

St Lawrence C of E Primary School English Planning Sequence and Year Group Progression for Reading and Writing

Children develop a lifelong love of the spoken and written word. They are enabled to communicate their creativity, ideas and emotions through the exploration of high quality literature, and thereby 'soar on wings like eagles' .



Word Reading

	EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>→ Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>→ Read words consistent with their phonic knowledge by sound-blending.</p> <p>→ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>→ Apply phonic knowledge and skills as the route to decode words.</p> <p>→ Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.</p> <p>→ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>→ Read common exception words that have been taught GPCs and –s, es, -ing, -ed, -er and –est endings.</p> <p>→ Read other words of more than one syllable that contain taught GPCs</p> <p>→ Read words with contractions (I' m, I' ll, we' ll) and Understand that the apostrophe represents the omitted letter.</p> <p>→ Read books aloud, accurately that are phonetically decodable.</p> <p>→ Re-read books to build fluency and confidence.</p>	<p>→ Use phonic knowledge and skills to decode words until decoding has become embedded and reading is fluent.</p> <p>→ Read accurately by blending the sounds in words that contain the graphemes taught.</p> <p>→ Read accurately words of two or more syllables that contain the graphemes taught.</p> <p>→ Read words with common suffixes.</p> <p>→ Read common exception words.</p> <p>→ Read most words quickly and accurately without overt sounding and blending.</p> <p>→ Read aloud books that are matched to improving phonic knowledge, sounding out unfamiliar words without undue hesitation.</p>	<p>→ Apply knowledge of root words, prefixes and suffixes to read aloud and to Understand the meaning of new words.</p> <p>→ Read further exception words, noting the unusual correspondence between spelling and sound.</p> <p>→ Read books that are structured in a number of different ways and read for different purposes.</p> <p>→ Use dictionaries to check the meaning of unknown words read.</p>	<p>→ Apply knowledge of root words, prefixes and suffixes to read aloud and to Understand the meaning of new words.</p> <p>→ Use prefixes and suffixes to Understand meanings (sub-, inter-, anti- , -ation, -ous, -tion)</p> <p>→ Read further exception words , noting the unusual correspondence between spelling and sound.</p> <p>→ Read books that are structured in a number of different ways and read for different purposes.</p> <p>→ Use dictionaries to check the meaning of unknown words I have read.</p> <p>→ Develop knowledge of a wide range of books (fairy stories/ths and legends) and can retell these orally.</p>	<p>→ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able,</p> <p>→ Use suffixes to Understand meanings e.g. cious, -tious, -tial, -cial. → employ dramatic effect to engage listeners whilst reading aloud.</p> <p>→ Read an extensive array of text genres for pleasure.</p> <p>→ Evaluate texts quickly in order to determine their usefulness or appeal.</p> <p>→ Understand underlying themes, causes and consequences within whole texts.</p> <p>→ Identify the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).</p>	<p>→ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able,</p> <p>→ Use suffixes to Understand meanings e.g. -cious, -tious, -tial, -cial.</p> <p>→ Use etymology to help the pronunciation of new words.</p> <p>→ Employ dramatic effect to engage listeners whilst reading aloud.</p> <p>→ Read an extensive array of text genres for pleasure.</p> <p>→ Evaluate texts quickly in order to determine their usefulness or appeal.</p> <p>→ Understand underlying themes, causes and consequences within whole texts.</p> <p>→ Identify the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).</p> <p>→ Recognise authors' techniques to influence and manipulate the reader</p>

Reading Comprehension

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>→ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>→ Anticipate, where appropriate, key events in stories.</p> <p>→ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poem and during role-play.</p> <p>Reception Aspirational Targets</p> <p>→ To talk enthusiastically about a book of their choice and engage other children to listen and ask questions.</p> <p>→ To listen carefully and answer questions and develop other people's understanding of a book.</p>	<p>→ Enjoy listening to and talking about a range of poems, stories and nonfiction at a level beyond what is read independently.</p> <p>→ Link what is read or what has been read to with own experiences.</p> <p>→ Become familiar with and retell key stories (fairy tales, traditional tales)</p> <p>→ Recognise and join in with predictable phrases.</p> <p>→ Begin to appreciate rhymes and poems and recite some by heart.</p> <p>→ Learn new word meanings, making links to words already known.</p> <p>→ Check that the text makes sense and self-correct when reading.</p> <p>→ Discuss the significance of the title and events within a story</p> <p>→ Make inferences based on what is being said and done within a text.</p> <p>→ Make predictions about what might happen basing opinion on what has happened so far in a story.</p> <p>→ Participate in discussions about what has been shared.</p>	<p>→ Enjoy listening to, discussing and expressing views about a range of poetry, stories and nonfiction at a level beyond what read independently.</p> <p>→ Discuss the sequence of events in books and how items of information are related.</p> <p>→ Become increasingly familiar with a wider range of stories and traditional tales.</p> <p>→ Become familiar with nonfiction texts that are presented in different ways.</p> <p>→ Recognise simple recurring language in stories and poems. → discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>→ Discuss favourite words and phrases.</p> <p>→ Begin to build up a repertoire of poems learnt by heart.</p> <p>→ Self-correct any reading mistakes and check that the text makes sense.</p> <p>→ Make inferences based upon what is being said and done within a text.</p> <p>→ Understand a text by asking and answering questions.</p>	<p>→ Increase knowledge of a wide range of books (fairy stories/ths and legends) and retell these orally.</p> <p>→ Identify the theme within a range of different types of books.</p> <p>→ Recognise some different forms of poetry e.g. narrative, free verse.</p> <p>→ Discuss words/phrases that capture the reader's interest and imagination.</p> <p>→ Check that a text makes sense by discussing understanding and explaining the meaning of particular words.</p> <p>→ Ask questions to deepen understanding of a text.</p> <p>→ Draw inference such as inferring character's feelings and thoughts based on their actions within a text.</p> <p>→ Predict what might happen within a text drawing on things implied or stated.</p>	<p>→ Identify the theme within a range of different types of books.</p> <p>→ Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action.</p> <p>→ Discuss words/phrases that capture the reader's interest and imagination.</p> <p>→ Recognise some different forms of poetry (free verse, narrative poem).</p> <p>→ Check that a text makes sense by discussing understanding and explaining the meaning of particular words.</p> <p>→ Ask questions to deepen understanding of a text.</p> <p>→ Draw inference such as inferring character's feelings and thoughts based on their actions within a text.</p> <p>→ Predict what might happen within a text drawing on things implied or stated.</p> <p>→ Identify main ideas drawn from more than one</p>	<p>→ Enjoy listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.</p> <p>→ Listen to novels read aloud from an increasing range of authors</p> <p>→ Recognise themes within and across texts e.g. hope, peace, fortune, survival.</p> <p>→ Make comparisons within and across texts</p> <p>→ Compare texts written in different periods.</p> <p>→ Independently read longer texts with sustained stamina and interest.</p> <p>→ Recommend books to peers with detailed reasons for opinions and explain preferences for text genres.</p> <p>→ Learning a wider range of poems by heart.</p> <p>→ Learning a wider range of poems by heart.</p> <p>→ Prepare poems and play scripts to read aloud and perform using dramatic effects.</p> <p>→ Use a reading journal to record on-going reflections and responses to personal reading.</p> <p>→ Use a reading journal to record on-going reflections and</p>	<p>→ Enjoy listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.</p> <p>→ Listen to novels read aloud from an increasing range of authors</p> <p>→ Recognise themes within and across texts e.g. hope, peace, fortune, survival.</p> <p>→ Make comparisons within and across texts</p> <p>→ Compare texts written in different periods.</p> <p>→ Independently read longer texts with sustained stamina and interest.</p> <p>→ Recommend books to peers with detailed reasons for opinions and explain preferences for text genres.</p> <p>→ Learning a wider range of poems by heart.</p> <p>→ Prepare poems and play scripts to read aloud and perform using dramatic effects.</p> <p>→ Use a reading journal to record on-going reflections and responses to personal reading.</p> <p>→ Enjoy exploring texts in groups and deepen</p>

		<p>→ Listen to others and take turns in sharing opinions of a text.</p> <p>→ Explain clearly what has been read.</p> <p>Year 1 Aspirational Targets</p> <p>→ To be able to learn and recite a piece of poetry and perform it for their peers with confidence.</p> <p>→ To be able to talk confidently about their choice of poem and poet.</p>	<p>→ Predict what might happen drawing upon what has already happened in a text so far.</p> <p>Year 2 Aspirational Targets:</p> <p>→ To use subject – specific vocabulary confidently across the curriculum with accuracy (oral and written work).</p>	<p>→ Discuss the purpose of paragraphs.</p> <p>→ Identify the key idea within a paragraph.</p> <p>→ Identify how language, structure and presentation contribute to meaning.</p> <p>→ Retrieve and record information from non-fiction texts.</p> <p>→ Participate in discussion about books read independently and books that have been read to whilst listening to and responding to the opinions of peers.</p> <p>Year 3 Aspirational Targets:</p> <p>→ Read a wide variety of text genres and use expression and intonation appropriately.</p> <p>→ Enjoy participating in group/ individual presentations to present views and opinions about a particular text.</p>	<p>paragraph and summarise these accurately.</p> <p>→ Identify how language, structure and presentation contribute to meaning.</p> <p>→ Retrieve and record information from non-fiction texts.</p> <p>→ Participate in discussion about books read independently and books that have been read to whilst listening to and responding to the opinions of others.</p> <p>Year 4 Aspirational Targets</p> <p>Demonstrate empathy and in-depth understanding of a character through role play and drama.</p> <p>Develop the plot, setting and characters within a text by adding own ideas.</p>	<p>responses to personal reading.</p> <p>→ Enjoy exploring texts in groups and deepen understanding through discussion.</p> <p>→ Infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence.</p> <p>→ Predict what might happen from information stated and implied.</p> <p>Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by:</p> <p>→ Exploring, recognising and using the terms personification, analogy, style and effect.</p> <p>→ Explain the effect on the reader of the authors’ choice of language and reasons why the author may have selected these.</p> <p>→ Distinguish between statements of fact or opinion across a range of texts.</p> <p>→ Participate in discussions about books building on own</p>	<p>understanding through discussion.</p> <p>→ Infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence.</p> <p>→ Predict what might happen from information stated and implied.</p> <p>Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by:</p> <p>→ Exploring, recognising and using the terms personification, analogy, style and effect.</p> <p>→ Explain the effect on the reader of the authors’ choice of language and reasons why the author may have selected these.</p> <p>→ Distinguish between statements of fact or opinion across a range of texts.</p> <p>→ Participate in discussions about books building on own and others’ ideas and challenging views courteously.</p> <p>Explain and discuss understanding of what has been read, including through presentations and debates, maintaining a focus on</p>
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						<p>and others' ideas and challenging views courteously.</p> <p>Explain and discuss understanding of what has been read, including through presentations and debates, maintaining a focus on the topic and using notes where necessary by:</p> <ul style="list-style-type: none"> → Preparing formal presentations individually or in groups. → Using notes to support presentation of information. → Responding to questions generated by a presentation. → Participating in debates on issues related to reading (fiction/non-fiction). → Provide reasoned justifications for their views → Justifying opinions and elaborating by referring to the text. <p>Y5 Aspirational Targets</p> <ul style="list-style-type: none"> → Speak confidently about favourite authors giving reasons for preferences. → Present views on authors/ poets/ texts confidently. 	<p>the topic and using notes where necessary by:</p> <ul style="list-style-type: none"> → Preparing formal presentations individually or in groups. → Using notes to support presentation of information. → Responding to questions generated by a presentation. → Participating in debates on issues related to reading (fiction/non-fiction). → Provide reasoned justifications for their views → Justifying opinions and elaborating by referring to the text. <p>Y6 Aspirational Targets</p> <ul style="list-style-type: none"> → Use reading journal as a means to showcase reading journey and talk confidently about the genres of reading enjoyed. → Make suggestions to peers about suitable books read and begin to identify the favourite genres of peers.
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Writing (Spelling and Handwriting)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> → Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. → Begin to show accuracy and care when drawing/ mark making. → Write recognisable letters, most of which are correctly 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 others. 	<ul style="list-style-type: none"> → Spell words containing each of the 40+ phonemes already taught in Reception → Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. → Spell common exception words, the days of the week and naming the letters of the alphabet in order. → Add prefixes and suffixes - using the rule for adding -s, -es, as the plural for nouns and the third person singular for verbs, using the prefix un- , using -ing, -ed, -er, and -est where no change is needed in the spelling of root words (for example – helping, helped, helper, eating, quicker) → Apply simple spelling rules as outlined in appendix 1 of the National Curriculum for Year 1. → Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. → Sit correctly at a table and hold a pencil comfortably and correctly 	<ul style="list-style-type: none"> → Continue to segment spoken words into phonemes and representing these by graphemes, spelling many correctly. → Spell common exception words. → Spell more words with contracted forms. → use the possessive apostrophe (e.g. Laura’ s book). → Distinguish between homophones and near-homophones. → Add suffixes to spell longer words (-ment, -ness, -ful, -less, -ly). → Write from memory simple sentences dictated by the teacher. → Apply all spelling rules as outlined in appendix 1 of the National Curriculum for Year 2. → Form lower-case letters of the correct size relative to one another. → Begin to use diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined when adjacent to one another. 	<ul style="list-style-type: none"> → Spell some words from the YR 3-4 statutory word list. → Use prefixes and suffixes and understand their meaning. → Spell further homophones. → Spell words that are often misspelt. → Place the possessive apostrophe correctly in words with regular plurals e.g. girls’ boys’ . → Use the first two or three letters of a word to check its spelling in a dictionary. → Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. → Apply many spelling rules as outlined in appendix 1 of the National Curriculum for Year 3/4. → Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined. 	<ul style="list-style-type: none"> → Spell words from the YR 3-4 word list. → Use prefixes and suffixes and understand their meaning. → Spell further homophones. → Spell words that are often misspelt. → Place the possessive apostrophe correctly in words with regular plurals e.g. girls’ boys’ . → Use the first two or three letters of a word to check its spelling in a dictionary. → Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. → Apply spelling rules as outlined in appendix 1 of the National Curriculum for Year 3/4. → Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined. → Further increase the legibility, 	<ul style="list-style-type: none"> → Write from memory, dictated sentences which include words from the KS2 curriculum. → Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix 1 and some from the YR 5/6 e.g. cious, cial, ant, ent, ance, ence. → Use the hyphen to join a prefix to a root. → Spell some homophones from the YR 5-6 spelling appendix 1. → Spell words from the YR 3-4 common exception words and some words from the YR 5-6. → Be secure with all spelling rules previously taught. → Write increasingly confidently, accurately and fluently, spelling with automaticity. → Use a number of different strategies interactively in order to spell correctly. → Develop self-checking and proof-checking strategies. → Use independent spelling strategies for spelling unfamiliar words. 	<ul style="list-style-type: none"> → Write from memory, dictated sentences which include words and punctuation from the KS2 curriculum. → Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial. → Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns. → Spell some challenging homophones from the YR 5-6 spelling appendix. → Spell the majority of words from the YR 5-6 statutory word list. → Be secure with all spelling rules previously taught. → Write increasingly confidently, accurately and fluently, spelling with automaticity. → Use a number of different strategies interactively in order to spell correctly. → Developed self-checking and proof-checking strategies.

		<ul style="list-style-type: none"> → Form lower-case letters in the correct direction, starting and finishing in the correct place. → Form capital letters correctly. form digits 0-9 correctly. → Understand which letters belong to which handwriting families. → Most letters sit on the line correctly. 	<ul style="list-style-type: none"> → Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letter. → Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> → Increase the legibility, consistency and quality of handwriting. 	<p>consistency and quality of handwriting</p>	<ul style="list-style-type: none"> → Spell some words with silent letters e.g. psalm, knight, solemn. → Use a dictionary to check the spelling of words. → Use a thesaurus to uplevel and extend vocabulary. → Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) → Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram. 	<ul style="list-style-type: none"> → Use independent spelling strategies for spelling unfamiliar words. → Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) → Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing (Vocabulary, Punctuation and Grammar)	<ul style="list-style-type: none"> → Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<ul style="list-style-type: none"> → Leave finger spaces between words. → Join words and clauses by using the word, 'and' . → Begin to punctuate sentences using a capital letter, full stop, exclamation mark and question mark. → Use a capital letter for the names of people, places, days of the week and the personal pronoun, 'I' . → Use correct grammar for Y1 . 	<ul style="list-style-type: none"> → Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. → Co-ordinate sentences using and, or, but. → Sometimes use subordination e.g. when, if, because. → Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. 	<ul style="list-style-type: none"> → Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. → Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. → Identify and use a range of prepositions. → Demarcate sentences with increasing security, 	<ul style="list-style-type: none"> → Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. → Experiment with sentences with more than one clause. → Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives. → Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... 	<ul style="list-style-type: none"> → Create complex sentences by using relative clauses with pronouns who, which, where, whose, when, that (e.g. Sam, who had remembered his wellies, was the first to jump into the puddle). → Create and punctuate complex sentences using 'ed' openers, 'ing' openers and simile starters. → Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then. 	<ul style="list-style-type: none"> → Manipulate sentences to create particular effects. → Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence . → Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then.

		<p>→ write simple sentences that can be read.</p> <p>→ Sometimes include adjectives for description.</p>	<p>→ Use some varied vocabulary to create detail and interest, including adjectives to make expanded noun phrases; adverbs and verbs.</p> <p>→ Identify word classes: noun, adjective, verb and adverb.</p> <p>→ Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming.</p> <p>→ Use appropriate features of Standard English.</p>	<p>including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</p> <p>→ Identify direct speech. Begin to use inverted commas for direct speech.</p> <p>→ Consolidate knowledge of word classes: noun, adjective, verb, adverb.</p> <p>→ Use 'a' or 'an' according to whether the next word begins with a consonant or vowel.</p> <p>→ Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.</p>	<p>→ Use expanded noun phrases and adverbial phrases to expand sentences.</p> <p>→ Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.</p> <p>→ Use inverted commas accurately for direct speech.</p> <p>→ Identify the correct determiner e.g. a, an, these, those.</p> <p>→ Usually use the past or present tense, and 1st /3rd person, consistently.</p>	<p>→ Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will.</p> <p>→ Use ellipsis to link ideas between paragraphs.</p> <p>→ Identify and use colons to introduce a list and use semicolons to mark the boundary between independent clauses.</p> <p>→ Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.</p> <p>→ Begin to use punctuation for parenthesis: brackets, commas, dashes.</p> <p>→ Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – enter.</p> <p>→ Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.</p> <p>→ Usually maintain correct tense.</p> <p>→ Begin to recognise active and passive voice.</p> <p>→ Identify and select determiners.</p>	<p>→ Use ellipsis to link ideas between paragraphs.</p> <p>→ Identify and use colons to introduce a list.</p> <p>→ Identify and use semicolons to mark the boundary between independent clauses e.g. It is raining; I am fed up.</p> <p>→ Investigate and collect a range of synonyms and antonyms e.g. evil, mischievous, wicked, impish, spiteful, well behaved.</p> <p>→ Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man eating shark.</p> <p>→ Punctuate bullet points consistently</p> <p>→ Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request.</p> <p>→ Identify the subject and object of a sentence.</p> <p>→ Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i></p>
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Writing (Composition)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<p>→ Choose vocabulary and grammar to suit formal and informal writing, with guidance. → Use vocabulary which is becoming more precise.</p> <p>→ Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.</p>	
	<p>→ Write simple phrases and sentences that can be read by others.</p>	<p>→ Write sentences by rehearsing sentences out loud. → Attempt to write appropriately to the task. → Compose a sentence orally before writing. → Sequence sentences to form short narratives. → Use the connective, 'and' to link ideas. → Re-read what is written to check that it makes sense. → Compose orally and write simple poems. → Re-read writing to check it makes sense. → Discuss own writing with others; make simple changes where suggested. → Read aloud writing.</p>	<p>→ Write narratives about personal experiences and those of others (real and fictional). → Write about real events. → Write for different purposes including poetry. → Compose sentences orally. Use the drafting process to gather and write down ideas and key words. → Record ideas including new vocabulary. → Evaluate writing with the teacher and peers. → Re-read work to make sure it makes sense. → Use verbs to indicate time correctly and consistently. → Proof read work to check for punctuation errors (missing full stops/ capital letters).</p>	<p>→ Plan writing by discussing similar writing and learn from its structure, vocabulary and grammar. → Plan writing by discussing and recording ideas. → Compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures. → Organise paragraphs around a theme. → Write narratives creating own characters, setting and plot. → Use organisation features when writing non-fiction texts (heading, sub-headings). → Evaluate and edit work by assessing the effectiveness of own and other' s writing</p>	<p>→ Plan writing by discussing similar writing and learn from its structure, vocabulary and grammar. → Plan writing by discussing and recording ideas. → Compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures. → Organise paragraphs around a theme. → write narratives creating own characters, setting and plot. → Use organisation features when writing non-fiction texts (heading, sub-headings). → Evaluate and edit work by assessing the effectiveness of own and other' s writing and suggesting improvements.</p>	<p>→ Identify the audience and purpose of writing. → Select appropriate language and structures for writing. → Draw on similar writing models, reading and research. → Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes → Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. → Introduce and develop characters through blending action, dialogue and description within sentences and paragraphs. → Blend action, dialogue and description within and across paragraphs.</p>	<p>→ Identify the audience and purpose of writing. → Choose appropriate text form and type for all writing. → Select appropriate language and structures for writing. → Draw on similar writing models, reading and research. → Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post it notes. → Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. → Introduce and develop characters through blending action, dialogue and description within sentences and paragraphs e.g. Tom stomped into the room, flung down his grubby, school bag and</p>

			<p>→ Read aloud finished work with intonation to make the meaning clear.</p>	<p>and suggesting improvements.</p> <p>→ Suggest improvements to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>→ Proof-read for spelling and punctuation errors.</p> <p>→ Read work aloud with appropriate intonation and tone so that the meaning is clear.</p>	<p>→ Suggest improvements to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>→ Proof-read for spelling and punctuation errors.</p> <p>→ Read aloud work with appropriate intonation and tone so that the meaning is clear.</p>	<p>→ Use devices to build cohesion.</p> <p>→ Use organisational and presentational devices (headings, sub-headings, bullet points, diagrams).</p> <p>→ Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences.</p> <p>→ Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. repeated use of ‘and’ to convey tedium, one word sentence.</p> <p>→ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.</p> <p>→ Ensure consistent and correct use of verb tense throughout a piece of writing.</p> <p>→ Ensure consistent subject and verb agreement.</p> <p>→ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</p>	<p>announced, through gritted teeth, “It’s not fair”</p> <p>→ Use devices to build cohesion.</p> <p>→ Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts.</p> <p>→ Combine text-types to create hybrid texts e.g. persuasive speech.</p> <p>→ Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences.</p> <p>→ Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. repeated use of ‘and’ to convey tedium, one word sentence.</p> <p>→ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.</p> <p>→ Use active and passive voice to achieve intended effects e.g. in formal reports, explanations and stery narrative.</p>
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						<p>→ Proofread writing for grammatical, spelling and punctuation errors.</p> <p>→ Evaluate and improve performances of compositions focusing on:</p> <ul style="list-style-type: none">• Intonation and volume, gesture and movement and audience engagement.	<p>→ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</p> <p>→ Proofread writing for grammatical, spelling and punctuation errors.</p> <p>→ Evaluate and improve performances of compositions focusing on:</p> <ul style="list-style-type: none">• Intonation and volume, gesture and movement and audience engagement.
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