



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	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K N O W L E D G E	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
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S K I L L S	Use correct pencil grip (tripod grip). To write their name. To form some lower-case letters correctly. To form some upper-case letters (e.g. name, Mum, Dad, sibling name, etc). To match most set 1 letters and sounds.	<u>Non-chronological report</u> Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal	<u>Non-chronological report</u> Heading and subheadings Brief introduction Technical vocabulary Pictures and captions Third person – formal	<u>Non-chronological Report</u> Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal	<u>Recount - Letter</u> Address Date Salutation Brief introduction Chronological order First person Past tense Facts and opinions Rhetorical questions	<u>Non-chronological report</u> Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal	<u>Recount</u> Dates Salutation Chronological order Past tense First person Facts and opinions Rhetorical questions Active voice Subjunctive mood

	<p>To write CVC words and labels e.g. c-a-t.</p> <p>To write simple labels.</p>	<p>Statements giving factual information</p> <p>Co-ordinating conjunctions</p> <p>Adverbs/adverbials of place</p> <p>Expanded noun phrases</p> <p>Capital letters for proper nouns</p> <p>Commas for lists</p> <p><u>Recount – Postcard</u></p> <p>Address</p> <p>Date</p> <p>Salutation</p> <p>Brief introduction</p> <p>Chronological order</p> <p>First person</p> <p>Past tense</p> <p>Facts and opinions</p> <p>Rhetorical questions</p> <p>Sign o_</p> <p>Co-ordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of place</p> <p>Commas in a list</p> <p>Exclamation marks</p> <p>Narrative – retold</p>	<p>Statements giving factual information</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Present progressive</p> <p>Statements</p> <p>Questions</p> <p>Commands/imperative</p> <p>Capital letters for proper nouns</p> <p>Commas for lists</p> <p>Apostrophes for possession (GDS)</p> <p>Narrative – retelling of a story</p> <p><u>Recount – Letters</u></p> <p>Address</p> <p>Date</p> <p>Salutation</p> <p>Brief introduction</p> <p>Chronological order</p> <p>First person</p> <p>Past tense</p> <p>Facts and opinions</p> <p>Rhetorical questions</p> <p>Sign o_</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p>	<p>Statements giving factual information</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Present perfect tense</p> <p>Commas for lists</p> <p>Apostrophes for possession</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>Statements using the pronoun ‘you’</p> <p>Adverbs of manner</p> <p>Adverbs of time</p> <p>Commas for lists</p>	<p>Sign off</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of place</p> <p>Commas for fronted adverbials</p> <p>Apostrophes for omission</p> <p>Apostrophes for plural possession</p> <p><u>Explanation</u></p> <p>Title</p> <p>Introductory paragraph</p> <p>Paragraphs detailing a process</p> <p>Facts</p> <p>Present tense</p> <p>Formal language</p> <p>Technical vocabulary</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of manner</p> <p>Commas for fronted adverbials</p>	<p>Statements giving factual information</p> <p>Subordinating conjunctions</p> <p>Relative clauses</p> <p>Conjunctive adverbs</p> <p>Commas for lists</p> <p>Apostrophes for possession</p> <p>Parentheses</p> <p><u>Recount – Letter</u></p> <p>Address</p> <p>Date</p> <p>Salutation</p> <p>Brief introduction</p> <p>Chronological order</p> <p>First person</p> <p>Past tense</p> <p>Facts and opinions</p> <p>Rhetorical questions</p> <p>Sign off</p> <p>Subordinating conjunctions</p> <p>Conjunctive adverbs</p> <p>Relative clauses</p> <p>Expanded noun phrases</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of place</p> <p>Parentheses</p> <p>Apostrophes for plural possession</p> <p><u>Explanation</u></p> <p>Title</p>	<p>Subordinating conjunctions</p> <p>Conjunctive adverbs</p> <p>Relative clauses</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of place/preposition phrases</p> <p>Expanded noun phrases</p> <p>Semi-colons</p> <p><u>Explanation</u></p> <p>Title</p> <p>Introductory paragraph</p> <p>Paragraphs detailing a process</p> <p>Facts</p> <p>Present tense</p> <p>Formal language</p> <p>Technical vocabulary</p> <p>Passive voice</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Relative clauses</p> <p>Adverbs for cause and effect</p> <p>Adverbs/adverbials of time</p> <p>Evaluative adverbs</p> <p>Semi-colons</p> <p>Colons</p> <p>Parentheses</p>
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			Adverbs/adverbials of time Adverbs/adverbials of place Apostrophes for omission Apostrophes for possession (GDS) Commas in a list Exclamation marks	Apostrophes for possession	Apostrophes for possession	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	
Spring	EYFS	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Fluency						
K N O W L E D G E	To match set 1 and digraphs letters and sounds. Adults can read my writing.	Persuasive Advert Instructions Recount – letter Non-chronological report	Non-chronological report Instructions Recount – Postcards Narrative	Recount – Science Investigation Magazine Article Narrative – Character Description Recount – Diary	Non-chronological report Persuasive leaflet Narrative - Setting Description Recount – Diary	Recount – Diary Narrative – Characterising Speech Instructions Narrative – Character Description	Recount – Biography Instructions Characterising Speech Recount - Letter

Spring Term	EYFS	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S K I L S	To form most lower-case letters correctly.	<u>Persuasive Advert</u> Deals and bargains Direct address (can include flattery) Facts and statistics Opinion (can be expert opinion) Rhetorical questions Emotive/exaggerated language Triples/the rule of three Personal pronouns Expanded noun phrases Co-ordinating conjunctions Question marks Exclamation marks Instructions Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Commands Detailed information Co-ordinating conjunctions Expanded noun phrases The imperative Positional language	<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) <u>Instructions</u> Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations	<u>Narrative – Character Description</u> 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) Adverbials of place Commas in a list Apostrophes for possession Apostrophes for omission <u>Recount – Diary</u> Date Salutation Chronological order Past tense First person	<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 Commas after fronted adverbials <u>Persuasive leaflet</u> Deals and bargains Direct address (can include flattery) Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions	<u>Recount – Diary Dates</u> 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 <u>Narrative – Characterising Speech</u> Introduction Each character shows emotions Each character performs actions The audience reacts to each character	<u>Recount – Biography</u> Heading Brief introduction Subheadings Chronological order Technical vocabulary Pictures and captions Third person – formal Statements giving factual information Passive voice Subordinating conjunctions Relative clauses Subjunctive form Adverbs/adverbials of time Conjunctive adverbs Semi-colons Colons Apostrophes for <u>Instructions</u> Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Imperative verbs (commands)
	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.						

		Question marks <u>Recount – letter</u> 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 <u>Non-chronological report</u> Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal Statements giving factual information Co-ordinating conjunctions Adverbs/adverbials of place	Present tense Commands Detailed information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Direct address using ‘you’ Adverbials of place Question marks Commas for lists Apostrophes for possession (GDS) Apostrophes for omission <u>Recount – Postcards</u> 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	Facts and opinions Rhetorical questions Sign off Co-ordinating conjunctions Subordinating conjunctions Adverbs/adverbials of time Adverbs/adverbials of place/preposition phrases Expanded noun phrases Apostrophes for omission Apostrophes for possession Exclamation marks <u>Recount – Science Investigation Magazine Article</u>	Emotive/exaggerated language Triples/the rule of three Adverbs Personal pronouns Expanded noun phrases Co-ordinating conjunctions Subordinating conjunctions Commands Commas for lists Apostrophes for possession <u>Narrative - Setting Description</u> Introduction Paragraphs plan 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	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 <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	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 Apostrophes for omission Commas for fronted adverbials Colons <u>Characterising Speech</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
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		<p>Expanded noun phrases Capital letters for proper nouns Commas for lists</p>	<p>Adverbs/adverbials of place Apostrophes for omission Apostrophes for possession (GDS) Commas in a list Exclamation marks <u>Narrative</u> Introduction Paragraphs Figurative language Short sentences for effect Rhetorical questions Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Adverbials of place Commas in a list Apostrophes for possession</p>		<p>Apostrophes for possession Commas for fronted adverbials Ellipses <u>Recount – Diary</u> Date Salutation Chronological order Past tense First person Facts and opinions Rhetorical questions Sign o_ 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>Commands, using the imperative Adverbs of manner Adverbs of time Commas in a list Parentheses Apostrophes for possession Commas <u>Narrative – Character Description</u> 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 Modal verbs Apostrophes for possession Parentheses Ellipses</p>	<p>Participial phrases & clauses (-ing and -ed openers) Relative clauses Adverbials of place Inverted commas Colons Semi-colons Parentheses Ellipses to show stammer, pause or incomplete thought Dashes to show change of thought or interruption Hyphens to show stutter <u>Recount – Letter</u> 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</p>
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							Adverbs/adverbials of time Adverbs/adverbials of place Parentheses Semi-colons Colons
SUM TERM	EYFS	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
K N O W L E D G E	<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>Recount – Diary Narrative – Full Poetry Acrostics Shape Riddles Explanation</p>	<p>Narrative – setting description Recount – Diary Persuasive Advert Poetry – Diamantes Haiku Free verse Narrative - Full</p>	<p>Recount – Letter Persuasive Advert Narrative -Full Explanation</p>	<p>Recount - Biography Instructions Narrative – Character Description Narrative</p>	<p>Persuasive Advert Recount – Science Investigation Narrative Poetry Haiku/Senryus Renga Free verse</p>	<p>Non-chronological report Narrative Discussion Persuasive Leaflet</p>
SUM TERM	EYFS	KS1		KS1			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S K I L L S	<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 simple phrases and sentences that can be read by themselves and others.</p>	<p><u>Recount – Diary</u> Date Salutation Chronological order Past tense First person – informal Facts and opinions Rhetorical questions Sign off</p>	<p><u>Narrative – setting description</u> Introduction Paragraphs pan the setting Third person Rhetorical questions Conclusion including a cliff hanger</p>	<p><u>Recount – Letter</u> Address Date Salutation Brief introduction Chronological order First person Past tense Facts and opinions Rhetorical questions</p>	<p><u>Recount - Biography</u> Heading Brief introduction Subheadings Chronological order Technical vocabulary Pictures and captions</p>	<p><u>Persuasive Advert</u> Deals and bargains Direct address (can include flattery) Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions</p>	<p><u>Non-chronological report</u> Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal</p>

	<p>Write tricky words.</p> <p>Write simple sentences.</p> <p>Read their own sentences.</p>	<p>Co-ordinating conjunctions</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of place</p> <p>Expanded noun phrases</p> <p>Capital letters for proper nouns</p> <p>Question marks</p> <p>Narrative – Full</p> <p><u>Poetry</u></p> <p>Acrostics</p> <p>Shape</p> <p>Riddles</p> <p><u>Explanation</u></p> <p>Title phrased as a question</p> <p>Introductory paragraph</p> <p>Paragraphs detailing a process</p> <p>Facts</p> <p>Present tense</p> <p>Formal language and technical vocabulary</p> <p>Co-ordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of place</p> <p>Adverbs/adverbials of manner</p> <p>Question marks</p>	<p>Expanded noun phrases sights, sounds and smells</p> <p>Adverbials of manner including similes</p> <p>Adverbials of place</p> <p>Commas in a list</p> <p>Apostrophes for possession</p> <p>Apostrophes for omission</p> <p>Capital letters for proper nouns</p> <p>Question marks</p> <p><u>Recount – Diary</u></p> <p>Date</p> <p>Salutation</p> <p>Chronological order</p> <p>Past tense</p> <p>First person – informal</p> <p>Facts and opinions</p> <p>Rhetorical questions</p> <p>Sign off</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of place</p> <p>Expanded noun phrases</p> <p>Exclamation marks</p> <p>Commas for lists</p> <p>Apostrophes for omission</p>	<p>Sign off</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of place</p> <p>Exclamation marks</p> <p>Apostrophes for omission</p> <p>Apostrophes for plural possession</p> <p><u>Persuasive Advert</u></p> <p>Deals and bargains</p> <p>Direct address (can include flattery)</p> <p>Alliteration and assonance</p> <p>Facts and statistics</p> <p>Opinion (can be expert opinion)</p> <p>Repetition</p> <p>Rhetorical questions</p> <p>Emotive/exaggerated language</p> <p>Triples/the rule of three</p> <p>Adverbs</p> <p>Personal pronouns</p> <p>Expanded noun phrases</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Commands</p> <p>Commas for lists</p>	<p>Third person – formal</p> <p>Statements giving factual information</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Perfect tense</p> <p>Adverbs/adverbials of time</p> <p>Commas for lists</p> <p>Apostrophes for possession</p> <p>Commas after fronted adverbials</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>Statements using the pronoun ‘you’</p> <p>Adverbs of manner</p>	<p>Emotive/exaggerated language</p> <p>Triples/the rule of three</p> <p>Modal verbs</p> <p>Adverbs for possibility/degree</p> <p>Personal pronouns</p> <p>Expanded noun phrases</p> <p>Subordinating conjunctions</p> <p>Conjunctive adverbs</p> <p>Commands</p> <p>Commas for lists</p> <p>Hyphens</p> <p><u>Recount – Science</u></p> <p><u>Investigation</u></p> <p><u>Narrative</u></p>	<p>Statements giving factual information</p> <p>Passive voice</p> <p>Subordinating conjunctions</p> <p>Relative clauses</p> <p>Subjunctive form</p> <p>Conjunctive adverbs</p> <p>Semi-colons</p> <p>Colons</p> <p>Apostrophes for possession</p> <p>Parentheses</p> <p><u>Narrative</u></p> <p><u>Discussion</u></p> <p>Question as a title</p> <p>Statement about the issue and brief points</p> <p>Paragraphs for supporting/against</p> <p>Recommendation</p> <p>Present tense</p> <p>Emotive language</p> <p>Passive voice</p> <p>Conjunctive adverbs</p> <p>Subordinating conjunctions</p> <p>Subjunctive form</p> <p>Relative clauses</p> <p>Evaluative adverbs</p> <p>Semi-colons</p> <p>Colons</p> <p>Parentheses</p> <p><u>Persuasive Leaflet</u></p> <p>Deals and bargains</p> <p>Direct address (can include flattery)</p>
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			<p>Apostrophes for possession (GDS)</p> <p><u>Persuasive Advert</u></p> <p>Deals and bargains</p> <p>Direct address (can include flattery)</p> <p>Alliteration and assonance</p> <p>Facts and statistics</p> <p>Opinion (can be expert opinion)</p> <p>Repetition</p> <p>Rhetorical questions</p> <p>Emotive/exaggerated language</p> <p>Triples/the rule of three</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Commands</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Apostrophes for possession (GDS)</p> <p><u>Poetry –</u></p> <p>Diamantes</p> <p>Haiku</p> <p>Free verse</p> <p>Narrative - Full</p>	<p>Apostrophes for possession (GDS)</p> <p><u>Narrative -Full Explanation</u></p> <p>Title</p> <p>Introductory paragraph</p> <p>Paragraphs detailing a process</p> <p>Facts</p> <p>Present tense</p> <p>Formal language</p> <p>Technical vocabulary</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of manner</p> <p>Apostrophes for possession</p>	<p>Adverbs of time</p> <p>Commas in a list</p> <p>Commas for fronted adverbials</p> <p>Apostrophes for possession</p> <p>Apostrophes for omission</p> <p>Narrative –</p> <p>Character</p> <p>Description</p> <p><u>Narrative</u></p> <p>Introduction</p> <p>Paragraphs pan 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>Alliteration and assonance</p> <p>Facts and statistics</p> <p>Opinion (can be expert opinion)</p> <p>Repetition</p> <p>Rhetorical questions</p> <p>Emotive/exaggerated language</p> <p>Triples/the rule of three</p> <p>Modal verbs</p> <p>Active voice</p> <p>Adverbs for possibility/degree</p> <p>Personal pronouns</p> <p>Expanded noun phrases</p> <p>Subordinating conjunctions</p> <p>Conjunctive adverbs</p> <p>Commands</p> <p>Semi-colons</p> <p>Colons</p>
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IMPACT

IMPACT						
EYFS	KS1		KS2			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>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:</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. • Write simple phrases and sentences that can be read by themselves and others. 	<p>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.</p>	<p>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,</p>	<p>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,</p>	<p>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.</p>	<p>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.</p>	<p>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</p>

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