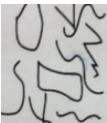


Woodside Academy Progression Map for Writing

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</u> - Lists, captions and Labels</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 - Marvellous Minibeasts</u></p> <p><u>Recount - Letter - Little Red</u></p> <p><u>Wanted Poster - Have you seen this wolf?</u></p>	<p><u>Expectations</u></p> <p><u>Place Value of Punctuation and Grammar</u></p> <p><u>Non-chronological report - Prehistoric Park</u></p> <p><u>Recount Letter - Stone Age Letter</u></p> <p><u>Narrative - Stone Age Girl</u></p>	<p><u>Expectations</u></p> <p><u>Place Value of Punctuation and Grammar</u></p> <p><u>Non-Chronological Report - Extinct animals</u></p> <p><u>Recount Diary - Charlie and the Chocolate Factory</u></p> <p><u>Setting Description - Wonka World</u></p> <p><u>Plot Weave</u></p>	<p><u>Expectations</u></p> <p><u>Place Value of Punctuation and Grammar</u></p> <p><u>Non-chronological report - Luminara - Fictional Planet</u></p> <p><u>Recount - Letter - Samuel and the Anywhere Arcade</u></p> <p><u>Setting Description - The Anywhere Arcade</u></p>	<p><u>Expectations</u></p> <p><u>Place Value of Punctuation and Grammar</u></p> <p><u>Non-Chronological Report - Yellow Spotted Lizard/Miptor</u></p> <p><u>Recount Letter - Dracula Harker's Letter</u></p> <p><u>Setting Description - Whitby Abbey</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>							

Narrative - The
Three Little Pigs -
A Twisted Tale

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S K I L S	<p>To tune into sounds during listening games</p> <p>Begin to show awareness of alliteration e.g. the sssslippery ssssnake.</p> <p>To start to make marks with a variety of materials</p> <p>To write the first letter of my name.</p> <p>To attempt to copy my name.</p> <p>I am beginning to tune into the sounds in words- showing understanding e.g.</p>	<p>Use correct pencil grip (tripod grip).</p> <p>To write their name.</p> <p>To form some lower-case letters correctly.</p> <p>To form some upper-case letters (e.g. name, Mum, Dad, sibling name, etc).</p> <p>To match most set 1 letters and sounds.</p> <p>To write CVC words and labels e.g. c-a-t.</p> <p>To write simple labels.</p>	<p>Use correct pencil grip.</p> <p>To form lower-case letters correctly.</p> <p>To form upper-case letters correctly.</p> <p>To sit with the correct posture at the table to work.</p> <p>To write with clear ascenders and descenders on the correct lines.</p> <p><u>Transcription Units</u></p> <p>Development of transcription skills, so that children can move</p>	<p>Use correct pencil grip.</p> <p>To form lower-case letters correctly.</p> <p>To form upper-case letters correctly.</p> <p>To sit with the correct posture at the table to work.</p> <p>To write with clear ascenders and descenders on the correct lines.</p> <p><u>Non-chronological report</u></p> <p>Heading and subheadings Brief introduction Technical vocabulary Pictures and captions</p>	<p>Use correct pencil grip.</p> <p>To form lower-case letters correctly.</p> <p>To form upper-case letters correctly.</p> <p>To sit with the correct posture at the table to work.</p> <p>To write with clear ascenders and descenders on the correct lines.</p> <p><u>Non-chronological Report</u></p> <p>Heading Brief introduction Subheadings Technical vocabulary</p>	<p>Use correct pencil grip.</p> <p>To form lower-case letters correctly.</p> <p>To form upper-case letters correctly.</p> <p>To sit with the correct posture at the table to work.</p> <p>To write with clear ascenders and descenders on the correct lines.</p> <p><u>Non-chronological report</u></p> <p>Heading Brief introduction Subheadings Technical vocabulary</p>	<p>Use correct pencil grip.</p> <p>To form lower-case letters correctly.</p> <p>To form upper-case letters correctly.</p> <p>To sit with the correct posture at the table to work.</p> <p>To write with clear ascenders and descenders on the correct lines.</p> <p><u>Non-chronological report</u></p> <p>Heading Brief introduction Subheadings Technical vocabulary</p>	<p>Use correct pencil grip.</p> <p>To form lower-case letters correctly.</p> <p>To form upper-case letters correctly.</p> <p>To sit with the correct posture at the table to work.</p> <p>To write with clear ascenders and descenders on the correct lines.</p> <p><u>Non-chronological report</u></p> <p>Heading Brief introduction Subheadings Technical vocabulary</p>

<p>Phase 1 blending and segmenting.</p> <p>To demonstrate good gross motor skills in making large marks e.g. playground chalk, water-painting etc.</p>			<p>onto-Place Value Punctuation and Grammar (PVPG)</p>	<p>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)</p> <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 Commas for fronted adverbials Apostrophes for omission Apostrophes for plural possession</p> <p><u>Wanted Poster</u></p> <p>Heading Introduction Subheadings Third person</p>	<p>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</p> <p><u>Recount Letter</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 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</p>	<p>Pictures and captions Third person - formal Statements giving factual information Subordinating conjunctions Relative clauses Conjunctive adverbs Commas for lists Apostrophes for possession Parentheses</p> <p><u>Recount Diary</u></p> <p>Date Salutation Chronological order Past tense 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</p>	<p>Pictures and captions Third person - formal Statements giving factual information Subordinating conjunctions Relative clauses Conjunctive adverbs Commas for lists Apostrophes for possession Parentheses</p> <p><u>Recount - Letter</u></p> <p>Address Date Salutation Brief introduction 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</p>	<p>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</p> <p><u>Recount - Letter</u></p> <p>Address 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</p>
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				<p>Present tense Paragraphs that par 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> Adverbial of time Pronoun Past tense Expanded noun phrase Co-ordinating conjunction Commas in a list Statement Repetitive language Question Command Adverbial of manner Exclamation sentence Apostrophe for possession</p>	<p>Adverbial of time Dialogue Apostrophe for omission Apostrophe for possession Question mark</p>	<p>Participial phrases (-ing and -ed openers) Adverbials of place Commas in a list Apostrophes for possession Commas for fronted adverbials Ellipses</p> <p><u>Plot Weave</u></p>	<p>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>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>
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	To use a wider print knowledge for writing. E.g. imitate an adult writing a shopping list or birthday card.	To match set 1 and digraphs letters and sounds. Adults can read my writing.	<u>Dragon Sentence Pattern Building Unit</u> <u>Recount - Postcard/Letters - Dragon Post</u>	<u>Recount Diary - Charles Darwin's Journey</u> <u>Instructions - How to be a mighty explorer</u>	<u>Setting Description - The Tomb of Wonders</u> <u>Science Experiment - Do all magnets pull a paper clip from the same distance?</u>	<u>Non-Chronological Report - Ancient Greek their own mythological monster</u> <u>Explanation - How does the digestive system work?</u>	<u>Recount Diary - based upon Shakespeare play being studied</u> <u>Narrative - Characterising Speech - Shakespeare linked</u>	<u>Instructions - How to survive an air raid</u> <u>Recount Letter - Diary of an evacuee from Olive</u>

<p>D G E</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 and hold it in my memory before I start attempt to write it (or an adult might scribe).</p>		<p><u>Setting Description</u> - <u>Candy House</u></p> <p><u>Narrative - Kind brave Mother Seacole</u></p>	<p><u>Narrative - Mighty Marrow</u></p> <p><u>Persuasive - Join our Super Vegetable Crew!</u></p>	<p><u>Characterising Speech - Egyptian Cinderella</u></p> <p><u>Instructions - How to mummify your best friend</u></p>	<p><u>Instructions - How to survive the jungle</u></p> <p><u>Poetry</u></p>	<p><u>Instructions - Macbeth - How to make a witch's spell</u></p> <p><u>Narrative - Arthur and the silver lasso</u></p>	<p><u>Biography - The life of Anne Frank</u></p> <p><u>Narrative - Alma</u></p>
<p>Spring Term</p>	<p>EYFS</p>		<p>KS1</p>		<p>KS2</p>			
	<p>Nursery</p>	<p>Reception</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>

**S
K
I
L
L
S**

To write some of my name e.g. first two letters.

To segment words in the order in which they occur (with support).

To hear the initial sound in words and own name.

To demonstrate good fine motor control when using tools e.g. scissors, threading, etc.

To demonstrate good gross motor skills.

To form most lower-case letters correctly.

To form some upper-case letters correctly.

To use a tripod grip.

To write CVC words and labels.

To spell some red words.

To write captions.

To start to write short sentences.

To start to use finger spaces between my words.

Sentence Pattern Building Unit

Recount - Postcards/Letters

Address
Date
Salutation
Brief Introduction
Chronological Order
First Person
Past Tense
Facts and Opinions
Rhetorical Questions ?
Sign Off
Co-ordinating Conjunctions
Expanded Noun Phrases
Adverbs/Adverbials of time
Adverbs/Adverbials of place
Commas in a list
Exclamation marks !

Setting Description

Introduction
Paragraphs par the setting
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

Recount - Diary

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

Instructions

Title Statement
List of equipment or materials
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

Setting Description

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

Science Experiment

Title - Question
Prediction/hypothesis
Equipment list
Method in sequences, chronological steps
Results/observations
Conclusion
Diagrams
Present Tense
First Person
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

Non-Chronological Report 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
Commas after fronted adverbials

Explanation

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

Instructions

Title statement
List of equipment or materials
Sequence, chronological steps
Diagrams or illustrations
Present tense

Recount - Diary Based upon the Shakespeare play being studied

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

Narrative - Characterising Speech Based upon the Shakespeare play being studied

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

Instructions

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
Commands, using the imperative
Adverbs of manner
Adverbs of time
Commas in a list
Parentheses
Apostrophes for possession
Commas

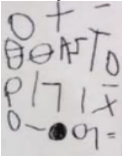
Recount - Diary

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

Biography

Introduction
Expanded Noun Phrases

			<p><u>Narrative</u></p> <p>Main character is introduced</p> <p>Adverbial of time</p> <p>Third person</p> <p>Capital letters for proper nouns</p> <p>Past tense</p> <p>Rhetorical question</p> <p>Question mark</p> <p>Adverbial of place</p> <p>Co-ordinating conjunction</p> <p>Exclamation mark</p> <p>Repetition</p> <p>Expanded noun phrase</p>	<p><u>Narrative</u></p> <p>Introduction</p> <p>Statement/exclamation/question sentences</p> <p>Past Tense</p> <p>Action verbs</p> <p>Adverbials of time</p> <p>Adverbials of place</p> <p>Adverbials of manner</p> <p>Expanded Noun Phrases</p> <p>Capital letters for proper nouns</p> <p>Question marks ?</p> <p>Third Person</p> <p>Apostrophe for possession</p> <p>Commas in a list</p> <p>Exclamation marks !</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Rhetorical Questions ?</p> <p><u>Persuasive</u></p> <p>Deal and Bargains</p> <p>Direct address</p> <p>Alliteration and assonance</p> <p>Facts and Statistics</p> <p>Opinions</p> <p>Repetition</p> <p>Rhetorical Questions ?</p> <p>Emotive/exaggerated language</p> <p>Triples/the rules of three</p> <p>Expanded Noun Phrases</p> <p>Co-ordinating Conjunctions</p> <p>Subordinating</p> <p>Conjunctions</p> <p>Commands</p> <p>Question marks ?</p> <p>Exclamation marks !</p> <p>Apostrophes for possession</p>	<p><u>Characterising Speech</u></p> <p>Introduction</p> <p>Each character shows emotions</p> <p>Each character performs actions</p> <p>Short sentences for effect</p> <p>Colloquial language (Non-Standard English)</p> <p>Discourse markers</p> <p>Expanded Noun Phrases</p> <p>Adverbs/Adverbials of manner</p> <p>Participial phrases/clauses</p> <p>Adverbs/Adverbials of place</p> <p>Apostrophes for omission</p> <p>Inverted commas</p> <p><u>Instructions</u></p> <p>Title Statement</p> <p>List of equipment or materials</p> <p>Sequenced chronological steps</p> <p>Diagrams or illustrations</p> <p>Present Tense</p> <p>Imperative verbs (commands)</p> <p>Detailed Information</p> <p>Co-ordinating Conjunctions</p> <p>Subordinating Conjunctions</p> <p>Expanded Noun Phrases</p> <p>Commands, using the imperative</p> <p>Statement using the pronoun 'you'</p> <p>Adverbs/Adverbial of manner</p> <p>Adverbs/Adverbials of time</p>	<p>Imperative verbs (commands)</p> <p>Detailed information</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Commands, using the imperative</p> <p>Adverbs of manner</p> <p>Adverbs of time</p> <p>Commas in a list</p> <p>Parentheses</p> <p>Apostrophes for possession</p> <p>Commas</p> <p><u>Poetry</u></p> <p>Follow Poetry Unit</p>	<p>Participial phrases & clauses (-ing and -ed openers)</p> <p>Relative clauses</p> <p>Adverbials of place</p> <p>Inverted commas</p> <p>Parentheses</p> <p>Ellipses to show stammer, pause or incomplete thought</p> <p>Hyphens to show stutter</p> <p><u>Instructions</u></p> <p>Title statement</p> <p>List of equipment or materials</p> <p>Sequence, chronological steps</p> <p>Diagrams or illustrations</p> <p>Present tense</p> <p>Imperative verbs (commands)</p> <p>Detailed information</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Commands, using the imperative</p> <p>Adverbs of manner</p> <p>Adverbs of time</p> <p>Commas in a list</p> <p>Parentheses</p> <p>Apostrophes for possession</p> <p>Commas</p> <p><u>Narrative</u></p> <p>Introduction</p> <p>Paragraphs par the character</p> <p>referencing personality and habits</p> <p>Figurative language</p> <p>Short sentences for effect</p> <p>Rhetorical questions</p> <p>Conclusion including a cliff hanger</p> <p>Expanded noun phrases</p> <p>Adverbials of manner including similes</p> <p>Participial phrases (-ing and -ed openers)</p> <p>Relative clauses</p> <p>Adverbials of place</p> <p>Commas in a list</p> <p>Apostrophes for possession</p> <p>Commas for fronted adverbials</p>	<p>Statement giving factual information</p> <p>Colons</p> <p>Sub-headings</p> <p>Relative clauses</p> <p>Parenthesis</p> <p>Semi-colons</p> <p>Hyphenated spellings</p> <p>Technical vocabulary</p> <p>Third Person</p> <p>Adverbial of time</p> <p>Subordinating conjunction</p> <p>Illustration and caption</p> <p>Passive voice</p> <p>Co-ordinating conjunction</p> <p>Apostrophe for possession</p> <p>Commas in a list</p> <p>Adverbial of place</p> <p>Adverbial of manner</p> <p><u>Narrative</u></p> <p>Introduction</p> <p>Paragraphs par the character</p> <p>referencing personality and habits</p> <p>Figurative language</p> <p>Short sentences for effect</p> <p>Rhetorical questions</p> <p>Conclusion including a cliff hanger</p> <p>Expanded noun phrases</p> <p>Adverbials of manner including similes</p> <p>Participial phrases (-ing and -ed openers)</p> <p>Relative clauses</p> <p>Adverbials of place</p> <p>Commas in a list</p> <p>Apostrophes for possession</p> <p>Commas for fronted adverbials</p>
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					Commas in a list Apostrophes for possession Apostrophes for omission		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	
SUM TERM	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>Writes symbols and shapes that look like writing.</p>  <p>I assign meaning to the marks.</p> <p>Attempts to write name with the correct letter formation.</p> <p>To know that squiggle whilst we wiggle and dough disco build gross and fine motor skills.</p> <p>To know how to hold my pencil effectively.</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>To know and include the criteria</p> <p>Write CVC words using knowledge of phonics sounds.</p>	<p><u>Narrative - Jack and the Beanstalk</u></p> <p><u>Instructions - How to grow a plant</u></p> <p><u>Persuasive Advert - Join our pirate crew</u></p> <p><u>Poetry - Seaside Poetry</u></p>	<p><u>Narrative - Setting</u></p> <p><u>Description - Trimpolli's Tower</u></p> <p><u>Plot Weave</u></p> <p><u>Explanation - How do butterflies change?</u></p> <p><u>Recount - Diary - Escape the fire!</u></p> <p><u>Poetry</u></p>	<p><u>Poetry</u></p> <p><u>Biography - Mystique - The evil fairy</u></p> <p><u>Plot Weave</u></p> <p><u>Persuasive Advert - Save our Beautiful bees</u></p> <p><u>Non-Chronological Report - All about bees</u></p>	<p><u>Narrative - Characterising Speech - Escape from Pompeii</u></p> <p><u>Persuasive Letter - Boudicca rallies support</u></p> <p><u>Narrative - Robin Hood 8 1/2</u></p> <p><u>Science Experiment - Does sound get quicker as the distance increases?</u></p>	<p><u>Poetry</u></p> <p><u>Science Experiment - Does the size of sugar affect how quickly it dissolves in water?</u></p> <p><u>Discussion - Are Zoos beneficial?</u></p> <p><u>Non-Chronological Report - White Lions/Adonis Blue Butterfly</u></p>	<p><u>Characterising Speech - Rock paper and Scissors</u></p> <p><u>Non-Chronological Report - The Galapagos Lizard</u></p> <p><u>Poetry</u></p>

SUM TERM	EYFS		KSI		KSI			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>S</p> <p>K</p> <p>I</p> <p>L</p> <p>L</p> <p>S</p>	<p>To tell an adult what I have drawn or painted.</p> <p>To write my own name.</p> <p>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.</p> <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>Form most upper and lower-case letters correctly.</p> <p>Hold pencil in a tripod grip.</p> <p>Write letters which are mostly well formed.</p> <p>Write tricky words.</p> <p>Write simple sentences.</p> <p>Read their own sentences.</p> <p>Write simple phrases and sentences that can be read by themselves and others.</p>	<p><u>Narrative</u></p> <p>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</p> <p><u>Instructions</u></p> <p>Verb ending - ing Expanded noun phrase Question mark 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></p>	<p><u>Narrative - Setting</u></p> <p><u>Description</u></p> <p>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 pan the setting Apostrophes for omission Conclusion including a cliffhanger</p> <p><u>Plot Weave</u></p> <p><u>Explanation</u></p> <p>Title statement 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</p>	<p><u>Poetry</u></p> <p>Follow Poetry Unit</p> <p><u>Biography</u></p> <p>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</p> <p><u>Plot Weave</u></p> <p><u>Persuasive Advert</u></p> <p>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</p>	<p><u>Narrative - Characterising</u></p> <p><u>Speech</u></p> <p>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 Ellipsis to show incomplete thought</p> <p><u>Persuasive Letter</u></p> <p>Title Greeting Personal pronoun Subordinating conjunction Adverb of manner Direct address Emotive language Expanded noun phrase Apostrophe for possession Command Repetition Colon</p>	<p><u>Poetry</u></p> <p>Follow Poetry Unit</p> <p><u>Science Experiment</u></p> <p>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 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>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>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>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>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 Short sentences for effect Ellipsis Discourse manner Commas in a list</p> <p><u>Science Experiment</u> Title posed as a question Question mark Present tense Expanded noun phrase Subordinating conjunction List of equipment or materials Adverb of time Technical vocabulary</p>	<p><u>Discussions -</u></p> <p><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</p>	<p>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</p> <p><u>Poetry</u> Follow Poetry Unit</p>
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Comma after fronted adverb
 Apostrophe for possession
 Sequenced chronological steps
 Imperative verb
 Adverbial of place
 Co-ordinating conjunction
 Command
 First person

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 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

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 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:

- write letters which are mostly well formed.

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 Y1 common exception words correctly. They will regularly use capital 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.

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, 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,

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 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

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, 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.

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 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.

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 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

<p>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>	<ul style="list-style-type: none">• Spell words by identifying sounds in them and representing the sounds with a letter or letters.		<p>if, but, because and when.</p>	<p>apostrophe with plural nouns using and punctuating direct speech.</p>			<p>their writing and understand why sentences are constructed as they are.</p>
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