

**PROGRESSION IN WRITING – RECEPTION WINDMILLS**

**Genres:**

Recount from personal experience  
Labels and captions  
Sequencing

**Key areas of focus:**

- Building experiences for children to express themselves.
- Building confidence to speak in sentences.
- Building new vocabulary.
- Learning the names of things and beginning to describe them.
- Beginning to understand what the terms *letter*, *word* and *sentence* mean.

		<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>T5</b>	<b>T6</b>
<b>Transcription</b>	<b>Handwriting</b>	Begin to learn the correct formation for lower case letters taught in phonics.  Use capital I for personal pronoun	Begin to learn the correct formation for lower case letters taught in phonics.  Use capital I for personal pronoun  Use spaces between words	Practise the correct formation for lower case letters taught in phonics.  Use capital I for personal pronoun  Use spaces between words	Begin to learn the correct formation for upper case letters. Practise lower case letters.  Use capital I for personal pronoun  Use spaces between words	Begin to learn the correct formation for upper case letters. Practise lower case letters.  Use capital I for personal pronoun  Use spaces between words	Begin to learn the correct formation for upper case letters. Practise lower case letters.  Use capital I for personal pronoun  Use spaces between words
	<b>Phonics</b>  <b>Little Wandle</b>	<b>Ph2:</b> s,a,t,p,i,n,m,d,g,o,c.k.ck, e,u,r,h,b,f,l  Tricky words: is, I, the	<b>Ph2:</b> Ff,ll,ss,j,v,w,x,y,z,zz,qu,-s, ch.sh.th.ng,nk,  Tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	<b>Ph3:</b> ai,ee,igh,oa.oo.oo, or, ur, ow, oi, ear, air, er, double letters  Tricky words: was, you, they, my, by, all, are sure, pure	<b>Ph3: Review T3</b>  Tricky words: Review all taught	<b>Ph4: short vowel CVCC, CCVC, CCCVCC, compound words, -ing,-ed, -est</b>  Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	<b>Ph4: long vowel CVCC, CCVC, words with _s and _es, root words ending in 'in'.</b>  Tricky words: Review all
<b>Composition</b>	<b>Grammar terminology</b>	Know names of class members  Label objects in the learning environment  Simple oral sentences Correct child's verb form errors e.g. 'catched'  Model FS and CL and read sentences aloud	Use describing words in the learning environment.  Describe characters  Encourage children to speak in sentences  Model past tense verbs and talk about pictures to model present tense e.g. the bird is in the tree  Model FS and CL and read sentences aloud	Know that names begin with a CL.  Use the word 'and' to join ideas together.  Model oral use of 'but', 'or', 'because'  Model progressive verbs e.g. Jack is running.  During shared sentence writing, emphasise CL for	Talk about actions and 'doing' words which describe actions e.g. I am jumping.  Begin to write simple sentences including being words e.g. is, am, was  Read and write sentences together in shared writing.  Count the words in a sentence	Expand use of verbs in context e.g. skipping in PE  Make oral sentences chains.  Read simple conjunctions – and, but  Continue to respond to verb error  Model sentences with children's contributions. Encourage them to remind you of CL and FS	Orally use adverbs such as 'quickly', 'slowly'  Identify wider groups of noun e.g. types of tree or flower  Shared writing of simple sentences.  Compose oral sentences with support that describe or explain  Focus on oral corrections.

	<p>Learn vocab of school environment – colours, days of the week</p> <p>Listen to rhyming words and stories.</p>	<p>Learn vocab of school environment – months of the year, seasons</p> <p>Listen to rhyming words and stories.</p>	<p>names, 'I' and sentence beginnings and model FS</p> <p>Mathematical vocabulary including shapes, size, number words.</p> <p>Prepositions e.g. under, over</p>	<p>Ask children to check verb tense e.g. should the cat drank it milk? Edit together</p> <p>Use books with exclamation marks for surprise</p> <p>Expand vocab with rich texts</p>	<p>Expand vocab with rich texts</p>	<p>Encourage use of FS and CL when writing independently</p> <p>Build vocabulary from visits and experiences e.g. nature walks or visitors</p>
<b>Sentence building</b>	<p>Write captions and labels – own name</p> <p>Introduce capital letter for name and I</p>	<p>Write captions and labels e.g. models</p> <p>Practise capital letter for name and I</p>	<p>Begin to write simple phrases and sentences.</p> <p>CL and FS modelled by adults</p>	<p>Practise writing simple phrases and sentences.</p> <p>CL and FS modelled by adults</p>	<p>Practise writing simple phrases and sentences.</p> <p>CL and FS modelled by adults</p>	<p>Practise writing simple phrases and sentences.</p> <p>CL and FS modelled by adults</p>
<b>Text building</b>	<p>Write a label to name something</p>	<p>Write a label to name something</p> <p>Write a label or caption e.g. role play</p>	<p>Write a simple caption for a picture</p>	<p>Begin to write a sentence about an experience</p>	<p>Begin to write a sentence about an event</p>	<p>Begin to write a sentence about a character</p> <p>Sometimes join a few ideas together.</p>
<b>Authorial effect</b>	<p>Tell the reader (listener) something about themselves</p> <p>Write their name on their work</p>	<p>Provide information with a label or caption</p> <p>Write their name on their work</p>	<p>Retell orally a real event</p> <p>Write simple expressions and explain orally what they say</p>	<p>Retell orally a real event</p> <p>Write simple expressions and explain orally what they say</p>	<p>Retell orally a real event</p> <p>Write simple expressions and explain orally what they say</p>	<p>Write simple expressions and explain orally what they say</p> <p>Use some vocabulary learned</p>

**PROGRESSION IN WRITING – YEAR ONE OAST**

<p><b>Genres:</b></p> <ul style="list-style-type: none"> <li>• Recount/ report</li> <li>• Familiar story</li> <li>• Simple letter to a person/ character</li> <li>• Free verse poem based on adult model</li> <li>• Poster</li> </ul>	<p><b>Key areas of focus:</b></p> <ul style="list-style-type: none"> <li>• Building confidence to speak in sentences.</li> <li>• Beginning to demarcate sentences.</li> <li>• Expanding new vocabulary and refining use of existing vocabulary.</li> <li>• Finding ways to describe actions – present and past.</li> <li>• Reinforcing the unit of a sentence through hearing it spoken and composing it.</li> </ul>
---	--

		<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>T5</b>	<b>T6</b>
<b>Transcription</b>	<b>Handwriting</b>	Form letters correctly orientating correctly on the line.	Form capitals and lower case correctly.  Form digits 0-9 correctly	Form capitals and lower case correctly.  Form digits 0-9 correctly	Practise forming capitals and lower case correctly.  Practise forming digits 0-9 correctly	Practise forming capitals and lower case correctly.  Practise forming digits 0-9 correctly	Practise forming capitals and lower case correctly.  Practise forming digits 0-9 correctly
	<b>Phonics</b>  <b>Little Wandle</b>	<b>Review phase 3&amp;4</b> Phase 5: ay (play) ou (cloud) oy (toy) ea (each)          Tricky words: review phases 2-4	<b>Phase 5: ir (bird) ie (pie) ue (blue, rescue) u (unicorn) o (go) l (tiger) a (paper) e (he) a-e (shake) i-e (time) o-e (home) u-e (rude, cute) e-e (these) ew (chew, new) ie (shield) aw (claw)</b>       Tricky words: their, people, oh, your, Mr, Mrs, Ms ask, could, would, should, our, house, mouse, water, want	<b>Phase 5: y (funny) ea (head wh (wheel) oe ou (toe, shoulder) y (fly) ow (snow) g (giant) ph (phone) le al (apple, mental) c (ice) ve (give) o-e o ou (some, mother, young) se (cheese) se ce (mouse, fence) ey (donkey) ui ou (fruit, soup)</b>       Tricky words: any, many, again, who, whole, where, two, school, call, different, thought, through, friends, work	<b>Phase 5: or (word) u oul (awful, could) are (share) au aur oor al (author, dinosaur, floor, walk) tch ture (match, adventure) al a (half, father) a (water) schwa in longer words (different) a (want) ear ere (bear there) ear (learn) wr (wrist) st sc (whistle, science) ch (school) ch (chef) ze (freeze) schwa at the end of words: actor</b>       Tricky words: once, laugh, because, eye	Phonics Screening check review – no new GPCs of tricky words	<b>Phase 5: eigh aigh ey ea (eight, straight, grey, break) kn gn (knee, gnaw) mb (thumb) ere eer (here, deer) su si (treasure, vision) dge (bridge) y (crystal) ge (large) ti ssi si ci (potion, mission, mansion, delicious) augh our oar ore (daughter, pour, oar, more)</b>       Tricky words: once, laugh, because, eye busy, beautiful, pretty, hour, move improve, parents, shoe
<b>Composition</b>	<b>Grammar terminology</b>	Know that names of people begin with CL  Know that some words are places  Model use of CL/FS and point out? and ! in reading.  Model simple oral sentences as units of meaning  Correct children’s verb errors orally	Use ‘describing words’ for objects in and out of the classroom  Model use of CL/FS and point out? and ! in reading.  Expand oral responses with detail using ‘and, or, but, when, because’  Past tense – words ending in ‘ed’  Model re-reading to check for sense.	Use personal pronoun ‘I’ in writing  Use CL for places  Orally tell a short story using the conjunctions ‘and, or, but, when, because’  Find verbs ending in ‘ed’ when reading together	Talk about actions and identify ‘doing’ words in sentences.  Use ‘doing’ and ‘being’ words in sentences.  Read and write sentences together using present, progressive and past tense. Sometimes include conjunctions to join two ideas.  Use CL for names of people and personal pronoun ‘I’.	Use describing words in sentences for things, people or places.  Recognise and name a sentence which is a question or exclamation.  Make oral sentence chain. Read known conjunctions (and, but, so, then) with confidence.  Correct subject/ verb agreement orally.	Orally use adverbs and listen to stories containing adverbs.  Recognise and name a sentence which is a question or exclamation.  Compose written sentences which explain or describe an experience or activity in sequence.  Continue to identify past tense verb forms e.g. looked,

					Model the words question and exclamation. Model writing! and ?. Dictate short sentences to include these.	Read and write irregular past tense e.g. came, was, took  Encourage children to edit and corrected shared sentence e.g. <i>What have I left out?</i>	Gave, ate, was, came, found, hid, made.  Encourage children to edit and corrected shared sentence e.g. <i>What have I left out?</i>  Build vocabulary of the wider world through outing, talks and visits.
<b>Sentence building</b>	Use capital letters for proper nouns  Uses sentence like constructions.	Beginning to punctuate some sentences with CL and FS.  Use 'and' to join clauses	Beginning to punctuate some sentences with CL and FS.  Introduce question marks  Practise using 'and' to join clauses	Practising punctuating sentences with CL, FS and question marks.  Practise using 'and' to join clauses	Practising punctuating some sentences with CL, FS and question marks.  Use exclamation marks for effect	Practise using CL, FS, question marks and exclamation marks to punctuate sentences.	
<b>Text building</b>	Sequence ideas to recount a real experience  Create a poster with captions	Sequence ideas to form a short and simple narrative based on a known story – using a pictorial story map.	Sequence ideas to form a short and simple narrative  Write a title	Sequence ideas to form a short and simple narrative  Write a non-rhyming poem	Write simple letter to a person or character  Sequence ideas to form a short and simple narrative	Recount a real event with a sequence of simple sentences	
<b>Authorial effect</b>	Say out loud what they plan to write.  Use the adult's model to write simply to the task.	Use a title to inform.  Sometimes provide more detail about a noun by describing it.	Discuss what they have written with an adult and other pupils.	Play with words in simple poems.	Re-read what they have written to check it for sense.  Sometimes use an exclamation mark to amuse	Use vocabulary that they know to support the context of their writing including appropriate adjectives and verbs e.g. shiny, old.	

**PROGRESSION IN WRITING – SMUGGLERS YEAR TWO (YEAR A)**

		<p><b>Genres:</b></p> <ul style="list-style-type: none"> <li>• Recount/ Report (e.g. event)</li> <li>• Retelling</li> <li>• Familiar story (e.g. traditional tale with innovations)</li> <li>• Simple letter to a known person or character</li> <li>• Free verse poem/ poem with strong scaffold/ based on adult model</li> <li>• Information piece in sections</li> </ul>			<p><b>Key areas of focus:</b></p> <ul style="list-style-type: none"> <li>• Demarcating beginning and end of sentences.</li> <li>• Using a small range of punctuation (CL, FS ? ! ) to show different types of sentence.</li> <li>• Recognising four sentence functions (statement, command, question, exclamation)</li> <li>• Join ideas together using conjunctions.</li> <li>• Begin to name four words classes (noun, adjective, verb, adverb)</li> </ul>		
		<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>T5</b>	<b>T6</b>
<b>Transcription</b>	<b>Handwriting</b>	Form and orientate lower case letters correctly.  Write capital letters and digits the correct size e.g. 50p	Form and orientate lower case letters correctly.  Write capital letters and digits the correct size e.g. 50p	Use spaces between words to reflect the size of letters.  Begin to join letters correctly.	Use spaces between words to reflect the size of letters.  Practise joining letters correctly.	Use spaces between words to reflect the size of letters.  Practise joining letters correctly.	Use spaces between words to reflect the size of letters.  Practise joining letters correctly.
	<b>Spelling (Spelling Shed)</b>	LW Review Phase 5	Step 1 – dge Step 2 – ge Step 3 – g Step 4 – c before e,i,y Step 5 – kn/ gn Assess and review Step 34 apostrophes	Step 7 - wr Step 8- le Step 9 – el Step 10- al Step 11 – il Assess and Review Step 29 - homophones	Step 13- y makes i Step 14 - -es Step 15 – ed Step 16 -er, est Step 17 -ing Assess and Review Step 35 - apostrophes	Step 19 – er, est Step 20 – ing Step 21 – ed Step 22 – a makes or Step 23 – o makes u Assess and Review Step 33 - tion	Step 25 – ey makes ee Step 26 – a makes o Step 27 – or and ar Step 28 – s makes z Step 29 – ment and ness Step 30 – ful and less ful and less Assess and Review
<b>Composition</b>	<b>Grammar terminology</b>	Introduce the term noun. Know that most nouns do not begin with a capital but names of people and places do.  Make suitable choice about when to use CL.  Identify ? and ! when reading together. Write questions, exclamations and commands using correct punctuation.	Use adjectives to describe nouns. Find adjectives in shared reading.  Write noun phrases.  Identify ? and ! when reading together. Write questions, exclamations and commands using correct punctuation.	Continue to use and apply noun and adjective.  Identify adverbs ending in ly.  Identify verbs in text ‘doing’ and ‘being’  Identify statements in shared reading and make choices about whether sentences are statements or not.	Use a comma to separate items in a list.  Find noun phrases and verbs in stories and rhymes. Evaluate which you like.  Include ‘doing’ and ‘being’ verbs in writing.  Identify statements in shared reading and make choices about whether sentences are statements or not.	Cloze procedure sentences – select suitable adjective, verb, noun, adverb.  Reinforce understanding of the four sentence types. Compose different sentence types.  Experiment with the best conjunctions to join ideas.  Begin to edit and improve ideas.	Apply terminology learned to discuss stories and poems.  Expand range of adverbs.  Reinforce understanding of the four sentence types. Compose different sentence types.  Identify conjunctions in a sentence.  Reinforce use of subordinate conjunctions.

	<p>Model oral sentences with <i>and, or, but</i>.</p> <p>Write simple sentences from memory.</p> <p>Establish routines to check correct FS. Proofread during shared writing. Model apostrophe for omission.</p> <p>Revise key vocabulary – days of the week, months, colour.</p> <p>Identify rhyme in poetry.</p>	<p>Model oral sentences with subordination <i>when, if, because</i>.</p> <p>Write about real event (e.g. WW1)</p> <p>During Shared writing model sentences using present, progressive and past tense.</p> <p>Establish routines to check correct FS. Proofread during shared writing. Model apostrophe for omission.</p> <p>Expand vocabulary e.g. descriptive words.</p>	<p>Compose sentences which are usually grammatically accurate.</p> <p>Join sentences together to write narrative sequences.</p> <p>Respond to incorrect subject/verb agreement verbally e.g. We was or I done.</p> <p>Expand mathematical vocabulary (as per unit focus)</p> <p>Adding suffix <i>_ed</i></p>	<p>Practise adding suffix <i>-ed</i>.</p> <p>Independently use conjunctions to join ideas together within a sentence.</p> <p>Expand range of common irregular past tense spoken, read and written e.g. gave, shook, sang.</p> <p>Expand and collect vocabulary from rich texts.</p> <p>Begin to use a dictionary to find meanings.</p>	<p>Change words from present to past and vice versa by first locating verbs.</p> <p>Write about real events applying know punctuation ! and ?</p> <p>Use apostrophe for possession</p> <p>Revise commas in a list.</p> <p>Expand and collect vocabulary from rich texts.</p> <p>Practise using a dictionary to find meanings.</p>	<p>Continue to identify present and past tense during shared reading and writing.</p> <p>Write about real events applying know punctuation ! and ?</p> <p>Use apostrophe for possession</p> <p>Revise commas in a list.</p> <p>Build vocabulary in the wider world through visits, outing and through curricular studies.</p>
<b>Sentence building</b>	<p>Mainly writes coordinating sentences.</p> <p>CL used to begin sentences and for names.</p>	<p>Uses some subordinate sentences</p> <p>CL used to begin sentences and for names.</p>	<p>Writes statements.</p> <p>Use coordinating and subordinating sentences.</p> <p>Apostrophes for omission.</p>	<p>Writes sentence in different forms (4 types)</p> <p>Apostrophes for omission</p> <p>Most sentences are demarcated with CL and FS.</p>	<p>Includes lists within sentences</p> <p>Writes questions.</p> <p>Apostrophes for possession</p> <p>Most sentences are demarcated with CL and FS.</p>	<p>Includes lists within sentences</p> <p>Usually maintains tense,</p> <p>Most sentences are demarcated with CL and FS.</p>
<b>Text building</b>	<p>Sequence sentences to form a simple coherent narrative.</p> <p>Use scaffold to write poems, using other poems as models.</p>	<p>In story-writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale.</p>	<p>With guidance, write information about a given topic, organising into sections. Write a title and sometimes add subheadings for different sections.</p> <p>Use scaffold to write poems, using other poems as models.</p>	<p>Write to the task, choosing content as appropriate.</p> <p>Sequence instructions in the right order, using some conjunctions for clarity.</p>	<p>Sequence ideas correctly to record a real experience or event.</p> <p>In story-writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale.</p>	<p>Write information about a given topic, organising into sections. Write a title and sometimes add subheadings for different sections.</p>
<b>Authorial effect</b>	<p>Plan out loud what they are going to write about.</p>	<p>Use expanded noun phrases to add details for the reader.</p> <p>Choose vocabulary appropriate to the purpose or task.</p>	<p>Sometimes use subheadings to organise information.</p> <p>Use vocabulary to enhance writing for the reader including in non-rhyming poems.</p>	<p>Write an account of connected events, real or imagined.</p> <p>Begin to use punctuation for effect e.g. capitalisation ! ?</p>	<p>Evaluate their own and adults writing with peers.</p> <p>Talk about who the audience will be</p>	<p>Practise using punctuation for effect e.g. capitalisation ! ?</p> <p>Read aloud what they have written, with appropriate intonation to make the meaning clear.</p>

**PROGRESSION IN WRITING – VIKINGS YEAR THREE & FOUR**

**Genres Y3/ Y4:**

- Recount/ report
- Imaginative story e.g. adventure **retelling in style of a myth/ legend**
- Story in the style of another culture
- Letter with a purpose based on a shared model **to a local person/ organisation**
- Poetry e.g. shape poem/ scaffolded poem **free verse/ narrative poem**
- **Diary from first person POV**
- **Playscript extract**
- Non-chronological report
- Instructions
- Persuasive advert

**Key areas of focus:**

- Consolidate understanding of word classes in spoken and written context.
- Expand use of familiar punctuation.
- Experiment with more complex sentence structures (e.g. fronted adverbials, subordinate clauses).

**Key areas of focus:**

- **Further control of subordination and use of commas for clarity.**
- **Develop cohesion and structure in writing.**
- **Expand knowledge of a range of word classes.**
- **Develop understanding of different verb forms.**

		<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>T5</b>	<b>T6</b>
<b>Transcription</b>	<b>Handwriting</b>	Lower case letters are distinct from capital letters.  Join using school's policy <b>Correct errors in formation</b>	Lower case letters are distinct from capital letters.  Join using school's policy <b>Correct errors in formation</b>	Descenders and ascenders are appropriate and parallel to each other <b>Check lines are spaced so that ascenders and descenders do not touch.</b>	Descenders and ascenders are appropriate and parallel to each other  <b>Check lines are spaced so that ascenders and descenders do not touch.</b>	Maintain even sized lettering  <b>Build stamina in longer pieces</b>	Maintain even sized lettering  <b>Build stamina in longer pieces</b>
	<b>Spelling</b> <b>Spelling Shed</b>	1 – ou <b>homophones</b> 2 – ou <b>prefix 'in'</b> 3 – y <b>prefix 'il''im''ir'</b> 4 – sure <b>prefix 'sub'</b> 5 – ture <b>prefix 'inter'</b> 6 -Review and assess (challenge)	7 – prefix re <b>ending ation</b> 8 – prefix dis <b>ending ation</b> 9- prefix mis <b>ending ly</b> 10 -ing/ed <b>ending lly</b> 11 – en/ed <b>ch makes 'sh'</b> 12- Review and assess (challenge)	13 – ai <b>ending sion</b> 14 – ei <b>ending ous</b> 15 – ey <b>ending ous (ge)</b> 16 – ly <b>i makes ee</b> 17 – homophones <b>iou/ eous</b> 18 - Review and assess (challenge)	19 – ending al <b>au makes or</b> 20 – ending le <b>ending tion</b> 21 – adding ly <b>ending sion</b> 22 – adding lly <b>ending cian</b> 23- adding ly <b>adverbs of manner</b> 24 -Review and assess (challenge)	25 – er (root ch) <b>homophones</b> 26 – ch makes k <b>c before i and e</b> 27 - gue/ que <b>sol/real</b> 28 – sc makes s <b>phon/ sign</b> 29 – homophones <b>prefix super- anti- auto-</b> 30 - Review and assess (challenge)	31 – ending sion <b>apostrophe for possession</b> 32 – revision 33 – revision 34 – revision 35 – revision 36 - revision
<b>Composition</b>	<b>Grammar terminology</b>	Review noun – common and proper (use CL for proper)  Recognise a vowel and consonant  Select the correct determiner (a of an)  Revise function of statement, question, command and exclamation <b>Compose a range of</b>	Introduce the term pronoun. <b>Introduce well known collective nouns</b>  Create noun phrases using adjectives. <b>Apply in writing</b>  Discuss effective verbs and explain why they work well.  Revise function of statement, question, command and exclamation <b>Compose a range of</b>	Identify and distinguish between different noun types (common, proper, pronoun)  <b>Correct use of determiner these and those and quantifiers e.g. some, every</b>  Model choosing pronouns to avoid repetition  Introduce prepositions <b>identify in a sentence</b>	Find adverbial in texts and discuss their relationship with the verb  Sometimes change the position of the adverbial in the sentence. <b>Discuss effect of change.</b>  Identify preposition in context.  <b>Identify sets of words that can be more than one word class e.g. fly, fish</b>	Select words of different word class in a close procedure and in sentences. <b>Identify determiners, prepositions and possessive determiners.</b>  Make suitable choices about sentence type according to genre  <b>Discuss and evaluate chosen conjunctions.</b>	Identify word classes in more challenging texts  Make suitable choices about sentence type according to genre  Write sentences with increasing grammatical accuracy  <b>Read own writing aloud to an audience as part of evaluation.</b>

	<p><b>sentences punctuating correctly</b></p> <p>Model a range of sentence structures including subordination <b>revise role of conjunctions</b></p> <p>Revise past tense -ed and progressive -ing. <b>Revise past perfect</b></p> <p>Identify and highlight direct and <b>indirect</b> speech. Model use of inverted commas for direct speech. <b>Revise use of inverted commas and commas for direct speech</b></p> <p><b>Clarify difference in speech when writing a playscript</b></p> <p>Revise and expand the range of plural nouns adding the correct suffix (s, es,ies)</p> <p>Discuss effective vocabulary in class texts and examples <b>including alliteration and simile</b></p> <p>Revise correct use of adverbs <b>and subject/ verb agreement</b>. Role play using formal language.</p>	<p><b>sentences punctuating correctly</b></p> <p>Collect a bank of subordinating and coordinating conjunctions.</p> <p>Identify the main clause in a sentence. <b>Identify the main and subordinate clause and sometimes swap their positions.</b></p> <p>Collect a bank of irregular past tense verb forms and change to present e.g catch/ caught. <b>Revise spelling of these</b></p> <p><b>Collect a bank of time connectives.</b></p> <p>Revise use of comma to separate items in a list</p> <p>Revise ! and ?</p> <p>Revise use of apostrophe for possession for single and <b>regular plural</b> nouns. <b>Introduce apostrophe for irregular plural nouns.</b></p> <p>Learn to spell some words with a prefix</p> <p>Revise and expand the range of plural nouns adding the correct suffix (s, es,ies)</p>	<p>Write a wide range of sentence types with appropriate punctuation. <b>Vary sentences to interest the reader e.g. rhetorical questions.</b></p> <p>Express time, place and cause with conjunctions (e.g. before, after, while)</p> <p>Identify the tense of an extract. Convert sentences from one tense to another</p> <p><b>Identify cohesive devices in texts and experiment in own writing e.g. however, when, before.</b></p> <p><b>Identify first or third person in reading</b></p> <p>Use apostrophe for possession for regular plural nouns.</p> <p>Edit punctuation errors and add punctuation to dictated sentences.</p> <p>Identify the subject of a sentence and make sure the verb matches the subject e.g. We were going</p> <p>Collect a bank of nouns with suffixes -ness, -er and -tion. <b>Nouns made from verbs -ation and -sion</b></p>	<p>Write a wide range of sentence types with appropriate punctuation. <b>Vary sentences to interest the reader e.g. rhetorical questions.</b></p> <p>Express time, place and cause with conjunctions (e.g. before, after, while)</p> <p>Sometimes use the present/ past perfect e.g. He has gone out to play.</p> <p>Use the comma before closing inverted commas in direct speech</p> <p>Continue to use apostrophes in context. <b>Revise use of apostrophe for omission (know term 'contracted form')</b></p> <p>Identify the subject of a sentence and make sure the verb matches the subject e.g. We were going</p> <p><b>Identify and discuss 'double negatives' e.g Don't nobody get on the bus.</b></p> <p><b>Write a diary extract or log in first person using past tense verb forms.</b></p> <p><b>Model and discuss use of commas to separate clauses.wo</b></p>	<p>Write sentences with increasing grammatical accuracy</p> <p>Practise using adverbials to open some sentences and know how to use the comma accordingly</p> <p>Maintain consistency of tense in narrative and report <b>explanation , instruction</b> writing</p> <p>Demarcate sentences with increasing security CL, FS ? !, commas in lists, apostrophe for omission and possession</p> <p>Make adventurous word choices</p> <p>Use a dictionary and thesaurus to support word choices</p> <p>Define topic vocabulary. <b>Define meaning of a range of homophones.</b></p> <p>Apply known rules of standard English. <b>Drama using formal language.</b></p>	<p>Use a growing range of conjunctions to join ideas within sentences</p> <p><b>Use a comma to separate main clause from subordinate clause.</b></p> <p>Identify conjunctions in texts and own writing</p> <p>Control verb forms in spoken and written contexts <b>and change one to another.</b></p> <p>Make adventurous word choices</p> <p>Use a dictionary and thesaurus to support word choices</p> <p>Define topic vocabulary. <b>Define meaning of a range of homophones.</b></p> <p>Apply known rules of standard English. <b>Drama using formal language.</b></p>
<b>Sentence building</b>	<p>Sentences are mostly correctly demarcated.</p> <p>Begin to use inverted commas <b>accurately</b> for dialogue.</p>	<p>Writes a range of coordinating and subordinating sentences.</p> <p>Commas used in lists. <b>Colon used to introduce a long list.</b></p>	<p>Use apostrophe for regular <b>and irregular</b> plurals.</p> <p>Uses adult model of <b>including dialogue within narrative.</b></p>	<p>Writes questions.</p> <p><b>Varies the position of the main clause within sentences either before or after the subordinating clause.</b></p>	<p>Beginning to use commas between clauses. <b>Uses commas after fronted adverbials.</b></p> <p>Uses adult model <b>of fronted adverbials.</b></p>	<p>Uses adult model of <b>including dialogue within narrative.</b></p> <p><b>Use a range of tenses accurately</b></p>

			Writes more complex list for longer items.				
<b>Text building</b>	<p>Write poems in different forms shape poem, structured poem with scaffold haiku, free verse, narrative poem</p> <p>Sequence ideas chronologically, using a range of conjunctions to make the sequence clear. Use a wide range of conjunctions and adverbials to achieve cohesion and to extend sentences</p>	In story writing create setting, characters and plot, using shred text to gather ideas. Sometimes innovation with own ideas	<p>Use adult model to begin to organise paragraphs as a way to group related material. Organise paragraphs around a theme.</p> <p>Choose appropriate noun or pronoun to avoid repetition within and across sentences.</p>	<p>Using the adult model, use fronted adverbials to open some sentences</p> <p>Independently include headings and subheadings in non-narrative writing.</p>	Maintain correct tense to achieve cohesion, sometimes managing a change of tense when required.	Begin to recognise and use some features of the chosen genre.	
<b>Authorial effect</b>	<p>Play with different types of poem and talk about preferences. Experiment with words and their placement, including in poetry.</p> <p>Orally compose sentences/ dialogue.</p>	<p>Plan and discuss what they will write about and discuss ideas. Read writing aloud to check it makes sense.</p> <p>Consider the sound of varied sentences to interest the reader. (oral rehearsal)</p>	<p>Talk about the purpose of the writing and who the audience will be.</p> <p>Read and discuss similar texts to consider the effect. What does it tell the reader?</p>	Use vocabulary which has an effect on the reader, creates mood and atmosphere.	<p>Draw on vocabulary and phrasing from books. Use new and less familiar vocabulary.</p> <p>Experience and discuss formality within texts and how it contrasts with informality.</p>	In discussion with others, discuss the effectiveness of their own writing for the audience. Make improvements.	

**PROGRESSION IN WRITING – OXNEY YEAR FOUR & FIVE**

**Genres Y4/Y5**

- Recount/Report
- Imaginative Story e.g. adventure retelling in style of a myth/ legend with suspense
- Letter to a local person or organisation
- Poetry in free verse, narrative poem e.g. kenning, limerick
- Diary from a first person POV
- Biography
- Playscript extract
- Non-chronological report
- Explanation
- Instructions
- Persuasive Leaflet
- Spoken and written argument

**Key areas of focus:**

- Further control of subordination and use of commas for clarity.
- Develop cohesion and structure in writing.
- Expand knowledge of a range of word classes.
- Develop understanding of different verb forms.

**Key areas of focus:**

- Use of more complex sentences – relative and embedded clauses.
- Use of parenthesis.
- With guidance, identify the use of active and passive voice.
- Choose grammar and vocabulary to suit formal and informal writing.
- Consolidate knowledge of word classes.

		T1	T2	T3	T4	T5	T6
<b>Transcription</b>	<b>Handwriting</b>	Correct errors in formation	Correct errors in formation	Check lines are spaced so that ascenders and descenders do not touch.	Check lines are spaced so that ascenders and descenders do not touch.	Build stamina in longer pieces	Build stamina in longer pieces
	<b>Spelling</b> <b>Spelling Shed</b>	1 – homophones ending-tious -ious 2 – prefix ‘in’ ending in cious 3 – prefix ‘il’/‘im’/‘ir’ ending -cial 4 –prefix ‘sub’ ending -tial 5 – prefix ‘inter’ ending -cial -tial 6 -Review and assess (challenge)	7 – ending ation ending -ant 8 – ending ation ending -ance -ancy 9- ending ly ending -ent -ence 10 -ending lly ending -able -ible 11 – ch makes ‘sh’ ending -ably -ibly 12- Review and assess (challenge)	13 – ending sion ending -able 14 – ending ous adverbs of time 15 – ending ous (ge) ending in -fer 16 – i makes ee ‘silent’ first letters 17 - ious/ eous silent’ first letters 18 - Review and assess (challenge)	19 – au makes or ‘ie’ after c 20 –ending tion ‘ei’ makes ee 21 –ending sion ‘ough’ makes or 22 –ending cian ‘ough’ 23- adverbs of manner adverbs of possibility and frequency 24 -Review and assess (challenge)	25 homophones near homophones 26 –c before i and e homophones 27 - sol/real homophones 28 –phon/ sign homophones 29 –prefix super- anti- auto- homophones 30 - Review and assess (challenge)	31 –apostrophe for possession hyphen 32 – revision 33 – revision 34 – revision 35 – revision 36 - revision
<b>Composition</b>	<b>Grammar terminology</b>	Review nouns – common and proper and collective (use CL for proper including landmarks, companies) Discuss abstract nouns  Compose a range of sentence types, punctuating appropriately. Secure understanding of four sentence types and evaluate use of these in own and other’s writing.	Introduce well known collective nouns.  Identify and use pronouns to avoid repetition.  Compose nouns phrases and use in writing. Evaluate other’s use of these.  Compose a range of sentence types, punctuating appropriately. Secure understanding of four sentence types and evaluate	Correct use of determiners these and those and quantifiers e.g. some, every. Find determiners in a sentence and discuss.  Identify prepositions in a sentence (place and time)  Vary sentences to interest reader e.g. rhetorical questions, change of pronoun, short and long sentences.	Model use of fronted adverbial ensuring correct use of comma. Vary the position of the adverbial. Discuss the effect of making the change. Apply fronted adverbials to own writing.  Identify words that can be more than one word class e.g. fly, fish.  Vary sentences to interest reader e.g. rhetorical questions, change of pronoun,	Identify determiners, prepositions and possessive determiners. Dictate sentences which model word classes taught.  Make suitable choices about sentence type according to genre. Write a variety or sentence types when writing dialogue in order to show character or advance action.	Identify word classes in more challenging contexts. Discuss whether particular words are effective.  Consolidate word classes.  Make suitable choices about sentence type according to genre. Write a variety or sentence types when writing dialogue in order to show character or advance action.
	Develop a fluent and legible style. Decide whether or not to join specific letters.						

	<p>Compose a question for a given statement or a response to a given exclamation. Identify rhetorical question in texts.</p> <p>Model a range of sentence structures, including revision of subordination and conjunctions. Model relative clauses where the pronoun refers back to the noun e.g. The boy who lives next door.</p> <p>Revise present perfect/ past perfect.</p> <p>Identify modal verbs and discuss degree of possibility.</p> <p>Revise use of inverted commas and commas for direct speech. Clarify the difference when writing a playscript. Model and discuss use of commas to separate clauses. Insert comma accurately when writing a relative clause.</p> <p>Collect nouns made from verbs or adjectives, using suffixes.</p> <p>Discuss effective vocabulary in class texts including alliteration, simile, figurative language.</p> <p>Revise correct use of subject/ verb agreement.</p>	<p>use of these in own and other's writing.</p> <p>Compose a question for a given statement or a response to a given exclamation. Identify rhetorical question in texts</p> <p>Identify the main clause and the subordinate clause and sometimes swap their positions.</p> <p>Collect a bank of time connectives/ relative pronouns e.g. which, who, what.</p> <p>Revise spelling of past tense verb forms. Edit sentences which mix tenses. Sort tenses into present perfect/ past perfect.</p> <p>Revise use of comma to separate items in a list. Revise use of apostrophe for singular and plural nouns. Introduce apostrophe for irregular plural nouns.</p> <p>Collect nouns made from verbs or adjectives, using suffixes.</p> <p>Discuss effective vocabulary in class texts including alliteration, simile, figurative language.</p> <p>Revise correct use of subject/ verb agreement.</p>	<p>Identify cohesive devices in texts and experiment in own writing e.g. however, when, before.</p> <p>Identify and use adverbials within and at the front of sentences. Discuss how this adds cohesion.</p> <p>Identify first or third person in reading.</p> <p>Edit punctuation errors and add punctuation to dictated sentences. Model and practise punctuating parenthesis (pair of commas, dashes or brackets)</p>	<p>short and long sentences. Choose whether a command needs an !</p> <p>Identify cohesive devices in texts and experiment in own writing e.g. however, when, before. Identify and use adverbials within and at the front of sentences. Discuss how this adds cohesion.</p> <p>Write a diary extract or log in first person using past tense verb forms. Experiment with first person pov in present tense e.g. convert in the middle of tense situation from present to past.</p> <p>Revise verbs in progressive tense.</p> <p>Revise use of apostrophe for omission (know term 'contracted form')</p> <p>Use bullet points where appropriate.</p> <p>Revise all comma uses (direct speech, lists, parenthesis and clarity)</p> <p>Identify and discuss 'double negatives' e.g. Don't nobody get on the bus.</p>	<p>Discuss and evaluate chose conjunctions in own and other's work.</p> <p>Revise relative clauses.</p> <p>Set out non-fiction text appropriately.</p> <p>Maintain consistency of tense in narrative, report, explanation, and instruction writing.</p> <p>Practise further contexts for present and past perfect verb forms.</p> <p>Dictate sentences with modal verbs.</p> <p>Demarcate sentences with increasing security CL, FS, ?! commas in lists, apostrophe for omission and possession.</p> <p>Be more adventurous with word choices. Use a dictionary and thesaurus to help build these skills.</p> <p>Apply rules of Standard English to practise formal language. Drama using formal language.</p> <p>Recap and define meaning of homophones.</p>	<p>Read own writing aloud to an audience as part of the evaluation process.</p> <p>Write formal and informal sentences, selecting conjunctions and cohesive device to suit formality. Dictate formal and informal sentences.</p> <p>Control verb forms in spoken and written contexts. Identify confidently in reading and change one to another. Correctly spell a wide range of verb forms.</p> <p>Use a comma to separate main clause from subordinate clause.</p> <p>Highlight and analyse punctuation in a variety of texts, sometimes improving choices.</p> <p>Be more adventurous with word choices. Use a dictionary and thesaurus to help build these skills.</p> <p>Apply rules of Standard English to practise formal language. Drama using formal language.</p>
<b>Sentence building</b>	Sentences are correctly demarcated.	Colon used to introduce a long list. Writes more	Varies the position of the main clause in within sentences, either before or	Varies the position of the main clause within sentences either	Successfully uses fronted adverbials to open sentences and uses comma correctly.	Including dialogue within narrative. Successfully writes dialogue alongside narrative.

	<p>Use commas accurately for dialogue. Uses all internal punctuation within speech.</p>	<p>complex list for longer items.</p> <p>Begins to use alternative punctuation to separate two main clauses (semi-colon/colon)</p> <p>Uses relative conjunctions e.g. that, which, who</p>	<p>after the subordinating clause.</p> <p>Use apostrophe for regular and irregular plurals.</p> <p>Uses parenthesis within sentences and associated punctuation.</p>	<p>before or after the subordinating clause.</p> <p>Writes two main clauses within the same sentence.</p> <p>When tense is varied, it is appropriate to the writing.</p>	<p>Uses a range of tenses accurately, maintaining chosen tense.</p> <p>Uses apostrophe for regular and irregular plurals.</p> <p>Writes short, irregular sentences for effect.</p>	<p>Use a range of tenses accurately</p> <p>Begins to use the passive voice.</p>
<b>Text building</b>	<p>Write poems in different forms- haiku, free verse, narrative poem.</p> <p>Select from/ use a wide range of conjunctions and adverbials to achieve cohesion and to extend sentences. Link ideas across paragraphs using adverbials of time and place.</p>	<p>In story writing create setting, characters and plot, using shred text to gather ideas. Sometimes innovation with own ideas</p> <p>Maintain cohesion through judicious vocabulary choices, according to the purpose and content of the piece.</p>	<p>Organise paragraphs around a theme. Organise information from beginning to end, using meaningful paragraphs.</p> <p>Choose appropriate noun or pronoun to avoid repetition within and across sentences.</p>	<p>Use fronted adverbials to open some sentences</p> <p>Independently include headings and subheadings in non-narrative writing, bullet points.</p>	<p>Maintain correct tense to achieve cohesion, sometimes managing a change of tense when required.</p> <p>With an adult model, begin to write a precis of longer passages.</p>	<p>Reccognise and use some features of a range the chosen genre.</p> <p>Sustain and adjust tense accurately through the piece.</p>
<b>Authorial effect</b>	<p>Play with different types of poem and talk about preferences. Experiment with words and their placement, including in poetry. Use similar writing as a model for their own.</p> <p>Orally compose sentences/ dialogue.</p>	<p>Consider the sound of varied sentences to interest the reader. (oral rehearsal)</p> <p>Plan writing, noting and developing initial ideas.</p> <p>Draft and write, selecting appropriate vocabulary to suit purpose and audience.</p>	<p>Read and discuss similar texts to consider the effect. What does it tell the reader? Identify audience/ different possible audiences.</p>	<p>Use vocabulary which has an effect on the reader which creates mood and atmosphere. Identify purpose and how the pupil intends to effect that audience.</p>	<p>Use new and less familiar vocabulary.</p> <p>Experience and discuss formality within texts and how it contrasts with informality.</p> <p>Proof-read for clarity of meaning and effect.</p>	<p>Make improvements in their own and other's writing.</p> <p>Begin to write in formal ways.</p> <p>With adult support, integrate dialogue to convey character and advance action.</p>

**PROGRESSION IN WRITING – ROTHER YEAR SIX**

<p><b>Genres:</b></p> <ul style="list-style-type: none"> <li>• Recount/ Report</li> <li>• Imaginative story e.g. flashback, time shift, one story inside another</li> <li>• Narrative in the style of classic literature or other culture/ tradition</li> <li>• Informal and formal letter</li> <li>• Wide range of poetry e.g. riddle, varied structure</li> <li>• Diary with appropriate level of formality</li> <li>• Biography</li> <li>• Playscript extract</li> <li>• Non-chronological report</li> <li>• Explanation/guidance document</li> <li>• Instructions</li> <li>• Spoken/ written argument e.g. debate</li> </ul>	<p><b>Key areas of focus:</b></p> <ul style="list-style-type: none"> <li>• Write with a range of formality.</li> <li>• Consolidate and apply a wide range of grammatical terminology learned so far.</li> <li>• Demonstrate more control of a wide range of sentence structures.</li> <li>• Improve use of punctuation and parenthesis.</li> <li>• Identify active and passive voice.</li> <li>• Choose grammar and vocabulary suited to formal and informal writing</li> <li>• Recognise and understand different verb forms.</li> <li>• Gain further precision in vocabulary.</li> </ul>
--	--

		T1	T2	T3	T4	T5	T6
<b>Transcription</b>	<b>Handwriting</b>	Write legibly and fluently with increasing speed. Practise as required					
	<b>Spelling (Spelling Shed)</b>	1 – 6 – Challenge  Revise spelling of past tense verbs e.g. bought, brought	7-10 - Challenge 11 – short vowel y 12 – long vowel y	13 – prefix over 14 – suffix ful 15 – nouns & verbs 16 – long o ou or ow 17 – soft c ce 18 – prefixes dis-un-over- im-	19 – f as ph 20 – origins in other languages 21 – unstressed vowels 22 – cial 23 – tial 24 – beginning acc	25- suffix -ably 26 – suffix -ible 27 – suffix -ibly 28 - ending -ent -ence 29 – ending -er – or-ar 30 - adverbs	31 -adjectives (settings) 32 – adjectives (feelings) 33 – adjectives (characters) 34 – Grammar, vocab 1 35 – Grammar, vocab 2 36 – mathematical vocab
<b>Composition</b>	<b>Grammar terminology</b>	Sort banks of nouns to identify common, proper, collective and abstract.  Reinforce four word classes including words which can be used in different ways e.g. hollow.  Revise four sentence types.  Evaluate own and each other’s writing.  Identify rhetorical questions in texts.	Identify synonyms and antonyms.  Identify possessive pronoun e.g. <i>her, our, my</i>  Compose expanded noun phrases  Revise four sentence types.  Evaluate own and each other’s writing including noun phrases.  Identify rhetorical questions in texts.	Find all the determiners in a given sentence.  Collect a bank of further synonyms using a thesaurus.  Identify preposition phrases in sentences including time and place.  Identify statements when reading cross-curricular texts.  Decide whether a question is reported or not and needs a ?  Identify adverbials in fiction and non-fiction texts and discuss how these add cohesion.	Practise and use fronted adverbials with correct placement of comma. Discuss the effect of moving the position of the adverbial.  Identify statements when reading cross-curricular texts.  Decide whether a question is reported or not and needs a ?  Identify adverbials in fiction and non-fiction texts and discuss how these add cohesion.  Collect conjunctions which add cohesion across texts,	Use cloze procedure to insert words of a given word class (pronoun, preposition, determiner)  Edit modelled sentences to make improvement.  Identify word classes on more challenging contexts.  Independently find antonyms.  Identify commands, questions and exclamations from more abstract possibilities.  Write formal and informal sentences, selecting	Use cloze procedure to insert words of a given word class (pronoun, preposition, determiner)  Edit modelled sentences to make improvement.  Identify word classes on more challenging contexts.  Independently find antonyms.  Identify commands, questions and exclamations from more abstract possibilities.  Read and enjoy poetry, comparing its use of sentence

	<p>In shared writing, identify relative clauses in which the relative pronoun refers back to the noun e.g. I'm eating pasta, which is my favourite food.</p> <p>Identify modal verbs in sentences and discuss degrees of certainty.</p> <p>Use colons to introduce a list. Discuss and use commas, semi colons and colons to separate clauses effectively.</p> <p>Discuss and effective vocabulary in class text/ poetry.</p> <p>Confidently identify the subject and object of a sentence.</p> <p>Use correct subject/ verb agreement</p>	<p>Identify parenthesis in texts and discuss the extra information provided.</p> <p>Edit sentences to correct mixed tense.</p> <p>Model and practise punctuating with parenthesis (bracketing commas, dashes, brackets)</p> <p>Identify ellipses in texts.</p> <p>Discuss and effective vocabulary in class text/ poetry.</p> <p>Confidently identify the subject and object of a sentence.</p> <p>Use correct subject/ verb agreement</p>	<p>Collect conjunctions which add cohesion across texts, particularly when introducing a paragraph.</p> <p>Identify first and third person. Discuss the effect of the tense used.</p> <p>Dictate sentences with different verb forms.</p> <p>Identify and model use of hyphen e.g. man-eating shark.</p> <p>Revise use of apostrophes for singular plural nouns.</p> <p>Define and spell adjectives made from verbs e.g. noticeable</p> <p>Identify, discuss and correct sentences which have a double negative.</p>	<p>particularly when introducing a paragraph.</p> <p>Convert a short extract from present to past tense and vice versa.</p> <p>Revise model verbs and verbs in progressive tense, present and past.</p> <p>Use comma for all its purposes (punctuating direct speech, in list, in parenthesis, to separate clauses for clarity. Use a single dash.</p> <p>Define and spell adjectives made from verbs e.g. noticeable</p> <p>Identify, discuss and correct sentences which have a double negative.</p>	<p>conjunctions and cohesive devices to suit formality.</p> <p>Compare sentences in simple past with perfect past verb form.</p> <p>Dictate sentences with a variety of tense forms.</p> <p>Maintain consistency of tense when writing fiction and non-fiction.</p> <p>Use bullet points where appropriate.</p> <p>Revise use of apostrophe and dictate sentences which require a decision about punctuation (: ; -)</p> <p>Highlight and analyse a range of punctuation in texts.</p> <p>Revise meaning of ambiguity.</p> <p>Use a dictionary and thesaurus to build adventurous vocabulary choices.</p> <p>Apply standard English to practice formal language, including the subjunctive form e.g. Were they to get lost...</p>	<p>structure and punctuation with that of prose. Write different types of poems.</p> <p>Employ and control a variety of verb forms in spoken and written contexts. Spell correctly a wide range of verb forms.</p> <p>Identify first and third person when reading.</p> <p>Use bullet points where appropriate.</p> <p>Revise use of apostrophe and dictate sentences which require a decision about punctuation (: ; -)</p> <p>Highlight and analyse a range of punctuation in texts.</p> <p>Revise meaning of ambiguity.</p> <p>Use a dictionary and thesaurus to build adventurous vocabulary choices.</p> <p>Apply standard English to practice formal language, including the subjunctive form e.g. Were they to get lost...</p>
<b>Sentence building</b>	<p>Maintains a range of tenses mostly successfully, even when alterations are in tense are required e.g. shifts between past and present.</p>	<p>Use a range of punctuation to demarcate parenthesis.</p>	<p>Use a range of punctuation to demarcate parenthesis.</p> <p>Writes dialogue accurately and independently.</p> <p>Use of semi-colons and colons to separate clauses and avoid ambiguity.</p>	<p>Controls a varied range of sentences, including parenthesis.</p> <p>Practise use of semi-colons and colons to separate clauses and avoid ambiguity.</p>	<p>Uses semi-colons and colons to separate clauses and avoid ambiguity.</p> <p>Independently use all punctuation associated with dialogue.</p> <p>Practice maintaining a range of tenses mostly successfully,</p>	<p>Independently use all punctuation associated with dialogue.</p>

						even when alterations are in tense are required.	
	<b>Text building</b>	<p>Ensure consistent and correct use of tense through the piece.</p> <p>Write a wider range of poetry in different forms e.g. rhyming, narrative poem</p>	<p>Write a summary of longer passages.</p> <p>Organise information from beginning to end, using meaningful paragraphs.</p>	<p>Independently organise information from beginning to end, using meaningful paragraphs.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices to achieve fluency e.g. repetition, use of adverbials – ‘On the other hand’</p>	<p>Link ideas across paragraphs using a wider range of cohesive devices to achieve fluency e.g. repetition, use of adverbials – ‘On the other hand’</p>	<p>Use organisational devices to structure a range of non-narrative texts e.g. columns or tables.</p> <p>Confidently use the features of a wide range of genres across narrative and non-narrative forms.</p>	<p>Write a wider range of poetry in different forms e.g. mood poem, poems with a change of structure</p>
	<b>Authorial effect</b>	<p>Plan writing, noting and developing ideas, either independently or through peer discussion.</p> <p>Explore the effect of poetry on the reader.</p>	<p>Draw on reading and research to select context and vocabulary.</p> <p>Use precise, nuanced or figurative vocabulary whether to inform, interest or entertain the reader.</p>	<p>Read work aloud to check for its intended effect.</p> <p>Use precise, nuanced or figurative vocabulary whether to inform, interest or entertain the reader.</p>	<p>Use further organisational devices to guide the reader.</p> <p>Proof read for clarity, meaning and effect.</p>	<p>Draft and write selecting appropriate level of formality, register and voice according to purpose.</p> <p>Identify purpose and potential audience and the intended effect of their writing upon them.</p>	<p>Independently identify purpose and potential audience and the intended effect of their writing upon them.</p>