\triangleright	non-fiction).		be overly		overly detailed/brief).	A	innon-fiction).	~	,
		logically in sequenced		detailed/brief).	-	Produce work which is		detailed/brief).	\triangleright	Write simple coherent	~	Produce work which is	-	Produce work which is
		sentences (may still be	≻	Write simple coherent		organised, imaginative and clear	\succ	Write simple coherent		narratives about		organised, imaginative		organised, imaginative and clear
		overly detailed/brief).		narratives about	\triangleright			narratives about		personal/others'	A	and clear Develop/extend ideas	~	Develop/extend ideas
	\succ	Write simple coherent		personal/others'	-	Develop/extend ideas		personal/others'		experiences as well as	~		-	• •
		narratives about		experiences as well as		logically in sequenced		experiences as well as		real events.		logically in sequenced		logically in sequenced
		personal/others'		real events.		sentences (may still be		real events.	\triangleright	Structure and organise		sentences (may still		sentences (may still be
		1 1	\triangleright	Structure and	\triangleright	overly detailed/brief).	\succ	Structure and	-	work clearly, (e.g.		be overly	\triangleright	overly detailed/brief).
		experiences as well as real events.	-	organise work clearly,	~	Write simple coherent	-			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		detailed/brief).	~	Write simple coherent
	\triangleright			0 //		narratives about		organise work clearly,		beginning, middle, end with interesting plot;	~	Write simple coherent		narratives about
	-	Structure and organise work clearly, (e.g.		(e.g. beginning,		personal/others'		(e.g. beginning,		01 /		narratives about		personal/others'
				middle, end with		experiences as well as		middle, end with		letter structure;		personal/others'		experiences as well as
		beginning, middle,		interesting plot; letter	~	real events.		interesting plot; letter	\triangleright	dialogue structure).		experiences as well as		real events.
		end with interesting		structure; dialogue	≻	Structure and organise		structure; dialogue	-	Begin to use		real events.	≻	Structure and
		plot; letter structure;	~	structure).		work clearly, (e.g.	~	structure).	~	paragraphs.		Structure and		organise work clearly,
	~	dialogue structure).	≻	Begin to use		beginning, middle, end	≻	Begin to use	≻	Develop characters		organise work clearly,		(e.g. beginning,
	>	Begin to use	\triangleright	paragraphs		with interesting plot;	≻	paragraphs		and describe settings,		(e.g. beginning,		middle, end with
	~	paragraphs.	~	Link and relate events		letter structure; dialogue	~	Link and relate events		feelings and / or		middle, end with		interesting plot; letter
	>	Develop characters		using fronted	~	structure).		using fronted	~	emotions, etcetera.		interesting plot; letter		structure; dialogue
		and describe settings,		adverbials, including	\succ	Begin to use		adverbials, including	≻	Link and relate events		structure; dialogue		structure).
		feelings and / or		past, present and	~	paragraphs.		past, present and		using fronted		structure).	≻	Begin to use
	~	emotions, etcetera.		future, sensibly,	۶	Link and relate events		future, sensibly,		adverbials, including		Begin to use		paragraphs
	>	Link and relate events		(afterwards, before,		using fronted adverbials,		(afterwards, before,		past, present and		paragraphs.	≻	Link and relate events
		using fronted		also, after a while,		including past, present		also, after a while,		future, sensibly,		Link and relate events		using fronted
		adverbials, including	\succ	eventually).		and future, sensibly,	>	eventually).		(afterwards, before,		using fronted		adverbials, including
		past, present and	~	Begin to develop a		(afterwards, before,	~	Begin to develop a		also, after a while,		adverbials, including		past, present and
		future, sensibly,		sense of pace (lively		also, after a while,		sense of pace (lively	~	eventually).		past, present and		future, sensibly,
		(afterwards, before,	~	and interesting).		eventually).	~	and interesting).	≻	Begin to develop a		future, sensibly,		(afterwards, before,
		also, after a while,	>	Extend sentences	>	Begin to develop a sense	≻	Extend sentences		sense of pace (lively		(afterwards, before,		also, after a while,
	~	eventually).		using co-ordinating		of pace (lively and		using co-ordinating	~	and interesting).		also, after a while,	1	eventually).
	≻	Begin to develop a		conjunctions (and,	~	interesting).		conjunctions (and,	٨	Use adjectives and		eventually).	≻	Begin to develop a
		sense of pace (lively		but, or) and some	\triangleright	Extend sentences using		but, or) and some		adverbs for	\wedge	Begin to develop a		sense of pace (lively
	\succ	and interesting).		subordinating		co-ordinating		subordinating	\triangleright	description. Extend sentences		sense of pace (lively	1	and interesting).
	-	Use adjectives and adverbs for		conjunctions (when,		conjunctions (and, but,		conjunctions (when,	-			and interesting).	≻	Extend sentences
		description.	\triangleright	if, because). Write sentences that		or) and some	\succ	if, because). Write sentences that		using co-ordinating conjunctions (and,		Extend sentences		using co-ordinating
	\succ	Extend sentences		have more than one		subordinating		have more than one				using co-ordinating		conjunctions (and,
		using co-ordinating		clause.		conjunctions (when, if,		clause.		but, or) and some subordinating		conjunctions (and,		but, or) and some
		conjunctions (and,	>	To use a range of	\triangleright	because). Write sentences that	>	To use a range of		conjunctions (when, if,		but, or) and some subordinating		subordinating conjunctions (when,
		but, or) and some	-	conjunctions, adverbs	-	have more than one	-	conjunctions, adverbs		because).		conjunctions (when,		if, because).
		subordinating		and prepositions to		clause.		and prepositions to	\triangleright	Write sentences that		if, because).	\triangleright	Write sentences that
		conjunctions (when, if,		showtime, place and	>	To use a range of		showtime, place and		have more than one	A	Write sentences that	-	
		because).		cause.	-	conjunctions, adverbs and		cause.		clause.	~			have more than one
		Write sentences that	D	Use pronouns			≻	Use pronouns	>	To use a range of		have more than one		clause.
		have more than one		appropriately to avoid		prepositions to showtime, place and cause.	_	appropriately to avoid	_	conjunctions, adverbs		clause.	≻	To use a range of
		clause.		the awkward	\triangleright	Use pronouns		the awkward	1	and prepositions to	٨	To use a range of		conjunctions, adverbs
	>	To use a range of		repetition of nouns.		appropriately to avoid		repetition of nouns.		showtime, place and		conjunctions, adverbs		and prepositions to
	ĺ	conjunctions, adverbs	A				A	•	1	cause.		and prepositions to		showtime, place and
		and prepositions to		Use interesting and		the awkward repetition of nouns.	≻	Use interesting and	\succ	Use pronouns		showtime, place and		cause.
		showtime, place and		ambitious words,	~			ambitious words,		appropriately to avoid		cause.	≻	Use pronouns
		cause.		(should be words not	\succ	Use interesting and		(should be words not	1	the awkward	≻	Use pronouns		appropriately to avoid
	I	CUU3E.	L	usually used by a child		ambitious words,		usually used by a child	I		l		I	-

		Use pronouns appropriately to avoid the awkward repetition of nouns. To punctuate direct speech accurately, including the useof invertedcommas. 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	*	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	>	(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	>	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	*	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	A	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	A	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	A	To create detailed settings, characters and plot in narratives to engage the reader and to add	A	Write simple coherent narratives about personal/others' experiences as well as real events.	A	Write simple coherent narratives about personal/others' experiences as well as real events.	A	Write simple coherent narratives about personal/others' experiences as well as real events.	A .	Write simple coherent narratives about personal/others' experiences as well as real events.		Write simple coherent narratives about personal/others' experiences as well as real events.	A	Write simple coherent narratives about personal/others' experiences as well as real events.
	A	atmosphere. Write simple coherent narratives about personal/others' experiences as well as real events.	A	Write for a range of purposes in a range of forms or genres (as well as narrative, report, recount as they should already	•	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)	<i>></i>	Write for a range of purposes in a range of forms or genres (as well as narrative, report, recount as they should already	>	Write for a range of purposes in a range of forms or genres (as well as narrative, report, recount as they should already	A	Write for a range of purposes in a range of forms or genres (as well as narrative, report, recount as they should already	A	Write for a range of purposes in a range of forms or genres (as well as narrative, report, recount as they should already
	A	Write for a range of purposes in a range of forms or genres (as well as narrative, report, recount as they should already	٨	know these) To consistently organise their writing into paragraphs around a theme to add cohesion and to	A	To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Open sentences in a	٨	know these) To consistently organise their writing into paragraphs around a theme to add cohesion and to	A	know these) To consistently organise their writing into paragraphs around a theme to add cohesion and to	A	know these) To consistently organise their writing into paragraphs around a theme to add cohesion and to	A	know these) To consistently organise their writing into paragraphs around a theme to add cohesion and to
	A	know these) To consistently organise their writing into paragraphs around a theme to add cohesion and to	A A	aid the reader. Open sentences in a wide range of ways for interest and impact. To use subordinate	A	wide range of ways for interest and impact. To use subordinate clauses, extending the range of sentences with more than one	A A	aid the reader. Open sentences in a wide range of ways for interest and impact. To use subordinate	A A	aid the reader. Open sentences in a wide range of ways for interest and impact. To use subordinate clauses, extending	A A	aid the reader. Open sentences in a wide range of ways for interest and impact. To use subordinate	A A	aid the reader. Open sentences in a wide range of ways for interest and impact. To use subordinate
	A	aid the reader. Open sentences in a wide range of ways for interest and impact.		clauses, extending the range of sentences with more than one		clausebyusingawider range of conjunctions, which are sometimesin varied positions within		clauses, extending the range of sentences with more than one		the range of sentences with more than one clausebyusinga		clauses, extending the range of sentences with more than one		clauses, extending the range of sentences with more than one
	A	To use subordinate clauses, extending the range of sentences with more than one clausebyusinga		clausebyusinga wider range of conjunctions, which are sometimesin varied positions within sentences.	A A	sentences. Use adverbs, conjunctions and prepositions to express time and cause. Use links to show time		clausebyusinga wider range of conjunctions, which are sometimesin varied positions within sentences.	A	conjunctions, which are sometimesin varied positions within sentences. Use adverbs,		wider range of conjunctions, which are sometimesin varied positions within sentences.		clausebyusinga wider range of conjunctions, which are sometimesin varied positions within sentences. Use adverbs,
	>	To use subordinate clauses, extending the range of sentences with more than one	A	clausebyusinga wider range of conjunctions, which are sometimesin varied positions		sentences. Use adverbs, conjunctions and prepositions to express time and cause.	A	clausebyusinga wider range of conjunctions, which are sometimesin varied positions	A	wider range of conjunctions, which are sometimesin varied positions within sentences.	A	clausebyusinga wider range of conjunctions, which are sometimesin varied positions	n	h

<u>г</u>		wider range of		conjunctions and		fronted adverbials.	1	conjunctions and		propositions to		conjunctions and		conjunctions and
		wider range of		conjunctions and	~			conjunctions and		prepositions to		conjunctions and		conjunctions and
		conjunctions, which		prepositions to	≻	Use the correct nouns		prepositions to		express time and		prepositions to		prepositions to
		are sometimesin		express time and	~	and pronouns.		express time and	~	cause.		express time and		express time and
		varied positions	~	cause.	≻	Use generalising words	~	cause.	≻	Use links to show time	*	cause.	~	cause.
		within sentences.		Use links to show time		for style, (e.g.	≻	Use links to show		and cause, including	٨	Use links to show time	≻	Use links to show time
	\succ	Use adverbs,		and cause, including		sometimes; never;		time and cause,		fronted adverbials.		and cause, including		and cause, including
		conjunctions and		fronted adverbials.		always; often; mainly,		including fronted	≻	Use the correct nouns		fronted adverbials.		fronted adverbials.
		prepositions to	۶	Use the correct nouns		mostly, generally etc.)		adverbials.		and pronouns.	۶	Use the correct nouns	≻	Use the correct nouns
		express time and		and pronouns.		and/or modal	≻	Use the correct nouns	≻	Use generalising		and pronouns.		and pronouns.
		cause.	\blacktriangleright	Use generalising		verbs/conditional (e.g.		and pronouns.		words for style, (e.g.	≻	Use generalising	≻	Use generalising
	≻	Use links to show time		words for style, (e.g.		might; may; could;	≻	Use generalising		sometimes; never;		words for style, (e.g.		words for style, (e.g.
		and cause, including		sometimes; never;		should)		words for style, (e.g.		always; often; mainly,		sometimes; never;		sometimes; never;
		fronted adverbials.		always; often; mainly,	\succ	Write in a lively and		sometimes; never;		mostly, generally etc.)		always; often; mainly,		always; often; mainly,
	≻	Use the correct nouns		mostly, generally etc.)		coherent style.		always; often; mainly,		and/or modal		mostly, generally etc.)		mostly, generally etc.)
		and pronouns.		and/or modal	≻	Use interesting and		mostly, generally etc.)		verbs/conditional (e.g.		and/or modal		and/or modal
	≻	Develop characters		verbs/conditional		ambitious words		and/or modal		might; may; could;		verbs/conditional (e.g.		verbs/conditional (e.g.
		and describe settings,		(e.g. might; may;		sometimes and choose		verbs/conditional		should)		might; may; could;		might; may; could;
		feelings and / or		could; should)		from a range of known		(e.g. might; may;	\succ	Write in a lively and		should)		should)
		emotions, etcetera.	\triangleright	Write in a lively and		adventurous vocabulary,		could; should)		coherent style.	\triangleright	Write in a lively and	≻	Write in a lively and
	≻	Write in a lively and		coherent style.		including adjectives and	≻	Write in a lively and	\succ	Toexpandnoun		coherent style.		coherent style.
		coherent style.	\triangleright	Use interesting and		adverbs for description.		coherent style.		phrases with the	\triangleright	Use interesting and	\triangleright	Use interesting and
	≻	Use interesting and		ambitious words	\triangleright	Advise assertively,	\succ	Use interesting and		addition of ambitious		ambitious words		ambitious words
		ambitious words		sometimes and		although not		ambitious words		modifying adjectives		sometimes and		sometimes and
		sometimes and		choose from a range		confrontationally, in		sometimes and		and prepositional		choose from a range		choose from a range
		choose from a range		of known				choose from a range		phrases, e.g. the heroic		of known adventurous		of known adventurous
		of known adventurous		adventurous		factual writing.		of known		soldierwithan		vocabulary, including		vocabulary, including
		vocabulary, including		vocabulary, including				adventurous		unbreakable spirit.		adjectives and		adjectives and
		adjectives and adverbs		adjectives and				vocabulary, including	>	Use interesting and		adverbs for		adverbs for
		for description.		adverbs for				adjectives and	ŕ	ambitious words		description.		description.
	\succ	Toexpandnoun		description.				adverbs for		sometimes and	\triangleright	Advise assertively,	\succ	Advise assertively,
	·	phrases with the						description.		choose from a range		although not		although not
		addition of ambitious						accomption		of known adventurous		confrontationally, in		confrontationally, in
		modifying adjectives								vocabulary, including				
										adjectives and adverbs		factual writing.		factual writing.
		and prepositional												
		phrases, e.g. the heroic							\triangleright	for description.				
		soldierwithan							-	Develop characters and describe settings,				
	~	unbreakable spirit.								υ,				
	\triangleright	To use all of the								feelings and / or				
		necessary punctuation								emotions, etcetera.				
		in direct speech,												
		including a comma												
		after the reporting												
		clause and all end												
		punctuation within												
		the inverted commas.												

	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	Kensuke's Kingdom by	Little Freak (Literacy Shed)	<i>Romeo and Juliet</i> by	The Giant's Necklace by	The Boy at the Back of the	Pandora/Rock Paper
Α	Michael Morpurgo		William Shakespeare	Michael Morpurgo	Class by Onjali Q. Rauf	Scissors (Literacy Shed)

Class Text Cycle B	Goodnight Mr Tom by Michelle Magorian	Francis (Literacy Shed)	Chronicles of Narnia by CS	Titanium (Music Video)	The Boy in the Tower by	Alma (Literacy Shed)					
	Michelle Magorian	Novestive	Lewis	Nemetice	Polly Ho-Yen	Blowsting					
Writing Genre Cycle A	Recount Letter	Narrative Flashforward	Recount Diary entry	Narrative Retell	Recount Diary entry Discussion	Narrative Setting Description					
	Explanation	Persuasion	Discussion		Should refugees be Narrative						
	How to Survive on a desert	Letter from Little Freak to	Balanced Newspaper	Character Description	allowed to seek	Playscript					
	island information guide	dad not to join the circus	article		sanctuary?						
Writing Genre	Non-chronological report	Narrative	Discussion	Narrative	Recount	Recount					
Cycle B	Report on an aspect of	Setting description	Newspaper Report	Retell the story of	Playscript – TV news	Diary entry					
	WW2 (rationing,			Titanium		_					
	evacuation)	Recount	Narrative		Discussion	Recount					
	Recount	Police Report	Retell the story from		Should the main character	Informal Letter					
Ion-negotiable	Diary entry Year 5		Edmund's point of view	Year 6	have stayed in the tower?						
bijectives to be met for each unit (by the end of the year). Handwriting, Spelling, Basic Demarcation and Tense	 writing downwhat they want to s Tobe clear about what standard of handwritten version. To confidently use diagonal and fluent and speedy way. To spell many of the Y5 and Y6 sta To convert nouns or adjectives i To spell complex homophones and To ensure the consistent and corristent and corristent standard consistently to clarify meaning or the second standard consistently to clarify meaning or the second standard consistent and consistent and consistent and consistent and consistent consisten	of handwriting is appropriate for a part I horizontal joining strokes throughout th tutory spelling words correctly. into verbs using the suffix —ate, - ise, - nd near- homophones, including who's/v rect use of tense throughout all pieces ition, plus the majority of KS2 punctuat	icular task, e.g. quick notes or a final heir independent writing in a legible, ify, -en whose and stationary/stationery. of writing.	 Towritelegibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; -choosing the writing implement that is best suited for a task Torecognisewhentouse an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form). Tospellall of the Y5 and Y6 statutory spelling words correctly. Touse their knowledge of adjectives ending in -antto spell nouns ending in -ance/-ancy or ending in -ent to spell nouns endingin-ence/-ency. To spell words by adding suffixes beginning with vowel letters to words ending in -fer To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise). To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own). To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. To ensure the consistent and correct use of tense throughout all pieces 							
Proof- Reading/Editing Objectives for each unit		er passages by removing unnecessary re the effectiveness of their own and other		Year 6 → To habitually proofread for sp → To propose changes to vocal	elling and punctuation errors. bulary, grammar and punctuation to enl	nance effects and clarify meaning.					
	Retell/Fictional Narrative	Letter	Non-Chronological Report/Explanation Text	Diary Entry	Setting/Character Description	Newspaper/ Police Report					
Year 5 Genre	 Toplan their writing by identifying the audience for and purpose of the 	 Toplan their writing by identifying the audience for and purpose of the 	 Toplan their writing by identifying the audience for and purpose of the 	 Toplan their writing by identifying the audience for and purpose of the 	Toplan their writing by identifying the audience for and purpose of the	Toplan their writing by identifying the audience for and purpose of the					

Specific		writing, selecting the		writing, selecting the	[writing, selecting the		writing, selecting the		writing, selecting the		writing, selecting the
Objectives	A	appropriate form and using other similar writing as models for their own To consistently produce sustained and accurate	A	appropriate form and using other similar writing as models for their own To consistently produce sustained and accurate	4	appropriate form and using other similar writing as models for their own To consistently produce sustained and accurate	A	appropriate form and using other similar writing as models for their own To consistently produce sustained and accurate	À	appropriate form and using other similar writing as models for their own To consistently produce sustained and accurate	A	appropriate form and using other similar writing as models for their own To consistently produce sustained and accurate
		writing from different narrative and non-fiction genres with appropriate structure, organisation and layoutdevicesfora range ofaudiencesand		writing from different narrative and non-fiction genres with appropriate structure, organisation and layoutdevicesfora range ofaudiencesand		writing from different narrative and non-fiction genres with appropriate structure, organisation and layoutdevicesfora range ofaudiencesand		writing from different narrative and non-fiction genres with appropriate structure, organisation and layoutdevicesfora range ofaudiencesand		writing from different narrative and non-fiction genres with appropriate structure, organisation and layoutdevicesfora range ofaudiencesand		writing from different narrative and non-fiction genres with appropriate structure, organisation and layoutdevicesfora range ofaudiencesand
	A	purposes. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance	A A	purposes.). To consistently link ideas across paragraphs. To use a wide range of linking words/phrases	A A	purposes. To consistently link ideas across paragraphs. To use a wide range of linking words/phrases	A A	purposes. To consistently link ideas across paragraphs. To use a wide range of linking words/phrases	٨	purposes. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance	AA	purposes. To consistently link ideas across paragraphs. Touse a wide range of linking words/phrases
	A	mood, clarify meaning and create pace. Use literary features for effect, (alliteration, simile, metaphor, dialect, figurative language).	A	between sentences and paragraphs to build cohesion, includingtime adverbials (e.g. later), place adverbials (e.g. nearby) and number(e.g.	A	between sentences and paragraphs to build cohesion, includingtime adverbials (e.g. later), place adverbials (e.g. nearby) and number(e.g.	A	between sentences and paragraphs to build cohesion, includingtime adverbials (e.g. later), place adverbials (e.g. nearby) and number(e.g.	٨	mood, clarify meaning and create pace. Use literary features for effect, (alliteration, simile, metaphor, dialect, figurative language).	A	between sentences and paragraphs to build cohesion, includingtime adverbials (e.g. later), place adverbials (e.g. nearby) and number(e.g.
	٨	To consistently link ideas across paragraphs.		secondly).	Δ	secondly).	Δ	secondly).	>	To consistently link ideas across paragraphs.	D	secondly).
	X	Touse a wide range of linking words/phrases between sentences and paragraphs to build cohesion, includingtime adverbials (e.g. later), place adverbials (e.g. nearby) and number(e.g. secondly).	A A	To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns). Touse a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely,	A A	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,	A A	To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns). Touse a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely,	AA	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, includingtime adverbials (e.g. later), place adverbials (e.g. nearby) and number(e.g. secondly).	AA	To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns). Touse a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely,
	٨	To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted	A A	perhaps, should, might, etc. To use brackets, dashes or commas to indicate parenthesis. Sometimes use passive	AA	perhaps, should, might, etc. To use brackets, dashes or commas to indicate parenthesis. Sometimes use passive	A A	perhaps,should,might, etc. To use brackets, dashes or commas to indicate parenthesis. Sometimes use passive	A	To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted	A A	perhaps, should, might, etc. To use brackets, dashes or commas to indicate parenthesis. Sometimes use passive
	A	relative pronouns). To regularly use dialogue to conveyacharacterand to advance the action	٨	verbs for variety and to shift focus Use the perfect form of verbs.	A	verbs for variety and to shift focus Use the perfect form of verbs.	A	verbs for variety and to shift focus Use the perfect form of verbs.	A A A	relative pronouns). To use a range of adverbs To use brackets, dashes or commas to indicate parenthesis. Sometimes use passive	A	verbs for variety and to shift focus Use the perfect form of verbs.
									A	verbs for variety and to shift focus Use the perfect form of verbs.		

			r		r				r			
Year 6 Genre Specific Objectives	A A A A	Towrite 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.		Towrite 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.	A A A A A	Towrite 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.	A A A A A	Towrite 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.		Towrite effectively for a range of purposes and audiences, selecting the appropriate formand 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.	A A A A A	Towrite 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.
	À	Use clauses confidently/appropriately	>	relative and subordinate. To use the subjunctive form	*	relative and subordinate. To use the subjunctive form	*	relative and subordinate. To use the subjunctive form	>	Use clauses confidently/appropriately	À	relative and subordinate. To use the subjunctive form
	A	relative and subordinate. To distinguish between the language of speech and	>	To use the perfect formof verbstomark relationships of time and cause.	>	To use the perfect formof verbstomark relationships of time and cause.	>	To use the perfect formof verbstomark relationships of time and cause.	4	relative and subordinate. To use the perfect formof verbstomark relationships	4	To use the perfect form of verbstomark relationships of time and cause.
		writing and to choose the appropriate level of formality, and punctuate direct and indirect speech and use this to convey character/advance the action.	AA A	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	AA A	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	AAA	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	AA A	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	AA A	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
	A	Use semi-colons, colons and dashes as boundaries between independent clauses.		formality, and punctuate direct and indirect speech and use this to convey character/advance the		formality, and punctuate direct and indirect speech and use this to convey character/advance the		formality, and punctuate direct and indirect speech and use this to convey character/advance the		appropriate level of formality, and punctuate direct and indirect speech and use this to convey		formality, and punctuate direct and indirect speech and use this to convey character/advance the
	A	To select vocabularyand grammaticalstructures that reflect what the writing requires (e.g. using contractedforms in	•	action. Use punctuation for parenthesis (commas, brackets and dashes) as well as hyphens.	4	action. Use punctuation for parenthesis (commas, brackets and dashes) as well as hyphens.	>	action. Use punctuation for parenthesis (commas, brackets and dashes) as well as hyphens.	A	character/advance the action. Use punctuation for parenthesis (commas, brackets and dashes) as	A	action. Use punctuation for parenthesis (commas, brackets and dashes) as well as hyphens.

dialoguesinnarrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).	 Use semi-colons, colons and dashes as boundaries between independent clauses. To select vocabularyand grammaticalstructures that reflect what the writing requires (e.g. using contractedforms in dialoguesinnarrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) 	 Use semi-colons, colons and dashes as boundaries between independent clauses. To select vocabularyand grammaticalstructures that reflect what the writing requires (e.g. using contractedforms in dialoguesinnarrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) 	 Use semi-colons, colons and dashes as boundaries between independent clauses. To select vocabularyand grammaticalstructures that reflect what the writing requires (e.g. using contractedforms in dialoguesinnarrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) 	 well as hyphens. Use semi-colons, colons and dashes as boundaries between independent clauses. To select vocabularyand grammaticalstructures that reflect what the writing requires (e.g. using contractedforms in dialoguesinnarrative; using passive verbs to affect how information is presented; using modal verbs to suggest 	 Use semi-colons, colons and dashes as boundaries between independent clauses. To select vocabularyand grammaticalstructures that reflect what the writing requires (e.g. using contractedforms in dialoguesinnarrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
	degrees of possibility).	degrees of possibility).	degrees of possibility).	using modal verbs to suggest degrees of possibility).	degrees of possibility).

Progression of Terminology											
Y1	Y2	Y3	¥4	Y5	Y6						
To recognise and use the termsletter, capitalletter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	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.	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).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.						