



English Writing - Whole School Progression Map

Discovery MAT – English Writing Curriculum Statement

Discovery MAT Writing Position Statement

Quotes that guide us:

'If I waited for perfection I would never write a word.' Margaret Atwood

'Every child is natural born writer.' Carole Marsh

Why is it important to teach Writing? (Intent)

English sits at the heart of the curriculum and we value our children's right to be literate and to enjoy literature. At Discovery Multi-Discovery Trust, we recognise the central importance of English. Gaining and using skills in language not only affects the child's progress in school, but also has a profound influence upon the course of his or her whole life.

We aim to develop pupils' abilities in speaking, listening, and writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum.

Key Concepts:

- Being able to spell, punctuate, edit to a suitable standard
- Being able to compose pieces of text for a variety purposes and audiences
- Reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors
- With an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology
- Understanding a range of text types, media types and genres
- Appreciate our rich and varied literary heritage
- Able to write in a variety of styles and forms appropriate to the situation
- Using their developing creativity, imagination, inventiveness and critical awareness
- Having a suitable technical vocabulary to respectfully articulate their responses in a discussion
- Have the enjoyment of composing a piece of writing and be proud of their achievements

Curriculum Design (Implementation)

Our English Writing curriculum ensures that our English teaching and learning provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of experiences, quality texts and resources to motivate and inspire our children. All pupils receive a daily English lesson. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

- Teachers create a positive writing culture in school, where it is promoted, enjoyed and considered 'a pleasure' for all pupils.
- Pupils in EYFS and KS1 to have daily RWInc sessions.
- Weekly Spelling lesson to teach the children the necessary skills to learn and understanding their spelling rules. Age appropriate spellings sent home weekly for pupils to practise their words at home and tested weekly in school.
- Pupils are being adventurous with vocabulary choices.
- Pupils to acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading).
- Pupils to discuss and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates.
- Working Walls – all classes aiding pupils and guiding them through the process of Writing and Analysing, Gathering Content, Planning and Writing.
- Vocabulary promoted through displays in class, all curriculum areas, enhancing and encouraging a wider use of vocabulary.
- Vocabulary mats to be used where needed and thesauruses and dictionaries which are easily accessible for pupils to use.
- Teaching a range of genres across the school (progressing in difficulty) both in English and other curriculum areas; resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts.

Our English Writing curriculum gives children the opportunity to:

- Express their ideas in the development of writing, from the process of planning, writing and editing to improve their work.

Knowledge Focused

To ensure clear sequences of learning we use the Discovery MAT wide progression document to plan lessons. These give small steps that build towards key end points that link to the National Curriculum. These break down the National Curriculum statements into smaller steps. The key skills covered link to key vocabulary is identified for each year group.

What we do well as a Trust (Impact)

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the science curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives. Long term pupils will:



English Writing - Whole School Progression Map

- be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning
- be able to read fluently both for pleasure and to further their learning
- enjoy writing across a range of genres
- pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- have a wide vocabulary and be adventurous with vocabulary choices within their writing
- have a good knowledge of how to adapt their writing based on the context and audience
- leave primary school being able to effectively apply spelling rules and patterns they have been taught
- make good and better progress from their starting points to achieve their full potential Pupils of all abilities will succeed in all English lessons because work will be appropriately scaffolded.

Writing National Curriculum & EYFS Framework

EYFS

Writing in the early years doesn't always consist of paper, pencils and letters. There are a range of resources we can utilise for 'writing' as well as many factors to take into consideration to encourage children to engage in this activity; physically and mentally.

The 2017 EYFS framework, development matters and outcomes shares a child's writing is based on their skills and understanding which they develop as babies and toddlers, before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say.

'Children can only write what they can say'.

Steps of Learning in Development Matters

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD)
- Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD)
- Form lower-case and capital letters correctly. (L)
- Spell words by identifying the sounds and then writing the sound with letter/s. (L)
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (L)
- Re-read what they have written to check that it makes sense. (L)

Early Learning Goals

- *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (PD)*
- *Write recognisable letters, most of which are correctly formed. (L)*
- *Spell words by identifying sounds in them and representing the sounds with a letter or letters. (L)*
- *Write simple phrases and sentences that can be read by others. (L)*

National Curriculum Statements:

Key stage 1

Year 1 -Transcription

Pupils should be taught to:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Composition:

Pupils should be taught to:

- write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English appendix 2 by:
- leaving spaces between words
- joining words and joining clauses using 'and'
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English appendix 2
- use the grammatical terminology in English English appendix 2 in discussing their writing

Year 2 -Transcription

Pupils should be taught to:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Composition:

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English appendix 2 by:
- learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]

- the present and past tenses correctly and consistently, including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English appendix 2 in discussing their writing

Key stage 2

Year 3 & 4 -Transcription

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them - see English appendix 1
- spell further homophones
- spell words that are often misspelt - see English appendix 1
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Composition:

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proofread for spelling and punctuation errors
 - read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English appendix 2 by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf
 - indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading

Year 6 & 6 -Transcription

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary



English Writing - Whole School Progression Map

- use a thesaurus

Composition:

Pupils should be taught to:

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, Grammar and Punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- learning the grammar for years 5 and 6 in English appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semicolons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently

use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading



English Writing - Whole School Progression Map



English Writing - Whole School Progression Map

English Curriculum Overview						
EYFS	All About Me	Woodland Explorers	To Infinity and Beyond	Things that Grow	Trains, Planes and Cars	On the Seven Seas
	Name writing Labelling	Recount Narrative - fairytales	Non-fiction – labelling and writing about space.	Simple Instructions	Explanation – label and design a vehicle	Narrative – sea story
Y1	Amazing Me	Weather Watchers	What's in the Toy Box?	Our Local Area	Women in History	Kenya: Too Hot to Handle!
	Captains, labels and lists	Instructions Rain Gauge	Narrative	Recount of Trip	Biography or Explanation	Information Text - guide book
	Stories with familiar settings	Weather Poem	Persuasive advert for a toy	Narrative	Diary Entry	Narrative
Texts	Little Red Riding Hood Super Duper You Only One You	Trees, Seasons Come - Seasons Go The Months	Lost in a Toy Museum Traction Man Lost and Found	Small in the City Claude In the City	Fantastically Great Women who changed the World Fantastically Great Women who made History Little People, Big Dreams	One Day on our Blue Planet: in the Savannah Handa's Surprise
Y2	Our Great Britain	British Bridges	Greenland: Below Zero	UK Climate	World Explorers	Commotion in the Ocean
	Information Leaflet	Narrative	Diary Entry Artic Explorer	Narrative – The Seed	Narrative	Poem - Sea
	Poetry	Information Text - Bridges	Narrative Artic Adventure	Instructions – seed planting	Non-Chronological Report	Explanation Text - habitats
Texts	We are Britain Kings and Queens Poetry	The Tower Bridge Cat The Building Boy	The Great Explorer Pugs of The Frozen North	The Seed	The Journey – Aaron Beker Alastair Humphreys' Great Adventurers	One Day on our Blue Planet: In the Ocean Sea Poetry
Y3	Prehistoric Britain	Master of Disaster	Dinosaurs and Fossils	Food and Farming	Egyptians	Plymouth Hoe:
	Narrative – Stone Age Boy	Diary Entry - disaster	Narrative	Explanation - plants	Play script	Persuasive – Advert
	Poetry	Explanations – Volcanoes	Biography	Narrative – seed to table	Narrative	Recount – Trip
Texts	Stone Age Boy Stone Age Poems	Various non-fiction books	Mungo & the Dinosaur Island Mary Anning	Seeds to Bread	Marcy and The Riddle of The Sphinx	Local information books / Texts



English Writing - Whole School Progression Map

					Flat Stanley and the Great Egyptian Grave Robbery	Childrens' Home Town History of Plymouth
Y4	Shang Dynasty	Journey Through North America	Ancient Greece	Australia	Ancient Rome	Inventions Which Changed the World
	Narrative – other cultures	Narrative – The Flood	Narrative – Adventure	Diary Entry – journey	Narrative – myths/legends	Biography
	Explanation text	Poem - Rivers	Information Text – tourist guide	Information Letter – school in Australia	Instructions	Persuasive Argument – destination
Texts	Tales from China Willow Pattern Story The Firework Maker's Daughter	Flood River Poetry	Theseus and The Minotaur The Adventures of Odysseus	Where the Forest Meets the Sea	Escape from Pompeii Romans on The Rampage Hero's Quests Romulus and Remus	Famous Inventors Biographies Inventors - Incredible Stories of the Worlds Ingenious Inventions
Y5	Romans in Britain / Anglo Saxons	Space: Out of this World	Vikings	Our Changing World	Ancient Maya	Amazon Rainforest
	Narrative – Beowulf	Narrative - Cosmic	Instructions – make Viking Boats	Explanation Text – plastic pollution effects	Diary Entry – Rain Player	Information Fact File – animal/pLant
	Explanation Text	Poetry - Space	Poems – Kennings	Persuasive Letter – environmentally linked	Narrative – Middle World	Narrative – Journey to The River Sea
Texts	Beowulf Anglo Saxon Boy	Cosmic	Viking Long Ship	This Book is not Rubbish One Plastic Bag	Rain Player Middle World	Journey to The River Sea The Explorer
Y6	Dartmoor	Tudors:	British Empire & Industrial	Biomes of the world	20 th Century Conflict	
	Information Text	Diary Entry – Treason	Narrative – Street Child	Narrative – adventure story Kensuke's Kingdom	Air Raid Description	Play Script – Boy at Back of the class
	Narrative – Myths	Persuasive Leaflet - Marry Henry VIII	Poetry - Tyger	Non chronological report – Biomes	Explanation Text – Conflict	Refugee Recount – current
	Description		Letter –better conditions workhouse			
Texts	Glass Heart	Treason My Friend Walter	Street Child Songs of the Innocence	Kensuke's Kingdom	Carries War Good night Mr Tom	The Boy at the Back of the Class Sadako and 1000 Paperchains



English Writing - Whole School Progression Map

	Information Texts
	Narrative
	Instructions
	Poetry
	Persuasive
	Recount
	Biography
	Explanation
	Diary
	Play Scripts



English Writing - Whole School Progression Map

English Writing Progression

Phonic and Word Spelling Strategies				
FS	Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Say a sound for each letter in the alphabet and at least 10 digraphs Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> spell words containing each of the 40+ phonemes taught spell common exception words spell the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near homophones 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically,

Word Building Spelling Strategies				
FS	Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words apply simple spelling rules and guidance 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidelines 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary



English Writing - Whole School Progression Map

Handwriting				
FS	Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand. Write some or all of their name. Write some letters accurately. Form lower-case and capital letters correctly. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Write recognisable letters, most of which are correctly formed Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting 	<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



English Writing - Whole School Progression Map

Transcription				
FS	Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	

Context of Writing				
FS	Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. 		<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Planning Writing				
FS	Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> express ideas and feelings about their experience, using full sentences. 	<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it 	<ul style="list-style-type: none"> planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary



English Writing - Whole School Progression Map

Drafting Writing				
FS	Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> sequencing sentences to form short narratives re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader

Editing Writing				
FS	Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors



English Writing - Whole School Progression Map

Performing Writing				
FS	Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> read aloud simple sentences and books that are consistent with their phonic knowledge. 	<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary				
FS	Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems, when appropriate. Use new vocabulary in different contexts. 	<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using "and" 	<ul style="list-style-type: none"> expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility



English Writing - Whole School Progression Map

Grammar				
FS	Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> form lower-case and capital letters correctly. Write short sentences with words with known letter sound correspondence, using a capital letter and full stop. 	<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using and sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun ('I') <p>Vocabulary letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English suffixes to form new words (-ful, -er, -ness) sentence demarcation commas in lists apostrophes for omission & singular possession <p>Vocabulary noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma</p>	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) using fronted adverbials difference between plural and possessive -s Standard English verb inflections (I did vs I done) extended noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion <p>Vocabulary adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') determiner, pronoun, possessive pronoun, adverbial</p>	<ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun converting nouns or adjectives into verbs verb prefixes devices to build cohesion, including adverbials of time, place and number recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause differences in informal and formal language synonyms & antonyms further cohesive devices such as grammatical connections and adverbials use of ellipsis <p>Vocabulary modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

Punctuation				
FS	Year 1	Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas) using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistent



English Writing - Whole School Progression Map

English Genre Progression

<p align="center">Progression in Recount Progression in recount texts - This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.</p>						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Spell Informally recount incidents in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations.</p> <p>Write sentences to match pictures or sequences of pictures illustrating an event.</p> <p>Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing.</p>	<p>Describe incidents from own experience in an audible voice using sequencing words and phrases such as <i>then</i>, <i>after that</i>; listen to other's recounts and ask relevant questions.</p> <p>Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first</i>, <i>next</i>, <i>after</i>, <i>when</i>.</p> <p>Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p>	<p>Describe incidents from own experience in an audible voice using sequencing words and phrases such as <i>then</i>, <i>after that</i>; listen to other's recounts and ask relevant questions.</p> <p>Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first</i>, <i>next</i>, <i>after</i>, <i>when</i>.</p> <p>Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p>	<p>Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns.</p> <p>Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as <i>meanwhile</i>, <i>following</i>, <i>afterwards</i> and including detail expressed in ways which will engage the reader 'Girls with swirling hijabs danced to the...'</p> <p>Include recounts when creating paper or screen based information texts.</p>	<p>Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns.</p> <p>Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as <i>meanwhile</i>, <i>following</i>, <i>afterwards</i> and including detail expressed in ways which will engage the reader 'Girls with swirling hijabs danced to the...'</p> <p>Include recounts when creating paper or screen based information texts.</p>	<p>Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. <i>As he was running away he noticed...</i>, possible supporting illustrations, degree of formality adopted and use of connectives.</p> <p>Use the language features of recounts including formal language when recounting events orally.</p> <p>Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader.</p>	<p>Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ.</p> <p>Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary.</p> <p>When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p> <p>Use the language conventions and grammatical features of the different types of text as appropriate.</p>



English Writing - Whole School Progression Map

Progression in Explanation Texts						
Progression in explanatory texts - This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about why things happen and how things work; ask questions and speculate.</p> <p>Listen to someone explain a process and ask questions.</p> <p>Give oral explanations e.g. their or another's motives; why and how they made a construction.</p>	<p>Read captions, pictures and diagrams on wall displays and in simple books that explain a process.</p> <p>Draw pictures to illustrate a process and use the picture to explain the process orally.</p>	<p>After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately.</p> <p>Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently.</p> <p>Following other practical tasks, produce a simple flowchart or cyclical diagram independently</p>	<p>Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced.</p> <p>Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.</p>	<p>Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms.</p> <p>Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate.</p> <p>Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing: – purpose: to explain a process or to answer a question – structure: introduction, followed by sequential explanation, organised into paragraphs – language features: usually present tense; use of connectives of time and cause and effect; use of passive voice – presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering.</p> <p>After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.</p>	<p>Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections.</p> <p>Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate.</p> <p>In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.</p>	<p>Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate.</p>



English Writing - Whole School Progression Map

Progression in Narrative Texts

Listening to and reading a range of stories on page and screen which provoke different responses:

Story structure

Viewpoint: author; narrator

Character & dialogue

Setting

Creating stories orally, on page and screen, that will impact on listeners and readers in a range of ways:

Telling stories

Writing

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listen to stories being told and read. Know when a story has begun and ended. Recognise simple repeatable story structures and some typical story language, for example, 'Once upon a time...'</p> <p>Be aware that books have authors; someone is telling the story.</p> <p>Stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in the story by joining in, e.g. with a repeated phrase.</p> <p>Stories happen in a particular place; identify settings by referring to illustrations and descriptions.</p> <p>Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play.</p> <p>Attempt own writing for various purposes, using features of different forms, including stories.</p>	<p>Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events.</p> <p>Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator.</p> <p>Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud.</p> <p>Settings can be familiar or unfamiliar and based on real-life or fantasy. Respond by making links with own experience and identify 'story language' used to describe imaginary settings.</p> <p>Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives.</p> <p>Use patterns and language from familiar stories in own writing;</p>	<p>Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences.</p> <p>Begin to understand elements of an author's style, e.g. books about the same character or common themes;</p> <p>Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked.</p> <p>Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.</p> <p>Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore character's feelings and situations using improvisation; dramatise parts of own or familiar</p>	<p>Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language or music or camera angle to set scenes, build tension, create suspense.</p> <p>Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions; notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters.</p> <p>Identify examples of a character telling the story in the 1st person; make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story; identify examples of stereotypical characters; make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue.</p> <p>Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension.</p> <p>Tell stories based on own experience and oral versions of familiar stories; include dialogue to</p>	<p>Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth.</p> <p>Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) do you agree with the way that the problem was solved? Understand that the author or director creates characters to provoke a response in the reader, (e.g.) sympathy, dislike; discuss whether the narrator has a distinctive 'voice' in the story.</p> <p>Identify the use of figurative and expressive language to build a fuller picture of a character; look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; explore the relationship between what characters say and what they do – do they always reveal what they are thinking?</p> <p>Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. Look for evidence of the way that characters behave in different settings.</p>	<p>Recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Analyse more complex narrative structures and narratives that do not have a simple linear chronology, (e.g.) parallel narratives, 'time slip'.</p> <p>Authors have particular styles and may have a particular audience in mind; discuss the author's perspective on events and characters, (e.g.) the consequences of a character's mistakes – do they get a second chance? ; author's perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly; check whether the viewpoint changes at all during the story; explore how the narration relates to events.</p> <p>Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) in response to particular experiences or over time, what it shows about the character and whether the change met or challenged the reader's expectations; recognise that characters may have different perspectives on events in the story; look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way</p>	<p>Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made; make judgements in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily.</p> <p>Look at elements of an author's style to identify common elements and then make comparisons between books; consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change and be manipulated, (e.g.) a different character takes over the story-telling, the story has 2 narrators – talk about the effect that this has on the story and the reader's response.</p> <p>Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. in parody; recognise that authors can use dialogue at certain points in a story to, (e.g.) explain plot, show character and relationships, convey mood or create humour.</p> <p>Different episodes (in story and on film) can take place in different settings; discuss why and how the scene changes are made and how they effect the characters and events; recognise that authors use language carefully to influence the reader's view of a place or situation.</p>



English Writing - Whole School Progression Map

	<p>write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.</p>	<p>stories and perform to class or group.</p> <p>Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.</p>	<p>set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama.</p> <p>Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.</p>	<p>Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character.</p> <p>Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Some time later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood.</p>	<p>characters act and speak and interact in older literature.</p> <p>Different types of story can have typical settings. Real-life stories can be based in different times or places, (e.g.) historical fiction – look for evidence of differences that will effect the way that characters behave or the plot unfolds.</p> <p>Plan and tell stories to explore narrative viewpoint, (e.g.) re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener.</p> <p>Develop particular aspects of story writing; experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously 'Meanwhile...'; extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.</p>	<p>Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience.</p> <p>Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; Vary narrative structure when writing complete stories, (e.g.) start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative.</p>
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English Writing - Whole School Progression Map

Progression in Poetry

Reading Poetry: • subject matter and theme; • language use; style • pattern

Performing Poetry: • use of voice; • presentation

Creating Poetry: • original playfulness with language and ideas; • detailed recreation of closely observed experience; • using different patterns

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns.</p> <p>Join in with class rhymes and poems, copy actions.</p> <p>Enjoy making up funny sentences and playing with words.</p> <p>Look carefully at experiences and choose words to describe.</p> <p>Make word collections or use simple repeating patterns.</p>	<p>Discuss own response and what the poem is about.</p> <p>Talk about favourite words or parts of a poem.</p> <p>Notice the poem's pattern.</p> <p>Perform in unison, following the rhythm and keeping time.</p> <p>Imitate and invent actions.</p> <p>Invent impossible ideas, e.g. magical wishes.</p> <p>Observe details of first hand experiences using the senses and describe.</p> <p>List words and phrases or use a repeating pattern or line.</p>	<p>Talk about own views, the subject matter and possible meanings.</p> <p>Comment on which words have most effect, noticing alliteration.</p> <p>Discuss simple poetry patterns.</p> <p>Perform individually or together; speak clearly and audibly.</p> <p>Use actions and sound effects to add to the poem's meaning.</p> <p>Experiment with alliteration to create humorous and surprising combinations.</p> <p>Make adventurous word choices to describe closely observed experiences.</p> <p>Create a pattern or shape on the page; use simple repeating phrases or lines as models.</p>	<p>Describe the effect a poem has and suggest possible interpretations.</p> <p>Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes.</p> <p>Explain the pattern of different simple forms.</p> <p>Perform individually or chorally; vary volume, experimenting with expression and use pauses for effect.</p> <p>Use actions, voices, sound effects and musical patterns to add to a performance.</p> <p>Invent new similes and experiment with word play.</p> <p>Use powerful nouns, adjectives and verbs; experiment with alliteration.</p> <p>Write free verse; borrow or create a repeating pattern.</p>	<p>Describe poem's impact and explain own interpretation by referring to the poem.</p> <p>Comment on the use of similes and expressive language to create images, sound effects and atmosphere; discuss the poem's form and suggest the effect on the reader.</p> <p>Vary volume, pace and use appropriate expression when performing.</p> <p>Use actions, sound effects, musical patterns and images to enhance a poem's meaning use language playfully to exaggerate or pretend.</p> <p>Use similes to build images and identify clichés in own writing.</p> <p>Write free verse; use a repeating pattern; experiment with simple forms.</p>	<p>Discuss poets' possible viewpoint, explain and justify own response and interpretation.</p> <p>Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning.</p> <p>Explore imagery including metaphor and personification.</p> <p>Compare different forms and describe impact.</p> <p>Vary pitch, pace, volume, expression and use pauses to create impact.</p> <p>Use actions, sound effects, musical patterns, images and dramatic interpretation.</p> <p>Invent nonsense words and situations and experiment with unexpected word combinations.</p> <p>Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing.</p> <p>Write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour.</p>	<p>Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes.</p> <p>Explain the impact of figurative and expressive language, including metaphor.</p> <p>Comment on poems' structures and how these influence meaning.</p> <p>Vary pitch, pace volume, rhythm and expression in relation to the poems' meaning and form.</p> <p>Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT.</p> <p>Use language imaginatively to create surreal, surprising, amusing and inventive poetry.</p> <p>Use simple metaphors and personification to create poems based on real or imagined experience.</p> <p>Select pattern or form to match meaning and own voice.</p>

English Writing - Whole School Progression Map

Progression in Information texts						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Track the words in text in the right order, page by page, left to right, top to bottom.</p> <p>Learn order of alphabet through alphabet books, rhymes and songs.</p> <p>Distinguish between writing and drawing and write labels for pictures and drawings.</p> <p>Attempt writing for various purposes, using features of different forms, e.g. lists, stories and instructions.</p>	<p>Pose questions before reading non-fiction to find answers.</p> <p>Secure alphabetic letter knowledge and order and use simplified dictionaries.</p> <p>Initially with adult help and then independently, choose a suitable book to find the answers by orally, predicting what a book might be about from a brief look at both front and back covers, including blurb, title, illustrations. Read and use captions, labels and lists.</p> <p>Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter.</p> <p>Record information gleaned from books, (e.g.) as lists, a completed chart, extended captions for display, a fact file on IT.</p> <p>Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding.</p> <p>Independently choose what to write about, orally rehearse, plan and follow it through.</p>	<p>Pose and orally rehearse questions ahead of writing and record these in writing, before reading.</p> <p>Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.</p> <p>Use contents pages and alphabetically ordered texts (e.g.) dictionaries, encyclopaedias, indexes, directories, registers.</p> <p>Locate definitions/explanations in dictionaries and glossaries.</p> <p>Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and sub-headings to speculate what a book might be about and evaluate its usefulness for the research in hand.</p> <p>Scan a website to find specific sections e.g. key words or phrases, subheadings.</p> <p>Appraise icons, drop down menus and other hyperlinks to speculate what it might lead to and evaluate its usefulness for the research in hand.</p> <p>Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopaedia.</p> <p>Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to</p>	<p>Before researching, orally recall to mind, existing knowledge on the subject and reduce the options for enquiry by posing focused questions.</p> <p>Compose questions to ask of the text.</p> <p>Have a secure understanding of the purpose and organisation of the dictionary (i.e. know the quartiles of the dictionary, 'm' lies around halfway mark, towards the end).</p> <p>Use second place letter to locate and sequence in alphabetical order.</p> <p>Understand the term definition; use dictionaries to learn or check the definitions of words and a thesaurus to find synonyms.</p> <p>Begin to use library classification to find reference materials and scan indexes, directories and IT sources to locate information quickly and accurately.</p> <p>Recognise the differences in presentation between texts e.g. between fiction and non-fiction, between books and IT-based sources, between magazines, leaflets and reference texts.</p> <p>Within a text, routinely locate information using contents, index, headings, sub-headings, page numbers, bibliographies, hyperlinks, icons and drop down menus.</p> <p>Find and mark the key idea in a section of text.</p> <p>Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. flow chart, for</p>	<p>Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search.</p> <p>Routinely use dictionaries and thesaurus and use 3rd and 4th place letters to locate and sequence words in alphabetical order.</p> <p>Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences (to appraise their usefulness in supporting the reader to gain information effectively.</p> <p>Collect information from a variety of sources.</p> <p>Identify how paragraphs are used to organise and sequence information.</p> <p>Mark and annotate headings, key sentences and words in printed text or on screen.</p> <p>Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form</p> <p>Fill out brief notes into connected prose.</p> <p>Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix.</p> <p>Begin to use graphic organisers as a tool to support writing up of information</p>	<p>Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search.</p> <p>Use dictionaries and other alphabetically ordered texts efficiently.</p> <p>Appraise potentially useful texts quickly and effectively.</p> <p>Evaluate texts critically by comparing how different sources treat the same information.</p> <p>Begin to look for signposts that indicate the reliability of a factual source.</p> <p>Locate information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings +IT equivalent; skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding.</p> <p>Sift through passages for relevant information and present ideas in note form that are effectively grouped and linked.</p> <p>Use simple abbreviations while note taking.</p> <p>Understand what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt.</p> <p>Make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk.</p>	<p>Having pooled information on a topic, construct and follow a plan for researching further information.</p> <p>Routinely appraise a text quickly, deciding on its value, quality or usefulness.</p> <p>Evaluate the status of source material, looking for possible bias and comparing different sources on the same subject.</p> <p>Recognise (when listening or reading) rhetorical devices used to argue, persuade, mislead and sway the reader.</p> <p>Evaluate the language, style and effectiveness of examples of non-fiction writing such as periodicals, reviews, reports, leaflets.</p> <p>Read examples of official language such as consumer information and legal documents. Identify characteristic features of layout such as use of footnotes, instructions, parentheses, headings, appendices and asterisks.</p> <p>Understand the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific.</p> <p>In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p> <p>Establish, balance and maintain viewpoints.</p>



English Writing - Whole School Progression Map

		<p>use in subsequent writing.</p> <p>Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate.</p> <p>Draw on knowledge and experience of texts in deciding and planning what and how to write.</p> <p>Maintain consistency in non-narrative, including purpose and tense. Create an alphabetically ordered dictionary or glossary of special interest words.</p> <p>Design and create a simple ICT text</p>	<p>and against columns, matrices to complete in writing or on screen.</p> <p>Make a simple record of information from texts read, e.g. by listing words, drawing together notes from more than one source.</p> <p>Begin to use graphic organisers as a tool to support collection and organisation of information.</p> <p>Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report.</p> <p>Decide how to present information and make informed choices by using structures from different text types.</p> <p>Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books.</p> <p>Use computer to bring information texts to published form with appropriate layout, font etc.</p> <p>Create multi-media information texts.</p> <p>Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others.</p> <p>Summarise orally in one sentence the content of a passage or text, and the main point it is making.</p>	<p>Develop and refine ideas in writing using planning and problem-solving strategies</p> <p>Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices.</p>	<p>Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation.</p> <p>Create plans for information texts drawing on knowledge of text types to decide form and style for different elements.</p> <p>Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount.</p> <p>Create multi-layered texts, including use of hyperlinks, linked web pages.</p> <p>Record and acknowledge sources in own writing.</p> <p>Summarise a passage, chapter or text in a specific number of words.</p> <p>Read a passage and retell it in your own words.</p>	<p>Use the conventions and language of debate when orally rehearsing a balanced argument.</p> <p>Revise own non-fiction writing to reduce superfluous words and phrases.</p> <p>Discuss and explain differences in the use of formal language and dialogue.</p> <p>Listen for language variations in formal and informal contexts. Identify the ways spoken language varies.</p>
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English Writing - Whole School Progression Map

Progression in Persuasion Texts						
This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways (e.g. pictures of food that make them want to eat things).</p> <p>Watch and listen when one person is trying to persuade another to do something or go somewhere.</p> <p>Recognising what is happening.</p> <p>Give oral explanations (e.g.) their or another's motives; why and how they can persuade or be persuaded.</p>	<p>Read captions, pictures, posters and adverts that are trying to persuade.</p> <p>Begin to recognise what they are trying to do and some of the ways they do it.</p> <p>Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.</p>	<p>As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how.</p> <p>Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why)</p> <p>Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something.</p> <p>Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.</p>	<p>Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally.</p> <p>Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose.</p> <p>Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used.</p>	<p>Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues).</p> <p>Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these.</p> <p>Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments</p> <p>From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader.</p> <p>Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words.</p> <p>Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately.</p>	<p>Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate.</p> <p>Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact.</p> <p>Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information.</p> <p>From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. 'surely', 'it wouldn't be very difficult...'; persuasive definitions.</p> <p>Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state.</p> <p>Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points.</p> <p>Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness.</p>	<p>Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example:</p> <ul style="list-style-type: none"> -the expression, sequence and linking of points -providing persuasive examples, illustration and evidence -pre-empting or answering potential objections -appealing to the known views and feelings of the audience <p>Orally and in writing, construct effective persuasive arguments:</p> <ul style="list-style-type: none"> -using persuasive language techniques to deliberately influence the listener. -developing a point logically and effectively -supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate) -anticipating possible objections -harnessing the known views, interests and feelings of the audience -tailoring the writing to formal presentation where appropriate <p>Use reading to:</p> <ul style="list-style-type: none"> -investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition. -build a bank of useful terms and phrases for persuasive argument, e.g. similarly...whereas... <p>Overall, participate in whole class debates using the conventions and language of debate including standard English. In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.</p>



English Writing - Whole School Progression Map

				<p>Use writing frames if necessary to back up points of view with illustrations and examples.</p> <p>To present a point of view both orally and in writing, (e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.)</p> <p>Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples.</p> <p>Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. <i>if... then; on the other hand...; finally; so.</i></p>	<p>Explore how ICT or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.)</p> <p>Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.</p>	
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English Writing - Whole School Progression Map

Progression in Instructional and Procedural Texts						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listen to and follow single instructions, and then a series of two and three instructions.</p> <p>Give oral instructions when playing.</p> <p>Read and follow simple classroom instructions on labels with additional pictures or symbols.</p> <p>Attempt to write instructions on labels, for instance in role play area.</p>	<p>Listen to and follow a single more detailed instruction and a longer series of instructions.</p> <p>Think out and give clear single oral instructions.</p> <p>Routinely read and follow written classroom labels carrying instructions.</p> <p>Read and follow short series of instructions in shared context.</p> <p>Contribute to class composition of instructions with teacher scribing.</p> <p>Write two consecutive instructions independently.</p>	<p>Listen to and follow a series of more complex instructions.</p> <p>Give clear oral instructions to members of a group.</p> <p>Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams.</p> <p>Analyse some instructional texts and note their function, form and typical language features:</p> <p>Statement of purpose, list of materials or ingredients, sequential steps.</p> <p>Direct/imperative language .</p> <p>Use of adjectives and adverbs limited to giving essential information.</p> <p>Emotive/value-laden language not generally used.</p> <p>As part of a group with the teacher, compose a set of instructions with additional diagrams.</p> <p>Write simple instructions independently e.g. getting to school, playing a game.</p>	<p>Read and follow instructions.</p> <p>Give clear oral instructions to members of a group.</p> <p>Read and compare examples of instructional text, evaluating their effectiveness.</p> <p>Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys.</p> <p>Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions.</p> <p>Try out with other children, giving instruction and listening and following theirs.</p> <p>Evaluate effectiveness of instructions.</p> <p>Write clear written instructions using correct register and devices to aid the reader.</p>	<p>In group work, give clear oral instructions to achieve the completion of a common task.</p> <p>Follow oral instructions of increased complexity.</p> <p>Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness.</p> <p>Identify sets of instructions which are for more complex procedures , or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features).</p> <p>Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.</p>	<p>In group work, give clear oral instructions to achieve the completion of a common task.</p> <p>Follow oral instructions of increased complexity.</p> <p>Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness.</p> <p>Identify sets of instructions which are for more complex procedures , or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features).</p> <p>Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.</p>	<p>Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.</p> <p>Use the language conventions and grammatical features of the different types of text as appropriate.</p>



English Writing - Whole School Progression Map

Progression in Discussion Texts						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Experience and recognise that others sometimes think, feel and react differently from themselves.</p> <p>Talk about how they and others might respond differently to the same thing (e.g. like a particular picture or story when someone else doesn't).</p> <p>Give oral explanations e.g. their or another's preferences, e.g. what they like to eat and why.</p>	<p>Through talk and role play explore how others might think, feel and react differently from themselves and from each other.</p> <p>In reading explore how different characters might think, feel and react differently from themselves and from each other.</p>	<p>Through reading and in life situations, recognise, that different people (characters) have different thought,/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.)</p> <p>Explore different views and viewpoints.</p>	<p>Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.)</p> <p>Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario.)</p>	<p>In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced.</p> <p>Continue to explore the expression of different views through discussion, role play and drama.</p>	<p>In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue.</p> <p>Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama.</p>	<p>Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which:</p> <ul style="list-style-type: none"> -Summarise different sides of an argument -Clarify the strengths and weaknesses of different positions -Signal personal opinion clearly -Draw reasoned conclusions based on available evidence. <p>Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument.</p> <p>First explore orally and then write a balanced report of a controversial issue:</p> <ul style="list-style-type: none"> -Summarising fairly the competing views -Analysing strengths and weaknesses of different positions -Drawing reasoned conclusions where appropriate -Using formal language and presentation as appropriate <p>Use reading to:</p> <ul style="list-style-type: none"> -Investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition. -Build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas... <p>Overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.</p>



English Writing - Whole School Progression Map

Progression in Non-chronological reports						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Describe something/someone (possibly after drawing it/them).</p> <p>Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy? Ask similar probing questions to elicit a fuller description from someone else.</p> <p>In a shared reading context read information books and look at/re-read the books independently.</p> <p>Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations.</p>	<p>Find out about a subject by listening and following text as information books are read, watching a video.</p> <p>Contribute to a discussion on the subject as information is assembled and the teacher writes the information.</p> <p>Assemble information on a subject in own experience, (e.g.) food, pets.</p> <p>Write a simple non-chronological report by writing sentences to describe aspects of the subject.</p>	<p>After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations.</p> <p>Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general.</p> <p>Read texts containing information in a simple report format, e.g. There are two sorts of x...; They live in x...; the As have x..., but the B's etc.</p> <p>Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present , and categorise ideas.</p>	<p>Analyse a number of report texts and note their function, form and typical language features:</p> <ul style="list-style-type: none"> -introduction indicating an overall classification of what is being described -use of short statement to introduce each new item -language (specific and sometimes technical) to describe and differentiate -impersonal language -mostly present tense <p>Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spider gram to organise the information.</p> <p>Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum.</p> <p>Analyse broadcast information to identify presentation techniques and notice how the language used signals change.</p> <p>Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.) family is..., people are...</p> <p>Write own report independently based on notes from several sources.</p>	<p>Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spider gram is appropriate for representing the information.</p> <p>Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs.</p> <p>Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.</p> <p>Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.</p>	<p>Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spider gram is appropriate for representing the information.</p> <p>Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs.</p> <p>Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.</p> <p>Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.</p>	<p>Secure understanding of the form, language conventions and grammatical features of non-chronological reports.</p> <p>Write reports as part of a presentation on a non-fiction subject.</p> <p>Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p>