



Mickleton Primary School

Writing

Intent and Implementation

Progression of Knowledge and Skills for Writing

Curriculum Intent Statement

Writing has an important place in education and in society. At Mickleton Primary School, we believe that writing is an essential skill and the ability to write with confidence and accuracy is a tool which will support a child throughout life.

Our intent in teaching writing is to help each pupil achieve their potential and to provide them with the necessary understanding, skills, concepts and confidence to be able to write and understand writing confidently. It is our aim that our children understand the social functions of writing in order to use a wide range of genres of writing appropriately by considering its purpose and matching it to its audience.

Children learn transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) through a wide range of activities, including stories, pictures, outdoor activities, practical activities, games, songs and imaginative play. It is important that every child is able to access the curriculum and that they recognise their own success. To do this, teachers ensure that work is appropriately differentiated so that it supports every child in their learning journey.

Our curriculum intent includes planned opportunities to:

- Build an English curriculum that develops learning and results in the acquisition of knowledge and skills so that all children know more, remember more and understand more.
- Provide opportunities across all curricular areas for the development of writing skills to help all pupils know more, remember more and understand more.
- Ensure that children will enjoy writing across a range of genres.
- Allow children of all abilities to be able to succeed in all English lessons because work will be appropriately challenged.
- Build upon vocabulary that the children will use within their writing.
- Provide children with a good knowledge of how to adapt their writing based on the context and audience.
- Allow children to effectively apply spelling rules and patterns they have been taught.
- Ensure parents and carers will have a good understanding of how they can support spelling, punctuation, grammar and composition at home and contribute regularly to homework.
- Promote confidence, enthusiasm and resilience.

Writing Curriculum Implementation

Classroom Organisation

Writing is taught as whole class lessons so that children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, all children will explore writing that is appropriately challenged to their ability. For some, this may be through the use of greater scaffolding and access to additional support materials such as word mats, word banks or a greater level of modelling, sometimes through a small group focus either within or just outside of the classroom. Children are also given the opportunity to extend their writing in a variety of ways, including through the use of cross-curricular texts and through the use of higher vocabulary and grammar features.

Grammar and Vocabulary

All children are taught grammar lessons as part of their writing coverage. Vocabulary forms a vital part of developing children's writing and reading ability. Children are praised for developing their vocabulary and adults support this through their teaching alongside age appropriate 'WOW Word' coverage and word banks within lessons.

Handwriting

We teach letter formation in Reception and Year 1 through Read Write Inc and introduce cursive handwriting from the end of Year 2. Handwriting is taught in our spelling lessons and applied throughout all other curriculum subjects. We use Letterjoin to support the teaching of handwriting.

Phonics/Spellings

Phonics is taught to all children in daily sessions that are tailored to each child's ability starting in Reception and continuing throughout Year 1 and Year 2. We follow Ruth Miskin's 'Read Write Inc.' scheme of phonics. Children are taught in ability groups to enable focused development of their phonics knowledge and application. Fresh start interventions take place in Years 3-6.

In KS2, we follow the Read Write Inc. Spelling programme in conjunction with Spelling Shed to support teaching. Parents have access to Spelling Frame in order to support their child with learning; this learning takes place through the playing of a range of fun games and the children can earn 'spelling points' by engaging in this activity.

English Lesson Sequence

Writing is planned for following the EYFS Framework and the National Curriculum through the use of Read Write Inc (reception) and Clever Writers objectives for Years 1-6.

Years 1 - 6 follow the Clever Writer half termly planning formats are used to ensure that all skills are covered throughout the academic year and are highlighted off when used. Most writing genres follow a text, video, story or theme to allow children to develop a deeper understanding of specific genres or themes. Opportunities for children to apply their writing are planned and linked to the wider curriculum when doing this. All children write daily within specific English lessons and write an extended piece of writing within another subject once a week. Each year group follows a skills progression format for each genre; this can be found below. Most genres will take between one to three weeks to complete (year group dependent) and the outcome of each unit will be assessed through the use of a Big Write, an independent piece of writing carried out fortnightly.

A WAGOLL - What A Good One Looks Like - is created based on the stimulus text and supports pupils to identify and mimic the identified features in their own writing. This is done with both fiction and non-fiction units.



Planning

- Long term planning: National Curriculum objectives for Key Stage 1 and 2. EYFS Framework for EYFS.
- Medium Term: Overview showing which objectives are covered throughout the half term
- Short Term: Weekly writing planning, showing main session objectives and progression in learning throughout the week.

Assessment

At Mickleton, we recognise that Assessment for Learning lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective AfL depends on using the information gained.

Assessment procedures within our school:

- Assess children against the National Curriculum objectives for their year group. Teachers use Insight monitoring system (for end of term data). Children are assessed in all writing areas and are given an overall writing judgement. The judgements are: working below the year group, working towards, expected and greater depth.
- Half termly 'Wicked Writers' assessment (separate book). Assessment sheets in the back of the books.

- "Impact Marking" throughout the lesson, ensuring immediate feedback is provided for the children.
- Written feedback in books after each English lesson, including a target that the children respond to.
- Weekly spelling tests in Years 1-6
- Weekly Big Writes in Years R-6
- SAT's at the end of Year 2.
- Parent's evening discussions and end of year reports.
- Phonics assessments following Phonics Tracker and Read Write Inc tracking.

Moderation

- In school moderation during whole staff meetings, training days and Key Stage meetings.
- Cluster school moderations for each year in KS1 and KS2 throughout the year, identifying an agreed judgement and next steps for learning.
- Early Years moderation with the cluster group.

Resources

Children have access to a range of resources to support them within writing such as word mats, key spelling lists, learning walls and flash cards. There are also a wide range of fiction and non-fiction texts within each classroom and school library which support the teaching and implementation of different writing genres. Websites, such as Purple Mash, Read Write Inc, Spelling Shed and the Literacy Shed are also valuable resources in writing teaching.

The teaching of writing is also enriched through:

- Topic and cross-curricular lessons.
- Whole school creative writing days.
- G&T cluster writing events.
- Forest School
- School trips
- Computing sites and apps.
- Family learning sessions and family workshops.

Monitoring

The Writing Lead monitors along with Senior Leaders. This includes observations of lessons, discussions with children and analysing assessments. The Writing Lead is responsible for writing, updating and evaluating the Writing Action plan. Each term assessment data is analysed against target data and priorities set for all classes.

Greater Depth

What is Mastery?

A child's ability to skilfully **apply** their learning in more in-depth ways is called **Mastery**. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task.

What is Mastery in Writing?

Mastery in writing means spending greater time going into depth within a genre or concept as opposed to racing through the things that all children should know. At Mickleton school, it is our duty to ensure that children have an absolutely solid, concrete understanding of subject knowledge and skills as well as being emotionally resilient for secondary school.

Mastery in writing means we take learning at a steadier and deeper pace, ensuring that no child is left behind, as well as providing deeper and richer experiences for children who are above the national expectation for their age.

We focus on all children achieving what is expected of their age group and not going beyond this. At our school no child will be taught content from the year group above them, they will spend time becoming true masters of content, applying and being creative with new knowledge and skills in multiple ways. Children will apply their writing knowledge within all subjects across the curriculum.

How would a child's Mastery of Writing present itself?

A child of Mastery in Writing will:

Have a writing mindset

A love for writing and an appreciation of its educational, cultural and entertainment values.

Be knowledgeable

Well organised and structured writing which includes a variety of sentence structures.

Communicate

A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description

Be creative

A vivid imagination which makes readers engage with and enjoy their writing.

Be skillful

Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and is neat.

Be curious and connect ideas

The ability to write fluently and with an interesting detail on a number of topics throughout the curriculum, within a range of subjects.

Examples of how we ensure Cultural Capital in writing

- Theme days to explore concepts more widely and develop writing for different purposes and subjects.
- Cross-curricular learning
- Use of the outdoor learning environment
- Opportunities to ask questions and research and explore answers
- Grammar and punctuation is taught weekly to allow children chance to apply learning
- Become naturally curious about the world around them
- Promote enjoyment and enthusiasm for learning about the world around them from an early age
- Learn and use more technical vocabulary as this is explicitly taught.
- Using a wide range of reading books in our writing from a range of cultures.
- Develop excitement and interest during Theme Days and Cross curricular lessons

The aim of writing teaching is to

- Give children the knowledge they need to be able to write for purpose.
- Inspire curiosity and fascination about different authors, writing styles and techniques which will remain with children for the rest of their lives.
- Deepen understanding of the English written language.
- Become competent writers.
- Write for different purposes.
- Be exposed to a variety of different texts and prints.
- Take part in Gifted and Talented writing interventions.
- Write and/or read a children's newspaper written by the children.
- Take part in outdoor learning activities linked to writing.

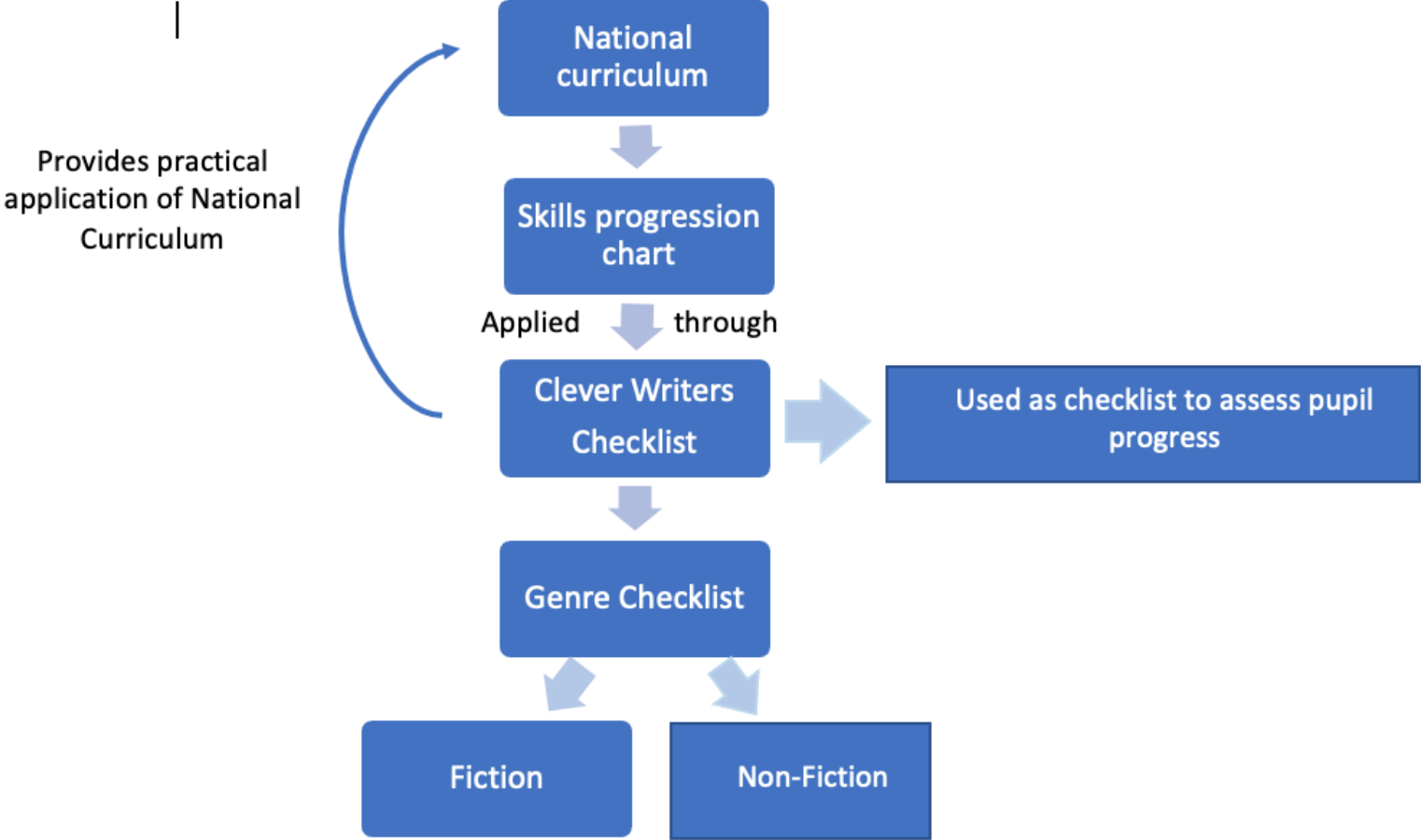
- Be curious learners by asking questions and improving their writing.
- Have cross-curricular writing links.
- Develop and enrich vocabulary embedded into lessons and through the use of stand-alone lessons.
- Take part in a whole school creative writing day.
- Link with World Book Day to discuss authors and discuss dreams and ambitions to be authors.
- Use of resources to provide 'hands on' learning such as books and dictionaries.

Some examples of how Writing skills are relevant for future jobs:

Please use this list to suggest to children how these skills can be used. Suggest that this format is used to display with the learning objective:

- Advertising
- Administrator
- Creative director
- Digital copywriter
- Editorial assistant
- Magazine journalist
- Newspaper journalist
- Proof reader
- Editor
- Talent agent

Writing Progression at Mickleton



Writing Skills progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT) Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT) Spell some taught common exception/ high frequency and familiar words. (LIT)	• words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound	• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and	• spell further homophones • spell words that are often misspelt (Appendix 1)	• spell further homophones • spell words that are often misspelt (Appendix 1)	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1

			near-homophones				
Other word building spelling		• using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un- • using -ing, -ed, -er and -est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1	• learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • apply spelling rules and guidelines from Appendix 1	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary	• use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	• use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription		• write from memory simple sentences dictated by the teacher that include words	• write from memory simple sentences dictated by the teacher that include words	• write from memory simple sentences, dictated by the teacher, that include words and	• write from memory simple sentences, dictated by the teacher, that include words and		

		using the GPCs and common exception words taught so far.	using the GPCs, common exception words and punctuation taught so far.	punctuation taught so far.	punctuation taught so far.		
Handwriting	Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD) Develop the foundations of a handwriting style which is fast, accurate and efficient (PD) Form lower-case and capital letters correctly. (LIT) Know how to write the taught letters (LIT)	• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practise these	• form lower-case letters of the correct size relative to one another • 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 • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing	• 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 • increase the legibility, consistency and quality of their 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 • increase the legibility, consistency and quality of their handwriting	• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task	• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task

			between words that reflects the size of the letters.				
Contexts for Writing	Child initiated writing (in role, and for purpose) write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes		• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) Talk about and respond to stories	• saying out loud what they are going to write about • composing a sentence orally before writing it	• planning or saying out loud what they are going to write about	• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively	• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively	• noting and developing initial ideas, drawing on reading and research where necessary	• noting and developing initial ideas, drawing on reading and research where necessary

	(rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)			building a varied and rich vocabulary and an increasing range of sentence structures	building a varied and rich vocabulary and an increasing range of sentence structures		
Drafting Writing	To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	• sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense	• writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings)	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the

						and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader	action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader
Editing Writing	To check written work by reading and make changes where necessary. (LIT)	• re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils	• evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling,	• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and	• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and	• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when	• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when

			grammar and punctuation	punctuation errors	punctuation errors	using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors	using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
Performing Writing	Think of, say and write a simple sentence, sometimes using a capital letter and full stop.	• read their writing aloud clearly enough to be heard by their peers and the teacher.	• read aloud what they have written with appropriate intonation to make the meaning clear	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L) Talk about elements of a topic using newly	• leaving spaces between words • joining words and joining clauses using "and"	• expanded noun phrases to describe and specify	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility

	introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses.			or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place)	or pronouns appropriately for clarity and cohesion and to avoid repetition		
Grammar (edited to reflect content in Appendix 2)"	To make writing exciting using wow words (adjectives). (LIT) To begin to know sentences can be extended using a joining word (conjunction) (LIT)	• regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives	• sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English	• using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble)	• using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion	• using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms

		• separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I')	• suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession				• further cohesive devices such as grammatical connections and adverbials • use of ellipsis
Punctuation(edited to reflect content in Appendix x 2)"	Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	• using and punctuating direct speech (i.e. Inverted commas)	• using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas)	• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	• using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list - punctuating bullet points consistently
Grammatical terminology	letter capital letter word sentence full stop	letter, capital letter, word, singular, plural , sentence punctuation, full	noun, noun phrase, statement, question, exclamation,	adverb, preposition conjunction, word family, prefix, clause,	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash,	subject, object, active, passive, synonym, antonym, ellipsis, hyphen,

		stop, question mark, exclamation mark	command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma	subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')		cohesion, ambiguity	colon, semi-colon, bullet points
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Material highlighted in grey comes from the Appendix 2 document: Vocabulary, grammar and punctuation

Clever Writer Checklist

Early Years

I am a Clever Writer because I can:

- I can hold my pencil correctly and use it to mark make/write
- I can form lower case letters
- I can use my phonic sounds in my writing
- I can spell some tricky words
- I can use finger spaces and a full stop at the end of my sentence
- I can form upper case letters and use them at the start of a sentence.
- I can read my work to the teacher

Year 1

I am a Clever Writer because I can:

- Say my sentences.
- Form lower case letters on the line.
- Use finger spaces.
- Use tall letter and short letters.
- Use a capital letter for my names, names of places, days of the week and I
- Full stop at the end of sentences.
- Use time words at the start of sentences (First, Next, Then, Finally)
- Use openers (the, he, she, it, they).
- Use conjunction (and) to join sentences
- Use of a question mark ? (sentences starts with a who, what, where, when, why).
- Use of exclamation mark ! for an exciting sentence.
- Adding adjectives to sentences.
- Use suffixes 's and es'
- Prefix -un to adjectives
- Use suffixes 'ing, ed, er, est'
- To understand the concept of past and present tense.
- I know that a sentence has a capital letter, full stop, finger spaces and makes sense.

Year 2

I am a Clever Writer because I can:

- Use time words (First, Next, Then, After that, Soon, Later, A few minutes later, At last, Finally)
- Use openers (the, he, she, it, they, Everyone, Sometimes, Often, Usually)
- Use an ! to write an exciting sentence.
- Use a ? to ask a questions (Who What Where When and Why)
- Use expanded noun phrases to describe and specify (the blue butterfly)
- Use commas in a list
- I can join my writing
- Understand and use a exclamation sentence
- Understand and use a command sentences (Put, Cut, Mix, Place)
- Understand and use a statement sentence
- Use conjunctions (because, when, if, but, that, or)
- Use homophones
- Use suffixes: 'ly, ness, ful and ment'
- Use the past and present tense
- Use an apostrophe to show singular possession
- Use an apostrophe to show contracted forms
- Use inverted commas to show when someone starts and stops speaking.
- I know that a sentence has a capital letter, full stops, finger spaces and make sense
- Using a purple pen to proofread my work and to check for errors in spelling, grammar and punctuation

Year 3

I am a Clever Writer because I can:

- Use tense accurately most of the time
- Use verb tenses correctly most of the time e.g. was/were e.g. is/are
- Use compound sentences by including conjunctions in the middle of a sentence e.g. or, and, but, so, yet...
- Use a comma before the included conjunction in the middle of a sentence
- Use inverted commas to show where speech begins and ends
- Use a colon before a list
- Begin to build cohesion by choosing the right nouns and pronouns to avoid repeating myself
- Use prepositions as openers
- Use adverbs as openers in both fiction and non-fiction e.g. Carefully, slowly, amazingly, interestingly...
- Organise similar ideas into paragraphs
- Understand what a noun, adjective, verb and adverb means.
- Begin to extend sentences to add more detail by using a variety of subordinating conjunctions e.g. when, if, because, before, soon, after...
- Use inverted commas to show speech.
- Use the rules of speech punctuation correctly
- Begin to use fronted adverbials as sentences openers followed by a comma e.g. how, when, where something happens
- Use more exciting adjectives and expanded noun phrases to help the reader clearly see what I am describing
- Use similes to add description to my writing
- Use powerful verbs to make my writing more interesting e.g. stare, tremble, slither, crawl...
- Use adverbs to show how an action was performed e.g. angrily, unhappily...
- Use an ellipsis to build suspense
- Use short sentences to make key points
- Using a and an correctly
- Use purple pen to correct my spelling and punctuation errors
- Begin to use metaphors to add description to my writing
- Use purple pen to up level my word choices
- Accurately place the possessive apostrophe in words with regular plurals
- Accurately place the possessive apostrophe in words with irregular plurals

Year 4

I am a Clever Writer because I can:

- Choose the most appropriate nouns and pronouns
- Use expanded noun phrases with modifiers
- Use adverbials and fronted adverbials
- Use a comma after a fronted adverbial
- Use more interesting similes to describe things in my writing
- Use more interesting metaphors to describe things in my writing
- Begin to use personification to describe things in my writing
- Use purple pen to correct spelling and punctuation after proof reading my writing
- Begin to use the present perfect tense
- Begin to use ed and ing words as sentence openers
- Use a simile as a sentence opener
- Use standard English forms
- Use determiners accurately
- Use possessive pronouns
- Consistently place the possessive apostrophe in words with regular plurals accurately e.g. girls', boys'
- Consistently place the possessive apostrophe in words with irregular plurals accurately e.g. children's'
- Use a variety of propositional phrases
- Mostly use the correct tense
- Use and apply complex sentences using a variety of subordinating conjunctions e.g. if, when, because, although...
- Use commas to separate clauses
- Proof read my own and others' work and suggest how it can be improved
- Include direct speech in my stories, but change where the reporting clause is in the sentence
- Mark the reporting clause (who said it) with a comma when it's not at the end of the sentence
- Punctuate speech consistently and accurately
- Begin to use 3 part speech - what they said, how said it, and what they did as they said it.
- Begin to use 'show, don't tell' in my sentences to build up suspense in a story
- Use short sentences to move events on quickly in a story
- Use conjunctions, adverbs and prepositions e.g. consequently, obviously, however, previously, therefore...
- Begin a sentence with a simile
- Independently structure paragraphs around an idea
- Choose appropriate structures for different genres e.g. subheadings, letter headings...
- Begin to use linking sentences to develop cohesion between paragraphs

Year 5

I am a Clever Writer because I can:

- Use Expanded Noun phrases with a modifier.
 - Use a colon to introduce a list within a sentence
 - Use a colon to introduce a list, with bullet points
 - Begin to punctuate bullet points consistently in NF
 - Understand and identify the main clause & subordinate clause
 - Include complex sentences, which start with a subordinating conjunction followed by a comma
 - Begin to use an embedded clause marked with commas
 - Begin to build cohesion within a paragraph by using a variety of openers (adverbials, verbs, similes, adjectives) and conjunctions
 - Use speech to show what type a person is in a story
 - Confidently use the correct tense throughout a piece of writing (even if it means a change of tense)
 - Use modal verbs and adverbs to show the possibility of something happening
 - Confidently choose appropriate vocabulary for accurate description
 - Use rich description for interest, (metaphors, personification, onomatopoeia)
 - Confidently use an embedded relative clause, marked with commas for parenthesis
 - Confidently punctuate bullet points consistently
 - Use 3-part speech (what they said, how they said it, and what they did as they were saying it) to move action on, and show personality
 - Use show don't tell to build suspense and convey a character's emotions
 - Use short sentences to build suspense
 - Use a variety of conjunctions to include a variety of sentence types and lengths
 - Use a rhetorical question to make the reader think
 - Use a variety of structures to help guide the reader (headings, subheadings, bullet points, underlining and capitalisation)
 - Confidently use a variety of tools to build cohesion within and across paragraphs (adverbials, conjunctions, pronouns, openers, referring back)
 - Use purple pen to improve vocabulary to clarify meaning
 - Use the perfect form of verbs
 - Use commas to avoid ambiguity
 - Use brackets, dashes and commas to add parenthesis
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Year 6

I am improving my writing by:

- Use of passive voice
- Adverbials - ~~eg.~~ On the other hand, In contrast
- Range of verb tenses
- Adverbs for time, place
- Relative clauses with relative pronouns
- Expanded noun phrases
- Metaphors, personification and onomatopoeia
- Using three part speech - what they said, how they said it and what they did as they were saying it
- Using 'show don't tell' to build suspense and convey a character's emotions
- Rhetorical questions
- Use different punctuation - colon, semi colon, dash, hyphen, bullet points
- Commas with relative clauses

Writing Expectations and Progression - Success Criteria for Writing NON-FICTION and FICTION (Example below)

Explanations			
Explanations explain a process or how something works. It answers a 'how' or 'why' question.			
	Structure and Language	I am a Clever Writer because I use:	Openers
EYs	N/A		
Year 1	Title Labelling Subheadings Appropriate order Technical language use a question title write an introduction use facts to explain how something works or why something happens put information into ordered section. include a picture to explain something.	Capital letters at the start of a sentence, names, days of the week, <u>places</u> and the pronoun I. Full stop at the end of my sentence. And to join my sentences. Adjectives to describe. A question mark at the end of my sentence.	<u>Openers</u> <i>The</i> <i>It</i> <u>Time adverbials</u> <i>First</i> <i>Next</i> <i>Then</i> <i>After that</i> <i>Finally</i>
Year 2	Question in the introduction Topic related vocab. Conclusion write an introduction use facts to explain how something works or why something happens Use headings and sub-headings put information into ordered section. include a picture to explain something.	An exclamation mark at the end of an exciting sentence. Conjunctions and, but, because, and, that, when, if. Commas in a list. An apostrophe for contraction and possession.	<u>Openers</u> <u>Time Adverbials</u> <i>Soon,</i> <i>Later</i> <u>Adverbs</u> <i>Slowly</i> <i>Gradually</i> <i>Amazingly</i> <u>Subordinating Conjunctions</u> <i>When</i> <i>If</i>
Year 3	Teaching research skills Teaching Note taking Sharing various methods that can be used when making notes (spider diagram, flow charts etc) use a question title write an introduction that includes a question. use facts to explain how something works or why something happens? put the stages of the process in chronological order. Use paragraphs to organise my writing.	Adverbs (as openers) to show how the action was performed. Choosing the right noun and pronoun to avoid repetition. Subordinating conjunctions (before, soon, after, during, while). Co-ordinating conjunctions nor, yet, so A comma before the co-ordinating conjunctions but, so and or. More exciting adjectives and ENPs. Powerful verbs. Beginning to use fronted adverbials as sentence openers followed by a comma (How, when and Where) A simile	<u>Time Adverbials</u> <i>Often</i> <i>Immediately,</i> <i>Once,</i> <i>Now</i> <i>Later that day</i> <u>Adv Adverbs</u> <i>Interestingly,</i> <i>Surprisingly,</i> <i>Usually</i> <u>Subordinating Conjunctions</u>

	Use headings and sub-headings Technical language. include diagrams or illustrations with captions. Short sentences to make key points.		Before After As
Year 4	Not taught in English but used as a writing genre in Geography, History, Science lessons. use a question title write an introduction that includes a question. use facts to explain how something works or why something happens? put the stages of the process in chronological order. Use paragraphs to organise my writing. Use headings and sub-headings Technical language. include diagrams or illustrations with captions.	ENP with modifiers (which, that and who) Adverbials and fronted adverbials. Use a comma after a fronted adverbial. Prepositional phrases. Subordinating conjunctions (since, as, although, until). A simile as a sentence opener.	<u>Fronted Adverbials</u> <u>When (Time)</u> <i>Initially,</i> <i>Meanwhile,</i> <i>Over time,</i> <i>Seconds later,</i> <i>Moments later</i> <i>Within a few minutes / hours,</i> <u>When (Frequency)</u> <i>Daily, Rarely,</i> <i>Sometimes,</i> <i>Occasionally,</i> <u>Cause and effect conjunctions</u> <i>Consequently,</i> <i>As a result of</i> <u>Subordinating conjunctions</u> <i>During, Since</i>
Year 5	Not taught in English but used as a writing genre in Geography, History, Science lessons. Ask a question as a title Introduction Detailed information about the topic Casual conjunctions and adverbials Time conjunctions and adverbials to show order of events. Technical language Diagrams and illustrations with captions. Organisational and presentational devices to structure the text. A summary to end	A colon to introduce a list marked with bullet points. Subordinating conjunctions (despite, Even though) A comma to mark a subordinating clause. Embedded relative clauses marked with a comma. A variety of openers (adverbials, verbs, similes, adjectives and conjunctions). Use modal verbs and adverbs to show the possibility of something happening (surely, perhaps, might) The most appropriate vocabulary to enhance meaning. Use a rhetorical question to make the reader think. A variety of sentence structures (headings, subheadings, bullet points, underlining, capitalisation). A variety of tools to build cohesion within and across paragraphs (adverbs, adverbials,	<u>Fronted Adverbials</u> <u>When (Time)</u> <i>Wider range</i> <u>(How) Manner</u> <i>Automatically,</i> <i>Systematically,</i> <i>Naturally,</i> <i>Similarly,</i> <i>Consciously,</i> <i>Unconsciously,</i> <i>Impulsively,</i> <u>Subordinating conjunctions</u> <i>Whenever</i> <i>Although</i> <i>Despite</i> <i>Even though</i> <i>Unless</i> <i>While</i>

Fiction - Progression in poetry

	Features	I am a Clever Writer
EYs	Oral work – recognizing rhyme (rhyming activities) write pairs of rhyming words.	I can hold my pencil correctly and use it to mark make/write I can form lower case letters I can use my phonic sounds in my writing I can spell some tricky words I can use finger spaces and a full stop at the end of my sentence I can form upper case letters and use them at the start of a sentence. I can read my work to the teacher.
Year 1	Acrostic poem using adjectives. Riddle What am I Present tense First person New line for each new clue Adjectives. I have, I am	Say my sentence before I write it. Form lower case letters on the line. Use tall letter and short letters. Use a capital letter for my names, names of places, days of the week and I Use conjunction (and) to join sentences Use of exclamation <u>mark!</u> for an exciting sentence. Adding adjectives to sentences.
Year 2	<u>Riddle</u> What am I? Openers (I am, I'm, Often, Sometimes, Usually, You, When, If) New clue, new line. Present tense. , but Conjunctions – <u>and</u> , that, When, If, or, because Tease the reader. Commas in a list Adjectives <u>Kenning</u> I can describe what a person, idea or object is or does. Each line is a simple phrase of <u>either a</u> noun + noun (try adding -er to the second noun <u>eg</u> , Cheese – eater) I won't say what I am describing – the reader needs to guess. I use language in the poem to work out the theme. I understand that kennings are understood best when they are read aloud.	Commas Adjectives Conjunctions (When, If, but, <u>because</u> , that, or, and) Possessive apostrophe Apostrophe for contraction ? <u>and!</u>
Year 3	<u>Kenning</u> I can describe what a person, idea or object is or does. Each line is a simple phrase of <u>either a</u> noun + noun (try adding -er to the second noun <u>eg</u> , Cheese – eater)	ENP with modifiers. Using more interesting similes and metaphors to describe things in my writing. Beginning to use personification to describe things in my writing.

	or a noun + verb - if creating a noun + verb, my verb may end in -ing <u>eg</u> , Milkshake – drinking. I won't say what I am describing – the reader needs to guess. I use language in the poem to work out the theme. I understand that kennings are understood best when they are read aloud. <u>Acrostic</u> – simple phrase Correct layout	
Year 4	<u>Acrostic poem</u> – the word is in the middle of the word.	Use commas after fronted adverbials. ENP with modifiers. Subordinating conjunctions (if, when, because, although') using a comma after a subordinating clause. Using commas to separate clauses Using more interesting similes and metaphors to describe things in my writing. Beginning to use personification to describe things in my writing.
Year 5	<u>Free verse</u> Metaphors, smiles, personification Appropriate language to the topic. <u>Haiku</u> – Language poetry. Will only consist of 3 lines. I can count the syllables in each line to check the pattern matches <u>iteb</u> format 5,7,5 I understand that Haiku poems are often about nature or the seasons and how we feel about them. Haiku is traditional poetry in Japan.	Ambitious adjectives. Figurative language (personification, similes, metaphors) onomatopoeia Selecting vocabulary – ambitious adjectives.
Year 6	<u>Free verse</u> Metaphors, smiles, personification Appropriate language to the topic. Figurative language <u>Haiku</u> – Language poetry. Will only consist of 3 lines. I can count the syllables in each line to check the pattern matches the format 5,7,5 I understand that Haiku poems are often about nature or the seasons and how we feel about them. Haiku is traditional poetry in Japan.	Appropriate choice of vocabulary. Figurative language (metaphor, personification, onomatopoeia, <u>alliteration</u> and idiom) being used for <u>humour</u> and effect. Precise vocabulary is chosen to enhance meaning: verbs not only advance the action but also have descriptive force.

Genres Coverage:**Fiction**

	Story	Poetry	Informal letters	Formal letters	Diary	Character description
EYFS	Retell	Oral work – recognizing rhyme	Yes			Wanted poster
Year 1	Retell Alternative ending	Acrostic poem using adjectives. Riddle	Yes			Yes
Year 2	Retell Own story	Riddle Kenning	Yes	Yes	Yes	Yes
Year 3	Own story	Acrostic Kenning	Yes	Yes	Yes	Yes
Year 4	Own story	Acrostic	Yes	Yes	Yes	As part of a story
Year 5	Own story	Free verse Haiku	Yes	Yes	Yes	As part of a story
Year 6	Own story	Free verse Haiku	Yes	Yes	Yes	As part of a story

Non Fiction

	Recount	Instructions	Persuasive writing	Non-chronological report	Explanation	A News report
EYFS	Yes	Yes		Yes	Yes	
Year 1	Yes	Yes		Yes	Yes	
Year 2	Yes	Yes		Yes	Yes	
Year 3	Yes	Yes		Yes	Yes	
Year 4	Yes	Yes	Yes	Yes	Not taught in English but used as a writing genre in Geography, History, Science lessons.	Yes
Year 5		Yes	Yes	Yes		Yes
Year 6		Not taught in English May be used as a writing genre in Geography, History, Science lessons.	Yes	Yes		Yes

Vocabulary Progression

Developing Vocabulary at Year 1: Children should recognise that words can be grouped into categories based on content e.g. nouns and verbs relating to a topic (such as transport). They should be taught to use words more specifically to make their meaning clear.	Developing Vocabulary at Year 2: In addition to the Year 1 aims, children should use a range of imaginative and descriptive words in their writing. Teaching should help them to explore words for meaning and they should have experience of being able to work out what a new word means in the context of what they are reading or writing.
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Year 1 Ensure children can meet the following objectives:		Year 2 In addition to Year 1 outcomes, ensure children can meet the following objectives:	
Outcome	Teachers notes and examples:	Outcome	Teachers notes and examples:
Orally rehearse and remember a sentence .	A sentence is a subject and a verb at its simplest level.	Write a range of simple sentences.	Simple The boy cried.
Words in sentences have suitable spaces between them.		Improve a noun phrase by adding more or one adjective	First ensure that children understand that a noun is a naming word. The terrified three year old boy...
Recognise when a sentences makes sense and re-read to check this in their work.		Write a range of compound sentences using coordination: and, but, or, so and yet.	This is a compound sentence: It was raining but we were indoors (two main clauses coordinated with the word but).

Year 1 Ensure children can meet the following objectives:		Year 2 In addition to Year 1 outcomes, ensure children can meet the following objectives:	
Demarcate each sentence with a capital letter and full stop.	Understand that these are a form of punctuation (see below also)	Write a range of sentences using subordination: because, when, if and then.	Note: This is a complex sentence where children are using two clauses (a main clause and a subordinate clause). I love the rain because I can wear my wellington boots. (I love the rain = main clause; because I can wear my wellington boots = subordinate clause).
Begin to experiment with question mark and exclamation mark.	This can be recognised during GR sessions.	Use exclamation marks and question marks accurately, in particular, the teaching of an exclamation sentence.	Teach: A statement uses a full stop. It is raining. A question sentences uses a question mark. Where are you going? An exclamation sentence starts with How or What and ends with an exclamation mark. What lovely eyes you have! How brightly the stars were shining!

Year 1 Ensure children can meet the following objectives:		Year 2 In addition to Year 1 outcomes, ensure children can meet the following objectives:	

Begin to use capital letters for people, places, days of the week and I	Introduce the idea that these are nouns - this will be taught in Y2.	Use verbs and recognise that adverbs give additional information about the verb. Children must be able to write progressive present tense, progressive past tense and present perfect tense using accurate verbs .	A verb is a word for an action or a process - remember 'to be' and 'to have' are verbs. Typically, children will be able to use manner adverbs e.g. happily, quickly (N.B remember, they will also be using sequencing words that are also adverbials e.g. Yesterday, Next, Finally...) N.B. Year 2 Spelling content includes the suffix 'ly'
Join sentences together with 'and' to make a compound sentence.		Use commas in lists.	Teach rule of 3: She likes chocolate, apples and grapes.
Use of accurate present and past tense verbs including the progressive form.	She walks.... She will walk.... She walked... I paint... I will paint... I painted...	Begin to use apostrophes for contractions and singular possession.	I'm Don't Can't She's /He's The girl's pencil case

Year 1 Ensure children can meet the following objectives:		Year 2 In addition to Year 1 outcomes, ensure children can meet the following objectives:	
		Use of consistent past or present tense .	Recounting/re-telling (past tense including progressive/ continuous forms: is/are was/were/have/had). I skipped or I was skipping. I skip or I am skipping. Non Chronological or instruction writing for present tense.

Developing Vocabulary at Year 3/4:

In addition to the Year 1 and 2 objectives, children should be taught strategies to use resources such as dictionaries and thesauruses to make refined choices of vocabulary. They should use 'word study' / clines and their spelling knowledge (pre-fix and suffix meanings) to develop their understanding of words in order to build their vocabulary.

They should be given the opportunity to think about and explore the meaning of words that will appear in their GR text before being exposed to it.

Year 3		Year 4	
In addition to KS1 outcomes, ensure children can meet the following objectives:		In addition to KS1 and Y3 outcomes, ensure children can meet the following objectives:	
Outcome	Teachers notes and examples:	Outcome	Teachers notes and examples:
Understand, recognise and write using a range of subordinating conjunctions when writing sentences: so, because, if, when, then, although, after, before, while. <i>N.B Children can recognise it as a conjunction even when it is at the start of the sentence.</i>	Note: When using sentences with more than one clause, check that children understand that one part is the main clause and that the subordinate clause won't make sense by itself. I use an umbrella when it is raining.	Use the relative pronoun which or who to create an embedded clause within a complex sentence.	Noun Who, Which, Where Note: embedded clauses are sometimes called 'drop in' or 'relative' clause: The man, who lived at number 10, walked his dogs at 9am each morning. Every July, the garden, which backed onto ours, was a riot of colour.

Use adverbs and adverbial phrases as sentence openers (when, how, where).	Start with when and where adverbial phrases using prepositions . At 12 O' Clock... Underneath the book shelf...	Understand, recognise and use a full a range of coordinating and subordinating conjunctions correctly: if, so, while, since, although, after, meanwhile, until	Children must build on and secure their understanding of the purpose different types of conjunctions and connecting devices and when they should be used e.g. coordinating, subordinating, reinforcing/opposition, explaining/listing, cause and effect. Children must understand that adverbials for 'when' (time) can connect paragraphs together. N.B. Children can experiment with subordinate clause at the start of a sentence and in the middle of a sentence; and know that when it is used at the start of a sentence it requires a comma after the subordinate clause: I had to stay indoors until it stopped raining. Until it stopped raining, I had to stay indoors.
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Year 3 In addition to KS1 outcomes, ensure children can meet the following objectives:		Year 4 In addition to KS1 and Y3 outcomes, ensure children can meet the following objectives:	
To use adverbials such as: before, soon, later... to show links to previous sentences.	Chronology (recounts) and early explanation of a process (instructions., recipe)	Use a colon to introduce a list sentence or a topic.	Note: read and explore play scripts in

To use verbs and adverbs chosen for variety, precision or clarity.	really sad, alternatives for said/went/nice Explore vocabulary through the use of Cleins.	Include how (manner), where (place), when (time) adverbs and adverbial phrases in a variety of positions within a sentence.	Notes: Open with a fronted adverbial phrase, and then use a comma. Silently tiptoeing towards the door, the burglar... Underneath the rug, a small mouse... Yesterday, the dentist extracted my tooth.
To use perfect present tense verbs / auxiliary verbs.	was / were is / are is / am		
Improving a noun phrase by addition or replacement.	Are we adding an adjective: The beautiful butterfly or replacing the noun: The beautiful Cabbage White...	Children should understand possessive pronouns , understand what it means and can apply it in their work. Children should choose and use a range of nouns and Proper Nouns within and across paragraphs and whole pieces of work to aid cohesion and avoid repetition.	Children should use them to aid cohesion and avoid repetition: She's Mine Ours Theirs etc... Reference chains should be taught e.g. name, noun phrase, pronoun: Martin Smith... The unlucky teenager... He...

Year 3 In addition to KS1 outcomes, ensure children can meet the following objectives:	Year 4 In addition to KS1 and Y3 outcomes, ensure children can meet the following objectives:
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Being aware of first, second, third person and developing consistency of use throughout a piece of writing.	Note: Consider the range of sentence/ text types that provide children the opportunities to practise and apply this across the curriculum.	Children should understand the term determiner and vary how they use them. Children should understand that a determiner acts as modifier by providing information about the noun.	There are groups of determiners that specify the noun in the sentences and they come before the noun or adjective (when used). Article: the/a/an Demonstratives: this/these/those Possessive: mine/yours/ours Quantifiers: some, every, all, most, three e.g. an elephant is different to all elephants - the determiner adds shades of meaning.
Introduce inverted commas for direct speech.	" " only.	Introduce inverted commas and other punctuation to indicate direct speech. It must include the rule 'new speaker, new line', the accurate use of a comma and manipulation of speech in different ways.	e.g. the comma before opening speech marks and the punctuation before closing speech marks The lady gasped, "Help! I need help!" "Don't worry madam, an ambulance is on the way." the worried gentleman replied as calmly as he could. <i>N.B. Children will need to understand that the speech needs punctuation AND the end of the sentence needs punctuation.</i>
To recognise ellipsis in reading and begin to experiment with them in their writing where appropriate (definition found in Y6 - we have moved it).	Note: At this stage, children often use an ellipsis to signify a cliff-hanger.	Use of apostrophe to mark possession (singular and plural).	The girl's shoes The girls' shoes

Year 3 In addition to KS1 outcomes, ensure children can meet the following objectives:	Year 4 In addition to KS1 and Y3 outcomes, ensure children can meet the following objectives:
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		Correct use of standard English verb forms in order that subjects and verbs agree. This should include past perfect .	was/were is / are is / am had
		Understand superlatives and comparatives.	Strangest/most wonderful stranger/more wonderful Note: Children will have come across the spelling rules for the 'er' and 'est' suffixes in the Year 1 and 2 spelling content.
		To use bullet points as an effective way of listing information (<i>definition from Y6 - we have moved it</i>).	

Year 3 In addition to KS1 outcomes, ensure children can meet the following objectives: Before moving on to Y4: Children should demonstrate an ability to use these across a range of writing. They need to play with subordinating conjunctions and coordinating conjunctions in order to help them understand the effectiveness of linking and moving sentences around. This will support them in making the best choices in their writing. They should have exposure to a comma being used after fronted adverbials - they could recognise this in GR sessions. They may experiment in their writing. For children who are still struggling with previous learning, they will need to practise and consolidate this through rigorous and systematic teaching in order to catch up rapidly with their peers. However, these pupils should access the programmes of study for Y4 so that they are able to develop and use their discussion techniques, vocabulary and understanding of the grammar in other writing and other areas of the curriculum.	Year 4 In addition to KS1 and Y3 outcomes, ensure children can meet the following objectives: Before moving on to Y5: Children should demonstrate an ability to construct sentences with some conscious decisions to avoid repetition, enhance the writing and meet the needs of the reader. Writing should be grammatically accurate - children should demarcate a range of sentences with increasing accuracy and be more consistent in their use of standard English e.g. ensuring subject/verb agreement. They might recognise that it is used wrongly for effect in some reading books but they are not expected to be able to do this. In reading and/or writing, encourage them to discuss levels of possibility with might, should, could... Have the opportunities to experience more formal language (GR tasks, discussions etc). For children who are still struggling with previous learning, it is essential that they practise and consolidate prior learning through rigorous and systematic teaching in order to catch up with their peers. However, as far as possible, these pupils should follow the Upper Key Stage 2 programmes of study in terms of accessing books and other writing so that they hear and learn new vocabulary and grammatical structures and have opportunities to talk about them.
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Developing Vocabulary at Year 5/6:

In addition to all prior objectives, children should explore (in reading and writing) sophisticated vocabulary with multiple meanings. They should collect a range of vocabulary from their make more informed choices in their own writing.

Year 5

In addition to being able to securely meet KS1, Y3 and Y4 outcomes, ensure children can meet the following objectives:

Outcome	Teachers notes and examples:
Introduce semicolon and secure its for top groups.	First - separate items in a complicated, detailed list e.g. Go to the supermarket to buy chestnuts, already roasted; fresh orange juice, without bits; and a melon.

Year 6

In addition to being able to securely meet KS1 and Y3-5 outcomes, ensure children can meet the following objectives:

Outcome	Teachers notes and examples:
Use a variety of sentence lengths and types including sentences with more than one subordinate clause. Consciously controlling where and why Experiment with word/phrase/clause order and to meet the needs of the reader.	Refer to previous outcome Note: Children should be choosing, using and applying a range of sentences e.g. one clause, two clauses, subordinate clauses but not at the expense of clarity.

Develop a variety of complex sentences using a wide variety of conjunctions including more explanatory or formal conjunctions: whereas, in addition to, in case, since, unless		Identify and use passive and active voice confidently to develop formal, impersonal style in a range of writing e.g. descriptive pieces and reports.	Often you recognise the passive form when you see 'by' followed by the subject. Children should know that in an active sentence (you must do this carefully) the subject (you) comes before the object (this). In a passive sentence the object comes first and subject comes second, The verb doesn't move. Passive: This must be done carefully by you. (Sometime the subject is left out of the passive sentence entirely). You must do this carefully. Active: The school arranged a visit. Passive: A visit was arranged by the school.
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Year 5 In addition to being able to securely meet KS1, Y3 and Y4 outcomes, ensure children can meet the following objectives:	Year 6 In addition to being able to securely meet KS1 and Y3-5 outcomes, ensure children can meet the following objectives:
Accurate use of brackets, dashes and commas for parenthesis and commas for fronted adverbials. Brackets: Inside/Outside sentences Taught in Y4 for relative clauses (embedded clauses using relative pronouns such as who, which, that) Children must recognise that punctuation for parenthesis is exchangeable to aid cohesion. Puppies - energetic and inquisitive - are keen explorers at 12 weeks old. Puppies, energetic and inquisitive, are keen explorers at 12 weeks old. Puppies (energetic and inquisitive) are keen explorers at 12 weeks old.	Use subjunctive verb forms i.e. If I were David Beckham... The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions. For the subjunctive, we remove the final s at the end of the verb: I request that he <i>write</i> to her (instead of he <i>writes</i> to her) In the subjunctive we use the forms <i>I were</i> and <i>they be</i>: I wish I <i>were</i> able to fly (instead of I <i>was</i>) She asked that they <i>be</i> told immediately (instead of they <i>were</i> told). The subjunctive isn't used in English very often. Nowadays is usually replaced with modal verbs like might, could or should.

Year 5 In addition to being able to securely meet KS1, Y3 and Y4 outcomes, ensure children can meet the following objectives:		Year 6 In addition to being able to securely meet KS1 and Y3-5 outcomes, ensure children can meet the following objectives:	
Recognise and have experience or writing in a passive and active voice to develop formal, impersonal style.	This is particularly useful in report writing or description: The hotel is surrounded by beautiful ocean water. Often you recognise the passive form when you see 'by' followed by the subject. Children should know that in an active sentence (you must do this carefully) the subject (you) comes before the object (this). In a passive sentence the object comes first and subject comes second, The verb doesn't move. Passive: This must be done carefully by you. (Sometime the subject is left out of the passive sentence entirely). You must do this carefully. Active: The school arranged a visit. Passive: A visit was arranged by the school.	Use semi-colons, colons or dashes to mark boundaries between two main clauses (or sentences)	First - separate items in a complicated, detailed list e.g. Go to the supermarket to buy chestnuts, already roasted; fresh orange juice, without bits; and a melon.

Year 5 In addition to being able to securely meet KS1, Y3 and Y4 outcomes, ensure children can meet the following objectives:		Year 6 In addition to being able to securely meet KS1 and Y3-5 outcomes, ensure children can meet the following objectives:	
More effective use of commas to clarify meaning and avoid ambiguity.	I like eating my family and my dog. Eats shoots and leaves	Use hyphens to avoid ambiguity.	Man eating tiger / Man-eating tiger Children should understand the difference between a hyphen and a dash.
Use of modal verbs or adverbs for the degree of possibility or probability. Can/Could/shall/should/will /would /may/might/must/ought	Reflecting/personal response in GR Link to Maths/Science hypothesising <i>N.B. Some modal Verbs are found on the Common Exception Word list at Y2.</i>	Use ALL punctuation accurately (including bullet points and ellipsis for effect).	
Experimenting with the use of simple, compound and complex forms to have an impact on the reader across a piece of writing.			
Using different device to build cohesion within and across paragraphs.	Reference chains should be taught e.g. name, noun phrase, pronoun: Martin Smith... The unlucky teenager... He... Marty... The curious boy... They...		

Mickleton Primary School Progression in Oracy

Physical Cognitive Linguistic Social & emotional

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Speak audibly so they can be heard and understood by a talk partner. Express needs clearly to a familiar adult or peer.	To maintain eye contact with a partner or familiar adult. Describe an experienced event to a partner including 'and' to elaborate.	Speak audibly so they can be heard and understood in a trio. State their point of view simply to a larger group (up to 5). e.g. Gloucestershire Oracy competition Look at the speaker.	Use gestures to support meaning Ask a relevant question about a story. Take turns in games and speaking.	Speak audibly so they can be heard and understood by the class. Use 'because', 'then' 'but' when explaining their plan and outcomes.	To explain how or why something happened using 'because' or 'so'. To use 'if' and 'might' to explain how they could improve their work next time.
Year 1	Speak clearly and confidently in a small group of known peers. Sequence events using the language of time or number.	Use non-verbal signals to indicate agreement or disagreement. Include 'because' in their contribution to justify ideas. Speak clearly when presenting a rehearsed line to an audience. e.g. nativity production	State their point of view simply to a larger group (up to 30). e.g. Gloucestershire Oracy competition Speak clearly when presenting learning to the class.	Retell a story to a small group. Recognising when events are out of sequence and self-correcting. Be able to independently take turns and ensure all members contribute.	Speak clearly and confidently when explaining displayed learning to an adult.	Speak clearly and confidently using a script Request a book. Explaining the title or topic and maintaining eye contact.
Year 2	Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build.	Justify their agree/disagree choice with relevant explanations. Use technical, subject-specific vocabulary when explaining opinions. Speak clearly and confidently when presenting several rehearsed lines to an audience. e.g. nativity production	Begin to understand the importance of posture when speaking. e.g. Gloucestershire Oracy competition Use taught vocabulary independently, even if not always accurately.	Moderate tone and volume to match the audience. Retell an event calmly in logical order e.g. on the playground.	Maintain suitable posture throughout a spoken contribution. With support, identify a suitable question in response to a stimulus. Be able to change their mind in response to another person's argument.	Be aware of where to look or stand to ensure the audience can hear clearly. Take on the instigator role in a trio discussion. Include taught vocabulary appropriately and independently in discussions.
Year 3	Vary tone of voice for humorous or sad parts of a story telling. Notice when someone has not contributed and invite them to speak.	Take on the challenger role in a small discussion. Be able to confidently change their mind Speak clearly, confidently and with expression when presenting several rehearsed lines to an	Use awareness of audience to support choice of formal/informal language. Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade.	Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience .	Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction. Be able to explain why they have changed their mind e.	Begin to summarise the opinion of one contributor. Know which strand they are practising and explain why that is important to effective talk.

		audience. e.g. nativity production	e.g. Gloucestershire Oracy competition			
Year 4	Confidently summarise the contribution of one participant in a logical order.	Pause at appropriate points to allow for an audience's reaction.	State their point of view clearly and effectively to 30+ e.g. Gloucestershire Oracy competition Take on the summariser role in a trio discussion. Show awareness of taught collocations and recognise when something 'just doesn't sound right.'	Project voice to the back of the hall and maintain that without shouting. E.g. during a performance.	Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons. Deliver a short teaching session to a small group of younger children.	Write own short contribution to be delivered to Walk-in Parents afternoon.
Year 5	Use gestures effectively to engage and persuade the audience. E.g. when pitching ideas to the school council for the charity day. Self-assess own delivery of a short presentation. Set targets to work on this year.	Write a coherent discussion text in response to a whole-class stimulus. Deliver that argument to a larger audience of their peers. (Yr grp) Project voice clearly to the back of the hall and maintain that without shouting or requiring prompting. e.g. doing a reading Christmas Service at church or hall	State their point of view clearly and effectively, with expression and fluency e.g. Gloucestershire Oracy competition Use effective exploratory and evaluative language to clarify thinking during a discussion.	Present learning to parents in pupil-led parent meetings.	Independently discuss a question in a small group, maintaining focus on the question and roles.	Chair discussion group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems. Present the outcome of the discussion to the class.
Year 6	Use humour appropriately and effectively to engage an audience.	To project voice to the back of the large hall and maintain volume and pitch through several short spoken contributions. e.	Use wider world knowledge to support views when participating in debates. Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.	Choose appropriately formal language when participating in debates and formal discussions. Structure a persuasive speech effectively using taught language techniques. e.g. Gloucestershire Oracy competition	To use posture, gestures and tone of voice effectively to persuade the audience. E.g. the speeches competition. Be able to reply to questions from the audience.	Speak confidently and naturally to an audience of known and unknown adults during the end of year production.