

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Writing Progression Map

Reception

Writing (Talk for Writing)	
Term 1	<p><u>Fiction – We're going on a bear hunt (Journey Story)</u></p> <p><u>Non-Fiction – the human body – labelling/drawing (Labels)</u></p> <p>Enjoys rhyming and rhythmic activities.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p> <p>Knows information can be relayed in the form of print.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p><u>Phonics – writing sounds and tricky words</u></p> <p>Phase 1 exploring sounds during baseline teaching:</p> <ul style="list-style-type: none"> - making sounds as part of storytelling - listening and comparing sounds in the environment

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	<p>– singing songs and rhymes</p> <p>Phase 2 writing:</p> <p>Oct week 1 – S, A, T</p> <p>Oct week 2 – P, I, N</p> <p>Oct week 3 – M, D, G</p>
Term 2	<p>Poetry – shape poems – (Autumn/Hedgehogs – non fiction poem)</p> <p>Fiction – Mog's Christmas Calamity (Warning Story)</p> <p>Fiction – Nativity Story</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Can segment the sounds in simple words and blend them together and know which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Phonics – writing sounds and tricky words</p> <p>Phase 2 writing:</p> <p>Nov week 1 – Recap T1. Introduce tricky word 'to'</p> <p>Nov week 2 – O, C, K Introduce tricky word 'the'</p> <p>Nov week 3 – CK, E, U Introduce tricky word 'no'</p>

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	<p>Nov week 4 – R, H, B Introduce tricky word 'go'</p> <p>Dec week 1 – F, FF, L, LL Introduce tricky word 'into'</p> <p>Dec week 2 – SS, J, V Introduce tricky word 'he/she'</p> <p>Dec week 3 – Recap T2</p>
Term 3	<p><u>Fiction – 3 little pigs</u></p> <p><u>Non – Fiction – Instruction writing</u></p> <p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Uses identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p><u>Phonics – writing sounds and tricky words</u></p> <p>Phase 3 writing:</p> <p>Jan week 1 – Recap T2</p> <p>Jan week 2 – W, X, Y Introduce tricky words 'me, we, be'</p> <p>Jan week 3 – Z, ZZ, Qu Introduce tricky word 'was'</p> <p>Jan week 4 – CH, SH Introduce tricky word 'you'</p> <p>Feb week 1 – TH, NG Introduce tricky word 'they'</p> <p>Feb week 2 – Recap T3</p>

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<p>Term 4</p>	<p><u>Fiction – Princess and the Pea (Fairytale)</u> <u>Poetry – Nursery Rhymes</u></p> <p>Knows that information can be retrieved from books and computers Attempts to write short sentences in meaningful contexts Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p><u>Phonics – writing sounds and tricky words</u> Phase 3 writing: Feb week 4 – Recap T3 March week 1 –IGH, OA, OO Introduce tricky words ‘all’ March week 2 – AR, OR, UR, Qu Introduce tricky word ‘are’ March week 3 – OW, OI, EAR Introduce tricky word ‘my’ March week 4 – URE, ER Introduce tricky word ‘her’ March week 5 – Recap T4</p>
<p>Term 5</p>	<p><u>Fiction – Smartest Giant in Town (Narrative Recount)</u> <u>Non – Fiction – 10 Ways to Save the Planet (Lists and Captions)</u></p> <p>They demonstrate understanding when talking with others about what they have read. They also write some irregular common words. They write simple sentences which can be read by themselves and others.</p>

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	<p><u>Phonics - writing sounds and tricky words</u> Phase 4 writing: April week 3 - Recap T4 April week 4 - Phase 4 CVCC Introduce tricky words 'said' May week 1 - Phase 4 CVCC Introduce tricky word 'have' May week 2 - Phase 4 CVCC Introduce tricky word 'like' May week 3 - Phase 4 CVCC Introduce tricky word 'so/do' May week 4 - Recap T5</p>
Term 6	<p><u>Non - Fiction - Hungry caterpillar (Life Cycles, captions, processes)</u> <u>Fiction - Teddy Bear's Picnic (Instructions)</u></p> <p>They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><u>Phonics - writing sounds and tricky words</u> Phase 4 writing: June week 1 - Recap June week 2 - Phase 4 CVCC Introduce tricky word 'some/come' June week 3 - Phase 4 CVCC Introduce tricky word 'were/there' June week 4 - Phase 4 CVCC Introduce tricky word 'little' July week 1 - Phase 4 CVCC Introduce tricky word 'when/what'</p>

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	July week 2 – Recap T6
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Year 1

Handwriting and Presentation <ul style="list-style-type: none"> • Can hold a pencil comfortably and correctly • Can form lower-case letters and digits in the correct direction, starting and finishing in the right place • Can form lower-case letters of the correct size relative to one another in some of the writing • Can form capital letters • Can use spacing between words • Handwriting is legible 	Speaking and Listening <ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
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		<ul style="list-style-type: none"> ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play/improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication
Writing (Talk for Writing)		
Term 1	<p><u>Fiction: Tiger who came to tea</u></p> <p><u>Non-fiction: Narrative: Recount (Letter, postcard, diary entry, news report, biography, autobiography, oral presentation)</u></p> <p><u>Child as a Writer:</u></p> <ul style="list-style-type: none"> ▪ Can express preferences for writing ▪ Can write at will/independently <p><u>Composition</u></p> <ul style="list-style-type: none"> ▪ Understands how words combine to make sentences ▪ Can say what they are going to write about ▪ Can orally compose a sentence <p><u>Grammar and Punctuation</u></p>	

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	<ul style="list-style-type: none"> ▪ Can use full stops to end some sentences <p><u>Phonics - writing sounds and tricky words</u></p> <p>Phase 2 writing recap:</p> <p>Sept week 1 – S, A, T, P, I</p> <p>Sept week 2 – N, M, D, G, O Tricky Words To/the</p> <p>Sept week 3 – C, K, CK, E, U Tricky Words no/go</p> <p>Oct week 1 – R, H, B, F, FF Tricky Words into/he/she</p> <p>Oct week 2 – L, LL, SS, J, V Tricky Words me/we/be</p> <p>Oct week 3 – Recap phase 2</p>
Term 2	<p><u>Poetry: Shape Poems/Calligrams</u></p> <ul style="list-style-type: none"> ▪ <u>The poem usually describes an object</u> ▪ <u>The poem is presented in the shape of the object which it is describing</u> ▪ <u>The layout may either be the words inside a shape or around the outline of a shape</u> <p><u>Non-fiction: Report (Leaflet, poster, booklet, class big book/ Encyclopaedia page/film)</u></p> <p><u>Child as a Writer:</u></p> <ul style="list-style-type: none"> ▪ Can write at will/independently ▪ Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story

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	<p><u>Composition</u></p> <ul style="list-style-type: none"> ▪ Can say what they are going to write about ▪ Can orally compose a sentence ▪ Can sequence sentences to form short narrative <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> ▪ Can use full stops to end some sentences ▪ Can use capital letters at the start of some sentences <p><u>Phonics – writing sounds and tricky words</u></p> <p>Phase 3 writing recap:</p> <p>Nov week 1 – Recap phase 2</p> <p>Nov week 2 – W, X, Y, Z, ZZ Tricky Words was/you</p> <p>Nov week 3 – Qu, CH, SH, TH, NG Tricky Words they/all</p> <p>Nov week 4 – Al, EE, IGH, OA, OO Tricky Words are/my</p> <p>Dec week 1 – AR, OR, UR, OW, OI Tricky Words her/said</p> <p>Dec week 2 – , EAR, URE, ER Tricky Words have/like</p> <p>Dec week 3 – Recap phase 3</p>
Term 3	<p><u>Fiction: Puppetry Skycap</u></p> <p><u>Poetry: Free Verse – The Magic Box</u></p>

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Child as a Writer:

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- Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story
- Reads aloud their own writing to peers and teacher

Composition

- Can orally compose a sentence
- Can sequence sentences to form short narrative
- Can include some detail in writing to add interest, for example an adjective or simple simile
- Imagination is shown by the inclusion of some details e.g. description of setting and characters, twist to known story

Grammar and Punctuation

- Can use capital letters at the start of some sentences
- Begins to use capital letters for names (proper nouns) and personal pronoun 'I'

Phonics - writing sounds and tricky words

Phase 5 writing:

Jan week 1 – Recap phase 3

Jan week 2 – AI, OU Tricky Words some/come

Jan week 3 – IE, EA Tricky Words were/there

Jan week 4 – OI, IR Tricky Words little/one

Feb week 1 – UE, AW Tricky Words when/what

Feb week 2 – Recap

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<p>Term 4</p>	<p><u>Fiction: Where the Wild Things Are</u></p> <p><u>Non-fiction: Explanation – newspaper, magazine article, interview, letter</u></p> <p><u>Child as a Writer:</u></p> <ul style="list-style-type: none"> ▪ Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story ▪ Reads aloud their own writing to peers and teacher ▪ Can discuss their writing with peer or teacher <p><u>Composition</u></p> <ul style="list-style-type: none"> ▪ Can sequence sentences to form short narrative ▪ Can include some detail in writing to add interest, for example an adjective or simple simile ▪ Imagination is shown by the inclusion of some details e.g. description of setting and characters, twist to known story <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> ▪ Can use full stops to end some sentences ▪ Can use capital letters at the start of some sentences ▪ Begins to use capital letters for names (proper nouns) and personal pronoun 'I' <p><u>Phonics – writing sounds and tricky words</u></p> <p>Phase 5 writing:</p> <p>Feb week 4 – Recap phase 5</p> <p>March week 1 – WH, PH Tricky Words so/do</p>
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	<p>March week 2 – EW, OE Tricky Words oh/their</p> <p>March week 3 – AU, EY Tricky Words people</p> <p>March week 4 – A-E, E-E Tricky Words Mr/Mrs</p> <p>March week 5 – Recap</p>
Term 5	<p><u>Poetry: Riddles</u></p> <ul style="list-style-type: none"> ▪ <u>The poem describes a noun but does not name it</u> ▪ <u>The last line usually directly addresses the reader and uses a question</u> ▪ <u>The mood of the poem is light hearted</u> <p><u>Non-Fiction: Instructions (step-by-step list of instructions with diagrams to help the reader, flow-chart with numbered steps and diagrams, booklet to put in a game, demonstration video, Big Book of recipes or craft projects)</u></p> <p><u>Child as a Writer:</u></p> <ul style="list-style-type: none"> ▪ Can express preferences for writing ▪ Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story ▪ Can discuss their writing with peer or teacher <p><u>Composition</u></p> <ul style="list-style-type: none"> ▪ Can sequence sentences to form short narrative ▪ Can include some detail in writing to add interest, for example an adjective or simple simile

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	<ul style="list-style-type: none"> ▪ Imagination is shown by the inclusion of some details e.g. description of setting and characters, twist to known story ▪ Can use some appropriate story language e.g. Once upon a time, happily ever after.... ▪ Can re-read work to check it makes sense e.g. notices missing words or sentences.... <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> ▪ Can use full stops to end some sentences ▪ Can use capital letters at the start of some sentences ▪ Joins words or clauses using 'and' <p><u>Phonics – writing sounds and tricky words</u></p> <p>Phase 5 writing:</p> <p>April week 3 – Recap sounds Tricky Words looked</p> <p>April week 4 – EW, OE Tricky Words called</p> <p>May week 1 – I-E, O-E Tricky Words asked</p> <p>May week 2 – U-E Tricky Words could</p> <p>May week 3 – Revision</p> <p>May week 4 – Revision</p>
Term 6	<p><u>Fiction Jack and the Beanstalk</u></p> <p><u>Poem: Free Verse</u></p> <p><u>Child as a Writer:</u></p>

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- Can express preferences for writing
- Can write at will/independently
- Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story
- Reads aloud their own writing to peers and teacher
- Can discuss their writing with peer or teacher

Composition

- Understands how words combine to make sentences
- Can say what they are going to write about
- Can orally compose a sentence
- Can sequence sentences to form short narrative
- Can include some detail in writing to add interest, for example an adjective or simple simile
- Imagination is shown by the inclusion of some details e.g. description of setting and characters, twist to known story
- Can use some appropriate story language e.g. Once upon a time, happily ever after....
- Can re-read work to check it makes sense e.g. notices missing words or sentences....
- Can re-read work to check for missing punctuation

Grammar and Punctuation

- Can use full stops to end some sentences
- Can use capital letters at the start of some sentences
- Begins to use capital letters for names (proper nouns) and personal pronoun 'I'
- Begins to use exclamation marks and question marks
- Joins words or clauses using 'and'

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Phonics – writing sounds and tricky words

Phase 6 writing:

June week 2 – Revision

June week 3 – Phonics screening

June week 4 – Phase 6 changing words using -ed Tricky Words people/Mr/Mrs

July week 1 – Phase 6 changing words using -ing Tricky Words Looked/Called

July week 2 – Phase 6 changing words using -er Tricky Words Asked/Could

July week 3 – Recap

Year 2

Handwriting and Presentation	Speaking and Listening
<ul style="list-style-type: none"> ▪ Lower case, capital letters and digits are accurately formed and orientated ▪ Can form lower case letters of the correct size relative to one another 	<ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions

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<ul style="list-style-type: none"> ▪ Can form capital letters of the correct size relative to lower case letters ▪ Can use spacing between words that reflects the size of letters ▪ Clear differentiation between ascenders and descenders ▪ Can start to use some diagonal and horizontal strokes to join letters ▪ Handwriting is legible 	<ul style="list-style-type: none"> ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play/improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication
Writing (Talk for Writing)	
Term 1	<p><u>Fiction</u></p> <p><u>Non-Fiction: Instructions (step-by-step list of instructions with diagrams to help the reader, flow-chart with numbered steps and diagrams, booklet to put in a game, demonstration video, Big Book of recipes or craft projects)</u></p> <p><u>Model text examples:</u></p>

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	<p>Fiction: Kassim and the Greedy Dragon</p> <p>Instructions: How to Trap a Stone Giant</p> <p><u>Child as a Writer:</u></p> <ul style="list-style-type: none"> ▪ Can express preferences for writing ▪ Can write at will/independently <p><u>Composition</u></p> <ul style="list-style-type: none"> ▪ Can say what they are going to write about e.g. orally tell story ▪ Records key ideas and vocabulary to organise their ideas e.g. story mapping, writing frame ▪ Records ideas sentence by sentence, rehearsing each sentence orally before scribing <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> ▪ Can use full stops, exclamation marks and question marks to demarcate most sentences ▪ Can use capital letters at start of most sentences
Term 2	<p><u>Poetry: Free Verse</u></p> <p><u>Non-fiction: Persuasion (Letter, job application, newspaper or magazine article, radio jingle, video recording, oral presentation, advertisement)</u></p>

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Model text examples:

Poetry:

Persuasion:

Hawk Ridge Farm Park

Child as a Writer:

- Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story.....
- Can write with increasing fluency and stamina

Composition

- Can include detail in writing to add interest, describe and specify e.g. noun phrases, expanded noun phrases and similes
- Can use adverbs to qualify verbs e.g. he ran slowly.
- Can use simple organisational devices when writing for different purposes e.g. letter layout, headings and subheadings, poetry
- Can sustain the use of the correct tense across a range of text types e.g. story, letter...

Grammar and Punctuation

- Can use full stops, exclamation marks and question marks to demarcate most sentences
- Can use capital letters at start of most sentences
- Uses capital letters for names (proper nouns)

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

<p>Term 3</p>	<p><u>Fiction</u></p> <p><u>Poetry: Diamantes</u> (The poem is presented in the shape of a diamond) - The line structure is as follows:</p> <ul style="list-style-type: none"> - Line 1: Beginning subject - Line 2: Two adjectives about line 1 - Line 3: Three words or words ending '-ing' about line 1 - Line 4: A short phrase about line 1, a short phrase about line 7 - Line 5: Three words or words ending '-ing' about line 7 - Line 6: Two adjectives about line 7 - Line 7: End subject <p><u>Model text examples:</u></p> <p><u>Fiction:</u></p> <p>Lonely Beast</p> <p><u>Poetry:</u></p> <p><u>Child as a Writer:</u></p> <ul style="list-style-type: none"> ▪ Can complete a whole text as well as sections of a text e.g. sustain an entire story, report.... ▪ Can write with increasing fluency and stamina ▪ Reads aloud their own writing to peers and teacher with appropriate expression <p><u>Composition</u></p> <ul style="list-style-type: none"> ▪ Can use adverbs to qualify verbs e.g. he ran slowly. ▪ Can use a variety of conjunctions to extend sentences and give further information ▪ Can write narrative with a clear beginning, middle and end. ▪ Can use some appropriate story language e.g. In a land far far away.... ▪ Imagination is shown by the inclusion of further details e.g. description of setting and characters, twist to known story, suspense
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Composition: Editing

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- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<ul style="list-style-type: none"> ▪ Can show an increasing awareness of the reader e.g. frequent use of vocabulary for effect ▪ Can proof read to check for spelling errors ▪ Can proof read to check for missing punctuation ▪ Can read own and peers' writing and make suggestions for improvements <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> ▪ Uses capital letters for names (proper nouns) ▪ Can use commas to separate items in a list ▪ Can indicate possession by using the possessive apostrophe for singular nouns e.g. The boy's ball ...
Term 4	<p><u>Non-Fiction: Discussion (leaflet/flow chart/poster/concertina book/part of a non-chronological text/multimodal text such as a lifecycle, Encyclopaedia page)</u></p> <p><u>Fiction</u></p> <p><u>Model text examples:</u></p> <p>Fiction: The King and the Moon</p> <p>Discussion: Manchester Ridge Back Dragon</p> <p><u>Child as a Writer:</u></p>

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	<ul style="list-style-type: none"> ▪ Can express preferences for writing ▪ Can complete a whole text as well as sections of a text e.g. sustain an entire story, report.... ▪ Can write with increasing fluency and stamina <p><u>Composition</u></p> <ul style="list-style-type: none"> ▪ Can say what they are going to write about e.g. orally tell story ▪ Can use pronouns to avoid repetition e.g. he, they, our ▪ Can write narrative with a clear beginning, middle and end. ▪ Imagination is shown by the inclusion of further details e.g. description of setting and characters, twist to known story, suspense ▪ Can show an increasing awareness of the reader e.g. frequent use of vocabulary for effect ▪ Can use simple organisational devices when writing for different purposes e.g. letter layout, headings and subheadings, poetry ▪ Can proof read to check for spelling errors ▪ Can proof read to check for missing punctuation <p><u>Grammar and Punctuation</u></p> <ul style="list-style-type: none"> ▪ Joins words or clauses using co-ordination e.g. or, and , but ▪ Joins clauses using subordination e.g. if, when, because
Term 5	<p><u>Poetry: Free Verse</u></p> <p><u>Non-Fiction: Explanation (newspaper or magazine article, a debate, an interview with people of opposing points of view, a letter)</u></p> <p><u>Model text examples:</u></p>

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Poetry:

Revolting rhymes

Explanation:

Letter

Child as a Writer:

- Can write at will/independently
- Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story.....
- Reads aloud their own writing to peers and teacher with appropriate expression

Composition

- Can say what they are going to write about e.g. orally tell story
- Records key ideas and vocabulary to organise their ideas e.g. story mapping, writing frame....
- Records ideas sentence by sentence, rehearsing each sentence orally before scribing
- Can use a variety of conjunctions to extend sentences and give further information
- Can use pronouns to avoid repetition e.g. he, they, our
- Can use some appropriate story language e.g. In a land far far away.....
- Can proof read to check for missing punctuation
- Can read own and peers' writing and make suggestions for improvements

Grammar and Punctuation

- Can use sentences with different forms e.g. statement, exclamation, question or command
- Use the present and past tense consistently, including the progressive form

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
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Composition: Non-narrative

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<p>Term 6</p>	<p><u>Fiction:</u></p> <p><u>Poetry: Haikus</u></p> <p>Originates from Japan</p> <p>Similar in structure to a Tanka poem</p> <p>The mood of a Haiku is generally serious, and can relate to many themes, including nature or love.</p> <p>Follows a 5,7,5 syllable structure</p> <p>Each line starts with a capital letter</p> <p><u>Model text examples:</u></p> <p><u>Poetry:</u></p> <p>Observation poems – candlelight</p> <p>Candleflame</p> <p>I Remember...</p> <p><u>Fiction:</u></p> <p><u>Child as a Writer:</u></p> <ul style="list-style-type: none"> ▪ Can express preferences for writing ▪ Can write with increasing fluency and stamina ▪ Reads aloud their own writing to peers and teacher with appropriate expression <p><u>Composition</u></p> <ul style="list-style-type: none"> ▪ Can say what they are going to write about e.g. orally tell story ▪ Records key ideas and vocabulary to organise their ideas e.g. story mapping, writing frame.... ▪ Can include detail in writing to add interest, describe and specify e.g. noun phrases, expanded noun phrases and similes
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Composition: Editing

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- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

- Can use adverbs to qualify verbs e.g. he ran slowly.
- Can use a variety of conjunctions to extend sentences and give further information
- Can use pronouns to avoid repetition e.g. he, they, our
- Can use simple organisational devices when writing for different purposes e.g. letter layout, headings and subheadings, poetry
- Can sustain the use of the correct tense across a range of text types e.g. story, letter...
- Can proof read to check for spelling errors
- Can proof read to check for missing punctuation
- Can read own and peers' writing and make suggestions for improvements

Grammar and Punctuation

- Can use full stops, exclamation marks and question marks to demarcate most sentences
- Can use capital letters at start of most sentences
- Uses capital letters for names (proper nouns)
- Can use commas to separate items in a list
- Can indicate possession by using the possessive apostrophe for singular nouns e.g. The boy's ball ...
- Joins words or clauses using co-ordination e.g. or, and, but
- Joins clauses using subordination e.g. if, when, because
- Can use sentences with different forms e.g. statement, exclamation, question or command
- Use the present and past tense consistently, including the progressive form

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
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Terms	Handwriting and Presentation	Speaking and Listening
	<ul style="list-style-type: none"> ▪ Lower case and capital letters and digits are accurately formed and orientated. ▪ Letters are consistent in size ▪ Clear differentiation between ascenders and descenders ▪ Handwriting is legible ▪ There is some attempt to join letters appropriately. 	<ul style="list-style-type: none"> ▪ Read aloud what you have written with appropriate expression, noticing common errors i.e. omission or repetition of words. ▪ Explain your choice of language and sentence structure, making reference to the impact on the audience. ▪ Confidently perform relevant text types that you have created to an audience i.e poetry or sections of narrative. ▪ Discuss what you have written, responding to a range of feedback i.e. audience, peers, teacher.
Term 1	<p><u>Fiction: Story in familiar setting</u></p> <p><u>Non-fiction:</u> Instructions (step-by-step list of instructions with diagrams to help the reader, flow-chart with numbered steps and diagrams, booklet to put in a game, demonstration video, Big Book of recipes or craft projects)</p> <p><u>Model text examples:</u></p>	

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Fiction:

One sweet too far
You can have your cake
Into the Forest

Instructions:

A Simple Card Trick
Another Simple Card Trick

Child as a Writer:

- Can express preferences for writing
- Can write at will/independently
- Can generate ideas from a stimulus e.g. picture, prop. drama, story, visitor, visit = 'hook'

Composition

- time adverbials
- Can show some variety in sentence structure e.g. using a mixture of short sentences with long ones.

Punctuation

- Can use full stops accurately to demarcate sentences.

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Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
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- Can punctuate simple direct speech accurately using speech marks
- Can use capital letters accurately, including for proper nouns.
- Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineapple on it.

Composition: Context, Audience and Purpose

- Can orally compose a cohesive text and make appropriate use of planning tools to organise their ideas e.g. story mapping, writing frames, key notes etc.
- Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan.

Composition: Narrative

- Can write narrative with a clear beginning, middle and end.

Composition: Non-narrative

- Can choose and sustain the use of the correct tense.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality

GPS

- Can use a range of irregular plurals (e.g. mice, people, knives)

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	<ul style="list-style-type: none"> ▪ Can identify nouns, adjectives and verbs ▪ Can use spelling strategies to check spellings
Term 2	<p>Poetry: Free Verse</p> <p><u>Non-fiction:</u> Persuasion (Letter, job application, newspaper or magazine article, radio jingle, video recording, oral presentation, advertisement)</p> <p><u>Model text examples:</u></p> <p>Poetry:</p> <p>Observation poems – candlelight</p> <p>Candleflame</p> <p>I Remember...</p> <p>Persuasion:</p> <p><u>Child as a Writer:</u></p> <ul style="list-style-type: none"> ▪ Can discuss their writing outcomes and their effect on the audience <p><u>Composition</u></p> <ul style="list-style-type: none"> ▪ Can use adverbs to qualify verbs e.g. he ran slowly. ▪ Can use a range of conjunctions including when, if, because, although to extend sentences and give further information.

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	<ul style="list-style-type: none"> ▪ Can use verb tenses accurately and consistently across a range of text types e.g. recount, letter or story. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> ▪ Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't. <p><u>Composition: Context, Audience and Purpose</u></p> <ul style="list-style-type: none"> ▪ Some evidence of writing for effect e.g. persuasive, informative, entertain. ▪ Demonstrates simple viewpoint through third and first person. ▪ Expresses opinions in simple terms. <p><u>Composition: Non-narrative</u></p> <ul style="list-style-type: none"> ▪ Can write a clear introduction. ▪ Can write a concluding statement or summary. ▪ Paragraphs begin with relevant (basic) topic sentences which are then developed in further detail. ▪ <p><u>Composition: Editing</u></p> <ul style="list-style-type: none"> ▪ Can proof read to check for spelling errors ▪ Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing
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	<u>GPS</u> <ul style="list-style-type: none"> ▪ Uses the forms a or an correctly (e.g. a rock, an open box) ▪ Can identify and use co-ordinating conjunctions (e.g. and, so, yet) ▪ Can identify and use subordinating conjunctions (e.g. when, before, after, while, because) ▪
Term 3	<u>Fiction: Suspense</u> <u>Poetry: Free verse</u> <u>Model text examples:</u> Fiction: Axe Soup Three Golden Peaches Poetry: The Zealous Zoo The Obstinate Ostrich <u>Child as a Writer:</u> <ul style="list-style-type: none"> ▪ Can compose and rehearse sentences orally (including dialogue) ▪ Can complete whole text as well as sections of a text e.g. sustain an entire story rather than just writing parts (beginning, end, setting, character description etc)

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	<p><u>Composition</u></p> <ul style="list-style-type: none"> ▪ Sentences sometimes begin in a different way e.g. using an adverb (Nervously, she walked into the room) or phrases (Without a doubt, this was the best party ever). ▪ Can use at least one adjective to modify nouns e.g. a soft, moaning sound. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> ▪ Can use commas after fronted adverbials e.g. Quickly and quietly, I slipped into the house. ▪ <p><u>Composition: Context, Audience and Purpose</u></p> <ul style="list-style-type: none"> ▪ Imagination is shown by the inclusion of some details e.g. direct speech, description of setting and the description of characters feelings. <p><u>Composition: Narrative</u></p> <ul style="list-style-type: none"> ▪ Can use some appropriate story language e.g. One freezing winters day when the snow lay on the ground... ▪ Resolution to stories is appropriate and explained in sufficient detail. <p><u>Composition: Editing</u></p> <ul style="list-style-type: none"> ▪ Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary
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	<p><u>GPS</u></p> <ul style="list-style-type: none"> ▪ Can identify and begin to use inverted commas to punctuate direct speech ▪ Can use spelling strategies to check spellings
Term 4	<p><u>Fiction: myth and legend</u></p> <p><u>Non-fiction:</u> Non-Fiction Non-chronological Reports – Japan Holiday (leaflet/poster/booklet/ class Big Book/Encyclopaedia page, film)</p> <p><u>Model text examples:</u></p> <p>Fiction: myth and legends</p> <p>My Spider has a Small Waist</p> <p>How the World was Made</p> <p>Non-chronological report:</p> <p>Unicorns</p> <p>Dragons</p> <p><u>Child as a Writer:</u></p> <ul style="list-style-type: none"> ▪ Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

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	<p><u>Composition</u></p> <ul style="list-style-type: none"> ▪ Can use pronouns to avoid repetition e.g. he, they, our. ▪ Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> ▪ Some evidence of writing for effect e.g. persuasive, informative, entertain. ▪ Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineapple on it. <p><u>Composition: Context, Audience and Purpose</u></p> <ul style="list-style-type: none"> ▪ Can show an increasing awareness of the reader e.g. frequent use of vocabulary for effect. ▪ Records ideas sentence by sentence and is able to check that their writing broadly follows their original plan. <p><u>Composition: Narrative</u></p> <ul style="list-style-type: none"> ▪ Beginning of narrative provides appropriate and interesting detail about setting or characters. ▪ Can explain why they have chosen to organise their writing in a certain way. <p><u>Composition: Non-narrative</u></p> <ul style="list-style-type: none"> ▪ Main features of text type are used e.g. non chronological report has an intro, some points under sub headings and an end statement. ▪ Can use simple organisational devices e.g. headings and subheadings ▪ Paragraphs are organised around a key theme, which is made evident to the reader.
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	<ul style="list-style-type: none"> ▪ <p><u>Composition: Editing</u></p> <ul style="list-style-type: none"> ▪ Can propose changes to grammar and vocabulary to improve consistency and quality <p><u>GPS</u></p> <ul style="list-style-type: none"> ▪ Demonstrates correct and consistent use of tense (inc. present perfect form of verbs) ▪ Uses end punctuation correctly (full stops, question marks and exclamation marks) ▪ Understands how word families based on common words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)
Term 5	<p><u>Poetry:</u> Poetry: Cherihews</p> <ul style="list-style-type: none"> ▪ Four lines in length, Rhyming couplets AABB ▪ The subject is usually a character who is named on one of the lines ▪ The mood of the poem is comic <p><u>Non-fiction:</u> Explanation (newspaper or magazine article, a debate, an interview with people of opposing points of view, a letter)</p> <p><u>Model text examples:</u></p> <p><u>Model text examples:</u></p> <p>Explanation:</p>

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	<p>Letter about Hare and Tortoise</p> <p><u>Composition</u></p> <ul style="list-style-type: none"> ▪ Is beginning to use adverbial phrases to give information about time or manner i.e. Before break, I ate some crisps... or Extremely carefully, I crossed the road.... <p><u>Punctuation</u></p> <ul style="list-style-type: none"> ▪ Can indicate possession by using the possessive apostrophe for singular nouns. E.g. The girl's scooter... <p><u>Composition: Context, Audience and Purpose</u></p> <ul style="list-style-type: none"> ▪ Some detail in writing adds interest, humour, suspense <p><u>Composition: Non-narrative</u></p> <ul style="list-style-type: none"> ▪ Can choose and sustain the use of the correct tense. ▪ Paragraphs are organised around a key theme, which is made evident to the reader. ▪ <p><u>Composition: Editing</u></p> <ul style="list-style-type: none"> ▪ Can proof read to check for missing punctuation <p><u>GPS</u></p>
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Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<ul style="list-style-type: none"> ▪ Can form nouns using a range of prefixes (e.g. super-, anti-, auto-) ▪ Can identify and use prepositions (e.g. before, after, during, in) ▪ Can identify and use a range of adverbs correctly (e.g. then, next, soon)
Term 6	<p><u>Fiction: chapter</u></p> <p><u>Poetry:</u> Limerick</p> <ul style="list-style-type: none"> ▪ Five lines in length and follows the rhyme scheme AABBA ▪ Lines 1,2 and 5 have 7-10 syllables ▪ Line 3 and 4 have 5-7 syllables ▪ The last line should be unusual or far fetched ▪ Each line starts with a capital letter. Lines often end in a comma <p><u>Model text examples:</u></p> <p>Fiction:</p> <p>Mystery of the Lantern Light The Mystery of the Ottoman's Chest</p> <p>Limerick</p>

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Child as a Writer:

- Can write with fluency and stamina

Composition

- Can use simple similes e.g. It was as yellow as the sun

Punctuation

- Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks.

Composition: Context, Audience and Purpose

- Imagination is shown by the inclusion of some details e.g. direct speech, description of setting and the description of characters feelings.

Composition: Narrative

- Can indicate paragraph breaks for changes of time, place or subject.
- Can explain why they have chosen to organise their writing in a certain way.

Composition: Editing

- Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing

GPS

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<ul style="list-style-type: none"> ▪ Can identify main and subordinate clauses ▪ Can identify nouns, adjectives and verbs ▪ Can identify and begin to use inverted commas to punctuate direct speech

Year 4

Spelling	Handwriting and Presentation	Speaking and Listening
	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

		<ul style="list-style-type: none"> ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play/improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication
Term 1	<p><u>Fiction: Suspense</u></p> <p><u>Non-fiction:</u> Explanation (newspaper or magazine article, a debate, an interview with people of opposing points of view, a letter)</p> <p><u>Model text examples:</u></p>	

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Fiction:

The caravan

The Manor House

Explanation:

How a Jellyfish Stings

How a Giant Spider Traps Its Prey

Child as a Writer:

- Can evaluate and discuss themselves as a writer
- Can write at will/independently
- Can generate multiple feasible ideas from a stimulus

Composition

- Can use a mixture of sentence types, sometimes varying their structure
- Can extend sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although

Punctuation

- Inverted commas are nearly always in the correct place for simple speech - "Share this with me" he said
- Can consistently use capital letters for proper nouns

Composition: Context, Audience and Purpose

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<ul style="list-style-type: none"> ▪ Is progressively building a varied and and rich vocabulary <h3><u>Composition: Narrative</u></h3> <ul style="list-style-type: none"> ▪ Can write a clear story structure with build up and climax ▪ Basic elements of story structure are present <h3><u>Composition: Non-narrative</u></h3> <ul style="list-style-type: none"> ▪ Can write a clear introduction, followed by logical points, drawing to a defined conclusion ▪ Paragraphs are used to group ideas logically <h3><u>Composition: Editing</u></h3> <ul style="list-style-type: none"> ▪ Can propose changes to grammar and vocabulary to improve consistency and quality ▪ Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary <h3><u>GPS</u></h3> <ul style="list-style-type: none"> ▪ Uses Standard English forms for verb inflections (e.g. we were, I did) ▪ Uses inverted commas and other punctuation to indicate direct speech (e.g. The conductor shouted, "Sit down!") ▪ Can identify and use different sentence types (statement, command, question, exclamation)
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Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Term 2

Poetry: Kennings

- A 'kenning' is a two word phrase which describes an object, often using a metaphor to do so.
- Kenning poems are a type of riddle which use kennings to describe something or someone.
- Each line consists of one kenning. There is no set number of lines in each verse.
- The kennings should be ordered within the poem with consideration of the impact on the reader.

Non-fiction: Instructions (step-by-step list of instructions with diagrams to help the reader, flow-chart with numbered steps and diagrams, booklet to put in a game, demonstration video, Big Book of recipes or craft projects)

Model text examples:

How to Keep a Teacher Happy

What to Do If You Meet an Alien

Child as a Writer:

- Can use some 'tricks of the trade' for a given style to ensure that the style of writing is evident to the reader

Composition

- Can use verb tenses consistently and accurately across a range of text types
- Can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Punctuation

- Commas are usually used in a list

Composition: Context, Audience and Purpose

- Is beginning to know how to write for different audiences and different purposes
- Can consider the needs of the reader when planning their text

Composition: Non-narrative

- Can use organisational devices confidently e.g. headings and subheadings, bullet points, introductory phrases.....
- Can choose and sustain the use of the correct tense.

Composition: Editing

- Can proof read to check for spelling errors

GPS

- Uses pronouns within and across sentences to aid cohesion and avoid repetition
- Can identify and use determiners
- Can identify and use pronouns

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Term 3	<p><u>Fiction: Fantasy</u></p> <p><u>Poetry:</u> : Classic poems</p> <p><u>Model text examples:</u></p> <p>Poems: The Snail The Owl</p> <p>Fantasy stories: The Magician's shop Reill Flynn</p> <p><u>Child as a Writer:</u></p> <ul style="list-style-type: none"> ▪ Can write whole and part texts with fluency and stamina <p><u>Composition</u></p> <ul style="list-style-type: none"> ▪ Verbs are qualified by adverbs and adverbial phrases e.g. She ran slowly..... ▪ Can use adverbials in different positions in a sentence e.g. Finally the sunshine came out; I watched with anticipation <p><u>Punctuation</u></p>

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<ul style="list-style-type: none"> ▪ Is beginning to use commas after fronted adverbials ▪ Starting to use commas for separating clauses, although not always accurately <p><u>Composition: Context, Audience and Purpose</u></p> <ul style="list-style-type: none"> ▪ Can confidently compose and rehearse a cohesive text ▪ Imagination is shown by the inclusion of details e.g. direct speech, description of setting and the description of characters feelings. <p><u>Composition: Narrative</u></p> <ul style="list-style-type: none"> ▪ Beginnings of narrative are more lively and and can capture the readers interest ▪ Demonstrates an awareness of the reader <p><u>Composition: Editing</u></p> <ul style="list-style-type: none"> ▪ Can proof read to check for spelling errors <p><u>GPS</u></p> <ul style="list-style-type: none"> ▪ Uses Standard English forms for pronouns and adverbs (e.g. them, those, quick, quickly) ▪ Can identify and use fronted adverbials (e.g. Later that day) ▪ Can use spelling strategies to check spellings
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Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Term 4

Fiction: Playscripts

Non-fiction: Recount (Letter, postcard, diary entry, news report, biography, autobiography, oral presentation)

Model text examples:

Fiction:

The Christmas Pub

Newspaper reports:

Tornado destroys local houses

Bean plant cut down

Child as a Writer:

- Can use some 'tricks of the trade' for a given style to ensure that the style of writing is evident to the reader

Composition

- Can use verb tenses consistently and accurately across a range of text types
- Can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition

Punctuation

- ICommas are usually used in a list

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<p><u>Composition: Context, Audience and Purpose</u></p> <ul style="list-style-type: none"> ▪ Is beginning to know how to write for different audiences and different purposes ▪ Can consider the needs of the reader when planning their text <p><u>Composition: Narrative</u></p> <ul style="list-style-type: none"> ▪ Paragraphs are attempted for a change in action, setting and time <p><u>Composition: Non-narrative</u></p> <ul style="list-style-type: none"> ▪ Can use organisational devices confidently e.g. headings and subheadings, bullet points, introductory phrases..... ▪ Expresses an opinion by giving justification for their ideas <p><u>Composition: Editing</u></p> <ul style="list-style-type: none"> ▪ Can proof read to check for spelling errors <p><u>GPS</u></p> <ul style="list-style-type: none"> ▪ Uses pronouns within and across sentences to aid cohesion and avoid repetition ▪ Can identify and use determiners ▪ Can identify and use pronouns ▪
Term 5	<p><u>Poetry:</u> Free verse</p>

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Non-fiction: Non-chronological Reports (leaflet/poster/booklet/ class Big Book/Encyclopaedia page, film)

Model text examples:

Poetry:

Dreams

Cold Dream

Non chronological reports:

Parents

Teachers

Child as a Writer:

- Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Composition

- Within sentences, subjects and verbs agree, e.g. 'We were playing' rather than 'We was playing'
- Is beginning to use coordinating and subordinating conjunctions to develop the flow of writing
- n

Punctuation

- Can use the apostrophe for omission correctly

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<p><u>Composition: Context, Audience and Purpose</u></p> <ul style="list-style-type: none"> ▪ Records ideas in chunks (paragraphs) and is able to check that their writing follows their original plan ▪ Can include details to add interest, to persuade or to direct <p><u>Composition: Non-narrative</u></p> <ul style="list-style-type: none"> ▪ Paragraphs have relevant openings ▪ Points are raised in a sensible order <p><u>Composition: Editing</u></p> <ul style="list-style-type: none"> ▪ Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing <p><u>GPS</u></p> <ul style="list-style-type: none"> ▪ Always uses capital letters correctly (e.g. a river, the River Thames) ▪ Uses apostrophes to mark plural possession (e.g. the girl's name, the girls' names)
Term 6	<p><u>Poetry</u>: Free verse</p> <p><u>Fiction</u></p>

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Model text examples:

Fiction:

The Dentist

The Video Shop

Poem:

Season Haiku

Chinquain

Child as a Writer:

- Can use some 'tricks of the trade' for a given style to ensure that the style of writing is evident to the reader

Composition

- Sentences are grammatically accurate, giving relevant and precise information

Punctuation

- Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurately
- Can indicate possession by using the possessive apostrophe with plural nouns e.g. The pupils'...

Composition: Context, Audience and Purpose

- s beginning to establish a viewpoint in their writing

Composition: Narrative

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<ul style="list-style-type: none"> ▪ Is beginning to develop characterisation through describing how characters look, react, talk or behave ▪ Tense and perspective are maintained throughout narrative work <p><u>Composition: Editing</u></p> <ul style="list-style-type: none"> ▪ Can proof read to check for missing punctuation <p><u>GPS</u></p> <ul style="list-style-type: none"> ▪ Understands the difference between the plural and possessive -s ▪ Can identify and use determiners ▪ Can identify and use a range of noun phrases (e.g. the strict maths teacher with curly hair) ▪ Uses a comma after a fronted adverbial
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Year 5

	Handwriting and Presentation	Speaking and Listening
<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Letters are consistently sized and orientated. ▪ Can use a legible and consistent style of handwriting. 	<ul style="list-style-type: none"> ▪ Read your work aloud, using intonation, expression and volume to enhance meaning and impact. ▪ Take part in group and individual performances, based on texts you have written and been inspired by. ▪ Engage in critical discussions about your own and other people's writing, referencing the impact on the audience.

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<ul style="list-style-type: none"> ▪ Is beginning to join handwriting with some degree of fluency. 	
Term 1	<p><u>Poetry: Cave of Curiosity</u></p> <p><u>Non-fiction:</u> Explanation (newspaper or magazine article, a debate, an interview with people of opposing points of view, a letter)</p> <p>Model text examples:</p> <p>Poetry: Cave of Curiosity</p> <p>Explanations: How to Hide a Pirate's Treasure</p> <p><u>Child as a Writer:</u></p> <ul style="list-style-type: none"> ▪ Is able to critically evaluate their own and other people's written work. ▪ Shares their work confidently, ensuring the meaning is clear to the reader/listener. <p><u>Composition</u></p> <ul style="list-style-type: none"> ▪ Can explain why a given sentence type will enhance the meaning/impact of a passage. 	

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<ul style="list-style-type: none"> ▪ Uses a range of sentence types with growing dexterity. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> ▪ Always uses capital letters and full stops accurately. ▪ Always uses question marks and exclamation marks accurately. <p><u>GPS</u></p> <ul style="list-style-type: none"> ▪ Can convert nouns and adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) ▪ Can identify and use a range of adverbials inc. those that indicate frequency and degrees of possibility (e.g. sometimes, perhaps) ▪
Term 2	<p><u>Fiction: Traditional Tales</u></p> <p><u>Non-fiction: Instructions</u></p> <p><u>Model text examples:</u></p> <p><u>Fiction:</u></p> <p>Axe Soup</p> <p>Three Golden Peaches</p> <p><u>Instructions:</u></p> <p>A Simple Card Trick</p> <p>Another Simple Card Trick</p>

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Child as a Writer:

- Chooses an appropriate form for their writing in order to communicate effectively.

Composition

- Experiments with clause structures to give variety to their writing.
- Uses a wide range of co-ordinating and subordinating conjunctions to develop and extend their ideas.

Punctuation

- Is confident in using inverted commas to mark speech.
- Usually punctuates speech inside inverted commas

Composition: Context, Audience and Purpose

- Uses own planning strategies to compose and rehearse whole texts before writing.
-

Composition: Narrative

- Plans a clear structure for a narrative, which is evenly paced.
- Includes appropriate imaginative detail to engage the reader from the outset.
- Balances a range of description, dialogue and action to explain a narrative.

Composition: Non-narrative

- Draws on their own experience of good quality non-narrative to support the writing of their own text.
- Paragraphing is used to bring clarity to the text.

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<p><u>Composition: Editing</u></p> <ul style="list-style-type: none"> ▪ Identifies and edits inaccuracies in grammar <p><u>GPS</u></p> <ul style="list-style-type: none"> ▪ Can identify and use relative pronouns ▪ Can identify and use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun ▪ Can use inverted commas correctly (inc. changing reported speech to direct speech)
Term 3	<p><u>Poetry: Performance</u></p> <p><u>Non-fiction:</u> Recount (Letter, postcard, diary entry, news report, biography, autobiography, oral presentation)</p> <p><u>Model text examples:</u></p> <p><u>Poetry:</u> Mysteries Cool!</p> <p><u>Recounts:</u> Extracts from the Ugly Sister's Letters to her Cousin, Gertie</p>

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

The Green Van

Recount to a Friend

Recount to an Unknown Person

Child as a Writer:

- Refines ideas based on experience of good quality example texts.

Composition

- Sentences are grammatically accurate.
- Can maintain a consistent tense through choosing and using an appropriate verb form.

Punctuation

- Has a growing understanding of how to use commas to separate clauses in sentences.
- Understands the use of brackets to add additional information.

Composition: Context, Audience and Purpose

- Pitches texts appropriately, according to who it will be read by.

Composition: Non-narrative

- Can choose and maintain the correct tense throughout.

Composition: Editing

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<ul style="list-style-type: none"> ▪ Can proof read to check for spelling errors. <p><u>GPS</u></p> <ul style="list-style-type: none"> ▪ Can identify and use the perfect tense (e.g. I have finished, I had eaten) ▪ Can identify and use the progressive tense (e.g. I am reading, I was running) ▪ Can use commas to separate clauses ▪ Can use spelling strategies to check spellings
Term 4	<p><u>Fiction: Myth/Legend</u></p> <p><u>Non-fiction: Persuasion Letters</u></p> <p><u>Model text examples:</u></p> <p>Fiction:</p> <p>How Night Came</p> <p>Why the Robin has a Red Chest</p> <p>The Legend of Randwick</p> <p>The Children of Hamelin</p> <p>Persuasion:</p> <p>Robin and Batman</p> <p>Wolf and Old Bunny</p>

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Child as a Writer:

- Confidently undertakes the composition of whole texts, writing with fluency and stamina

Composition

- Can routinely add detail and interest to sentences through precise use of techniques such as adverbial phrases, expanded noun phrases etc.
- Cohesion and flow are promoted through the use of pronouns and determiners.

Punctuation

- Can use commas for lists nearly always correctly.
- Can use commas after fronted adverbials

Composition: Context, Audience and Purpose

- Includes sufficient detail to engage the reader.
- Establishes a clear viewpoint in their writing and maintains this throughout a text.

Composition: Narrative

- Draws on their own experience of good quality narrative to support the writing of their own text.
- Story is organised into clear paragraphs.

Composition: Non-narrative

- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<ul style="list-style-type: none"> ▪ Formatting devices are carefully selected to help organise the text appropriately. <p><u>Composition: Editing</u></p> <ul style="list-style-type: none"> ▪ Can make improvements to a text to ensure that it closely meets the brief/success criteria. <p><u>GPS</u></p> <ul style="list-style-type: none"> ▪ Can use and explain the meaning of verb prefixes (e.g. dis-, de-, mis-, over- and re-) ▪ Can use a range of prefixes and suffixes to change the meanings of words ▪ Can use brackets to indicate parenthesis ▪
Term 5	<p><u>Fiction: script</u></p> <p><u>Non-fiction:</u> Discussion (leaflet/flow chart/poster/concertina book/part of a non-chronological text/multimodal text such as a lifecycle, Encyclopaedia page)</p> <p><u>Model text examples:</u></p> <p><u>Fiction:</u> Humpty Sing a Song</p> <p><u>Discussion:</u></p>

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Child as a Writer:

- Includes appropriate features to enhance the meaning and impact of their text.

Composition

- Can explain why a given sentence type will enhance the meaning/impact of a passage.

Punctuation

- Can use an apostrophe for possession (including plural nouns) accurately.
- Can use an apostrophe for contraction accurately.

Composition: Context, Audience and Purpose

- Is able to explain how the audience for a text will impact on how it is written.

Composition: Narrative

- Tense and perspective are maintained throughout narrative work.
- Develops characters and settings using a range of descriptive techniques.

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.

Composition: Editing

- Can make improvements to a text to ensure that it closely meets the brief/success criteria.

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<p><u>GPS</u></p> <ul style="list-style-type: none"> ▪ Can identify and use modal verbs (e.g. might, should, will, must) ▪ Can use commas to indicate parenthesis ▪ Can use spelling strategies to check spellings ▪ Can use commas to clarify meaning or avoid ambiguity
Term 6	<p><u>Fiction:</u></p> <p><u>Poetry :</u></p> <p><u>Model text examples:</u></p> <p>Fiction:</p> <p>Poetry:</p> <p>Images List</p> <p>Taking One Idea for a Walk</p> <p><u>Child as a Writer:</u></p> <ul style="list-style-type: none"> ▪ Shares their work confidently, ensuring the meaning is clear to the reader/listener.

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Composition

- Uses a wide range of co-ordinating and subordinating conjunctions to develop and extend their ideas.

Punctuation

- Is confident in using inverted commas to mark speech.
- Always uses capital letters and full stops accurately.

Composition: Context, Audience and Purpose

- Uses own planning strategies to compose and rehearse whole texts before writing.

Composition: Narrative

- Includes appropriate imaginative detail to engage the reader from the outset.
- Includes appropriate imaginative detail to engage the reader from the outset.

Composition: Editing

- Edits vocabulary choices to enhance the meaning or impact of the text.
- Can proof read to check for spelling errors.

GPS

- Can identify and use a range of co-ordinating and subordinating conjunctions

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<ul style="list-style-type: none"> ▪ Can use dashes to indicate parenthesis ▪ Can identify and use relative pronouns
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Year 6

	Handwriting and Presentation	Speaking and Listening
<ul style="list-style-type: none"> ▪ 	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

		<ul style="list-style-type: none"> ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play/improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Term 1

Fiction: Suspense

Non-fiction: Non-chronological Reports (leaflet/poster/booklet/ class Big Book/Encyclopaedia page, film)

Model text examples:

- Diving for the Brick
- Pandas

Child as a Writer:

- Can critically evaluate their own and other peoples' written work against a specific brief

Composition

- Can describe settings and characters using adjectives (including expanded noun phrases) e.g. a fearsome dragon with sharp claws...
- Can describe settings and characters using adverbs (changing the place of the adverb to add variety) e.g. Tom called softly... Anxiously he...
- Can integrate dialogue (effectively and sometimes combined with an additional clause) e.g. "Watch out!" cried Simon, as...

Composition: Context, Audience and Purpose

- Can identify the correct audience and compose an appropriate text based on this
- Can select and use the appropriate structure and features for a text type
- Can write to create narrative

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

- Can write to explain

Composition: Narrative

- Can write with a clear opening to the narrative
- Can build upon opening and develop the narrative
- Can introduce a problem to the narrative
- Can bring about resolution in the narrative
- Can write a clear ending to the narrative
-

Composition: Non-narrative

- Can write a clear introduction
- Can develop ideas over a series of sentences
- Can sustain ideas across a text

Grammar and punctuation in writing

- Can use capital letters and full stops accurately (to make and improve sentences)
- Can use question marks (to write question sentences which 'hook' the reader in) e.g. Are you happy with your local park?
- Can use inverted commas for dialogue (correctly punctuated) e.g. "Where are you going?" Sarah called to her mum.
- Can use a colon following a heading (to introduce a list) e.g. To bake a cake you will need: flour, eggs, milk.
- Can use brackets, dashes or commas for parenthesis e.g. The calculator (that wasn't really a calculator) started beeping.
- Can use an ellipsis (as a long pause to build up tension or to show hesitation) e.g. "Er... well... all right then."

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

GPS

- Can understand the grammatical function of CONJUNCTIONS
- Can use CAPITAL LETTERS
- Can use FULL STOPS
- Can use QUESTION MARKS
- Can use INVERTED COMMAS
- Can use ELLIPSES
- Can use COLONS (to mark the boundary between independent clauses and to introduce a list)
- Can use BULLET POINTS to list information
- Can recognise and use SYNONYMS
- Can recognise and use ANTONYMS
-

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Term 2

Poetry:

Non-fiction: Persuasion

Model text examples:

- Save the Ocean
- City of Silences

Child as a Writer:

- Can choose the most appropriate form for their writing in order to communicate effectively

Composition

- Can write sentences using fronted adverbials, (sequential, additional, oppositional, causal, persuasive, general, explanatory and general)
- Can use modal verbs (to suggest possibility/certainty) e.g. might, must, should
- Can write Simile Sentences (to imaginatively compare two things) e.g. He roared LIKE a lion. AS cool AS a cucumber

Composition: Context, Audience and Purpose

- Can add clever detail to engage the reader e.g. word-play, exaggeration, alliteration, slogans, bias
- Can write to persuad

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<p><u>Composition: Non-narrative</u></p> <ul style="list-style-type: none"> ▪ Can write a clear conclusion ▪ Can use logical paragraphing ▪ Can choose and sustain the use of the correct tense <p><u>Grammar and punctuation in writing</u></p> <ul style="list-style-type: none"> ▪ Can use apostrophes to show possession (singular and plural) e.g. Dad's car. My parents' home. ▪ Can use apostrophes to show omissions e.g. don't, can't, won't <p><u>GPS</u></p> <ul style="list-style-type: none"> ▪ Can understand the grammatical function of NOUNS ▪ Can understand the grammatical function of VERBS ▪ Can understand the grammatical function of ADJECTIVES ▪ Can recognise and use STATEMENTS ▪ Can recognise and use QUESTIONS ▪ Can recognise and use COMMANDS ▪ Can recognise and use EXCLAMATIONS <p>Can use CONTRACTIONS accurately and appropriately Can use APOSTROPHES (to mark singular, plural possession and contracted forms)</p>
Term 3	<p>rk</p> <p><u>Fiction: warning story</u></p>

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Non-fiction: recount

Model text examples:

Fiction:

Lost jewels

Recount:

Pandas

Child as a Writer:

- Can refine their ideas based on their experience of good quality model texts

Composition

- Can use conjunctions to extend sentences with more than one clause e.g. when, although, if, because
- Can write 'ing' Sentences (to add a sense of movement) e.g. Looking both ways, Tom crossed the road.
- Can develop cohesion within sentences: (pronouns and determiners)

Composition: Context, Audience and Purpose

- Can write in appropriate 'role'

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<ul style="list-style-type: none"> ▪ can write to recount <p><u>Composition: Narrative</u></p> <ul style="list-style-type: none"> ▪ Can choose and sustain the use of the correct tense ▪ Can de-mark paragraphs correctly ▪ Can link paragraphs in the narrative <p><u>Composition: Non-narrative</u></p> <ul style="list-style-type: none"> ▪ Can create cohesion across a non-narrative text using a range of devices (determiners, pronouns, adverbials, ellipsis etc) <p><u>Grammar and punctuation in writing</u></p> <ul style="list-style-type: none"> ▪ Can use a semi-colon (to separate two main clauses of a sentence) e.g. Tom worked hard; Dan did not. ▪ Can use dashes (to make the reader pause) e.g. He blamed his missing homework on one thing – his dog. <p><u>GPS</u></p> <ul style="list-style-type: none"> ▪ Can understand the grammatical function of PRONOUNS to aid COHESION and avoid repetition (possessive and relative) ▪ Can understand the grammatical function of PREPOSITIONS (expressing time, place and cause) ▪ Can understand the grammatical function of ARTICLES/DETERMINERS ▪ Can use grammar accurately to ensure VERB TENSE AGREEMENT (e.g. Today I play. Yesterday I played) ▪ Can use SEMI-COLONS (to mark the boundary between independent clauses) ▪ Can use SINGLE DASHES (to mark the boundary between independent clauses) ▪ Can use grammar accurately to ensure SUBJECT-VERB AGREEMENT (singular and plural forms) (e.g. I am late. You are late. He is late)
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Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

<p>Term 4</p>	<p><u>Fiction: finding story</u></p> <p><u>Non-fiction:</u> Instructions (step-by-step list of instructions with diagrams to help the reader, flow-chart with numbered steps and diagrams, booklet to put in a game, demonstration video, Big Book of recipes or craft projects)</p> <p><u>Model text examples:</u></p> <p>Fiction: Top Cat Sam's Thief</p> <p>Instructions: How to Trap an Ogre How to Catch a House Goblin</p> <p><u>Child as a Writer:</u></p> <ul style="list-style-type: none"> ▪ Can compose and execute whole texts, writing with fluency and stamina <p><u>Composition</u></p> <ul style="list-style-type: none"> ▪ Can write Simile Sentences (to imaginatively compare two things) e.g. He roared LIKE a lion. AS cool AS a cucumber ▪ Can write Metaphor Sentences (to paint vivid 'word' pictures) e.g. Serpents of smoke curled from the chimney. ▪ Can write in both active and passive form e.g. The boy dropped the pen/The pen was dropped by the boy.
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Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Composition: Context, Audience and Purpose

- Can use a variety of paragraph lengths
- Can write using a balance between dialogue, action and description

Composition: Narrative

- Tense and perspective are maintained throughout narrative work.
- Develops characters and settings using a range of descriptive techniques.

Composition: Non-narrative

- Can use sub-headings
- Can use bullets points

Grammar and punctuation in writing

Can use commas accurately:

to separate items in a list e.g. At the supermarket she bought eggs, milk, butter and cheese

to outline a series of actions e.g. Jack entered the room, shut the door, tripped and fell.

to recount description e.g. She had shiny black hair, green eyes, spotty cheeks and a pointed nose.

GPS

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

- | | |
|--|---|
| | <ul style="list-style-type: none">▪ Can recognise and use CLAUSES (relative and subordinating clauses)▪ Can recognise and use PHRASES (including noun phrases and expanded noun phrases)▪ Can recognise and use SUBORDINATING (e.g. when, if, that, because) and COORDINATING CONJUNCTIONS▪ Can use COMMAS IN LISTS▪ Can use COMMAS TO MARK PHRASES OR CLAUSES▪ Can use COMMAS to CLARIFY MEANING▪ Can use COMMAS AFTER FRONTED ADVERBIALS▪ Can use BULLET POINTS to list information▪ Can use spelling strategies to check spellings |
|--|---|

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Term 5

Poetry: Free verse

Non-fiction: Explanation

Model text examples:

Poems: Things to do Around Oakridge

The Poem Imagines it is a Horror Film

Explanation:

Why Trolls are Dangerous

How to Care for Your Teeth

Child as a Writer:

- Can use audience feedback to support the writing/editing process

Composition: sentences

- Can use modal verbs (to suggest possibility/certainty) e.g. might, must, should
- Can write sentences using fronted adverbials, (sequential, additional, oppositional, causal, persuasive, general, explanatory and general)
- Can write Preposition Sentences (to explain and describe where things are in the setting) e.g. On the wall above the fireplace...

Composition: Context, Audience and Purpose

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

- Can select vocabulary and tone that reflects the level of formality required (Standard English/colloquial/formal etc)
- Can write to instruct

Composition: Non-narrative

- Can develop ideas over a series of sentences
- Can sustain ideas across a text

Composition: Editing

- Can make improvements to a text to ensure that it closely meets the brief/success criteria.

Grammar and punctuation in writing

- to separate clauses (write extra information sentences/embedded clauses) e.g. Tom, who was very fit, loved rugby.
- Can use a hyphen (to link words to be read as one) e.g. razor-sharp teeth
- Can make stylistic choices about consistent use of bullet points (e.g. always/never use capital letters and full stops)

GPS

- Can understand the grammatical function of ADVERBS (use of -ly, adverbials and fronted adverbials)
- Can identify the inappropriateness of DOUBLE NEGATIVES in formal speech
- Can use I/ME accurately and appropriately (e.g. Between you and me. My friend and I played in the garden)
- Can use punctuation for PARENTHESIS (brackets, dashes or commas to indicate parenthesis)
- Can use HYPHENS to avoid ambiguity
- Can use language inventively to ascertain WORD MEANING

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

	<ul style="list-style-type: none"> ▪ Can use and understand VOCABULARY IN CONTEXT ▪ Can use VOCABULARY PRECISELY and CONCISELY
Term 6	<p><u>Fiction: Fantasy</u></p> <p><u>Non Fiction: Discussion</u></p> <p><u>Model text examples:</u></p> <p>Persuasion</p> <p>Stay Fit - Keep Healthy</p> <p>Rationing</p> <p>Fantasy stories:</p> <p>Thog's journey</p> <p>Jack O'Lantern</p> <p><u>Child as a Writer:</u></p> <ul style="list-style-type: none"> ▪ Can critically evaluate their own and other peoples' written work against a specific brief <p><u>Composition: Sentences</u></p> <ul style="list-style-type: none"> ▪ Can write 'as' Sentences (to describe two things happening at once) e.g. Dan hid as the bully approached. ▪ Can write 'ed' Sentences (to emphasise feelings and emotions) e.g. Paralysed with fear..

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- Formatting devices are carefully selected to help organise the text appropriately.

Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

Composition: Context, Audience and Purpose

- Can select and use the appropriate structure and features for a text type
-

Composition: Narrative

- Can create cohesion across a narrative text using a range of devices (determiners, pronouns, adverbials, ellipsis etc)
- Can write with a clear opening to the narrative
- Can build upon opening and develop the narrative
- Can introduce a problem to the narrative
- Can bring about resolution in the narrative
- Can write a clear ending to the narrative

Grammar and punctuation in writing

- Can use exclamation marks (to write short sharp sentences creating excitement or suspense) e.g. How exciting! What a day!
- Can use brackets, dashes or commas for parenthesis e.g. The calculator (that wasn't really a calculator) started beeping.

GPS

- Can understand the grammatical function of ADVERBS (use of -ly, adverbials and fronted adverbials)
- Can identify the inappropriateness of DOUBLE NEGATIVES in formal speech. (e.g. We didn't see nothing)
- Can understand and recognise SUBJECT and OBJECT of sentences and how they relate to verbs
- Can recognise and use SUBJUNCTIVE verb forms
- Can use HYPHENS to avoid ambiguity

Composition: Context, Audience and Purpose

- Can identify the audience, context and purpose for writing.
- Is able to explain how the audience for a text will impact on how it is written.
-

Composition: Non-narrative

- Carefully structures non-narrative texts according to the context, purpose and audience.
- Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
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Composition: Editing

- Can propose changes to grammar and vocabulary to improve consistency and quality
- Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

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| | <ul style="list-style-type: none">▪ Can recognise the ACTIVE and PASSIVE voices and can use them to affect the presentation/degree of formality in a sentence▪ Can use QUESTION TAGS as an informal speech structure▪ Can use punctuation for PARENTHESIS (brackets, dashes or commas to indicate parenthesis)▪ Can use I/ME accurately and appropriately (e.g. Between you and me. My friend and I played in the garden)▪ |
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