

## Progression in Writing

TRANSCRIPTION	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Spelling</b> (<i>RWI phonics and spelling follow-on scheme</i>)</p>	<p>Make phonically plausible attempts at spelling words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Spell words consistent with their phonic knowledge by segmenting.</p> <p>Spell taught 'red words' accurately</p>	<p>Segment and spell words containing each of the 40+ phonemes already taught (<i>Set 1, 2 and 3 RWI</i>). Divide words into syllables.</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound (<i>from Pink RWI group upwards</i>)</p> <p>Add prefix un- and suffixes -s, -es, -ing, -ed, -er, -est where there is no change to the root word.</p> <p>Apply simple spelling rules and guidance to spell the following:</p> <ul style="list-style-type: none"> <li>• Words containing double consonants ff, ll, ss, zz, ck and consonant spellings ph, wh</li> <li>• Words ending in -y (e.g. very, happy, funny), -tch (catch) and -ve (have, give)</li> <li>• Compound words (e.g. football, playground, bedroom) ``</li> </ul> <p>Spell common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p> <p>Write from memory simple dictated sentences including words using the GPCs and common exception words taught so far. <i>Make phonically plausible attempts at other words</i></p>	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learn to spell more words with contracted forms (e.g. didn't, can't, hasn't)</p> <p>Learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Apply spelling rules and guidance to spell the following:</p> <ul style="list-style-type: none"> <li>• Word endings /es/, /ed/, /ing/, /er/, and /est/ to a root word ending in -y</li> <li>• Word endings /ing/, /ed/, /er/, /est/ and /y/ to words ending in -e</li> <li>• Spelling of unknown words containing unusual GPCs should be phonically plausible at this stage</li> <li>• Word endings /ge/ /dge/ (e.g. age, badge, edge) /el/ /al/ /il/ (e.g. travel, metal, pencil) ; /tion/</li> <li>• The soft /c/ sound (e.g. ice, city, circle)</li> <li>• Consonant spellings /wr/, /gn/, /kn/ at the beginning of words</li> <li>• /igh/ sound spelt /y/ at the end of words (e.g. cry, dry, reply)</li> <li>• Homophones (e.g. hear/here, sun/son, where/wear)</li> </ul> <p>Spell common exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Use further prefixes and suffixes and understand how to add them including /pre-/, /dis-/, /mis-/, /re-/, /sub-/, /tele-/ /auto-/</p> <p>Spell further homophones (e.g. break/brake, knot/not, grate/great)</p> <p>Spell words that are often misspelt from the Year 3 and 4 word list (listed by term in RWI spelling programme)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Introduction to using the first two or three letters of a word to check its spelling in a dictionary</p> <p>Apply spelling rules and guidance to spell the following:</p> <ul style="list-style-type: none"> <li>• /sh/ sound spelt /ch/, /s/, /ss/, /ci/ (e.g. chef, sure, mission, special)</li> <li>• /ai/ sound spelt /ei/, /eigh/, /aigh/ (e.g. vein, eight, straight)</li> <li>• /i/ sound spelt /y/, /o/, /u/, /ui/, /e/ (e.g. gym, women, busy, build, pretty)</li> <li>• /k/ sound spelt /ch/ (e.g. scheme, chorus, echo)</li> </ul> <p>Spell words from the Year 3 and 4 word list (listed by term in RWI spelling programme)</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use further prefixes and suffixes and understand how to add them including Prefixes /in-/, /il-/, /im-/, /ir-/, /inter-/, /anti-/ Suffixes /-ation/, /-ous/</p> <p>Continue to use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Apply spelling rules and guidance to spell the following:</p> <ul style="list-style-type: none"> <li>• Suffixes beginning with a vowel to words of more than one syllable (e.g. /-ing/, /-er/)</li> <li>• /s/ sound spelt /sc/ (e.g. science)</li> <li>• /tion/ sound spelt /sion/, /sion/, /cian/</li> </ul> <p>Spell words from the Year 3 and 4 word list (listed by term in RWI spelling programme)</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>To spell words with 'silent' letters (e.g. knight, psalm, solemn)</p> <p>To continue to distinguish between homophones (e.g. isle/aisle, affect/effect, whose/who's)</p> <p>To use knowledge of morphology and etymology in spelling</p> <p>Use the first 3-4 letters of a word to check spelling in a dictionary</p> <p>Begin to use a thesaurus</p> <p>Words containing the letter string /ough/ Words ending in /-able/, /-ably/, /-ible/, /-ibly/</p> <p>The use of hyphens within words (e.g. co-ordinate, co-operate)</p> <p>/ee/ sound spelt /ei/ (e.g. receive, ceiling)</p> <p>Spell words from the Year 5 and 6 word list (listed by term in RWI spelling programme)</p>	<p>To use knowledge of morphology and etymology in spelling</p> <p>Suffixes /-cious/, /-tious/ Word endings /-al /-ance/, /-ancy/, /-ence/, /-ency/</p> <p>To continue to distinguish between homophones (e.g. advice/advise, practice/practise)</p> <p>Continue to use a thesaurus</p> <p>Spell words from the Year 5 and 6 word list (listed by term in RWI spelling programme)</p>
<p><b>Handwriting</b> (<i>RWI and then Nelson follow on until joining is consistent and pupils can write fluently and with stamina</i>)</p>	<p>Write recognisable letters, most of which are correctly formed.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form lowercase letters, capital letters and digits 0-9 in the correct direction, starting and finishing in the right place</p> <p>Understand which letters belong to which handwriting 'families' and practise these discretely</p> <p>Use appropriate sizing of lowercase letters and capital letters in relation to each other</p> <p>Use spacing between words</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Continue to join letters using diagonal and horizontal strokes and understand which letters are best left unjoined</p>	<p>Increase the legibility, consistency and quality of their handwriting [for example, 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].</p>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul> <p>Pupils should have frequent opportunities to write at length increase writing stamina</p>	<p>Writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7</p>

## Progression in Writing

COMPOSITION	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Write simple phrases and sentences that can be read by others.	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p>Begin to plan their writing by:</p> <ul style="list-style-type: none"> <li><i>Being shown what a good one looks like and rehearsing the vocabulary and grammar appropriate to their own writing</i></li> <li><i>discussing and recording ideas</i></li> </ul> <p>Begin to draft and write by:</p> <ul style="list-style-type: none"> <li><i>Being given a structure scaffold writing to support organisation of writing into paragraphs / sections</i></li> <li>Composing and rehearsing sentences orally that follow on, building up to rehearsing and writing a coherent paragraph in one go. Using a wider range of conjunctions and adverbs.</li> <li>In narratives, creating settings, characters and plot. (<i>Plot will draw heavily on models from reading and shared writing at this stage.</i>)</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li><i>Drawing on their reading to inform the vocabulary and grammar of their writing</i></li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements <i>within specific parameters guided by the teacher initially</i></li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li><u>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</u></li> <li>discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (<i>including dialogue</i>), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li><u>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</u></li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary (<i>children will be directed to two or three specific extracts for their reading/research</i>)</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural,</li> <li><i>Beginning to distinguish between the language of speech and writing and choosing the appropriate register</i></li> <li>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, <u>selecting the appropriate form</u> and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li><u>precising longer passages</u></li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural,</li> <li>distinguishing between the language of speech and writing and choosing the appropriate register</li> <li><i>maintaining very formal writing</i></li> <li>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>

## Progression in Writing

VOCABULARY, GRAMMAR AND PUNCTUATION	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word</b>		Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].
<b>Sentence</b>		How words can combine to make sentences Joining words and joining clauses using and <i>Use adjectives to describe and inform</i> <i>Use a wider range of conjunctions – and, or, but, because, when</i>	Sentences with different forms: statement, command, question, exclamation Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] <i>Introduction to the difference between structures typical of informal speech [for example, the use of colloquialisms or question tags: He’s your mate, isn’t he? ] and where use of Standard English is more appropriate.</i>	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
<b>Text</b>		Sequencing sentences to form short narratives <i>Introduction to simple present and past tense</i>	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Some features of written Standard English	Introduction to paragraphs as a way to group related material Use headings and sub-headings to aid presentation in non-narrative forms Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Use of paragraphs effectively to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, then, after, that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] <i>Introduction to layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</i>	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis <i>Consider how best to organise and layout writing in non-narrative forms to effectively communicate intended meaning to the reader</i>
<b>Punctuation</b>	Mostly leave spaces between words Show some awareness of capital letters and full stops	Separation of words with spaces Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use capital letters for names of people, places, days of the week and the personal pronoun I	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Apostrophes to mark plural possession [for example, the girls’ names] Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
<b>Terminology for children to use and understand</b>	Sound, letter, word, sentence, capital letter, full stop	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, <i>past tense, present tense</i>	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or ‘speech marks’)	determiner, pronoun, possessive pronoun, Adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, <i>bullet points</i>	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

## Progression in Writing

WRITING OUTCOMES (non-statutory)	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Explanatory texts</b>	Use labels and captions on simple diagrams e.g. parts of the body	Write a series of sentences to explain a simple, process based on first-hand experience e.g. chicks hatching, life cycle of a frog	Write a series of sentences to explain the flowchart progression in explanatory texts  Begin to include relevant detail	Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography)  Ensure relevant items are grouped together  Write a series of extended sentences to explain a process  Ensure relevant details are included and accounts ended effectively	Plan the steps in an explanation and check that they have included any necessary information about how and why things happen as they do  Refine and edit work for clarity to fit the purpose	Plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style	Write increasingly complex explanatory texts, varying tense and style appropriately for audience and subject matter.  Experiment with form, for example write explanations of real-life situations that are in process (unfolding events in world news; a fictional project that is at a critical stage) Explain how events led to the current situation and then speculate/advise/instruct on how to proceed with /resolve the situation
<b>Informal and formal recounts</b> <i>(through postcards, letters, diaries, witness statements, biographies and autobiographies)</i>	Write caption/sentences to match pictures or sequences of pictures illustrating an event  Use experience of simple recounts as a basis for shared composition with an adult focusing on retelling, substituting or extending, leading to simple independent writing about a known event e.g. what they did on a school trip	Write simple first-person recounts linked to events of interest/study or to personal experience incorporating at least three chronological 'events' in order, maintaining past tense and consistent use of first person	Create simple timelines to record the order of events  Write narratives about personal experiences and those of others, in role (real and fictional)	Write impersonal newspaper style reports, e.g. about school events or an incident from a story in the third person including relevant, additional detail to add interest. Introduction to paragraphs to structure information including introductory paragraph/orientation and concluding paragraph/simple summary	Manage the shift between past and present tense in recounts e.g. present tense to describe on-going events/topics/things, compared with past tense to recount the actual event, e.g. Butterfly Village houses a vast array of butterfly species, some of which are very rare. Use direct speech to engage the reader.	Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader, reflecting on the level of formality required and selecting and adapting vocabulary appropriately  Write news report showing different bias  Use layout, paragraphing and ordering to indicate chronology, rather than more obvious chronology words and phrases	Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV, composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary
<b>Instructional/procedural texts</b> <i>(Make links with other subjects, e.g. Art, DT, Science, PE to provide real life contexts.)</i>	Write simple sentences which can be read by themselves and others following a practical activity .e.g. 'How to look after a mini beast/ How to be kind'.	Write a short series of consecutive instructions that follow on.	Use statements and commands to write a clear set of instructions.  Include title, purpose, list of ingredients/materials and sequential steps.  Be precise and specific with instructions, including relevant detail to make the instructions clear and easily to follow.	Write clear instructions using simple devices to aid the reader e.g. heading, subheadings, adverbs, prepositional phrases.	Explore instructions with differing levels of formality and decide on an appropriate register when writing their own  Revise instructions to focus on concision and clarity in the following ways: <ul style="list-style-type: none"><li>omit unnecessary description</li><li>ensure that nouns are repeated as necessary e.g. repeat the oven rather than using 'it'</li></ul>	Write a set of extended instructions (using appropriate form and features) and test them out on other people, revise them to clarify and simplify and try them out again  Experiment with different layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Interweave the use of diagrams and illustrations, using these to take the place of text where a visual would make the instructions easier to follow e.g. Diagram B shows you how to connect the wires  Use a wider range of punctuation for clarity including the semi-colon, colon and dash to mark the boundary between independent clauses [for example, Test the connection; if it lights up, this has been wired correctly]
<b>Narrative writing</b> <i>(including myths and legends, fairy tales, and stories from other cultures)</i>	Invent, adapt and recount narratives and stories with peers and their teacher.  Begin to write words and sentences linked to story retelling and their own narratives, orally rehearsing and memorising these before attempting to write them.  Use vocabulary and forms of speech that are increasingly influenced by their experiences of books e.g. once upon a time	Write own version of a familiar story using a series of sentences to sequence events  Use patterns and language from familiar stories in own writing  Write complete stories with a simple structure: beginning – middle – end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events	Write stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story.  Include descriptions of characters and setting and some dialogue.  Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.	Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time.  Include description of a typical setting and characters.  Begin to use dialogue to move the plot on.  Consolidate vocabulary and grasp of sentence structure, considering the use of adjectives, adverbs and precise verbs to create the desired impact.	Write longer stories that contain a problem and resolution that may require several paragraphs for each part of the story  Use different ways to introduce or connect paragraphs, (e.g.) Sometime later..., Suddenly..., Inside the castle...  Develop settings using adjectives and figurative language to evoke time, place and mood.  Include character descriptions designed to provoke sympathy or dislike in the reader  Continue to use dialogue appropriately to move the plot on.	Organise more complex chronological narratives into several paragraph units relating to story structure. Begin to adapt for narratives that do not have linear chronology, e.g. parallel narratives. (e.g.) portray events happening simultaneously (Meanwhile...); Experiment with the order of chapters or paragraphs to achieve different effects.  Extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases.  Try varying pace by using direct and reported speech.  Begin to use dialogue to build character as well as advance the action.	Write extended stories that do not have linear chronology  Use paragraphing deliberately to vary pace and emphasis. Use changes of scene to move the plot on or to create a break in the action  Manipulate grammar, vocabulary and punctuation for effect. Understand nuances in vocabulary choice  Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others Use dialogue at key points to move the story on or reveal new information as well as for characterisation
<b>Persuasive writing</b> <i>(including speeches, adverts, emotive letters, letters of complaint)</i>	Orally rehearse and attempt to write simple persuasive sentences using phonetic knowledge and known tricky words	Write simple examples of persuasion e.g. in the form of a letter to a character in a book  Produce simple persuasive leaflets/posters which make something sound appealing	Write persuasive texts linked with topics relevant to children's current experience and motivations e.g. persuasive letter to Santa at Christmas, presentation to school council, persuasive letter to a character from a text  Select information that supports the chosen viewpoint	Present a persuasive point of view in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader	Assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting/school rules, using more formal language appropriately linking points persuasively and selecting style and vocabulary appropriate to the reader  Use graphs, images, visual aids to make the view more convincing  Consider how a closing statement repeats and reinforces the original/opening statement or viewpoint, for example, All the evidence shows that...It's quite clear that...Having seen all that we offer you, there can be no doubt that ...	Draft and write extended persuasive texts for real purposes, presenting a clear point of view, commenting on emotive issues, and evaluating effectiveness  Understand how persuasive writing can be adapted for different audiences e.g. a protest aimed at an audience who are already backing your cause, compared with a speech aimed at a neutral audience or at winning over opponents where greater justification of your point of view is required  Combine persuasion with other text types e.g. instructions, discussion, explanation	Construct effective persuasive arguments: using persuasive language techniques to deliberately influence the listener. <ul style="list-style-type: none"><li>developing a point logically and effectively</li><li>supporting and illustrating points persuasively</li><li>anticipating possible objections</li><li>harnessing the known views, interests and feelings of the audience</li><li>tailoring the writing to formal presentation where appropriate</li></ul>
<b>Poetry</b>	Make word collections or use simple repeating patterns  Experiment with rhyme and repetition in role play	Observe details of first-hand experiences using the senses and describe. Experiment with writing poetry in different shapes and patterns on the page and begin to use onomatopoeia to enhance the sensory description of the world around us	Create own limerick using simple repeating phrases or lines as models  Experiment with alliteration to create humorous and surprising combinations  Write own examples of kennings	Invent new similes and experiment with word play for humour  Write own examples of tankas or haikus	Use language playfully to exaggerate or pretend. Experiment with portmanteau when writing own nonsense poetry.	Create own free verse poetry using blackout technique to convey a perspective or mood (social justice link)	Write raps/spoken word poetry on topics relevant to the children's motivations inspired by didactic poetry