



St Bernadette's English Progression of skills in Writing

Year B

| Year I | | | | | | |
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| Composition | | | | | | |
| Term | Range of Writing | Vocabulary, Grammar & Punctuation | Planning | Drafting & Writing | Evaluating & Editing | Performing |
| Autumn Term | Labels, Lists and Captions Stories in familiar settings Instructions Stories Letters and Postcards | I will be able to repeat a sentence someone else says to me and write it down. I will be able to put spaces between my words. I will be able to put a full stop at the end of my sentence. I will be able to spot capital letters. I will be able to write them without being shown first. I will be able to use the capital I when I am writing about myself. I will be able to show you where question marks are and I will use them myself | I will be able to make up my own stories to tell people sometimes using toys or pictures. I will be able to make up non-fiction sentences and say them out loud. | I will be able to say my sentences out loud before I write them so that I am sure I know what I want to say. I will be able to read my sentences to an adult to make sure they make sense. I will be able to make up my own sentences and use them to write non-fiction texts. | I will be able to talk to adults about my writing and say what I think about it. | I will be able to read my writing out to an adult |



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| | | I will be able to join ideas together and with the word and | | | | |
| Texts | Beegu Croc and the Bird Vlad and the Great Fire of London | | | | | |
| Writing Outcomes | Beegu – lists =, labels and captions Croc and the Bird – fantasy stories Vlad and the Great Fire of London - Diaries | | | | | |
| Spring Term | Stories from Other Cultures Poetry Recounts | I will be able to write sentences which other people can read. I will be able to use spaces to separate my words I will be able to use a capital letter to mark the start of a sentence. I will be able to use a full stop to mark the end of a sentence. I will be able to use capital letters for names I will be able to show you where an exclamation mark is. I will be able to use an exclamation mark in my writing I will be able to join two sentences with and | I will be able to tell a story with the events in order I will be able to tell the non-fiction information with events in order | I will be able to try my sentences out loud before I write them down, including ones with the words 'and' and 'but'. I will be able to re-read my sentences to check they make sense I will be able to make up my own sentences to write my own stories. I will be able to make up my own sentences to write non-fiction texts. | I will be able to tell adults what I like about my writing | I will be able to read my writing out loud to my group so that they can all hear me properly. |



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| | | I will be able to join two sentences with but | | | | |
| Texts | Ugly Five Meerkat Mail Handa's Hen/Zahara Cops and Robbers | | | | | |
| Writing Outcomes | Ugly Five – riddles Meerkat Mail – postcards/letters Handa's Hen/Zahara – stories form other cultures | | | | | |
| Summer Term | Stories Information texts- fact files Letters Diaries | I will be able to say my sentence and hold it in my head while I write it. I will be able to write sentences other people can read I will be able to use spaces between my words I will be able to use capital letters in my writing I will be able to use full stops in my writing I will be able to use capital letters when I write names I will be able to use question marks when I write questions | I will be able to tell stories with an opening, middle and end I will be able to put my information in order in a non-fiction text | I will be able to say my sentences out loud before writing them I will be able to re-read my sentences to make sure they make sense I will be able to write my own stories with my own sentences. | I will be able to talk about my writing and say what is good about it. | I will be able to read my writing out loud to the whole class |



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| | | <p>I will be able to use exclamation marks in my writing</p> <p>I will be able to use 'and' to join two sentences together</p> <p>I will be able to use 'or' to join two ideas together</p> | | | | |
| Texts | <p>Cinderella</p> <p>Panderella</p> <p>Billy's Bucket</p> <p>George's Marvellous Medicine</p> | | | | | |
| Writing Outcomes | <p>Cinderella – narrative</p> <p>Panderella</p> <p>Billy's Bucket- poetry</p> <p>George's Marvellous Medicine- instructions</p> | | | | | |



| Year 2 | | | | | | |
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| Composition | | | | | | |
| Term | Range of Writing | Vocabulary, Grammar & Punctuation | Planning | Drafting & Writing | Evaluating & Editing | Performing |
| Autumn Term | Labels, Lists and Captions Stories in familiar settings Instructions Stories Letters and Postcards | <p>I will be able to say out loud and write down sentences using capital letters and full stops. I will be able to join my ideas using the joining words 'and' and 'but'.</p> <p>I will be able to write question and exclamation sentences.</p> <p>I will be able to use full stops, capital letters, exclamation marks and question marks more confidently and correctly.</p> <p>I will be able to write sentences using the word when in the middle.</p> <p>I will be able to write sentences using the word when at the beginning.</p> <p>I will be able to write sentences using the word because in the middle.</p> <p>I will be able to write sentences using the word because at the beginning.</p> <p>I will be able to finish sentences which use the word that, e.g. I hope that ...; My teacher told me that.; He said that.</p> <p>I will be able to understand what verbs are and spot them in reading and my writing.</p> <p>I will be able to choose verbs to complete sentences so they make sense.</p> <p>I will be able to use verbs in the present tense in my talking and in my writing, to show that actions are still happening.</p> | I will be able to discuss and plan what I'm writing about | <p>I will be able to rehearse each of my sentences out loud before I write them down</p> <p>I will be able to talk about who I am writing for and why.</p> <p>I will be able to discuss the words and phrases I need to use</p> | | <p>I will be able to read my writing out loud with expression thinking carefully about the punctuation I have used.</p> |



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| | | <p>I will be able to use the past tense correctly in my stories, recounts and historical reports.</p> <p>I will be able to understand what nouns are and spot them in my reading and writing.</p> <p>I will be able to choose nouns to complete sentences so they make sense.</p> <p>I will be able to think of adjectives.</p> <p>I will be able to choose and use adjectives carefully.</p> <p>I will be able to spot adverbs and understand what they are.</p> <p>I will be able to choose adverbs to complete sentences so they make sense.</p> | | | | |
| Texts | <p>Beegu</p> <p>Croc and the Bird</p> <p>Vlad and the Great Fire of London</p> | | | | | |
| Writing Outcomes | <p>Beegu – lists =, labels and captions</p> <p>Croc and the Bird – fantasy stories</p> <p>Vlad and the Great Fire of London - Diaries</p> | | | | | |
| Year 2 Spring Term | <p>Stories from Other Cultures</p> <p>Poetry</p> <p>Recounts</p> | <p>I will be able to say out loud and write down sentences using capital letters and full stops.</p> <p>I will be able to join my ideas using the joining words so and or.</p> <p>I will be able to write statement and command sentences.</p> <p>I will be able to check and with a bit of help, improve my own writing using full stops, capital letters, exclamation marks and question marks.</p> | <p>I will be able to discuss and plan what I'm writing about</p> | <p>I will be able to rehearse each of my sentences out loud before I write them down including those that have been made monger.</p> <p>I will be able to talk about who I am writing for</p> | <p>I will be able to re-read my writing to check it, improving it by listening to the clues given me by my teacher.</p> <p>I will be able to talk about, and agree to work with a response</p> | <p>I will be able to read my writing out loud with expression looking carefully at the punctuation I have used</p> |

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| | | <p>I will be able to use commas when writing a list.</p> <p>I will be able to write sentences using the words before and after in the middle.</p> <p>I will be able to write sentences with the words before and after at the beginning.</p> <p>I will be able to write sentences using the word if in the middle.</p> <p>I will be able to write sentences using the word if at the beginning.</p> <p>I will be able to write sentences using the word that in the middle and use these sentences in my story writing.</p> <p>I will be able to think of verbs. I will be able to choose and use verbs appropriately.</p> <p>I will be able to use verbs in the past tense, in my talking and in my writing, to show that actions were happening.</p> <p>I will be able to use the present tense correctly in my non-chronological reports and persuasive adverts.</p> <p>I will be able to think of nouns.</p> <p>I will be able to choose and use nouns appropriately.</p> <p>I will be able to check and improve my writing by choosing better adjectives to create noun phrases.</p> <p>I will be able to think of adverbs. I will be able to choose and use adverbs appropriately.</p> | | <p>and why. I will be able to discuss how I am going to organise my writing</p> <p>I will be able to plan and write in sections drafting if I need to</p> | <p>partner. I will be able to work with my response partner and adults to help me improve my writing.</p> <p>I will be able to re-read my writing to check for mistakes in spelling and punctuation. I will be able to check the correct form of verbs and that my writing makes sense.</p> | |
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| Texts | Ugly Five Meerkat Mail Handa's Hen/Zahara Cops and Robbers | | | | | |
| Writing Outcomes | Ugly Five – riddles Meerkat Mail – postcards/letters Handa's Hen/Zahara – stories from other cultures Letters and postcards | | | | | |
| Year 2 Summer Term | Stories Information texts- fact files Letters Diaries | I will be able to read my own writing to check my sentences. I will be able to improve some of my sentences using the joining words and, but, so and or. I will be able to write statement, question, command and exclamation sentences. I will be able to use capital letters, full stops, question marks and exclamation marks correctly. I will be able to check my writing myself and improve it using full stops, capital letters, exclamation marks and question marks. I will be able to use commas when writing lists in fiction and non-fiction, including in my topic work. I will be able to use apostrophes to show where letters are missing in words like can't and don't. I will be able to use apostrophes to show when something belongs to someone. | I will be able to rehearse each of my sentences out loud before I write them down, using some of the sentence structures from the texts I am reading. | I will be able to talk about who I am writing for and why. I will be able to discuss the language I need to use and how I am going to organise my writing. I will be able to reread my writing to check it. I will be able to improve my writing by thinking carefully about who I am writing for and why. | I will be able to discuss my writing with adults and children in my class. I will be able to think carefully about how well my writing has done its job and how well it talks to its reader. I will be able to reread my writing to check for mistakes in spelling and punctuation. I will be able to check I have used the correct form of verbs and that my | I will be able to rehearse each of my sentences out loud before I write them down, using some of the sentence structures from the texts I am reading. |



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| | | <p>I will be able to write sentences using the words when, before and after in the middle.</p> <p>I will be able to write sentences with the words when, before and after at the beginning.</p> <p>I will be able to write sentences using the words because and if in the middle.</p> <p>I will be able to write sentences with the words because and if at the beginning.</p> <p>I will be able to write sentences using the word that in the middle and use these sentences in some of my non-fiction writing.</p> <p>I will be able to check my writing myself and improve it by thinking carefully about the verbs I choose.</p> <p>I will be able to experiment using verbs in the present tense and past tense, to show that actions are or were happening.</p> <p>I will be able to check and improve my writing myself to make sure I have used the past and present tense correctly.</p> <p>I will be able to check and improve my writing myself to make sure I've chosen the best nouns.</p> <p>I will be able to spot noun phrases in reading. I will be able to think of my own noun phrases</p> | | | <p>writing makes sense.</p> <p>I will be able to read my writing out loud with expression, paying attention to the punctuation I have used.</p> | |
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| | | and use them effectively in my writing, thinking about my reader. I will be able to check and improve my writing myself to make sure I've chosen the best adverbs. | | | | |
| Texts | Cinderella Panderella Billy's Bucket George's Marvellous Medicine | | | | | |
| Writing Outcomes | Cinderella – narrative Panderella Billy's Bucket- poetry George's Marvellous Medicine- instructions | | | | | |



| Year 3 | | | | | | |
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| Composition | | | | | | |
| Term | Range of Writing | Vocabulary, Grammar & Punctuation | Planning | Drafting & Writing | Evaluating & Editing | Performing |
| Autumn Term | Setting/Character description Recount Shape poetry Diary Instructions | <p>I will be able to spot clauses in sentences.</p> <p>I will be able to spot subordinate clauses in complex sentences.</p> <p>I will be able to spot complex sentences and create my own, using a range of conjunctions such as when, while, before, after.</p> <p>I will be able to use commas to separate clauses in complex sentences where the subordinate clause comes first, e.g. <u>Before</u> he started making films, Walt Disney worked as an artist. <u>After</u> the bird had sprinkled the crumbs, a magnificent forest sprang up.</p> <p>I will be able to choose the appropriate prepositions such as above, below, beneath, outside, beyond, within.</p> <p>I will be able to select adverbs such as suddenly, silently, eventually, cautiously, timidly to complete sentences, showing understanding in my choice.</p> <p>I will be able to identify speech in a text, highlighting the words spoken by a character together with the inverted commas (speech marks)</p> <p>I will be able to spot, understand and select the perfect form of verbs to complete sentences.</p> | I will be able to identify the purpose and audience for my writing. I will also be able to discuss the vocabulary, grammar and structure needed. | <p>I will be able to create and develop the characters for a narrative.</p> <p>I will be able to improve a passage prepared by the teacher by using different sentence structures.</p> <p>I will be able to group related information into paragraphs using facts provided by the teacher.</p> | I will be able to proofread to check for mistakes in spelling, grammar and punctuation in my own writing. I will be able to make some improvements to my own writing after discussion with the teacher. | I will be able to use appropriate intonation, tone and volume to present my writing to a group or class. |



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| | | I will be able to use the determiner a or an according to whether the next word begins with a consonant or vowel. | | | | |
| Texts | The Quenn's token The Boy Who Biked the World: Africa Blackout/shape poetry | | | | | |
| Writing Outcomes | The Quenn's Token - Setting/Character description, recount writing, narrative The Boy Who Biked the World: Africa- Diary entry, Instructions | | | | | |
| Spring Term | Pattern poems Travel leaflet/Persuasive writing Newspaper-recount Letter writing Narrative (adventure) Non-Chronological | I will be able to identify clauses on sentences. I will be able to identify main and subordinate clauses in complex sentences. I will be able to identify and create complex sentences using a range of conjunctions e.g. if, although, so. I will be able to use the comma to separate clauses in complex sentences where the subordinate clause appears first e.g. <u>If</u> people live near volcanoes, they are in danger of their homes being destroyed. <u>Although</u> the Iron Man fell off the cliff, he wasn't harmed. I will be able to think up and select prepositions for where e.g. above, below, beneath, within, outside, beyond. I will be able to think up, select and extend my use of adverbs e.g. first, soon, next, later, yesterday, now, instantly, precisely, securely. | I will be able to identify the purpose and audience for my writing e.g. to entertain other Year 3 children with poems for a class anthology. I will also be able to discuss the vocabulary, grammar and structure needed. I will be able to discuss and record ideas for planning e.g. for poetry, generating and refining | I will be able to improvise, create and write dialogue using inverted commas (speech marks), synonyms for 'said' and, where appropriate, adverbs e.g. 'Get out of her!' shouted Bob angrily. I will be able to use different sentence structures when I am writing. I will be able to orally compose alternatives and | I will be able to proofread to check for errors in spelling, grammar and punctuation in my own and others' writing. I will be able to discuss and suggest changes with partners and improve my writing following discussion. | I will be able to use appropriate intonation, tone and volume to present my writing to a group or class. |



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| | | <p>I will be able to identify and use inverted commas (speech marks), to punctuate direct speech.</p> <p>I will be able to use the perfect form of verbs using have and has to indicate a completed action e.g. Barney said, 'I don't know where Stig has gone.' (present perfect) instead of Barney said, 'I don't know where Stig went.' (simple past)</p> | <p>vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc.</p> | <p>choose the best ones for effect.</p> <p>I will be able to group related material into paragraphs.</p> | | |
| Texts | <p>Pecos Bill</p> <p>Egyptian Cinderella(traditional tales with a twist)</p> | | | | | |
| Writing Outcomes | <p>Pecos Bill- Newspaper report</p> <p>Egyptian Cinderella - Letter writing, Explanation text: River Nile, Narrative</p> | | | | | |
| Summer Term | <p>Fables and Playscripts</p> <p>Book review</p> <p>Performance poetry</p> <p>Non-chronological report</p> | <p>I will be able to identify main and subordinate clauses in complex sentences.</p> <p>I will be able to identify and create complex sentences using a range of conjunctions e.g. while, since.</p> <p>I will be able to use the comma to separate clauses in complex sentences where the subordinate clause appears first e.g. <u>While</u> you were sleeping, I visited the Enchanted Wood. <u>Since</u> they had invaded Britain, the Romans had built many roads.</p> <p>I will be able to generate, select and effectively use prepositions in my own writing e.g. above, below, beneath, within, outside, beyond.</p> <p>I will be able to independently edit and improve my own writing by strengthening my use of adverbs e.g. swiftly, rudely, wearily, gingerly.</p> | <p>I will be able to identify purpose and audience for writing e.g. to entertain children in Year 1 with our fantasy stories.</p> <p>I will be able to discuss the vocabulary, grammar and structure needed.</p> <p>I will be able to discuss and record ideas for planning e.g. story mountain,</p> | <p>I will be able to create and develop settings for a narrative.</p> <p>I will be able to independently edit and improve my own writing, whilst I am writing and afterwards, by using different sentence structures.</p> <p>I will be able to group related material into paragraphs and</p> | <p>I will be able to proofread my own and others' writing to check for errors in spelling, grammar and punctuation.</p> <p>I will be able to discuss and propose changes to my writing with partners and in small groups, with a focus on audience and purpose.</p> | <p>I will be able to present my writing to a group/class using appropriate intonation, tone and volume e.g. using adverbs to inform how something is said.</p> |



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| | | <p>I will be able to use inverted commas to punctuate direct speech (speech marks) in independent writing.</p> <p>I will be able independently to edit and improve my own writing by using the perfect form of verbs where appropriate such as when writing dialogue in narrative and play scripts e.g. Roman Soldier: He has disappeared, Sire! (present perfect) instead of Roman Soldier: He disappeared, Sire! (simple past tense).</p> | <p>chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spider grams.</p> | <p>identify suitable headings.</p> | <p>I will be able to improve my writing in the light of the shared evaluation.</p> | |
| Texts | <p>Arthur and the Golden Rope</p> <p>Michael Rosen's 'Chocolate Cake' Poetry</p> <p>The Twits</p> | | | | | |
| Writing Outcomes | <p>Arthur and the Golden Rope</p> <p>Michael Rosen's 'Chocolate Cake' Poetry</p> <p>The Twits</p> <p>Great Barrier Coral Reef (non-fiction)</p> <p>Non-chronological reports</p> <p>Playscripts</p> <p>Performance poetry</p> | | | | | |



| Year 4 | | | | | | |
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| Composition | | | | | | |
| Term | Range of Writing | Vocabulary, Grammar & Punctuation | Planning | Drafting & Writing | Evaluating & Editing | Performing |
| Autumn Term | Setting/Character description Recount Diary Instructions Performance poetry | <p>I will be able to create and use sentences with an adverb starter.</p> <p>I will be able to use a comma after an adverb starter.</p> <p>I will be able to create sentences with fronted adverbials for when.</p> <p>I will be able to use a comma after the fronted adverbial.</p> <p>I will be able to use inverted commas (speech marks) to show when someone is speaking.</p> <p>I will be able to spot, choose and use pronouns.</p> <p>I will be able to name nouns to make my writing more precise.</p> <p>I will be able to spot, explore and use the correct form of verbs in my writing to make sure it grammatically makes sense.</p> <p>I will be able to use apostrophes contractions to show informality.</p> | <p>I will be able to identify and talk about why I am writing and who I am writing for. I will be able to discuss the structure, words and grammar needed.</p> <p>I will be able to talk about and record my ideas for planning.</p> | <p>I will be able to improvise and create a conversation between two characters. I will be able to improve a piece of text given me by the teacher, by using different ways of building sentences.</p> <p>I will be able to use paragraphs to organise my writing in non-fiction texts, linking my ideas from one paragraph to another by using fronted adverbials for when.</p> <p>I will be able to link my ideas from one paragraph to another by using fronted adverbials for when and where.</p> | <p>I will be able to proofread my writing to check for mistakes in spelling, grammar and punctuation. I will be able to talk about my writing with my teacher or a partner and make some changes in response to some of the points made.</p> | <p>I will be able to read my writing aloud to a group or class with meaning and expression.</p> |
| Texts | The Quenn's Token The Boy Who Biked the World: Africa | | | | | |



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| | Blackout/shape poetry | | | | | |
| Writing Outcomes | The Quenn's Token - Setting/Character description, narrative The Boy Who Biked the World: Africa- Diary entry, Instructions | | | | | |
| Spring Term | <p>Pattern poems</p> <p>Travel leaflet/Persuasive writing</p> <p>Non-chronological report</p> <p>Recount-newspaper</p> | <p>I will be able to create sentences with a main and subordinate clause, starting with an adverb.</p> <p>I will be able to separate the clauses with a comma.</p> <p>I will be able to create sentences with fronted adverbials for where. I will be able to use a comma after the fronted adverbial.</p> <p>I will be able to use commas after fronted adverbials.</p> <p>I will be able to use inverted commas (speech marks) and other punctuation to show when someone is speaking.</p> <p>I will be able to spot, choose and use pronouns.</p> <p>I will be able to spot, collect and use noun phrases.</p> <p>I will be able to use the correct form of verbs in my writing to make sure it is grammatically correct.</p> | <p>I will be able to identify and talk about why I am writing and who I am writing for. I will be able to discuss the structure, words and grammar needed.</p> <p>I will be able to talk about and record my ideas for planning.</p> | <p>I will be able to develop my settings using words carefully to create humour, atmosphere or suspense for my reader.</p> <p>I will be able to improvise and create a conversation, to show or give clues about how a character is feeling.</p> <p>I will be able to create sentences using different sentence structures. I will be able to talk about different options and choose the most appropriate, thinking carefully about the effect I want to have on my reader.</p> <p>I will be able to use paragraphs to organise my writing in fiction, knowing that I start a new paragraph to show a change in speaker I will be able to link my ideas from</p> | <p>I will be able to proofread my own and others' writing to check for mistakes in spelling, grammar and punctuation.</p> <p>I will be able to talk about and suggest changes to improve my own and others' writing. I will be able to improve my writing in response to some of the points made.</p> | <p>I will be able to read my writing aloud to different audiences with appropriate meaning, expression and use of my voice.</p> |



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| | | | | one paragraph to another by using fronted adverbials for where, setting or time. | | |
| Texts | Pecos Bill Egyptian Cinderella(traditional tales with a twist) | | | | | |
| Writing Outcomes | Pecos Bill- Newspaper report, Wanted/Missing posters Egyptian Cinderella - Letter writing, Explanation text: River Nile. Narrative | | | | | |
| Summer Term | Diary entry Warning story Fables and Playscripts Haikus Narrative (adventure) Book review Explanation text (cross curricular) Shape poetry Performance poetry | I will be able to create and use sentences with a main and subordinate clause in my own writing, starting with an adverb. I will be able to separate the clauses with a comma. I will be able to create sentences with fronted adverbials for when and where. I will be able to use commas after the fronted adverbials. I will be able to use inverted commas (speech marks) and other punctuation to show when someone is speaking. I will be able to start a new paragraph when a new speaker says something. I will be able to spot, choose and use pronouns. I will be able to spot, collect and use noun phrases. | I will be able to identify and talk about the purpose and audience for my writing. I will be able to think carefully about the structure and words I choose to use. I will be able to talk about and record my ideas for planning e.g. for poetry, generating and improving vocabulary and experimenting with rhyme, | I will be able to plan and write an opening paragraph which includes details about both the setting and character/s. I will be able to improvise and create a conversation between two characters, using standard and non-standard English where appropriate. I will be able to edit and improve my writing on my own, by using different sentence structures both whilst I am writing and after I have finished. I will be able to use paragraphs to organise my writing in fiction, linking my ideas from one paragraph to another by | I will be able to proofread my own and others' writing to check for mistakes in spelling, grammar and punctuation. I will be able to talk with a partner and in a small group about how to improve my own and others' writing, thinking carefully about the audience and purpose. I will be able to improve my writing in response to | I will be able to read my writing aloud to a range of audiences with meaning and expression. I will be able to use my voice to show the use of Standard and non-Standard English in my writing. |



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| | | | rhythm, alliteration etc. | using fronted adverbials for when and where. | some of the points made. | |
| Texts | Arthur and the Golden Rope Michael Rosen's 'Chocolate Cake' Poetry The Twits | | | | | |
| Writing Outcomes | Arthur and the Golden Rope Michael Rosen's 'Chocolate Cake' Poetry The Twits Great Barrier Coral Reef (non-fiction) Non-chronological reports Playscripts Performance poetry | | | | | |



| Year 5 | | | | | | |
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| Composition | | | | | | |
| Term | Range of Writing | Vocabulary, Grammar & Punctuation | Planning | Drafting & Writing | Evaluating & Editing | Performing |
| Autumn Term | Narrative Classical poetry Letter Persuasive writing Setting description, Report. Leaflet Biography, Balanced argument | <p>I will be able to create complex sentences by adding a relative clause using a relative pronoun.</p> <p>I will be able to create and punctuate complex sentences using ed opening clauses.</p> <p>I will be able to demarcate complex sentences using commas in to clarify meaning.</p> <p>I will be able to identify and use brackets to indicate parenthesis.</p> <p>I will be able to link ideas across paragraphs using adverbials for time, place and numbers.</p> <p>I will be able to identify, collect and use noun phrases.</p> <p>I will use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>I can recognise dialogue which conveys a character and advances the action.</p> | <p>I will be able to identify the audience and purpose for a piece of writing and to consider this carefully when selecting the language and structures to use.</p> <p>I will be able to plan my writing by drawing on a writing model.</p> <p>I will be able to develop my ideas through talk, noting key events and vocabulary on a written plan.</p> <p>I will be able to examine how authors develop characters in books and use some of these techniques in my own writing.</p> | <p>I will be able to show characterisation through description and dialogue.</p> <p>I will be able to improve a piece of text by using different sentence structures.</p> | <p>I will be able to proofread my writing to check that:</p> <p>Verb tense is consistent and correct.</p> <p>Spelling and punctuation errors are addressed.</p> | <p>I will be able to use appropriate intonation, tone and volume to present my writing to a group or class, ensuring my meaning is clear to the audience.</p> |
| Texts | The Day the Crayons Quit The Day the Smog Came | | | | | |



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| | The Great Kapow Tree The Tyger | | | | | |
| Writing Outcomes | The Day the Crayons Quit- persuasive letter writing, dialogue The Day the Smog Came- narrative setting description, characterising speech, setting description The Great Kapow Tree – report. Leaflet, biography, balanced argument The Tyger- poem structure and rhyming patterns, figurative language, perform using intonation, tone, volume and action | | | | | |
| Spring Term | <p>Fiction e.g. myths, legends, stories from other cultures, stories with historical settings, film and play script.</p> <p>Non-fiction e.g. magazines, information texts, formal reports, persuasive texts, discussion texts.</p> <p>Poetry e.g. classic narrative poems, poems with figurative language, poems with a structure.</p> | <p>I will be able to create complex sentences by dropping in a relative clause.</p> <p>I will be able to create and punctuate complex sentences using ing opening clauses.</p> <p>I will be able to demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses.</p> <p>I will be able to identify and use commas to show parenthesis.</p> <p>I will be able to identify and use dashes to show parenthesis.</p> <p>I will be able to use devices to build cohesion within a paragraph.</p> <p>I will be able to use expanded noun phrases to convey information concisely.</p> | <p>I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use.</p> <p>I will be able to compare two similar texts and, with support, draw on these to create my own plan. I will be able to develop and clarify my ideas through talk, noting key events and vocabulary on the created plan.</p> <p>I will be able to examine, in a variety of ways, how authors develop settings in books.</p> | <p>I will be able to select appropriate structure, vocabulary and grammar to describe setting.</p> <p>I will be able to use different sentence structures during composition.</p> <p>I will be able orally to compose alternatives and select from these according to the effect to be created.</p> | <p>I will be able to proofread my writing and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p> | <p>I will be able to use appropriate intonation, tone and volume to present my writing to a group or class, ensuring meaning is clear to the audience.</p> |
| Texts | Letters from the Lighthouse Jack | | | | | |



| Writing Outcomes | Letters from the Lighthouse- diary entry, postcard, character description, writing in role, Jack- direct speech, descriptive setting, suspense narrative. | | | | | |
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| Summer Term | <p>Fiction e.g. <i>myths, legends, stories from other cultures, stories with historical settings, film and play script.</i></p> <p>Non-fiction e.g. <i>magazines, information texts, formal reports, persuasive texts, discussion texts.</i></p> <p>Poetry e.g. <i>classic narrative poems, poems with figurative language, poems with a structure.</i></p> | <p>I will be able to use relative pronouns who, which, where, whose, when, that to create complex sentences by using relative clauses, both at the end of sentences and embedded within.</p> <p>I will be able to create complex sentences where the relative pronoun is omitted.</p> <p>I will be able to create and punctuate complex sentences using ed and ing opening clauses in fiction and non-fiction writing.</p> <p>I will be able to create and punctuate sentences using simile starters.</p> <p>I will be able to use commas to avoid ambiguity.</p> <p>I will be able to identify and use commas to indicate parenthesis.</p> <p>I will be able to use brackets and dashes to indicate parenthesis appropriately in formal and less formal writing.</p> <p>I will be able to use expanded noun phrases to convey complicated information concisely.</p> | <p>I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use.</p> <p>I will be able to create my own plan for writing, drawing on reading and research.</p> <p>I will be able to develop and clarify my ideas through talk, noting key events and vocabulary on the created plan.</p> | <p>I will be able to blend action, dialogue and description within and across paragraphs.</p> <p>I will be able to independently edit and improve my own writing by using different sentence structures.</p> | <p>I will be able to assess the effectiveness of my own and others' writing in relation to audience and purpose.</p> <p>I will be able to suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p> | <p>I will be able to use appropriate intonation, tone and volume to present my writing, adding gesture and movement where appropriate.</p> |



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| | | I will use adverbs effectively | | | | |
| Texts | Kensuke's Kingdom Haiku Zoo Highwayman | | | | | |
| Writing Outcomes | Kensuke's Kingdom – diary entry, newspaper, setting description, playscript, non-chronological report Zoo – writing in role, balanced argument, diary entry Highwayman | | | | | |



| Year 6 | | | | | | |
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| Composition | | | | | | |
| Term | Range of Writing | Vocabulary, Grammar & Punctuation | Planning | Drafting & Writing | Evaluating & Editing | Performing |
| Autumn Term | <p>Fiction e.g. detective fiction, science fiction, stories with flashbacks or time shifts.</p> <p>Non-fiction e.g. persuasive texts, explanations, discussion texts, recounts, biographies, information text hybrids.</p> <p>Poetry e.g. classic poetry, poems with imagery, free verse, song lyrics.</p> | <p>I will be able to use devices to build cohesion between paragraphs in narrative.</p> <p>I will be able to identify in texts, semi-colons which are used to mark the boundary between independent clauses.</p> <p>I will be able to identify the subject and object of a sentence.</p> <p>I will be able to identify, collect and use examples of the past perfect form of verbs to mark relationships of time and cause.</p> <p>I will be able to identify and use colons to introduce a list.</p> <p>I will be able to punctuate bullet points consistently.</p> <p>I will be able to use subjunctive forms in formal speech and writing, focusing on wish and if- clauses.</p> | <p>I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for my writing.</p> <p>I will be able to plan my writing by drawing on a writing model.</p> <p>I will be able to examine and compare how authors develop characters in books.</p> | <p>I will be able to select vocabulary and language effects which are appropriate for my audience and purpose.</p> <p>I will be able to select vocabulary and language effects for precision and impact.</p> <p>I will be able to explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher.</p> <p>I will be able to blend action and dialogue within sentences and paragraphs to convey character and advance the action.</p> <p>I will be able to explain the use of different sentence structures.</p> <p>I will be able to improve sentences and short texts prepared by the teacher and to discuss effects created.</p> | <p>I will be able to reflect upon the effectiveness of my writing in relation to audience and purpose.</p> <p>I will be able to proofread to ensure consistent and correct use of tense throughout.</p> <p>I will be able to proofread to ensure consistent subject and verb agreement.</p> <p>I will be able to proofread to ensure spelling and punctuation errors are addressed.</p> | <p>I will be able to use appropriate intonation, tone and volume to present my writing to a group or class, ensuring my meaning is clear to the audience.</p> |



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| | | | | I will be able to use synonyms and pronouns to build cohesion within and across paragraphs. | | |
| Texts | The Day the Crayons Quit The Day the Smog Came The Great Kapow Tree The Tyger | | | | | |
| Writing Outcomes | The Day the Crayons Quit- persuasive letter writing, dialogue The Day the Smog Came- narrative setting description, characterising speech, setting description The Great Kapow Tree – report. Leaflet, biography, balanced argument The Tyger- poem structure and rhyming patterns, figurative language, perform using intonation, tone, volume and action | | | | | |
| Spring Term | Fiction e.g. detective fiction, science fiction, stories with flashbacks or time shifts. Non-fiction e.g. persuasive texts, explanations, discussion texts, recounts, biographies, information text hybrids. Poetry e.g. classic poetry, poems with imagery, free verse, song lyrics. | I will be able to use devices to build cohesion between paragraphs in persuasive texts. I will be able to identify and use semi-colons to mark the boundary between independent clauses. I will be able to identify and discuss the active and passive voice in narrative writing. I will be able to identify, collect and use examples of the present perfect form of verbs to mark relationships of time and cause. I will be able to identify and use semi-colons within lists. I will be able to identify, collect and use subjunctive forms within formal speech and writing, focusing on requests. | I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for my writing. I will be able to compare two similar texts and draw on these to create my own plan for writing. I will be able to develop and clarify my ideas through | I will be able to identify, collect and use vocabulary typical of formal and informal speech and writing. I will be able to blend action and description within sentences and paragraphs to convey character and advance the action. I will be able to discuss the effects created by different sentence structures. I will be able to experiment with different effects by changing sentence | I will be able to reflect upon the effectiveness of my writing in relation to its audience and purpose. I will be able to proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning. | I will be able to use appropriate and effective intonation, tone and volume to present my writing to a group or class, ensuring my meaning is clear to the audience. |



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| | | | talk, noting key ideas and vocabulary on the plan. I will be able to examine and compare how authors develop settings in books. | types and structures in my own writing. I will be able to use devices to build cohesion within and across paragraphs in narrative writing. | | |
| Texts | Letters from the Lighthouse Jack | | | | | |
| Writing Outcomes | Letters from the Lighthouse- diary entry, postcard, character description, writing in role, Jack- direct speech, descriptive setting, suspense narrative. | | | | | |
| Summer Term | Fiction e.g. detective fiction, science fiction, stories with flashbacks or time shifts. Non-fiction e.g. persuasive texts, explanations, discussion texts, recounts, biographies, information text hybrids. Poetry e.g. classic poetry, poems with imagery, free verse, song lyrics. | I will be able to use devices to build cohesion between paragraphs in discursive and explanatory texts. I will be able to edit and improve my own writing by using semi-colons to mark the boundary between independent clauses. I will be able to identify active and passive voice and discuss its use in a variety of contexts. I will be able to identify, collect and use examples of the future perfect form of verbs to mark relationships of time and cause. | I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for my writing. I will be able to draw on similar writing models, reading and research to create my own plan for writing. | I will be able to select and discuss the appropriate register for formal and informal purposes. I will be able to blend action, dialogue and description within sentences and paragraphs to convey character and advance the action. I will be able to consciously control the use of different sentence structures for effect when writing and editing. I will be able to use a wide range of devices to build cohesion within and across paragraphs, | I will be able to assess the effectiveness of my own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. | I will be able to use appropriate intonation, tone and volume to present my writing, adding gesture and movement where appropriate. I will be able to encourage and take account of audience engagement. |



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| | | <p>I will be able to explain and demonstrate how hyphens can be used to avoid ambiguity.</p> <p>I will be able to edit and improve my own formal writing and speech by using subjunctive forms.</p> | | <p>e.g. adverbials, pronouns and synonyms.</p> <p>I will be able to find examples of where authors have broken conventions to achieve specific effects and to use similar techniques in my own writing.</p> | | |
| Texts | <p>Kensuke's Kingdom</p> <p>Haiku</p> <p>Zoo</p> <p>Highwayman</p> | | | | | |
| Writing Outcomes | <p>Kensuke's Kingdom – diary entry, newspaper, setting description, playscript, non-chronological report</p> <p>Zoo – writing in role, balanced argument, diary entry</p> <p>Highwayman</p> | | | | | |