

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.

Autu	EYFS	K	S1		К	S2	
mn	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K N O W L E D	To be able to orally segment single sound CVC words e.g. c-a-t. To say the initial sounds in most words. To identify known letters to match initial sounds. To say a simple sentence for writing (oral and count words).	Place Value of Punctuation and Grammar Non-chronological report Recount - Postcard Narrative – retold	Place Value of Punctuation and Grammar Non-chronological report Narrative — retelling of a story Recount - Letters	Place Value of Punctuation and Grammar Non-chronological report Instructions Poetry Clerihews Limericks Free verse	Place Value of Punctuation and Grammar Recount – Letter Explanation Poetry Kennings Tetractys Free verse	Place Value of Punctuation and Grammar Non-chronological report Recount – Letter Explanation	Place Value of Punctuation and Grammar Recount Explanation Poetry Ottava Rima Lambic Pentameter Free verse
E	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use correct pencil grip (tripod grip).	Non-chronological	Non-chronological	Non-chronological	Recount - Letter	Non-chronological	Recount
S K I	To write their name. To form some lower-case letters	report Heading Brief introduction Subheadings	report Heading and subheadings Brief introduction	Report Heading Brief introduction Subheadings	Address Date Salutation Brief introduction	report Heading Brief introduction Subheadings	Dates Salutation Chronological order
L S	correctly.	Technical vocabulary	Technical vocabulary	Technical vocabulary	Chronological order	Technical vocabulary	Past tense First person
3	To form some upper-case letters (e.g. name, Mum, Dad, sibling name, etc).	Pictures and captions Third person –	Pictures and captions Third person –	Pictures and captions Third person –	First person Past tense Facts and opinions	Pictures and captions Third person –	Facts and opinions Rhetorical questions
	To match most set 1 letters and sounds.	formal	formal	formal	Rhetorical questions	formal	Active voice Subjunctive mood

To write CVC words and labels e.g. c-a-t.	Statements giving	Statements giving	Statements giving	Sign off	Statements giving	Subordinating
	factual information	factual information	factual information	Co-ordinating	factual information	conjunctions
To write simple labels.	Co-ordinating	Co-ordinating	Co-ordinating	conjunctions	Subordinating	Conjunctive
	conjunctions	conjunctions	conjunctions	Subordinating	conjunctions	adverbs
	Adverbs/adverbials	Subordinating	Subordinating	conjunctions	Relative clauses	Relative clauses
	of place	conjunctions	conjunctions	Expanded noun	Conjunctive	Adverbs/adverbials
	Expanded noun	Expanded noun	Expanded noun	phrases	adverbs	of time
	phrases	phrases	phrases	Adverbs/adverbials	Commas for lists	Adverbs/adverbials
	Capital letters for	Present	Present perfect	of time	Apostrophes for	of
	proper nouns	progressive	tense	Adverbs/adverbials	possession	place/preposition
	Commas for lists	Statements	Commas for lists	of place	Parentheses	phrases
		Questions	Apostrophes for	Commas for		Expanded noun
	Recount -	Commands/impera	possession	fronted adverbials	Recount - Letter	phrases
	<u>Postcard</u>	tive		Apostrophes for	Address	Semi-colons
	Address	Capital letters for		omission	Date	
	Date	proper nouns	Instructions	Apostrophes for	Salutation	Explanation
	Salutation	Commas for lists	Title statement	plural possession	Brief introduction	Title
	Brief introduction	Apostrophes for	List of equipment		Chronological	Introductory
	Chronological	possession (GDS)	or materials	Explanation	order	paragraph
	order		Sequenced,	Title	First person	Paragraphs
	First person	Narrative –	chronological steps	Introductory	Past tense	detailing a process
	Past tense	retelling of a story	Diagrams or	paragraph	Facts and opinions	Facts
	Facts and opinions		illustrations	Paragraphs	Rhetorical	Present tense
	Rhetorical	Recount - Letters	Present tense	detailing a process	questions	Formal language
	questions	Address	Imperative verbs	Facts	Sign off	Technical
	Sign o_	Date	(commands)	Present tense	Subordinating	vocabulary
	Co-ordinating	Salutation	Detailed	Formal language	conjunctions	Passive voice
	conjunctions	Brief introduction	information	Technical	Conjunctive	Subordinating
	Expanded noun	Chronological	Co-ordinating	vocabulary	adverbs	conjunctions
	phrases	order	conjunctions	Co-ordinating	Relative clauses	Expanded noun
	Adverbs/adverbials	First person	Subordinating	conjunctions	Expanded noun	phrases
	of time	Past tense	conjunctions	Subordinating	phrases	Relative clauses
	Adverbs/adverbials	Facts and opinions	Expanded noun	conjunctions	Adverbs/adverbials	Adverbs for cause
	of place	Rhetorical	phrases	Expanded noun	of time	and effect
	Commas in a list	questions	Commands, using	phrases	Adverbs/adverbials	Adverbs/adverbials
	Exclamation marks	Sign o_	the imperative	Adverbs/adverbials	of place	of time
		Co-ordinating	Statements using	of time	Parentheses	Evaluative adverbs
	Narrative – retold	conjunctions	the pronoun 'you'	Adverbs/adverbials	Apostrophes for	Semi-colons
		Subordinating	Adverbs of manner	of manner	plural possession	Colons
		conjunctions	Adverbs of time	Commas for		Parentheses
		Expanded noun	Commas for lists	fronted adverbials	Explanation	
		phrases			Title	

			Adverbs/adverbials of time Adverbs/adverbials of place	Apostrophes for possession	Apostrophes for possession	Introductory paragraph Paragraphs detailing a process	
			Apostrophes for omission Apostrophes for possession (GDS) Commas in a list Exclamation marks			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	
Spring	EYFS	K	S1		K	S2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Flu	ency			
						T	ı
K N	To match set 1 and digraphs letters and sounds.	Persuasive Advert Instructions Recount – letter Non-chronological	Non-chronological report Instructions Recount –	Recount – Science Investigation Magazine Article Narrative –	Non-chronological report Persuasive leaflet Narrative - Setting	Recount – Diary Narrative – Characterising Speech	Recount – Biography Instructions Characterising

Spring Term	EYFS	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To form most lower-case letters	Persuasive Advert	Non-chronological	Narrative –	Non-chronological	Recount - Diary	Recount -
	correctly.	Deals and bargains	report	Character	report	Dates	Biography
		Direct address (can	Heading and	<u>Description</u>	Heading	Salutation	Heading
	To form some upper-case letters	include flattery)	subheadings	Introduction	Brief introduction	Chronological	Brief introduction
	correctly.	Facts and statistics	Brief introduction	Paragraphs pan the	Subheadings	order	Subheadings
		Opinion (can be	Technical	character	Technical	Past tense	Chronological
	To use a tripod grip.	expert opinion)	vocabulary	referencing	vocabulary	First person	order
		Rhetorical	Pictures and	personality and	Pictures and	Facts and opinions	Technical
	To write CVC words and labels.	questions	captions	habits	captions	Rhetorical	vocabulary
		Emotive/exaggerat	Third person –	Figurative language	Third person –	questions	Pictures and
	To spell some red words.	ed language	formal	Short sentences for	formal	Sign off	captions
		Triples/the rule of	Statements giving	effect	Statements giving	Subordinating	Third person –
S	To write captions.	three	factual information	Rhetorical	factual information	conjunctions	formal
K		Personal pronouns	Co-ordinating	questions	Co-ordinating	Conjunctive	Statements giving
ı	To start to write short sentences.	Expanded noun	conjunctions	Conclusion	conjunctions	adverbs	factual information
1 1		phrases	Subordinating	including a cliff	Subordinating	Relative clauses	Passive voice
_ ~	To start to use finger spaces between	Co-ordinating	conjunctions	hanger	conjunctions	Adverbs/adverbials	Subordinating
L .	my words.	conjunctions	Expanded noun	Expanded noun	Expanded noun	of time	conjunctions
S		Question marks	phrases	phrases	phrases	Adverbs/adverbials	Relative clauses
		Exclamation marks	Present	Adverbials of	Present perfect	of	Subjunctive form
		Instructions	progressive	manner including	tense	place/preposition	Adverbs/adverbials
		Title statement	Statements	similes	Commas for lists	phrases	of time
		List of equipment	Questions	Participial phrases	Apostrophes for	Expanded noun	Conjunctive
		or materials	Commands/impera	(-ing and -ed	possession	phrases	adverbs
		Sequence,	tive	openers)	Commas after	Commas for	Semi-colons
		chronological steps	Capital letters for	Adverbials of place	fronted adverbials	parentheses	Colons
		Diagrams or	proper nouns	Commas in a list	Persuasive leaflet	Narrative –	Apostrophes for
		illustrations	Commas for lists	Apostrophes for	Deals and bargains	Characterising	<u>Instructions</u>
		Present tense	Apostrophes for	possession	Direct address (can	Speech	Title statement
		Commands	possession (GDS)	Apostrophes for	include flattery)	Introduction	List of equipment
		Detailed	Instructions	omission	Alliteration and	Each character	or materials
		information	Title statement	Recount – Diary	assonance	shows emotions	Sequence,
		Co-ordinating	List of equipment	Date	Facts and statistics	Each character	chronological steps
		conjunctions	or materials	Salutation	Opinion (can be	performs actions	Diagrams or
		Expanded noun	Sequence,	Chronological	expert opinion)	The audience	illustrations
		phrases	chronological steps	order	Repetition	reacts to each	Present tense
		The imperative	Diagrams or	Past tense	Rhetorical	character	Imperative verbs
		Positional language	illustrations	First person	questions		(commands)

Facts and opinions Emotive/exaggerat Short sentences for Detailed Question marks Present tense Recount - letter Commands Rhetorical ed language effect information Address Detailed auestions Triples/the rule of Colloquial language Co-ordinating Date information Sign off three (non-Standard conjunctions Adverbs Salutation Co-ordinating Co-ordinating English) Subordinating Brief introduction conjunctions conjunctions Personal pronouns Discourse markers conjunctions Subordinating Expanded noun Expanded noun Chronological Subordinating Expanded noun order conjunctions conjunctions phrases phrases phrases First person Expanded noun Adverbs/adverbials Co-ordinating Adverbials of Commands, using Past tense phrases of time conjunctions manner the imperative Facts and opinions Direct address Adverbs/adverbials Subordinating Participial phrases Adverbs of manner Adverbs of time Rhetorical using 'you' of conjunctions & clauses (-ing and Adverbials of place place/preposition Commands -ed openers) Commas in a list questions Sign off Question marks phrases Commas for lists Relative clauses Parentheses Commas for lists Expanded noun Co-ordinating Apostrophes for Adverbials of place Apostrophes for Inverted commas conjunctions Apostrophes for phrases possession possession Expanded noun possession (GDS) Apostrophes for Narrative - Setting Parentheses Apostrophes for phrases Apostrophes for omission Description Ellipses to show omission Adverbs/adverbials Introduction Commas for omission Apostrophes for stammer, pause or of time Recount possession Paragraphs pan the incomplete fronted adverbials Adverbs/adverbials **Postcards Exclamation marks** setting thought Colons of place Address Recount – Science Figurative language Hyphens to show Characterising Commas in a list Date Investigation Short sentences for stutter Speech **Exclamation marks** Salutation **Magazine Article** effect Instructions Introduction **Brief introduction** Rhetorical Title statement Each character Non-chronological report Chronological questions List of equipment shows emotions Heading order Conclusion or materials Each character **Brief introduction** including a cliff performs actions First person Sequence, Subheadings Past tense hanger chronological steps The audience Technical Facts and opinions Expanded noun Diagrams or reacts to each Rhetorical illustrations character vocabulary phrases sights, sounds Short sentences for Pictures and questions Present tense and smells effect captions Sign off Imperative verbs Adverbials of (commands) Colloquial language Third person – Co-ordinating Detailed (non-Standard formal conjunctions manner including similes English) Statements giving Subordinating information factual information conjunctions Participial phrases Co-ordinating Discourse markers Co-ordinating Expanded noun (-ing and -ed conjunctions Expanded noun conjunctions phrases openers) Subordinating phrases Adverbs/adverbials Adverbials of Adverbs/adverbials Adverbials of place conjunctions of place of time Commas in a list Expanded noun manner phrases

Expanded noun	Adverbs/adverbials	Apostrophes for	Commands, using	Participial phrases
phrases	of place	possession	the imperative	& clauses (-ing and
Capital letters for	Apostrophes for	Commas for	Adverbs of manner	-ed openers)
proper nouns	omission	fronted adverbials	Adverbs of time	Relative clauses
Commas for lists	Apostrophes for	Ellipses	Commas in a list	Adverbials of place
	possession (GDS)	Recount - Diary	Parentheses	Inverted commas
	Commas in a list	Date	Apostrophes for	Colons
	Exclamation marks	Salutation	possession	Semi-colons
	<u>Narrative</u>	Chronological	Commas	Parentheses
	Introduction	order	Narrative –	Ellipses to show
	Paragraphs	Past tense	Character	stammer, pause or
	Figurative language	First person	Description	incomplete
	Short sentences for	Facts and opinions	Introduction	thought
	effect	Rhetorical	Paragraphs pan the	Dashes to show
	Rhetorical	questions	character	change of thought
	questions	Sign o_	referencing	or
	Expanded noun	Co-ordinating	personality and	interruption
	phrases sights,	conjunctions	habits	Hyphens to show
	sounds	Subordinating	Figurative language	stutter
	and smells	conjunctions	Short sentences for	Recount – Letter
	Adverbials of	Adverbs/adverbials	effect	Address
	manner including	of time	Rhetorical	Date
	similes	Adverbs/adverbials	questions	Salutation
	Adverbials of place	of	Conclusion	Brief introduction
	Commas in a list	place/preposition	including a cliff	Chronological
	Apostrophes for	phrases	hanger	order
	possession	Expanded noun	Expanded noun	First person
	possession	phrases	phrases	Past tense
		Commas for	Adverbials of	Facts and opinions
		fronted adverbials	manner including	Rhetorical
		Apostrophes for	similes	questions
		omission	Participial phrases	Sign off
		Apostrophes for	(-ing and -ed	Active voice
			· =	Subjunctive mood
		possession	openers) Relative clauses	Subordinating
			Adverbials of place	_
			Modal verbs	conjunctions Conjunctive
				adverbs
			Apostrophes for	
			possession	Relative clauses
			Parentheses	Expanded noun
			Ellipses	phrases

							Adverbs/adverbials of time Adverbs/adverbials of place Parentheses Semi-colons Colons
SUM	EYFS	K	S1	KS2			1
TERM	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K N O W L E D G	Spell words by identifying sounds in them and representing the sounds with a letter or letters. To know and include the criteria Write CVC words using knowledge of phonics sounds.	Recount – Diary Narrative – Full Poetry Acrostics Shape Riddles Explanation	Narrative – setting description Recount – Diary Persuasive Advert Poetry – Diamantes Haiku Free verse Narrative - Full	Recount – Letter Persuasive Advert Narrative -Full Explanation	Recount - Biography Instructions Narrative — Character Description Narrative	Persuasive Advert Recount – Science Investigation Narrative Poetry Haiku/Senryus Renga Free verse	Non-chronological report Narrative Discussion Persuasive Leaflet
SUM	EYFS	K	\$1		K	\$1	
TERM	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S K I	Form most upper and lower-case letters correctly. Hold pencil in a tripod grip.	Recount – Diary Date Salutation Chronological order	Narrative – setting description Introduction Paragraphs pan the setting	Recount – Letter Address Date Salutation Brief introduction	Recount - Biography Heading Brief introduction Subheadings	Persuasive Advert Deals and bargains Direct address (can include flattery) Alliteration and	Non-chronological report Heading Brief introduction Subheadings
L L S	Write letters which are mostly well formed. Write simple phrases and sentences that can be read by themselves and others.	Past tense First person — informal Facts and opinions Rhetorical questions Sign off	Third person Rhetorical questions Conclusion including a cliff hanger	Chronological order First person Past tense Facts and opinions Rhetorical questions	Chronological order Technical vocabulary Pictures and captions	assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions	Technical vocabulary Pictures and captions Third person – formal

	T	Ι	T =	T	T = ,	T
Write tricky words.	Co-ordinating	Expanded noun	Sign off	Third person –	Emotive/exaggerat	Statements giving
	conjunctions	phrases sights,	Co-ordinating	formal	ed language	factual information
Write simple sentences.	Adverbs/adverbials	sounds	conjunctions	Statements giving	Triples/the rule of	Passive voice
	of time	and smells	Subordinating	factual information	three	Subordinating
Read their own sentences.	Adverbs/adverbials	Adverbials of	conjunctions	Co-ordinating	Modal verbs	conjunctions
	of place	manner including	Expanded noun	conjunctions	Adverbs for	Relative clauses
	Expanded noun	similes	phrases	Subordinating	possibility/degree	Subjunctive form
	phrases	Adverbials of place	Adverbs/adverbials	conjunctions	Personal pronouns	Conjunctive
	Capital letters for	Commas in a list	of time	Expanded noun	Expanded noun	adverbs
	proper nouns	Apostrophes for	Adverbs/adverbials	phrases	phrases	Semi-colons
	Question marks	possession	of place	Perfect tense	Subordinating	Colons
	Narrative – Full	Apostrophes for	Exclamation marks	Adverbs/adverbials	conjunctions	Apostrophes for
		omission	Apostrophes for	of time	Conjunctive	possession
	<u>Poetry</u>	Capital letters for	omission	Commas for lists	adverbs	Parentheses
	Acrostics	proper nouns	Apostrophes for	Apostrophes for	Commands	<u>Narrative</u>
	Shape	Question marks	plural possession	possession	Commas for lists	
	Riddles	Recount - Diary	Persuasive Advert	Commas after	Hyphens	<u>Discussion</u>
		Date	Deals and bargains	fronted adverbials	Recount - Science	Question as a title
	Explanation	Salutation	Direct address (can	<u>Instructions</u>	Investigation	Statement about
	Title phrased as a	Chronological	include flattery)	Title statement	<u>Narrative</u>	the issue and brief
	question	order	Alliteration and	List of equipment		points
	Introductory	Past tense	assonance	or materials		Paragraphs for
	paragraph	First person –	Facts and statistics	Sequenced,		supporting/against
	Paragraphs	informal	Opinion (can be	chronological steps		Recommendation
	detailing a process	Facts and opinions	expert opinion)	Diagrams or		Present tense
	Facts	Rhetorical	Repetition	illustrations		Emotive language
	Present tense	questions	Rhetorical	Present tense		Passive voice
	Formal language	Sign off	questions	Imperative verbs		Conjunctive
	and technical	Co-ordinating	Emotive/exaggerat	(commands)		adverbs
	vocabulary	conjunctions	ed language	Detailed		Subordinating
	Co-ordinating	Subordinating	Triples/the rule of	information		conjunctions
	conjunctions	conjunctions	three	Co-ordinating		Subjunctive form
	Expanded noun	Adverbs/adverbials	Adverbs	conjunctions		Relative clauses
	phrases	of time	Personal pronouns	Subordinating		Evaluative adverbs
	Adverbs/adverbials	Adverbs/adverbials	Expanded noun	conjunctions		Semi-colons
	of time	of place	phrases	Expanded noun		Colons
	Adverbs/adverbials	Expanded noun	Co-ordinating	phrases		Parentheses
	of place	phrases	conjunctions	Commands, using		Persuasive Leaflet
	Adverbs/adverbials	Exclamation marks	Subordinating	the imperative		Deals and bargains
	of manner	Commas for lists	conjunctions	Statements using		Direct address (can
	Question marks	Apostrophes for	Commands	the pronoun 'you'		include flattery)
		omission	Commas for lists	Adverbs of manner		

possession (GDS) Persuasive Advert Deals and bargains Direct address (can include flattery) Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Repetition Repetition Rhetorical questions Emotive/exaggerat ed language Triples/the rule of three Co-ordinating Conjunctions possession (GDS) Commas in a list Commas for fronted adverbials Protect adverbials Fronted adverbials Fronted adverbials Protect adverbials Fronted adverbials	Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerated language Triples/the rule of hree Modal verbs Active voice Adverbs for possibility/degree Personal pronouns
Persuasive Advert Deals and bargains Direct address (can include flattery) Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Repetition Repetition Retorical Formal language Questions Emotive/exaggerat ed language Triples/the rule of three Subordinating Coordinating Coordinati	Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerat ed language Triples/the rule of hree Modal verbs Active voice Adverbs for possibility/degree
Deals and bargains Direct address (can include flattery) Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerat ed language Triples/the rule of three Subordinating Co-ordinating Conjunctions Deals and bargains Direct address (can include adverbials Apostrophes for Apostroph	Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerat ed language Triples/the rule of hree Modal verbs Active voice Adverbs for possibility/degree
Direct address (can include flattery) Alliteration and assonance paragraph omission que Facts and statistics Opinion (can be expert opinion) Repetition Present tense Rhetorical questions Technical ed language questions Technical ed language Triples/the rule of three Co-ordinating conjunctions Direct address (can include flattery) Title possession Reger Repetiton Narrative — Emmoductory Apostrophes for possession Repetition Paragraph omission Questions Opinion (can be detailing a process of the editing a process of the editing a process of the editing a process of the expert opinion of the possession of the expert opinion of the expert opinion of the possession of the expert opinion opinison opinison opinison opinion opinio	expert opinion) Repetition Rhetorical questions Emotive/exaggerat ed language Triples/the rule of hree Modal verbs Active voice Adverbs for possibility/degree
include flattery) Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerat ed language Triples/the rule of three Co-ordinating Conjunctions Introductory Apostrophes for Apostrophes	Repetition Rhetorical questions Emotive/exaggerat ed language Triples/the rule of hree Modal verbs Active voice Adverbs for possibility/degree
Alliteration and assonance paragraph omission questions paragraph omission questions question q	Rhetorical questions Emotive/exaggerat ed language Triples/the rule of hree Modal verbs Active voice Adverbs for possibility/degree
assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerat ed language Triples/the rule of three Co-ordinating Conjunctions Rassonance Facts and statistics Opinion (can be detailing a process) Abarrative Character Description Present tense Rharative Introduction Paragraphs Narrative Introduction Paragraphs pan the Character Paragraphs Paragraphs Add Co-ordinating Conjunctions Paragraphs Opinion Character Opinion Chara	questions Emotive/exaggerat ed language Triples/the rule of hree Modal verbs Active voice Adverbs for possibility/degree
Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerat ed language Triples/the rule of three Co-ordinating Conjunctions Facts and statistics Opinion (can be detailing a process detailing a process Character Description Trip Rarative Description Narrative Character Description Mondation Act Description Act Desc	Emotive/exaggerat ed language Triples/the rule of hree Modal verbs Active voice Adverbs for possibility/degree
Opinion (can be expert opinion) Facts Description Trip Repetition Present tense Rhetorical questions Technical ed language Triples/the rule of three Subordinating conjunctions Expanded noun Figurative language Subscription Triples/subscription Triples/subscrips Triples/subscription Triples/subscription Triples/subscription	ed language Triples/the rule of hree Modal verbs Active voice Adverbs for possibility/degree
expert opinion) Repetition Rhetorical questions Emotive/exaggerat ed language Triples/the rule of three Co-ordinating Co-ordinating Co-ordinating Conjunctions Expanded noun Pacts Description Trip three Co-ordinating Conjunctions Description Trip three Co-ordinating Conjunction Expanded noun Triples/the rule of three Conjunctions Expanded noun Triples/the rule of three Expanded noun Triples/thense	Triples/the rule of hree Modal verbs Active voice Adverbs for possibility/degree
Repetition Rhetorical questions Emotive/exaggerat ed language Triples/the rule of three Co-ordinating Co-ordinating Conjunctions Expanded noun Repetition Present tense Formal language Introduction Act Co-ordinating Conjunctions Paragraphs pan the Conjunctions Formal language Introduction Act Co-ordinating Conjunctions Formal language Introduction Formal language Conjunction Subordinating Conjunctions Figurative language Subordinative Formal language Mordinative Mordinative Conjunction Formal language Subordinative Formal language Conjunction Formal language Narrative Introduction Formal language Co-ordinative Formal language Narrative Introduction Formal language Co-ordinative Formal language Narrative Introduction Formal language Natrative Introduction Formal language Natrative Introduction Formal language Natrative Introduction Formal language Nordinative Introduction Formal language I	hree Modal verbs Active voice Adverbs for possibility/degree
Rhetorical questions Technical Technical Introduction Act Emotive/exaggerat ed language Triples/the rule of three Subordinating Co-ordinating Co-ordinating Conjunctions Tegerance Triples/the rule of Co-ordinating Conjunctions Conjunctions Conjunctions Expanded noun Figurative language Substitute Subordinative Conjunctions Conjun	Modal verbs Active voice Adverbs for possibility/degree
questions Technical Introduction Act	Active voice Adverbs for possibility/degree
Emotive/exaggerat ed language Co-ordinating character post three Subordinating conjunctions conjunctions conjunctions conjunctions conjunctions Expanded noun Figurative language Substitution Co-ordinative conjunctions conjunct	Adverbs for possibility/degree
Emotive/exaggerat ed language conjunctions c	oossibility/degree
ed language Co-ordinating character post conjunctions referencing Per three Subordinating conjunctions habits phr conjunctions Expanded noun Figurative language Substitutions Subordinative language Substitutions	oossibility/degree
Triples/the rule of three Subordinating personality and Exp Co-ordinating conjunctions Expanded noun Figurative language Subordinative Subordi	
three Subordinating personality and Exp Co-ordinating conjunctions habits phr conjunctions Expanded noun Figurative language Sub	
Co-ordinating conjunctions habits phr conjunctions Expanded noun Figurative language Substitutions	xpanded noun
conjunctions Expanded noun Figurative language Sub	hrases
	Subordinating
Juboralinating philases Short sentences for	conjunctions
	Conjunctive
	adverbs
	Commands
	Semi-colons
	Colons
	.010115
Exclamation marks possession hanger	
Apostrophes for Expanded noun	
possession (GDS) phrases	
Poetry – Adverbials of	
Diamantes manner including	
Haiku similes	
Free verse Participial phrases	
Narrative - Full (-ing and -ed	
openers)	
Relative clauses	
Adverbials of place	
Commas in a list	
Apostrophes for	
possession	
Commas for	
fronted adverbials	

IMPACT							
EYFS	K:	S1					
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
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. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by themselves and others.	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 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, if,	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,	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 their	

but, because and	indicating	writing and
when.	possession by	understand why
	using the	sentences are
	possessive	constructed as
	apostrophe with	they are.
	plural nouns using	
	and punctuating	
	direct speech.	