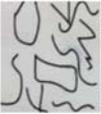


Woodside Academy Progression Map for Writing

INTENT: Our intention is for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting. Children will find writing engaging and enjoyable by writing based around a range of exciting stimuli and understand the importance of writing as a life-long skill.

| Autumn | EYFS | | KSI | | KS2 | | | |
|---|--|--|--|--|---|--|---|---|
| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| K N O W L E D G E | <p>To add marks to pictures giving meaning to them and add marks to show my name.</p>  | <p>To identify known letters to match initial sounds.</p> <p>To say a simple sentence for writing (oral and count words).</p> <p>To be able to orally segment single sound CVC words e.g. c-a-t.</p> <p>To say the initial sounds in most words.</p> | <p><u>Oracy and Transcription Units - Lists, captions and Labels</u></p> <p><u>Place Value of Punctuation and Grammar (Aut 2)</u></p> <p><u>Toy Man Sentence Pattern Building Unit</u></p> | <p><u>Expectations - pencil grip and letter formation</u></p> <p><u>Place Value of Punctuation and Grammar</u></p> <p><u>Non-Chronological Report</u></p> <p><u>Recount - Letter</u></p> <p><u>Wanted Poster</u></p> <p><u>Narrative</u></p> | <p><u>Expectations</u></p> <p><u>Place Value of Punctuation and Grammar</u></p> <p><u>Non-chronological report</u></p> <p><u>Recount Letter</u></p> <p><u>Narrative</u></p> | <p><u>Expectations</u></p> <p><u>Place Value of Punctuation and Grammar</u></p> <p><u>Non-Chronological Report</u></p> <p><u>Recount Diary</u></p> <p><u>Setting Description</u></p> | <p><u>Expectations</u></p> <p><u>Place Value of Punctuation and Grammar</u></p> <p><u>Non-chronological report</u></p> <p><u>Recount - Letter</u></p> <p><u>Setting Description</u></p> | <p><u>Expectations</u></p> <p><u>Place Value of Punctuation and Grammar</u></p> <p><u>Non-Chronological Report</u></p> <p><u>Recount Letter</u></p> <p><u>Setting Description</u></p> |
| | <p>Begin to formulate and say a simple sentence for writing (scribed by an adult).</p> <p>Begin to know that squiggle whilst we wiggle and dough disco builds our gross and fine motor skills.</p> | | | | | | | |

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | |
|----------------------------|---|--|---|--|---|--|---|---|---|
| S K I L L S | To tune into sounds during listening games Begin to show awareness of alliteration e.g. the ssssliperry ssssnake. | Use correct pencil grip (tripod grip). To write their name. To form some lower-case letters correctly. | Use correct pencil grip. To form lower-case letters correctly. To form upper-case letters correctly. | Use correct pencil grip. To form lower-case letters correctly. To form upper-case letters correctly. | Use correct pencil grip. To form lower-case letters correctly. To form upper-case letters correctly. | Use correct pencil grip. To form lower-case letters correctly. To form upper-case letters correctly. | Use correct pencil grip. To form lower-case letters correctly. To form upper-case letters correctly. | Use correct pencil grip. To form lower-case letters correctly. To form upper-case letters correctly. | Use correct pencil grip. To form lower-case letters correctly. To form upper-case letters correctly. |
| | To start to make marks with a variety of materials To write the first letter of my name. To attempt to copy my name. I am beginning to tune into the sounds in words- showing understanding e.g. Phase 1 blending and segmenting. To demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc. | To form some upper-case letters (e.g. name, Mum, Dad, sibling name, etc). To match most set 1 letters and sounds. To write CVC words and labels e.g. c-a-t. To write simple labels. | To sit with the correct posture at the table to work. To write with clear ascenders and descenders on the correct lines. <u>Transcription Units</u> Development of transcription skills, so that children can move onto Place Value Punctuation and Grammar (PVPG) | To sit with the correct posture at the table to work. To write with clear ascenders and descenders on the correct lines. <u>Non-chronological report</u> Heading and subheadings Brief introduction Technical vocabulary Pictures and captions Third person - formal Statements giving factual information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Present progressive Statements Questions Commands/imperative Capital letters for proper nouns Commas for lists Apostrophes for possession (GDS) | To sit with the correct posture at the table to work. To write with clear ascenders and descenders on the correct lines. <u>Non-chronological Report</u> Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person - formal Statements giving factual information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Present perfect tense Commas for lists Apostrophes for possession <u>Recount Letter</u> Address Date Salutation Brief introduction | To sit with the correct posture at the table to work. To write with clear ascenders and descenders on the correct lines. <u>Non-chronological report</u> Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person - formal Statements giving factual information Subordinating conjunctions Relative clauses Conjunctive adverbs Commas for lists Apostrophes for possession Parentheses <u>Recount Diary</u> Date Salutation Chronological order Past tense | To sit with the correct posture at the table to work. To write with clear ascenders and descenders on the correct lines. <u>Non-chronological report</u> Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person - formal Statements giving factual information Subordinating conjunctions Relative clauses Conjunctive adverbs Commas for lists Apostrophes for possession Parentheses <u>Recount - Letter</u> Address Date Salutation Brief introduction | To sit with the correct posture at the table to work. To write with clear ascenders and descenders on the correct lines. <u>Non-chronological report</u> Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person - formal Statements giving factual information Subordinating conjunctions Relative clauses Conjunctive adverbs Commas for lists Apostrophes for possession Parentheses <u>Recount - Letter</u> Address | To sit with the correct posture at the table to work. To write with clear ascenders and descenders on the correct lines. <u>Non-chronological report</u> Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person - formal Statements giving factual information Passive voice Subordinating conjunctions Relative clauses Subjunctive form Conjunctive adverbs Semi-colons Colons Apostrophes for possession Parentheses <u>Recount - Letter</u> Address |

| | | | | | | | | |
|--|--|--|--|---|---|--|---|---|
| | | | | <p><u>Recount - Letters</u></p> <p>Address Date Salutation Brief introduction Chronological order First person Past tense Facts and opinions Rhetorical questions Sign o_</p> <p>Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of place Apostrophes for omission Apostrophes for possession (GDS) Commas in a list Exclamation marks</p> <p><u>Wanted Poster</u></p> <p>Heading Introduction Subheadings Third person Present tense Paragraphs that pan the character Rhetorical questions Reward Co-ordinating conjunctions Expanded noun phrases Adverbials of place Subordinating conjunction 'if' Commas in a list</p> <p><u>Narrative</u></p> <p>Adverbial of time Pronoun Past tense</p> | <p>Chronological order First person Past tense Facts and opinions Rhetorical questions Sign off Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of place Commas for fronted adverbials Apostrophes for omission Apostrophes for plural possession</p> <p><u>Narrative</u></p> <p>Chronological order Past tense Adverbial of place Subordinating conjunction Co-ordinating conjunction Expanded noun phrase First person Commas in a list Rhetorical question Adverbial of time Dialogue Apostrophe for omission Apostrophe for possession Question mark</p> | <p>First person Facts and opinions Rhetorical questions Sign o_</p> <p>Co-ordinating conjunctions Subordinating conjunctions Adverbs/adverbials of time Adverbs/adverbials of place/preposition phrases Expanded noun phrases Commas for fronted adverbials Apostrophes for omission Apostrophes for possession</p> <p><u>Setting Description</u></p> <p>Introduction Paragraphs pan the setting Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliff hanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Participial phrases (-ing and -ed openers) Adverbials of place Commas in a list Apostrophes for possession Commas for fronted adverbials Ellipses</p> | <p>Chronological order First person Past tense Facts and opinions Rhetorical questions Sign off Subordinating conjunctions Conjunctive adverbs Relative clauses Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of place Parentheses Apostrophes for plural possession</p> <p><u>Setting Description</u></p> <p>Introduction Paragraphs pan the setting Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliff hanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Participial phrases (-ing and -ed openers) Adverbials of place Commas in a list Apostrophes for possession Commas for fronted adverbials Ellipses</p> | <p>Date Salutation Brief introduction Chronological order First person Past tense Facts and opinions Rhetorical questions Sign off Active voice Subjunctive mood Subordinating conjunctions Conjunctive adverbs Relative clauses Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of place Parentheses Semi-colons Colons</p> <p><u>Setting Description</u></p> <p>Introduction Paragraphs pan the setting Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliff hanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Participial phrases (-ing and -ed openers) Adverbials of place Commas in a list Apostrophes for possession Commas for fronted adverbials Ellipses</p> |
|--|--|--|--|---|---|--|---|---|

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | Expanded noun phrase Co-ordinating conjunction Commas in a list Statement Repetitive language Question Command Adverbial of manner Exclamation sentence Apostrophe for possession | | | | |
|--|--|--|--|--|--|--|--|--|

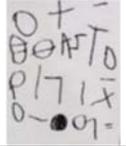
| | | | | | | | | |
|--------|---------|-----------|--------|--------|--------|--------|--------|--------|
| Spring | EYFS | | KSI | | KS2 | | | |
| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |

Fluency

| | | | | | | | | |
|---|---|---|---|---|---|--|--|---|
| K N O W L E D G E | <p>To use a wider print knowledge for writing. E.g. imitate an adult writing a shopping list or birthday card.</p> <p>Beginning to write identifiable shapes and letters.</p>  <p>To hear initial sounds in words and beginning to write the letters down to match.</p> <p>I can orally compose a sentence</p> | <p>To match set 1 and digraphs letters and sounds.</p> <p>Adults can read my writing.</p> | <p><u>Sentence Pattern Building Unit</u></p> <p><u>Recount - Postcard/Letters</u></p> <p><u>Setting Description</u></p> <p><u>Narrative</u></p> | <p><u>Recount Diary</u></p> <p><u>Instructions</u></p> <p><u>Narrative</u></p> <p><u>Persuasive</u></p> | <p><u>Setting Description</u></p> <p><u>Science Experiment</u></p> <p><u>Characterising Speech</u></p> <p><u>Instructions</u></p> | <p><u>Non-Chronological Report</u></p> <p><u>Instructions</u></p> <p><u>Explanation</u></p> <p><u>Poetry</u></p> | <p><u>Recount Diary</u></p> <p><u>Narrative - Characterising Speech</u></p> <p><u>Instructions</u></p> <p><u>Narrative</u></p> | <p><u>Instructions</u></p> <p><u>Recount Letter</u></p> <p><u>Biography</u></p> <p><u>Explanation</u></p> |
|---|---|---|---|---|---|--|--|---|

| | | | | | | | | |
|--|---|---|---|---|--|--|--|---|
| | and hold it in my memory before I start attempt to write it (or an adult might scribe). | | | | | | | |
| Spring Term | EYFS | | KSI | | KS2 | | | |
| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| S K I L L S | <p>To write some of my name e.g. first two letters.</p> <p>To segment words in the order in which they occur (with support).</p> <p>To hear the initial sound in words and own name.</p> <p>To demonstrate good fine motor control when using tools e.g. scissors, threading, etc.</p> <p>To demonstrate good gross motor skills.</p> | <p>To form most lower-case letters correctly.</p> <p>To form some upper-case letters correctly.</p> <p>To use a tripod grip.</p> <p>To write CVC words and labels.</p> <p>To spell some red words.</p> <p>To write captions.</p> <p>To start to write short sentences.</p> <p>To start to use finger spaces between my words.</p> | <p><u>Sentence Pattern Building Unit</u></p> <p><u>Recount - Postcards/Letters</u></p> <p>Address Date Salutation Brief Introduction Chronological Order First Person Past Tense Facts and Opinions Rhetorical Questions ? Sign Off Co-ordinating Conjunctions Subordinating Conjunctions Expanded Noun Phrases Adverbs/Adverbials of time Adverbs/Adverbials of place Commas in a list Exclamation marks ! Apostrophes for omission Apostrophes for possessions</p> <p><u>Setting Description</u></p> <p>Introduction Paragraphs par the setting</p> | <p><u>Recount - Diary</u></p> <p>Date Salutation Chronological Order First Person Past Tense Facts and Opinions Rhetorical Questions ? Sign Off Co-ordinating Conjunctions Subordinating Conjunctions Expanded Noun Phrases Adverbs/Adverbials of time Adverbs/Adverbials of place Commas in a list Exclamation marks ! Apostrophes for omission Apostrophes for possessions</p> <p><u>Instructions</u></p> <p>Title Statement List of equipment or materials</p> | <p><u>Setting Description</u></p> <p>Introduction Paragraphs par the setting Figurative language Short sentences for effect Rhetorical Questions ? Conclusion including a cliff hanger Expanded Noun Phrases Adverbials of manner, including similes Participial phrases Adverbials of place Commas in a list Apostrophes for possession Apostrophes for omission</p> <p><u>Science Experiment</u></p> <p>Title - Question Prediction/hypothesis Equipment list Method in sequences, chronological steps Results/observations Conclusion Diagrams Present Tense First Person</p> | <p><u>Non-Chronological Report Heading</u></p> <p>Brief introduction Subheadings Technical vocabulary Pictures and captions Third person - formal Statements giving factual information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Present perfect tense Commas for lists Apostrophes for possession Commas after fronted adverbials</p> <p><u>Instructions</u></p> <p>Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense</p> | <p><u>Recount - Diary Based upon the Shakespeare play being studied</u></p> <p>Dates Salutation Chronological order Past tense First person Facts and opinions Rhetorical questions Sign off Subordinating conjunctions Conjunctive adverbs Relative clauses Adverbs/adverbials of time Adverbs/adverbials of place/preposition phrases Expanded noun phrases Commas for parentheses</p> <p><u>Narrative - Characterising Speech</u></p> | <p><u>Instructions</u></p> <p>Title statement List of equipment or materials Sequences, chronological steps Diagrams or illustrations Present tense Imperative verbs (commands) Detailed information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Commands, using the imperative Adverbs of manner Adverbs of time Commas in a list Parentheses Apostrophes for possession Commas</p> <p><u>Recount - Letter</u></p> <p>Address Date Salutation Brief introduction</p> |

| | | | | | | | | |
|--|--|--|--|---|--|---|--|--|
| | | | <p>Third Person Rhetorical Questions ? Conclusion including a cliffhanger Expanded Noun Phrases (sights, sounds and smells) Adverbials of manner (including similes) Adverbials of place Commas in a list Apostrophes for possession Apostrophes for omission Capital letters for proper nouns Question marks</p> <p><u>Narrative</u> Main character is introduced Adverbial of time Third person Capital letters for proper nouns Past tense Rhetorical question Question mark Adverbial of place Co-ordinating conjunction Exclamation mark Repetition Expanded noun phrase</p> | <p>Sequences, chronological steps Diagrams or Illustrations Present tense Commands Detailed information Co-ordinating conjunctions Subordinating conjunctions Expanded Noun Phrases Direct address using 'you' Adverbials of place Adverbials of manner Adverbials of time Question marks Commas in a list Apostrophes for possession Apostrophes for omission</p> <p><u>Narrative</u> Introduction Statement/exclamation/question sentences Past Tense Action verbs Adverbials of time Adverbials of place Adverbials of manner Expanded Noun Phrases Capital letters for proper nouns Question marks ? Third Person Apostrophe for possession Commas in a list Exclamation marks ! Co-ordinating conjunctions Subordinating conjunctions Rhetorical Questions ?</p> <p><u>Persuasive</u> Deal and Bargains Direct address Alliteration and assonance Facts and Statistics</p> | <p>Commands Detailed Information Technical Vocabulary Co-ordinating Conjunctions Subordinating Conjunctions Expanded Noun Phrases Adverbs/Adverbials of Manner Adverbs/Adverbials of Time Commas in a List Apostrophes for Possession</p> <p><u>Characterising Speech</u> Introduction Each character shows emotions Each character performs actions Short sentences for effect Colloquial language (Non-Standard English) Discourse markers Expanded Noun Phrases Adverbs/Adverbials of manner Participial phrases/clauses Adverbs/Adverbials of place Apostrophes for omission Inverted commas</p> <p><u>Instructions</u> Title Statement List of equipment or materials Sequenced chronological steps Diagrams or illustrations Present Tense</p> | <p>Imperative verbs (commands) Detailed information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Commands, using the imperative Adverbs of manner Adverbs of time Commas in a list Parentheses Apostrophes for possession Commas</p> <p><u>Explanation</u> Title Introductory paragraph Paragraphs detailing a process Facts Present tense Formal language Technical vocabulary Subordinating conjunctions Expanded noun phrases Relative clauses Adverbs for cause and effect Adverbs/adverbials of time Commas for parentheses</p> <p><u>Poetry</u> Follow Poetry Unit</p> | <p><u>Based upon the Shakespeare play being studied</u> Introduction Each character shows emotions Each character performs actions The audience reacts to each character Short sentences for effect Colloquial language (non-Standard English) Discourse markers Expanded noun phrases Adverbials of manner Participial phrases & clauses (-ing and -ed openers) Relative clauses Adverbials of place Inverted commas Parentheses Ellipses to show stammer, pause or incomplete thought Hyphens to show stutter</p> <p><u>Instructions</u> Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Imperative verbs (commands) Detailed information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases</p> | <p>Chronological order First person Past tense Facts and opinions Rhetorical questions Sign off Active voice Subjunctive mood Subordinating conjunctions Conjunctive adverbs Relative clauses Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of place Parentheses Semi-colons Colons</p> <p><u>Biography</u> Introduction Expanded Noun Phrases Statement giving factual information Colons Sub-headings Relative clauses Parenthesis Semi-colons Hyphenated spellings Technical vocabulary Third Person Adverbial of time Subordinating conjunction Illustration and caption Passive voice Co-ordinating conjunction Apostrophe for possession Commas in a list Adverbial of place Adverbial of manner</p> <p><u>Explanation</u> Title</p> |
|--|--|--|--|---|--|---|--|--|

| | | | | | | | | |
|----------------------|--|--|--|---|---|--|---|--|
| | | | | <p>Opinions Repetition Rhetorical Questions ? Emotive/exaggerated language Triples/the rules of three Expanded Noun Phrases Co-ordinating Conjunctions Subordinating Conjunctions Commands Question marks ? Exclamation marks ! Apostrophes for possession</p> | <p>Imperative verbs (commands) Detailed Information Co-ordinating Conjunctions Subordinating Conjunctions Expanded Noun Phrases Commands, using the imperative Statement using the pronoun 'you' Adverbs/Adverbial of manner Adverbs/Adverbials of time Commas in a list Apostrophes for possession Apostrophes for omission</p> | | <p>Commands, using the imperative Adverbs of manner Adverbs of time Commas in a list Parentheses Apostrophes for possession Commas</p> <p>Narrative Introduction Paragraphs pan the character referencing personality and habits Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliff hanger Expanded noun phrases Adverbials of manner including similes Participial phrases (-ing and -ed openers) Relative clauses Adverbials of place Commas in a list Apostrophes for possession Commas for fronted adverbials</p> | <p>Introductory paragraph Paragraphs detailing a process Facts Present tense Formal language Technical vocabulary Passive voice Subordinating conjunctions Expanded noun phrases Relative clauses Adverbs for cause and effect Adverbs/adverbials of time Evaluative adverbs Semi-colons Colons Parentheses</p> |
| SUM TERM | EYFS | | KSI | | KS2 | | | |
| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| K N O | <p>Writes symbols and shapes that look like writing.</p>  | <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> | <p><u>Narrative</u> <u>Instructions</u> <u>Persuasive Advert</u></p> | <p><u>Narrative - Setting</u> <u>Description</u> <u>Explanation</u> <u>Recount - Diary</u></p> | <p><u>Poetry</u> <u>Follow Poetry Unit</u> <u>Biography</u> <u>Persuasive Advert</u></p> | <p><u>Narrative - Characterising</u> <u>Speech</u> <u>Persuasive Letter</u></p> | <p><u>Poetry</u> <u>Science Experiment</u> <u>Narrative - Setting</u> <u>Description</u></p> | <p><u>Narrative</u> <u>Persuasive</u> <u>Balanced Argument</u></p> |

| | | | | | | | | |
|--|--|--|--|---|---|--|--|---|
| W L E D G E | I assign meaning to the marks. | To know and include the criteria | <u>Poetry</u> | <u>Poetry</u> | <u>Non-Chronological Report</u> | <u>Narrative Science Experiment</u> | <u>Persuasive Advert</u> | <u>Characterising Speech</u> <u>Formal Letter Writing</u> |
| | Attempts to write name with the correct letter formation. To know that squiggle whilst we wiggle and dough disco build gross and fine motor skills. | Write CVC words using knowledge of phonics sounds. | | | | | | |
| SUM TERM | EYFS | | KSI | | KSI | | | |
| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| S K I L L S | To tell an adult what I have drawn or painted. | Form most upper and lower-case letters correctly. | <u>Narrative</u> Traditional Story Language Adverbial of Time Past Tense Co-ordinating Conjunction Expanded Noun Phrase Adverbial of Place Question mark Rhetorical Question Dialogue Third Person Commas in a list Capital letters for a Proper Noun Exclamation mark | <u>Narrative - Setting Description</u> Co-ordinating conjunction Introduction Rhetorical question Question mark Present tense Commas in a list Adverbial of place Subordinating conjunction Third person Expanded noun phrase Apostrophes for possession Paragraphs par the setting Apostrophes for omission Conclusion including a cliffhanger | <u>Poetry</u> Follow Poetry Unit <u>Biography</u> Heading Co-ordinating conjunction Brief introduction Adverbial of time Expanded noun phrase Commas in a list Third person Subordinating conjunction Technical vocabulary Past perfect tense Statement giving factual information Subheadings Apostrophes for possession Picture and caption | <u>Narrative - Characterising Speech</u> Introduction Adverb of manner Adverbial of place Commas after fronted adverbial Inverted commas Discourse marker Character shows emotion Participial phrase Expanded noun phrase Apostrophe for omission Character performs actions Colloquial language Short sentence for effect Ellipsis to show pause Hyphens to show stutter | <u>Poetry</u> Follow Poetry Unit <u>Science Experiment</u> Title posed as a question Question mark Parenthesis First person Co-ordinating conjunction Subordinating conjunction Present tense Conjunctive adverb List of Equipment/ingredients Bullet points Expanded noun phrase Detailed information Picture Adverb of time Commas for clarity Modal verb | <u>Narrative</u> Figurative language Parenthesis Relative clause Semi-colon Expanded noun phrase Colon Character description Rhetorical question Adverbial of place Participial adjective Ellipsis Inverted commas Adverbial of manner (simile) Apostrophe for possession Character performs actions Character shows emotion Setting description Short sentences for effect Discourse marker |
| | To write my own name. | Hold pencil in a tripod grip. | <u>Instructions</u> Verb ending - ing Expanded noun phrase Question mark | <u>Explanation</u> Title statement | | | | |
| To use print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. | Write letters which are mostly well formed. Write tricky words. Write simple sentences. Read their own sentences. | | | | | | | |

| | | | | | | | |
|---|--|---|---|--|---|--|--|
| <p>To orally segment single sound CVC words e.g. c-a-t.</p> <p>To say and write the initial sounds in most words.</p> <p>To write some letters with good formation e.g. the letters from my name.</p> <p>Use correct pencil grip (tripod grip).</p> | <p>Write simple phrases and sentences that can be read by themselves and others.</p> | <p>Co-ordinating conjunction Detailed information Illustrations List of equipment or materials Present tense Sequenced, chronological order Command Plural ending - s Imperative verb Positional language</p> <p><u>Persuasive Advert</u> Rhetorical question Personal pronoun Question mark Command Direct address Fact Co-ordinating conjunction Expanded noun phrase Exclamation mark Exaggerated language Capital letters for proper nouns Suffix -er Opinion</p> <p><u>Poetry</u> Follow Poetry Unit</p> | <p>Introduction Question Technical vocabulary Expanded noun phrase Subordinating conjunction Co-ordinating conjunction Chronological order Facts Apostrophes for possession Paragraphs Adverbials of place Statement Commas in a list Question marks Adverbials of time</p> <p><u>Recount - Diary</u> Date Salutation Apostrophe for omission Adverbial of time Subordinating conjunction Opinion Past tense Rhetorical question Adverbial of place Exclamation mark First person Co-ordinating conjunction Fact Commas in a list Expanded noun phrases Apostrophes for possession Sign off</p> <p><u>Poetry</u> Follow Poetry Unit</p> | <p><u>Persuasive Advert</u> Rhetorical questions Apostrophes for possession Direct address Alliteration Triples/rule of three Commas in a list Expanded noun phrases Repetition Facts Emotive language Facts and statistics Assonance Adverbs Co-ordinating conjunctions</p> <p><u>Non-Chronological Report</u> Heading Co-ordinating Conjunction Subordinating conjunction Commas in a list Expanded noun phrases Sub-headings Picture and caption Statement giving factual information Third person formal Present perfect tense Apostrophe for possession</p> | <p>Ellipsis to show incomplete thought</p> <p><u>Persuasive Letter</u> Title Greeting Personal pronoun Subordinating conjunction Adverb of manner Direct address Emotive language Expanded noun phrase Apostrophe for possession Command Repetition Colon Parenthesis Rhetorical question Sub-heading Adverbs of time Commas in a list Illustrations Relative clause Fact and statistic Adverb of place closing</p> <p><u>Narrative</u> Short sentence for effect Participial phrase Adverbial of time Adverbial of manner Rhetorical question Expanded noun phrase Inverted commas Apostrophe for omission Subordinating conjunction Commas for a fronted adverbial Adverbial of place Character shows emotion Character performs actions Ellipsis to show pause Apostrophe for possession</p> | <p>Command Formal tone Technical vocabulary Sequenced chronological steps Adverb of manner Adverb of place Result table Past tense Apostrophe for possession Relative clause Comma after a fronted adverbial</p> <p><u>Narrative - Setting Description</u> Adverbial of place Parenthesis Introduction Relative clause Participial clause Adverbial of manner Expanded noun phrase Apostrophes for possession Paragraphs pan the setting Figurative language Short sentences for effect Parenthesis Participial adjective Ellipsis Rhetorical question Conclusion including a cliffhanger</p> <p><u>Persuasive Advert</u> Rhetorical question Repetition Fact and statistics Personal pronoun Direct address Subordinating conjunction Command Expanded noun phrase Conjunctive adverb</p> | <p>Participial phrase</p> <p><u>Persuasive - Balanced Argument</u></p> <p><u>Characterising Speech</u> Setting description Adverbial phrase - place Expanded noun phrase Rhetorical question Relative clause Parenthesis Third person Subordinating conjunction Dialogue Past tense Apostrophes for possession Semi-colon Co-ordinating conjunction Apostrophes for omission Adverbial phrase - manner Comma after a fronted adverbial Character description Colon Commas in a list Dialogue to advance action Passive voice Modal verb Inverted commas</p> <p><u>Formal Letter Writing</u></p> |
|---|--|---|---|--|---|--|--|

| | | | | | | | | |
|--|--|--|--|--|--|---|---|--|
| | | | | | | <p>Short sentences for effect</p> <p>Ellipsis</p> <p>Discourse manner</p> <p>Commas in a list</p> <p>Science Experiment</p> <p>Title posed as a question</p> <p>Question mark</p> <p>Present tense</p> <p>Expanded noun phrase</p> <p>Subordinating conjunction</p> <p>List of equipment or materials</p> <p>Adverb of time</p> <p>Technical vocabulary</p> <p>Comma after fronted adverb</p> <p>Apostrophe for possession</p> <p>Sequenced chronological steps</p> <p>Imperative verb</p> <p>Adverbial of place</p> <p>Co-ordinating conjunction</p> <p>Command</p> <p>First person</p> | <p>Modal verb</p> <p>Commas for lists</p> <p>Exaggerated language</p> <p>Adverb of possibility</p> <p>Deals and bargains</p> <p>Assonance</p> <p>Rhetorical questions</p> | |
|--|--|--|--|--|--|---|---|--|

IMPACT

| EYFS | | KSI | | KS2 | | | |
|---|---|---|---|--|---|--|---|
| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| In Nursery, children will begin build their gross motor and fine motor strength as soon as they begin with us. The children will then begin their pre-phonics programme before the end of Autumn 1. This will help the children develop their listening | In reception, children will begin by learning pre-phonics at the beginning of Autumn 1. They will then start to recognise initial sounds and begin to write their name. In Autumn 2, children will begin to write CVC words and simple captions. In the | Children in Year 1 will be able to use their phase 3, 4 and 5 sounds to write most words phonetically. They will write simple and compound sentences. They will be able to spell most Yr1 common exception words correctly. They will regularly use capital | Children in Year 2 will be able to use their phonic knowledge to spell polysyllabic words correctly. They will spell most of the Common Exception words for year 2 correctly in their work. They will know how to add the suffix -ed and -ing onto verbs. They will use commas, full stops, | Children in Year 3 will be able to plan, write and edit a range of stories and non-fiction text types using the following: extending the range of sentences with more than one clause by using a wider range of conjunctions, using the present perfect form of verbs in contrast to the | Children in Year 4 will be confident in discussing and recording their ideas when planning. Increased confidence seen in narrative and nonnarrative writing through creating settings, characters and plot, organising sections of writing with paragraphs, | A pupil in Year 5 will be able to write for a range of audiences and purposes, choosing appropriate styles, language and effects to suit the purpose. They will be able to plan, produce and edit their work independently to produce work they are proud of. They will be | By the end of Year 6, pupils' writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific |

| | | | | | | | |
|---|--|---|---|--|--|--|--|
| <p>and attention skills as well as identifying different sounds, sounds in words and begin to orally segment themselves and hear words sounded out by an adult (oral blending). Children will have many mark making opportunities throughout the year on a daily basis and children will also be participating in adult lead name writing sessions and literacy activities.</p> <p>By the end of the Summer term, children will be assessed on our nursery trackers for literacy/writing which is based on 'development matters'.</p> | <p>Spring term, children will continue to write simple captions and then progress to simple sentences into the Summer term. By the end of the Summer term, children will be assessed on the Early Learning Goals:</p> <ul style="list-style-type: none"> • write letters which are mostly well formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. | <p>letters, full stops and finger spaces and sometimes use exclamation marks or question marks when appropriate. The children's handwriting will show correct formation starting and endings in the correct places.</p> | <p>capital letters, exclamation marks, question marks and apostrophes for possession and contraction. They will be able to write coherently in the past tense. They will be able to write sequenced piece of narrative writing. They will start to extend their sentences with: and, so, if, but, because and when.</p> | <p>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 using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech.</p> | <p>varied vocabulary being used for specific purpose, dialogue punctuated correctly and using specific words to express time and cause. Children will have the skills to join more letters correctly. Children will be able to use a dictionary to help check spelling mistakes.</p> | <p>aware of the grammar and punctuation terms appropriate for their age and able to show them in a variety of contexts. They will be able to use a dictionary and thesaurus to further improve their writing by making appropriate word choices.</p> | <p>vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are.</p> |
|---|--|---|---|--|--|--|--|