English Writing Skills, Knowledge and Progression Plan 2024-2025

	EYFS **Literacy: Comprehension, Word Reading and Writing** Early Literacy skills provide children with the firm foundations needed for success in school and life. Through storytelling, singing, role play, mark making, writing and group discussions, children will be able to make sense of the world around them. As well as exposing the children to language rich texts, including fiction, non-fiction and poetry, the children also take part in a well developed, synthetic phonics programme (Read Write Inc) where they revisit, learn and apply sounds to their reading and writing. Children are then able to apply and consolidate what they have learnt through open ended reading and writing opportunities. Our children will be able to: -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Anticipate – where appropriate – key events in stories. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. -Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. -Write recognisable letters, most of which are correctly formed. -Spell words by identifying sounds in them and representing the sounds with a letter or letters -Write simple phrases and sentences that can be read by others.					
Year 1 **Genres:**	**Target 1: Composition: Text Context, audience & purpose/Oracy**	**Target 2: Composition: Sentence structure**	**Target 3: Composition: Word Vocabulary and grammar**	**Target 4: Composition: Word Punctuation**	**Target 5: Planning/Oracy and editing**	**Target 6: Transcription: Handwriting & Spelling**
Year 1 **Autumn 1** **Narrative:** Character Description **Non Narrative:** Labels, Lists and captions. (WAC) **Poetry:** Free Verse	1a. Begins to orally generate ideas from a stimulus. 2b. Says what they are going to write about	Begin to form simple sentences e.g I went to the park. The castle is old. 6d. Uses spacing between words	Write simple words which can be read by themselves and others	Write a capital letter at the start of their name and others names. Begin to show awareness of a full stop 3a. Uses full stops to end some sentences	Compose a sentence orally before writing it 2c. Orally rehearses a sentence 2b. Says what they are going to write about	**Spelling:** Spell some Year 1 common exception words* Make plausible attempts at spelling words containing phonemes taught in RWI **Handwriting:** Write letters that are clearly identifiable 6a. Sits at a table holding a pencil comfortably and correctly 6b. Begins to form lower-case letters and digits in the correct direction, starting and finishing in the right place
Year 1 **Autumn 2** **Narrative:** Character	1a. Begins to orally generate ideas from a stimulus. 2b. Says what they are going to write about	Write simple sentences which can be read by themselves and others. 6d. Uses spacing between words	2a. Understands how words combine to make sentences	Punctuate sentences using a capital letter and a full stop	Compose a sentence orally before writing it 2c. Orally rehearses a sentence	**Spelling:** Spell some Year 1 common exception words* Make plausible attempts at spelling words containing phonemes taught in RWI

Description **Non Narrative:** Information text (WAC) **RWAC:** Labels, Lists and captions.	Sequence sentences to form short narratives Use headings with support			3b. Uses capital letters at the start of some sentences 3a. Uses full stops to end some sentences	2b. Says what they are going to write about Editing Practice- Prove me wrong (every 2 weeks) -Editing for meaning 1 -Secretarial editing 1 -Editing as you go 1	Name the letters of the alphabet in order **Handwriting:** Write letters that are clearly identifiable Begin to form capital letters
Year 1 Spring 1 **Narrative:** Story retelling **Poetry:** Acrostic and list poems **RWAC:** Information text	Sequence sentences to form short narratives 2f. Uses some appropriate story language Use headings with support	Join words and join clauses using 'and'	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Punctuate sentences using a capital letter and a full stop 3b. Uses capital letters at the start of some sentences 3a. Uses full stops to end some sentences	Read aloud writing clearly and loud enough for peers/teachers to hear them 4a. Re-reads work to check it makes sense Editing Practice- Prove me wrong (every 2 weeks) -Editing for meaning 2 -Secretarial editing 2 -Editing as you go 2	**Spelling:** Spell many Year 1 common exception words. Make plausible attempts at spelling words containing each of the 40+ phonemes already taught Spell the days of the week 5f. Writes simple dictated sentences that include words using the GPCs and common exception words taught so far **Handwriting:** Write letters that are clearly identifiable 6c. Forms capital letters 6e. Recognises which letters belong to which handwriting family
Year 1 Spring 2 **Non Narrative:** Letter **Non Narrative:** Diary Recount (WAC) **Non Narrative:** Explanations (WAC)	Use headings with support and bullet points for instructions/ explanations	Join clauses using and. Begin to join clauses with but, so, or. (The children played on the swings **and** slid down the slide. Spiders can be small **or** they can be large.) I can correctly use time conjunctions.	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' I can use capital letters for titles/headings	Begin to punctuate sentences using a question mark or exclamation mark	Read aloud writing clearly and loud enough for peers/teachers to hear them 4b. Re-reads work to check for missing punctuation Editing Practice- Prove me wrong (every 2 weeks) -Editing for meaning 3 -Secretarial editing 3 -Editing as you go 3	**Spelling:** Spell many Year 1 common exception words. Make plausible attempts at spelling words containing each of the 40+ phonemes already taught Spell the days of the week 5f. Writes simple dictated sentences that include words using the GPCs and common exception words taught so far **Handwriting:** Write letters that are clearly identifiable

						6c. Forms capital letters 6e. Recognises which letters belong to which handwriting family
Year 1 Summer 1 **Narrative:** Fable. Warning tale **Non Narrative:** Information text (WAC) **Poetry**: Riddles	Begin to use past and present tense Begin to write a story which has a beginning, middle and end. 2f. Uses some appropriate story language Use headings with support	Begin to use 'who' in relative clauses. (Once upon a time there was a little old woman **who** lived in a forest.) With support write questions, exclamations, statements and commands	Begin to use adjectives to describe nouns e.g The red boat 2e. Includes some detail in writing to add interest	Begin to punctuate sentences using a question mark or exclamation mark	1c. Reads their own writing clearly and audibly to peers and teacher 4a. Re-reads work to check it makes sense 4b. Re-reads work to check for missing punctuation Editing Practice- Prove me wrong (every 2 weeks) -Editing for impact- Tasks 1,2,3	**Spelling:** Use regular plural noun suffixes –s or –es (e.g. dog-dogs, wish-wishes) Use –ing, –ed, –er and –est where no change is needed in the spelling of root words (eg. helping, helped, helper, eating, quicker, quickest) 5f. Writes simple dictated sentences that include words using the GPCs and common exception words taught so far **Handwriting:** Write letters that are clearly identifiable 6c. Forms capital letters 6e. Recognises which letters belong to which handwriting family
Year 1 Summer 2 **Narrative:** Multi cultural story **Non Narrative:** Instructions (WAC) **RWAC:** Letters	Make links between what is read and translate this into writing (i.e. story language such as once upon a time, he walked and he walked and he walked).	Begin to use because and so to join clauses Some use of different conjunctions other than *and*. E.g. *but because* Knows when to use the joining word and in a sentence, using it appropriately and sparingly.	Attempt to use more adventurous vocabulary in writing that may be spelled incorrectly Uses vocabulary that is new to them and influenced by the books and language they have been exposed to	Uses the full range of punctuation taught by the end of Year 1 mostly accurately.	Begin to make improvements to writing, checking for spelling and punctuation errors and improving word choice Read aloud their writing audibly, beginning to use expression, to adults and peers, e.g.,larger group or whole class.	**Spelling:** Spell most Year 1 common exception words **Handwriting:** Develop a control in their letter formation so that their letters are of an increasingly consistent size.
Year 2	**Target 1: Composition: Text Context, audience & purpose**	**Target 2: Composition: Sentence structure**	**Target 3: Composition: Word Vocabulary and grammar**	**Target 4: Composition: Word Punctuation**	**Target 5: Planning and editing**	**Target 6: Transcription: Handwriting & Spelling**
Year 2 Autumn 1	write sentences that are sequenced to form a	Join clauses using and. Begin to join clauses with but, so, or. (The	Use a capital letter for names of people, places, the days of the	Demarcate most sentences with capital letters and full stops	1c. Reads their own writing clearly and	**Spelling:** segment spoken words into phonemes and represent these by graphemes, spelling some

Narrative: Character description **Non Narrative:** Explanation (WAC) Information Text (WAC)	short narrative (real or fictional) Begin to use past and present tense 1d. Reads their own writing to peers and teachers with increased expression	children played on the swings **and** slid down the slide. Spiders can be small **or** they can be large.) With support write questions, exclamations, statements and commands	week, and the personal pronoun 'I' Begin to use adjectives to describe nouns e.g The red boat	Begin to punctuate sentences using a question mark or exclamation mark	audibly to peers and teacher 4a. Re-reads work to check it makes sense 4b. Re-reads work to check for missing punctuation	words correctly and making phonically-plausible attempts at others spell some common exception words **Handwriting:** form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing
Year 2 Autumn 2 **Narrative:** Setting Description **Poetry:** Visual shape poems and calligrams. **Non Narrative:** Diary Recount (WAC)	write simple, coherent narratives about personal experiences and those of others (real or fictional) use present and past tense mostly correctly and consistently write about real events, recording these simply and clearly	Join clauses using and. Begin to join clauses with but, so, or. (The children played on the swings **and** slid down the slide. Spiders can be small **or** they can be large.)	Begin to use adjectives to describe nouns e.g The red boat	Some use of question marks and exclamation marks	Plan or say out loud what they are going to write about and write down ideas and/or key words, including new vocabulary. Evaluate their writing with the teacher and other pupils Editing Practice- Prove me wrong (every 2 weeks) -Editing for meaning 1 -Secretarial editing 1 -Editing as you go 1	**Spelling:** segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words **Handwriting:** form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing
Year 2 Spring 1 **Narrative:** Stories that includes a character description **Non Narrative:** Instructions (WAC)	Begin to write a story which has a beginning, middle and end. use present and past tense mostly correctly and consistently Use headings with support and bullet points for instructions	Use some expanded noun phrases to describe and specify, two adjectives and a noun (e.g the little blue butterfly) Use some subordination (when / if / that / because)	Use adverbs to describe verbs and embellish sentence e.g Tom ran quickly down the road.	Begin to use commas to separate items in a list	Plan what they are going to write about and write down ideas and/or key words, including new vocabulary. Evaluate their writing with the teacher and other pupils Editing Practice- Prove me wrong (every 2 weeks) -Editing for meaning 2	**Spelling:** Spell words containing each of the 40+ phonemes already taught Spell many common exception words **Handwriting:** Use the diagonal and horizontal strokes needed to join letters in most of their writing 5f. Recognises which letters, when adjacent to one another, are best left unjoined

RWAC: Information text					-Secretarial editing 2 -Editing as you go 2	
Year 2 Spring 2 **Non Narrative:** Diary Recount **Non Narrative:** Fact File (WAC) **Poetry:** Repeating Patterns	1d. Reads their own writing to peers and teachers with increased expression 2n. Begins to write for different purposes Use headings with support and bullet points for instructions	Begin to use 'who' in relative clauses. (Once upon a time there was a little old woman **who** lived in a forest.) Use some subordination (when / if / that / because)	2d. Includes detail in writing to add interest, describe and specify 2k. Shows imagination with the inclusion of further details	Begin to use commas to separate items in a list Begin to use apostrophes for possession and contraction	Plan what they are going to write about and write down ideas and/or key words, including new vocabulary. Evaluate their writing with the teacher and other pupils Editing Practice- Prove me wrong (every 2 weeks) -Editing for meaning 3 -Secretarial editing 3 -Editing as you go 3	**Spelling:** adding suffixes to spell some wods correctly in their writing, e.g. ***–ment, –ness, –ful, –less, –ly*** * Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Use –ing, –ed, –er and –est where no change is needed in the spelling of root words (eg. helping, helped, helper, eating, quicker, quickest) **Handwriting:** Use the diagonal and horizontal strokes needed to join letters in most of their writing 5f. Recognises which letters, when adjacent to one another, are best left unjoined
Year 2 Summer 1 **Narrative:** Adventure Story **Poetry**: Free Verse **Non Narrative** Persuasive letter(WAC)	1d. Reads their own writing to peers and teachers with increased expression 2n. Begins to write for different purposes	Begin to use prepositions (e.g behind, above, before, in, on) Vary sentence openers Vary use of long and short sentences- long to add description, short for dramatic effect	2o. Draws on and uses vocabulary from their reading	Begin to use apostrophes for possession and contraction Begins to use speech marks.	re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Evaluate their writing with the teacher and other pupils Editing Practice- Prove me wrong (every 2 weeks) -Editing for impact- Tasks 1,2,3	**Spelling:** spelling some words with contracted forms adding suffixes to spell some wods correctly in their writing, e.g. ***–ment, –ness, –ful, –less, –ly*** * Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Use –ing, –ed, –er and –est where no change is needed in the spelling of root words (eg. helping, helped, helper, eating, quicker, quickest) **Handwriting:** Use the diagonal and horizontal strokes needed to join letters in most of their writing. 5f. Recognises which letters, when adjacent to one another, are best left unjoined

Year 2 Summer 2 **Narrative:** Stories from other cultures **Non Narrative:** Explanation (WAC) **RWAC:** Fact File	write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing Plan a story with a clear beginning, middle and end. Describe characters, settings and plot.	Begin to use prepositions (e.g behind, above, before, in, on) Vary sentence openers Vary use of long and short sentences- long to add description, short for dramatic effect. Use a wider range of expanded noun phrases (adjective + adjective + noun)	Attempt to use more adventurous vocabulary in writing that may be spelled incorrectly Increasing range of vocabulary(e.g nasty, hissing, scratching) Uses vocabulary that is new to them and influenced by the books and language they have been exposed to	use the punctuation taught at key stage 1 mostly correctly	make simple additions, revisions and proof-reading corrections to their own writing Plan a story with a clear beginning, middle and end. Describe characters, settings and plot.	**Spelling:** spell most common exception words add suffixes to spell most words correctly in their writing (e.g. –ment, -ness, -ful, -less, -ly) **Handwriting:** use the diagonal and horizontal strokes needed to join some letters.
Year 3 Genres:	**Target 1: Composition: Text Context, audience & purpose**	**Target 2: Composition: Sentence structure**	**Target 3: Composition: Word Vocabulary and grammar**	**Target 4: Composition: Word Punctuation**	**Target 5: Planning and editing**	**Target 6: Transcription: Handwriting & Spelling**
Year 3 Autumn 1 **Narrative:** Traditional tales with a twist **Poetry:** Kennings and Quatrains **RWAC:** Persuasive letter Diary Recount	write simple, coherent narratives about personal experiences and those of others (real or fictional) write about real events, recording these simply and clearly 5e. Uses personal experiences and familiar narratives as inspiration for their own writing	Use a wider range of expanded noun phrases (adjective + adjective + noun) 2a. Rehearses sentences orally, including dialogue	Choose the correct tense (past or present) and remains consistent throughout writing 2i. Uses pronouns to avoid repetition	Use the punctuation taught at key stage 1 mostly correctly 3a. Uses full stops, question marks and exclamation marks accurately to demarcate sentences 3b. Uses capital letters accurately, including for proper nouns	Make simple additions, revisions and proof-reading corrections to their own writing Plan what they are going to write about and write down ideas and/or key words, including new vocabulary.	**Spelling:** Spell most KS1 common exception words Add suffixes taught at KS1 to spell most words correctly in their writing (e.g. –ment, -ness, -ful, -less, -ly) ** Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others **Handwriting:** Use the diagonal and horizontal strokes needed to join some letters Use spacing between words that reflects the size of the letters

Year 3 Autumn 2 **Narrative:** Character/ setting descriptions **Non Narrative:** Non Chronological Report (WAC) **RWAC:** Information Text	Begin to use paragraphs around a theme 5c. Begins to indicate paragraph breaks for changes of time, place or subject Use headings and sub-headings to aid presentation Create settings, characters and plot in narratives 5b. Writes narrative openings that include appropriate and interesting detail about setting or characters	Use compound sentences with co-ordinating conjunctions (or / and / but/ so/ yet) 2c. Uses a range of conjunctions to extend sentences and give further information Use a wider range of expanded noun phrases (adjective + adjective + noun)	2g. Uses and sustains verb tenses accurately and consistently across a range of text types. 2i. Uses pronouns to avoid repetition	3c. Uses commas accurately to separate items in a list Use a colon before a list (You will need:) 3e. Punctuates simple direct speech accurately using inverted commas	Proofread for spelling and punctuation errors 4b. Orally composes a cohesive text and makes appropriate use of planning tools to organise their ideas Editing Practice- Prove me wrong (every 2 weeks) -Editing for meaning 1 -Secretarial editing 1 -Editing as you go 1	**Spelling:** 8a. Chooses and uses alternative graphemes for the vowel sounds and chooses which is the correct one Spell some of the Year 3&4 curriculum words correctly 8g. Writes simple sentences dictated by the teacher **Handwriting:** Use the diagonal and horizontal strokes needed to join some letters Use spacing between words that reflects the size of the letters
Year 3 Spring 1 **Narrative:** Adventure Story **Non Narrative:** Instructions (WAC) **RWAC:** Persuasive Brochure Fact File	Begin to use paragraphs around a theme 5c. Begins to indicate paragraph breaks for changes of time, place or subject Use headings and sub-headings to aid presentation 6d. Uses simple organisational devices Create settings, characters and plot in narratives 5b. Writes narrative openings that include appropriate and	Develop complex sentences with range of subordinating conjunctions(e.g as/ when / if / that / because/ although, however, even though) Use simple time subordination to open sentences (e.g When I finish dinner…; After we had cake…)	Begin to use a range of past tense forms including present perfect form as well as simple past tense (e.g I walked, I was walking, I had walked . We have seen' rather than 'we saw') to support sequencing and chronology 2d. Includes detail in writing to add interest, describe and specify	3c. Uses commas accurately to separate items in a list Use a colon before a list (You will need:) 3e. Punctuates simple direct speech accurately using inverted commas	Proofread for spelling and punctuation errors 4b. Orally composes a cohesive text and makes appropriate use of planning tools to organise their ideas Assess the effectiveness of their own and others' writing and suggest improvements. Editing Practice- Prove me wrong (every 2 weeks) -Editing for meaning 2 -Secretarial editing 2 -Editing as you go 2	**Spelling:** 8c. Spells prefixes from English Appendix 1 correctly 8d. Spells suffixes from English Appendix 1 correctly Spell some of the Year 3&4 curriculum words correctly 8f. Uses the first one or two letters of a word to check its spelling in a dictionary **Handwriting:** 9b. Increasingly joins letters in their writing 9c. Recognises which letters, when adjacent to one another, are best left unjoined 9d. Uses neat, legible handwriting

	interesting detail about setting or characters					
Year 3 Spring 2 **Narrative:** Science Fiction Story **Non Narrative:** Biography (WAC) **Poetry:** Limericks and clerihews	Begin to use paragraphs around a theme 5c. Begins to indicate paragraph breaks for changes of time, place or subject Use headings and sub-headings to aid presentation Create settings, characters and plot in narratives 5b. Writes narrative openings that include appropriate and interesting detail about setting or characters	Develop complex sentences with range of subordinating conjunctions(e.g as/ when / if / that / because/ although, however, even though) Use simple time subordination to open sentences (e.g When I finish dinner…; After we had cake…)	Begin to use a range of past tense forms including present perfect form as well as simple past tense (e.g I walked, I was walking, I had walked . We have seen' rather than 'we saw') to support sequencing and chronology. 2d. Includes detail in writing to add interest, describe and specify	3e. Punctuates simple direct speech accurately using inverted commas	Proofread for spelling and punctuation errors 4b. Orally composes a cohesive text and makes appropriate use of planning tools to organise their ideas Assess the effectiveness of their own and others' writing and suggest improvements. 7a. Makes changes to grammar and vocabulary to improve consistency and quality Editing Practice- Prove me wrong (every 2 weeks) -Editing for meaning 3 -Secretarial editing 3 -Editing as you go 3	**Spelling:** 8c. Spells prefixes from English Appendix 1 correctly 8d. Spells suffixes from English Appendix 1 correctly Spell some of the Year 3&4 curriculum words correctly 8f. Uses the first one or two letters of a word to check its spelling in a dictionary 8b. Explains the meaning of and applies the different spelling of further homophones and near homophones **Handwriting:** 9b. Increasingly joins letters in their writing 9c. Recognises which letters, when adjacent to one another, are best left unjoined 9d. Uses neat, legible handwriting
Year 3 Summer 1 **Non Narrative:** Diary Recount **Non Narrative:** Persuasive letter **Poetry:** Free Verse- environment	4d. Uses detail in writing to add interest, humour, suspense or surprise 4e. Shows an increasing awareness of the reader	Use simple fronted adverbials (e.g A few days ago, we found the treasure.) Vary use of long and short sentences- long to add description, short for dramatic effect. With support use relative clauses using who, which, whose, that (e.g The boy, whose	Express time and cause through arrange of vocabulary: conjunctions (when, because, before, after, while, so), adverbs (then, next, soon, therefore), and prepositions (before, after, during, in, because of) 2e. Uses conjunctions, adverbs and	3d. Indicates possession by using the possessive apostrophe for singular nouns 3f. Uses an apostrophe for omissions (contractions)	4c. Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan Assess the effectiveness of their own and others' writing and suggest improvements	**Spelling:** 8c. Spells prefixes from English Appendix 1 correctly 8d. Spells suffixes from English Appendix 1 correctly Spell some of the Year 3&4 curriculum words correctly 8b. Explains the meaning of and applies the different spelling of further homophones and near homophones **Handwriting:**

		name is George, thinks he is very brave.)	prepositions to express time 2f. Uses varied and more challenging vocabulary		7a. Makes changes to grammar and vocabulary to improve consistency and quality Editing Practice- Prove me wrong (every 2 weeks) -Editing for impact- Tasks 1,2,3	9b. Increasingly joins letters in their writing 9c. Recognises which letters, when adjacent to one another, are best left unjoined 9d. Uses neat, legible handwriting
Year 3 Summer 2 **Narrative:** Myth/legend **Non Narrative:** Explanation (WAC) **RWAC:** Non Chronological Report (WAC) Recount	Demonstrate application of expected statements across the curriculum, i.e. consider audience and purpose when writing up a science investigation 5d. Writes resolutions to stories that are appropriate and explained in sufficient detail 5a. Writes a narrative with clear plot development Descriptions of character or setting include both appearance and action to indicate the nature of a character or attempt to create mood and atmosphere.	Use fronted adverbials Use a precise and broad range of co-ordinating and subordinating conjunctions within and across sentences — including fronted adverbials. Begin to show a range of sentence lengths to impact upon the reader. .	write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing Speech adds detail to writing through qualifying adverb, synonyms for said and qualifying action Use ambitious and precise vocabulary when describing character and setting.	use commas after fronted adverbials . Accurately uses the full range of punctuation taught at Key Stage 1 and in Year 3	Read writing back and adapt word choice with audience in mind (independent use of a thesaurus). After conversation, the child edits their work to add more information and changes vocabulary for effect.	**Spelling:** Spell many of the Y3/4 common exception words 9b. Increasingly joins letters in their writing
Year 4	**Target 1:**	**Target 2:**	**Target 3:**	**Target 4:**	**Target 5:**	**Target 6:**

Genres:	Composition: Text Context, audience & purpose	Composition: Sentence structure	Composition: Word Vocabulary and grammar	Composition: Word Punctuation	Planning and editing	Transcription: Handwriting & Spelling
Year 4 Autumn 1 **Narrative:** Character Description **Non Narrative:** Non Chronological Report (WAC) **RWAC:** Explanation (WAC) Diary Recount (WAC)	Begin to use paragraphs around a theme Use headings and sub-headings to aid presentation write for a range of purposes and audiences (engaging the reader) including a short story c. Develops characterisation through describing how characters look, react, talk or behave	Use conjunctions (i.e. when, before, after, while), adverbs (e.g. next, soon, then) or prepositions (e.g. before, after, during) to express time and place to extend the range of sentences. Use a wider range of expanded noun phrases (adjective + adjective + noun) (e.g 'the teacher' expanded to 'the strict teacher with curly hair')	Use of the forms a or an Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) Use pronouns to avoid repetition (he, she, it, they)	Begin to use inverted commas for direct speech a. Uses full stops, capital letters, exclamation marks and question marks accurately	read their own writing aloud to a group or the whole class with appropriate expression, particularly when reading speech. make simple additions, revisions and proof-reading corrections to their own writing	**Spelling:** Spell words with a range of prefixes e.g. un, dis, mis, in (See spelling appendix for full list) Spell some of the Y3/4 common exception words* 8f. Uses the first two or three letters of a word to check its spelling in a dictionary 8g. Writes simple sentences dictated by the teacher **Handwriting:** use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Year 4 Autumn 2 **Non Narrative:** Diary Recount **Non Narrative:** Explanation (WAC) **Poetry:** Free Verse/performance poetry **RWAC:** Non Chronological Report (WAC)	a, Identifies the audience and purpose for writing. Use organisational devices in non-narrative material (headings and subheadings) 6d. Uses paragraphs to group ideas logically 6f. Opens paragraphs with topic sentences	Begin to use a wider range of conjunctions to clarify relationship between ideas (e.g when, if, because, nevertheless, furthermore, meanwhile, although, while) b. Uses fronted adverbials	Use similes to add descriptive detail. (Like a wailing cat, the ambulance screamed down the road.) d. Uses verb forms in Standard English so that verbs and subjects agree within sentences e. Uses verb tenses consistently and accurately across a range of text types	a. Uses full stops, capital letters, exclamation marks and question marks accurately b. Uses commas after fronted adverbials and for lists	Proof read for spelling and punctuation errors Assess the effectiveness of their own and others' writing and suggest improvements. Editing Practice- Prove me wrong (every 2 weeks) -Editing for meaning 1 -Secretarial editing 1 -Editing as you go 1	**Spelling:** Spell words with a range of prefixes e.g. un, dis, mis, in (See spelling appendix for full list) Spell some of the Y3/4 common exception words* 8f. Uses the first two or three letters of a word to check its spelling in a dictionary **Handwriting:** increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are

						spaced sufficiently so that the ascenders and descenders of letters do not touch]
Year 4 Spring 1 **Narrative:** Suspense/mystery story **Poetry:** Simile and metaphor **RWAC:** Persuasive letter (WAC) Biography (WAC)	c. Develops characterisation through describing how characters look, react, talk or behave d. Develops settings through use of the senses f. Uses paragraphs for a change in action, setting and time	Express time and cause through arrange of vocabulary: conjunctions (when, because, before, after, while, so), adverbs (then, next, soon, therefore), and prepositions (before, after, during, in, because of) d. Creates detail and interest through the use of prepositions and expanded noun phrases b. Uses fronted adverbials	Use similes to add descriptive detail. (Like a wailing cat, the ambulance screamed down the road.) d. Uses verb forms in Standard English so that verbs and subjects agree within sentences e. Uses verb tenses consistently and accurately across a range of text types Use appropriate language for the genre of writing (e.g newspaper reports, scripts, poetry)	c. Uses inverted commas and other punctuation accurately to indicate direct speech b. Uses commas after fronted adverbials and for lists	a. Plan using a clear story structure which includes a build-up, problem and resolution Proof read for spelling and punctuation errors Assess the effectiveness of their own and others' writing and suggest improvements. Editing Practice- Prove me wrong (every 2 weeks) -Editing for meaning 2 -Secretarial editing 2 -Editing as you go 2	**Spelling:** Use further prefixes and suffixes and understand how to add them (eg. Forgetting, beginner, disappoint, misbehave) Spell further homophones (e., great/grate, accept/except, whether/weather, peace/piece) 8f. Uses the first two or three letters of a word to check its spelling in a dictionary Spell many of the Y3/4 common exception words * **Handwriting:** Use legible joined handwriting.
Year 4 Spring 2 **Non Narrative:** Balanced argument **Non Narrative:** Recount- Newspaper/Blog (WAC) **RWAC:** Non Chronological Report (WAC)	d. Is beginning to establish a viewpoint in their writing c. Shows an awareness of the reader when planning and writing their text 6a. Uses the key features of a range of text types 6b. Writes a clear introduction, followed by logical points, drawing to a defined conclusion	Vary use of long and short sentences- long to add description, short for dramatic effect. Express time and cause through arrange of vocabulary: conjunctions (when, because, before, after, while, so), adverbs (then, next, soon, therefore), and prepositions (before, after, during, in, because of)	Increasing range of vocabulary(stare, tremble slither, magnificent, unbelievable) Use appropriate language for the genre of writing (e.g newspaper reports, scripts, poetry) Use a range of adjectives (e.g determiners – many, each, most) and a range of adverbs (e.g	c. Uses inverted commas and other punctuation accurately to indicate direct speech b. Uses commas after fronted adverbials and for lists d. Uses apostrophes for omission and possession	Proof read for spelling and punctuation errors Assess the effectiveness of their own and others' writing and suggest improvements. 7a. Proposes changes to grammar and vocabulary to improve consistency and quality Editing Practice- Prove me wrong (every 2 weeks)	**Spelling:** Use further prefixes and suffixes and understand how to add them (eg. Forgetting, beginner, disappoint, misbehave) Spell further homophones (e., great/grate, accept/except, whether/weather, peace/piece) 8f. Uses the first two or three letters of a word to check its spelling in a dictionary 8b. Places the possessive apostrophe correctly in

		b. Uses fronted adverbials	of time, place and mood) across fiction and non-fiction.		-Editing for meaning 3 -Secretarial editing 3 -Editing as you go 3	words with regular and irregular plurals Spell many of the Y3/4 common exception words * **Handwriting:** Use legible joined handwriting.
Year 4 Summer 1 **Narrative:** Fantasy Story **Non Narrative:** Formal persuasive letter (WAC) **RWAC:** Diary Recount (WAC) Explanation (WAC)	e. Develops plot through a series of events d. Develops settings through use of the senses b. Beginnings of narrative are more lively and can capture the reader's interest c. Shows an awareness of the reader when planning and writing their text 6b. Writes a clear introduction, followed by logical points, drawing to a defined conclusion	Begin to use relative clauses using who, which, whose and that with support (The boy, whose name is George, thinks he is very brave.) a. Uses a range of grammatically accurate sentence structures (commands, questions, statements, subordinate clauses) Use a wider range of co-ordinating and subordinating conjunctions	Begin to indicate degrees of possibility using adverbs (e.g then, after, that, this, finally) or modal verbs (e.g. might, should, would, must) Describe settings and characters using a wider range of descriptive and emotive detail Increasing range of vocabulary(stare, tremble slither, magnificent, unbelievable)	c. Uses inverted commas and other punctuation accurately to indicate direct speech d. Uses apostrophes for omission and possession	Plan a more complex story plot with suspense, dilemma or a twist. Proof read for spelling and punctuation errors Assess the effectiveness of their own and others' writing and suggest improvements. 7a. Proposes changes to grammar and vocabulary to improve consistency and quality Editing Practice- Prove me wrong (every 2 weeks) -Editing for impact- Tasks 1,2,3	**Spelling:** Use further prefixes and suffixes and understand how to add them (eg. Forgetting, beginner, disappoint, misbehave) Spell further homophones (e., great/grate, accept/except, whether/weather, peace/piece) Spell many of the Y3/4 common exception words * 8b. Places the possessive apostrophe correctly in words with regular and irregular plurals **Handwriting:** Use legible joined handwriting.
Year 4 Summer 2 **Narrative:** Myth and legend **Poetry:** Haikus, cinquains and tankas **RWAC:**	write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing Demonstrate application of expected statements across the curriculum, i.e. consider	Descriptive phrases include precise and careful language choices, including some effective use of poetic devices. Use a broad and precise range of sentence openers to	Build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.	Speech to add interest Begin to use brackets, dashes and commas to indicate parenthesis	Read writing back and adapt word choice with audience in mind (independent use of a thesaurus), ensuring precise word choice. Can edit and improve writing with increasing independence based on generic	Spell most of the Y3/4 common exception words * **Handwriting:** Use legible joined handwriting

Newspaper Recount/Blog (WAC) Non Chronological Report (WAC)	audience and purpose when writing up a science investigation. Character descriptions include some personality traits and setting descriptions capture mood or emotion Imitate and innovate authorial techniques gathered from reading. This may come from their own reading, shared reading in class and language they have been exposed to	support cohesion within and across paragraphs Uses a wide range of single and multi-clause sentences for effect.	Descriptive phrases include precise and careful language choices, including some effective use of poetic devices.		feedback from an adult.	
Year 5 Genres:	**Target 1: Composition: Text Context, audience & purpose**	**Target 2: Composition: Sentence structure**	**Target 3: Composition: Word Vocabulary and grammar**	**Target 4: Composition: Word Punctuation**	**Target 5: Planning and editing**	**Target 6: Transcription: Handwriting & Spelling**
Year 5 Autumn 1 **Narrative:** Character Description **Non Narrative:** Letters **RWAC:** Non Chronological Report (WAC) Diary (WAC)	write effectively for a range of purposes and audiences, engaging the reader by using a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme Shows good awareness of the reader (appropriate level of formality).	Achieve cohesion by effectively using a range of fronted adverbials Ensure the consistent and correct use of tense throughout a piece of writing. Use a range of past tense verb forms including present perfect form as well as simple past tense	Extend range of sentences by using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Use inverted commas and other punctuation to indicate direct speech Use apostrophes to mark plural possession [for example, the girl's name, the girls' names] use commas after fronted adverbials a. Uses full stops, capital letters, exclamation marks and question marks accurately	Proofread for spelling and punctuation errors, independently using the dictionary/word banks using the first 2 or 3 letters of a word	**Spelling:** Spell some Year 5/6 spelling words Spell words with a range of suffixes e.g. ly, tion, ous (See spelling appendix for full list) **Handwriting:** increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Year 5 Autumn 2 **Non Narrative:** Biography **Non Narrative:** Newspaper Recount/blog **Poetry:** Free Verse **RWAC:** Biography (WAC) Explanation (WAC)	Use organisational devices in non-narrative material (headings, subheadings, bullet points) 6c. Uses paragraphs to bring clarity to the text 6a. Structures non-narrative texts according to the context, purpose and audience	Begin to use a wider range of conjunctions to clarify relationship between ideas (e.g because, nevertheless, furthermore, meanwhile, although, while, on the other hand, eventually) b. Uses adverbial phrases in different positions in a sentence Use time subordination to open sentences (e.g When I finish dinner…; After we had cake…)	When appropriate, uses a range of poetic devices for effect and purposeh Use some similes, metaphors and personification to add descriptive detail. (Like a wailing cat, the ambulance screamed down the road.) Use a range of adjectives (e.g determiners – many, each, most) and a range of adverbs (e.g of time, place and mood) across fiction and non-fiction.	Use inverted commas and additional speech punctuation- commas, capital letters, new speaker-new line. Use apostrophes for contraction correctly b. Uses commas to separate clauses, after fronted adverbials and in lists Punctuates bullet points consistently	7e. Makes improvements to a text to ensure that it closely meets the brief/success criteria 7f. Is able to critically evaluate their own and others' written work Editing Practice- Prove me wrong (every 2 weeks) -Editing for meaning 1 -Secretarial editing 1 -Editing as you go 1	**Spelling:** 8a. Spells some of the words from the Year 5/6 word list in their writing 8b. Uses further prefixes and suffixes in their writing 8e. Uses a dictionary efficiently to check meaning and spelling **Handwriting:** 9a. Uses a legible and consistent style of joined handwriting 9b. Writes fluently with increasing speed 9c. Decides whether or not to join specific letters 9d. Is clear on the standard of handwriting that is appropriate for particular tasks
Year 5 Spring 1 **Narrative:** Story that raises issues **Poetry:** Narrative poetry **RWAC:** Biography (WAC) Persuasive brochure (WAC)	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action b. Includes appropriate imaginative detail to engage the reader from the outset	Express time and cause through arrange of vocabulary: conjunctions (when, because, before, after, while, so), adverbs (then, next, soon, therefore), and prepositions (before, after, during, in, because of) Use some relative clauses using who, which, whose and that (The boy, whose name is George, thinks he is very brave.) d. Uses main and subordinate clauses to	When appropriate, uses a range of poetic devices for effect and purpose Use some similes, metaphors and personification to add descriptive detail. (Like a wailing cat, the ambulance screamed down the road.) Use prepositions to add detail (e.g by the side of, beneath, beyond) Increasing range of vocabulary (e.g vicious, exaggerate, mischievous)	e. Uses apostrophes accurately b. Uses commas to separate clauses, after fronted adverbials and in lists c. Uses commas to clarify meaning or avoid ambiguity Use inverted commas and additional speech punctuation- commas, capital letters, new speaker-new line.	a. Plans a clear structure for a narrative, which is evenly paced 7e. Makes improvements to a text to ensure that it closely meets the brief/success criteria 7f. Is able to critically evaluate their own and others' written work Editing Practice- Prove me wrong (every 2 weeks) -Editing for meaning 2 -Secretarial editing 2 -Editing as you go 2	**Spelling:** 8a. Spells some of the words from the Year 5/6 word list in their writing 8b. Uses further prefixes and suffixes in their writing 8c. Can explain the meaning of and apply the different spelling of further homophones and near homophones 8e. Uses a dictionary efficiently to check meaning and spelling 8f. Uses a thesaurus **Handwriting:** 9a. Uses a legible and consistent style of joined handwriting

		give variety to their writing Use a range of adjectives (e.g determiners – many, each, most) and a range of adverbs (e.g of time, place and mood) across fiction and non-fiction.				9b. Writes fluently with increasing speed 9c. Decides whether or not to join specific letters 9d. Is clear on the standard of handwriting that is appropriate for particular tasks
Year 5 Spring 2 **Narrative:** Portal story **Non Narrative:** Explanation (WAC) **RWAC:** Persuasive Letter (WAC) Non-Chronological Report (WAC)	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action g. Develops plot, making simple links between some paragraphs Use organisational devices in non-narrative material (headings, subheadings, bullet points) 6b. Carefully constructs texts with an introduction, relevant points in order and a logical conclusion	Express time and cause through arrange of vocabulary: conjunctions (when, because, before, after, while, so), adverbs (then, next, soon, therefore), and prepositions (before, after, during, in, because of) Use some relative clauses using who, which, whose and that (The boy, whose name is George, thinks he is very brave.) d. Uses main and subordinate clauses to give variety to their writing	Indicate some degrees of possibility using adverbs (e.g perhaps, maybe) or modal verbs (e.g. might, should, would, must) Use prepositions to add detail (e.g by the side of, beneath, beyond) Increasing range of vocabulary (e.g vicious, exaggerate, mischievous) Use a range of adjectives (e.g determiners – many, each, most) and a range of adverbs (e.g of time, place and mood) across fiction and non-fiction.	With support use colons, semi-colons and dashes to mark boundaries between independent clauses Use inverted commas and additional speech punctuation- commas, capital letters, new speaker-new line. Punctuates bullet points consistently	a. Plans a clear structure for a narrative, which is evenly paced 7e. Makes improvements to a text to ensure that it closely meets the brief/success criteria 7f. Is able to critically evaluate their own and others' written work Editing Practice- Prove me wrong (every 2 weeks) -Editing for meaning 3 -Secretarial editing 3 -Editing as you go 3	**Spelling:** 8a. Spells some of the words from the Year 5/6 word list in their writing 8b. Uses further prefixes and suffixes in their writing 8c. Can explain the meaning of and apply the different spelling of further homophones and near homophones 8e. Uses a dictionary efficiently to check meaning and spelling 8f. Uses a thesaurus **Handwriting:** 9a. Uses a legible and consistent style of joined handwriting 9b. Writes fluently with increasing speed 9c. Decides whether or not to join specific letters 9d. Is clear on the standard of handwriting that is appropriate for particular tasks

Year 5 Summer 1 **Narrative:** Dystopian Adventure **Poetry:** Figurative Language **RWAC:** Diary Recount (WAC) Non-Chronological Report (WAC)	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action c. Balances a range of description, dialogue and action to explain a narrative f. Develops characters and settings that create atmosphere	Develop complex sentences using main and subordinate clauses (e.g The lesser known Bristol dragon, recognised by purple spots, is rarely seen.) Consciously uses a variety of sentence lengths and type to add variety and create interest, taking into account the impact on the reader. (e.g. short sentences for pace/tension; multi-clausal sentences (e.g. for description)	When appropriate, uses a range of poetic devices for effect and purpose Use prepositions to add detail (e.g by the side of, beneath, beyond) Increasing range of vocabulary (e.g vicious, exaggerate, mischievous) Use a range of adjectives (e.g determiners – many, each, most) and a range of adverbs (e.g of time, place and mood) across fiction and non-fiction.	g. Uses dashes to indicate parenthesis h. Uses commas to indicate parenthesis Use hyphens to avoid ambiguity Use inverted commas and additional speech punctuation- commas, capital letters, new speaker-new line.	7a. Suggests changes to grammar to enhance the effect of the text on the reader 7b. Edits vocabulary choices to enhance the meaning or impact of the text 7f. Is able to critically evaluate their own and others' written work Editing Practice- Prove me wrong (every 2 weeks) -Editing for impact- Tasks 1,2,3	**Spelling:** 8a. Spells some of the words from the Year 5/6 word list in their writing 8b. Uses further prefixes and suffixes in their writing 8c. Can explain the meaning of and apply the different spelling of further homophones and near homophones 8e. Uses a dictionary efficiently to check meaning and spelling 8f. Uses a thesaurus 8d. Uses morphology and etymology to support with the spelling of words **Handwriting:** 9a. Uses a legible and consistent style of joined handwriting 9b. Writes fluently with increasing speed 9d. Is clear on the standard of handwriting that is appropriate for particular tasks
Year 5 Summer 2 **Non-Narrative:** Diary Recount in role Balanced Argument **RWAC:**	Dialogue and reactions of other characters gives information about a character and their relationship rather than always prose. Cohesion within and across paragraphs effectively guides the reader through the text Use a range of cohesive devices*,	Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision Use a wide range of clause structures, sometimes varying their position within the sentence	Draws upon what they have read in selecting precise language and form to support the effectiveness of their writing; showing an awareness of the audience Maintains viewpoint or voice throughout with effective selection of	Using the full range of punctuation taught from Year 3 to Year 5 correctly and effectively. Use brackets, dashes and commas to indicate parenthesis, commas for clarity and speech punctuation	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Explanation (WAC) Newspaper Recount/Blog (WAC)	including adverbials, within and across sentences and paragraphs distinguish between the language of speech and writing and choose the appropriate register Create atmosphere, and integrating dialogue to convey character and advance the action		vocabulary and punctuation for effect. Summarise longer passages when necessary, using precise vocabulary and with the reader in mind. Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly Use passive and modal verbs mostly appropriately	Make some correct use of semi-colons, colons, dashes and hyphens Maintains viewpoint or voice throughout with effective selection of vocabulary and punctuation for effect.		
Year 6 Genres:	**Target 1: Composition: Text Context, audience & purpose**	**Target 2: Composition: Sentence structure**	**Target 3: Composition: Word Vocabulary and grammar**	**Target 4: Composition: Word Punctuation**	**Target 5: Planning and editing**	**Target 6: Transcription: Handwriting & Spelling**
Year 6 Autumn 1 **(WT KPIs)** **Narrative:** Setting and Character description **Non Narrative:** Newspaper Recount/Blog **RWAC:** Balanced Argument (WAC) Non-Chronological Report (WAC)	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary In narratives, describe settings and characters	Achieve cohesion by effectively using a range of fronted adverbials followed by a comma. (adverbials of time and place linked to newspaper reports) -Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] Use expanded noun phrases to convey complicated information concisely (adjective + adjective + noun) (e.g the boy that jumped over the fence is over there)	b. Selects vocabulary and tone that shows awareness of the reader and reflects the level of formality required	use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas. Direct and indirect/reported speech Include commas after fronted adverbials and subordination for clarity	-Proofread for spelling and punctuation errors, independently using the dictionary/word banks using the first 2 or 3 letters of a word. Editing Practice- Prove me wrong (every 2 weeks) -Editing for meaning 1 -Secretarial editing 1 -Editing as you go	spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list write legibly

Year 6 Autumn 2 **Narrative:** Mystery Story **Non Narrative:** Explanation **RWAC:** Diary Recount (WAC) Letter (WAC)	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Organise paragraphs around a theme/ sections using a range of cohesive devices that link content (later that day, finally, on the other hand or repetition of words or phrases) Use organisational devices in non-narrative material (headings, subheadings, bullet points)	Vary use of long and short sentences- long to add description, short for dramatic effect. Use adverbial phrases to add additional detail (e.g He ate his breakfast early in the morning before the sun came up.) Begin to use a wider range of conjunctions to clarify relationship between ideas (e.g nevertheless, furthermore, meanwhile, although, while, on the other hand, eventually, furthermore)	Use a wide range of adjectives (e.g determiners – many, each, most) and a range of adverbs (e.g of time, place and mood) across fiction and non-fiction. Increasing range of vocabulary (e.g vicious, exaggerate, mischievous) Use similes, metaphors and personification to add descriptive detail. (Like a wailing cat, the ambulance screamed down the road.)	j. Punctuates bullet points consistently f. Uses colons and semi-colons to punctuate a list Use inverted commas and additional speech punctuation- commas, capital letters, new speaker-new line. k. Uses ellipsis to show hesitation and build tension	7b. Ensures consistency in the correct use of tense and verb/subject agreements throughout a piece of writing 7f. Makes improvements to a text to ensure that it closely meets the brief/success criteria Editing Practice- Prove me wrong (every 2 weeks) -Editing for meaning 2 -Secretarial editing 2 -Editing as you go 2	**Spelling:** 8a. Spells some of the words from the Year 5/6 word list in their writing 8b. Uses further prefixes and suffixes in their writing 8c. Can explain the meaning of and apply the different spelling of further homophones and near homophones 8e. Uses a dictionary efficiently to check meaning and spelling 8f. Uses a thesaurus 8d. Uses morphology and etymology to support with the spelling of words **Handwriting:** 9a. Uses a legible and consistent style of joined handwriting 9b. Writes fluently with increasing speed 9d. Is clear on the standard of handwriting that is appropriate for particular tasks
Year 6 Spring 1 **Non Narrative:** Diary Recount **Non Narrative:** Persuasive letter	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and	Developed use of rhetorical questions for persuasion Secure complex sentences using main and subordinate clauses (e.g The lesser known Bristol dragon,	b. Selects vocabulary and tone that shows awareness of the reader and reflects the level of formality required	g. Uses colons and semi-colons to mark boundaries between clauses h. Uses dashes to mark the boundary between clauses	7c. Ensures that the appropriate register has been used for the audience 7g. Is able to critically evaluate the effectiveness of their	**Spelling:** 8a. Spells some of the words from the Year 5/6 word list in their writing 8b. Uses further prefixes and suffixes in their writing 8c. Can explain the meaning of and apply the

RWAC: Persuasive brochure (WAC) Newspaper recount/Blog (WAC)	research where necessary Organise paragraphs around a theme/ sections using a range of cohesive devices that link content (later that day, finally, on the other hand or repetition of words or phrases)	recognised by purple spots, is rarely seen.) Use relative clauses using who, which, whose and that (The boy, whose name is George, thinks he is very brave.)	c. Is able to manipulate grammar and vocabulary to confidently control the level of formality Use modal verbs or adverbs to indicate degrees of possibility Increasing range of vocabulary (e.g vicious, exaggerate, mischievous)	e. Uses brackets, dashes and commas to indicate parenthesis i. Uses hyphens, including to avoid ambiguity	own and others' written work 7a. Suggests changes to grammar, vocabulary and punctuation to enhance the effect of the text on the reader and clarify meaning Editing Practice- Prove me wrong (every 2 weeks) -Editing for meaning 3 -Secretarial editing 3 -Editing as you go 3	different spelling of further homophones and near homophones 8e. Uses a dictionary efficiently to check meaning and spelling 8f. Uses a thesaurus 8d. Uses morphology and etymology to support with the spelling of words **Handwriting:** 9a. Uses a legible and consistent style of joined handwriting 9b. Writes fluently with increasing speed 9d. Is clear on the standard of handwriting that is appropriate for particular tasks
Year 6 Spring 2 **Narrative:** Stories that raise issues **Non Narrative:** Balanced argument **Non Narrative:** Biography	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Organise paragraphs around a theme/ sections using a range of cohesive devices that link content (later that day, finally, on the other hand or repetition of words or phrases Use organisational devices in non-narrative material (headings,	Vary use of long and short sentences- long to add description, short for dramatic effect Developed use of rhetorical questions for persuasion Secure complex sentences using main and subordinate clauses (e.g The lesser known Bristol dragon, recognised by purple spots, is rarely seen.) Use relative clauses using who, which, whose and that (The boy, whose name is	Use modal verbs or adverbs to indicate degrees of possibility Use a wide range of adjectives (e.g determiners – many, each, most) and a range of adverbs (e.g of time, place and mood) across fiction and non-fiction. Increasing range of vocabulary (e.g vicious, exaggerate, mischievous) Use similes, metaphors and personification to add descriptive detail.	g. Uses colons and semi-colons to mark boundaries between clauses h. Uses dashes to mark the boundary between clauses e. Uses brackets, dashes and commas to indicate parenthesis i. Uses hyphens, including to avoid ambiguity	7c. Ensures that the appropriate register has been used for the audience 7g. Is able to critically evaluate the effectiveness of their own and others' written work 7a. Suggests changes to grammar, vocabulary and punctuation to enhance the effect of the text on the reader and clarify meaning Editing Practice- Prove me wrong (every 2 weeks)	**Spelling:** 8a. Spells some of the words from the Year 5/6 word list in their writing 8b. Uses further prefixes and suffixes in their writing 8c. Can explain the meaning of and apply the different spelling of further homophones and near homophones 8e. Uses a dictionary efficiently to check meaning and spelling 8f. Uses a thesaurus 8d. Uses morphology and etymology to support with the spelling of words

	subheadings, bullet points)	George, thinks he is very brave.)	(Like a wailing cat, the ambulance screamed down the road.)		-Editing for impact- Tasks 1,2,3	**Handwriting:** 9a. Uses a legible and consistent style of joined handwriting 9b. Writes fluently with increasing speed 9d. Is clear on the standard of handwriting that is appropriate for particular tasks
Year 6 Summer 1 **Narrative:** Suspense stories **Non Narrative:** Persuasive letters (WAC) **RWAC:** Explanation (WAC) Non-Chronological Report	write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Vary use of long and short sentences- long to add description, short for dramatic effect Developed use of rhetorical questions for persuasion Secure complex sentences using main and subordinate clauses (e.g The lesser known Bristol dragon, recognised by purple spots, is rarely seen.) Use relative clauses using who, which, whose and that (The boy, whose name is George, thinks he is very brave.)	exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this distinguish between the language of speech and writing and choose the appropriate register Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long co-ordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar. Use similes, metaphors and personification to add descriptive detail. (Like a wailing cat, the	use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. k. Uses ellipsis to show hesitation and build tension	7c. Ensures that the appropriate register has been used for the audience 7g. Is able to critically evaluate the effectiveness of their own and others' written work 7a. Suggests changes to grammar, vocabulary and punctuation to enhance the effect of the text on the reader and clarify meaning	**Spelling:** 8a. Spells some of the words from the Year 5/6 word list in their writing 8b. Uses further prefixes and suffixes in their writing 8c. Can explain the meaning of and apply the different spelling of further homophones and near homophones 8e. Uses a dictionary efficiently to check meaning and spelling 8f. Uses a thesaurus 8d. Uses morphology and etymology to support with the spelling of words **Handwriting:** 9a. Uses a legible and consistent style of joined handwriting 9b. Writes fluently with increasing speed 9d. Is clear on the standard of handwriting that is

			ambulance screamed down the road.)			appropriate for particular tasks
Year 6 Summer 2 **Non Narrative:** Diary Recount **Narrative:** Play scripts **Poetry:** Figurative language/Free Verse	write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)	Vary use of long and short sentences- long to add description, short for dramatic effect Secure complex sentences using main and subordinate clauses (e.g The lesser known Bristol dragon, recognised by purple spots, is rarely seen.) Use relative clauses using who, which, whose and that (The boy, whose name is George, thinks he is very brave.)	exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this distinguish between the language of speech and writing and choose the appropriate register Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long co-ordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar. Use similes, metaphors and personification to add descriptive detail. (Like a wailing cat, the ambulance screamed down the road.)	use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. k. Uses ellipsis to show hesitation and build tension	7c. Ensures that the appropriate register has been used for the audience 7g. Is able to critically evaluate the effectiveness of their own and others' written work 7a. Suggests changes to grammar, vocabulary and punctuation to enhance the effect of the text on the reader and clarify meaning	**Spelling:** 8a. Spells some of the words from the Year 5/6 word list in their writing 8b. Uses further prefixes and suffixes in their writing 8c. Can explain the meaning of and apply the different spelling of further homophones and near homophones 8e. Uses a dictionary efficiently to check meaning and spelling 8f. Uses a thesaurus 8d. Uses morphology and etymology to support with the spelling of words **Handwriting:** 9a. Uses a legible and consistent style of joined handwriting 9b. Writes fluently with increasing speed 9d. Is clear on the standard of handwriting that is appropriate for particular tasks