

Progression	1	2	3	4	5	6
<p>Genres to ensure breadth is covered – these can be over a 2 week period or in build up writing – see JC section.</p>	<p><b>Writing to Entertain:</b></p> <ul style="list-style-type: none"> <li>Retell a story x 6 (Once every half term)</li> <li>Describe characters</li> <li>Diary entry from the perspective of a character</li> </ul> <p><b>Writing to Inform:</b></p> <ul style="list-style-type: none"> <li>Recount</li> <li>Letter</li> <li>Instructions</li> </ul>	<p><b>Writing to Entertain:</b></p> <ul style="list-style-type: none"> <li>Retell a story x 6 (Once every half term)</li> <li>Describe characters</li> <li>Diary entry from the perspective of a character Poetry</li> </ul> <p><b>Writing to Inform:</b></p> <ul style="list-style-type: none"> <li>Recount (past tense)</li> <li>Non-Chronological Report Letter</li> <li>Instructions</li> </ul>	<p><b>Writing to Entertain:</b></p> <ul style="list-style-type: none"> <li>Narrative x 6 (Once every half term)</li> <li>Poetry</li> <li>Describe characters Describe settings</li> </ul> <p><b>Writing to Inform:</b></p> <ul style="list-style-type: none"> <li>Recount</li> <li>Report</li> <li>Letter</li> <li>Biography</li> <li>Newspaper article</li> </ul> <p><b>Writing to Persuade:</b></p> <ul style="list-style-type: none"> <li>Speech</li> </ul>	<p><b>Writing to Entertain:</b></p> <ul style="list-style-type: none"> <li>Narrative x 6 (Once every half term)</li> <li>Poetry</li> <li>Describe characters Describe settings</li> </ul> <p><b>Writing to Inform:</b></p> <ul style="list-style-type: none"> <li>Recount</li> <li>Letter</li> <li>Explanation</li> <li>Newspaper article</li> </ul> <p><b>Writing to Persuade:</b></p> <ul style="list-style-type: none"> <li>Advert</li> </ul>	<p><b>Writing to Entertain:</b></p> <ul style="list-style-type: none"> <li>Narrative x 6 (Once every half term)</li> <li>Describe characters including dialogue</li> <li>Poetry</li> </ul> <p><b>Writing to Inform:</b></p> <ul style="list-style-type: none"> <li>Scientific report</li> <li>Recount</li> <li>Biography</li> <li>Newspaper article</li> </ul> <p><b>Writing to Persuade:</b></p> <ul style="list-style-type: none"> <li>Advert</li> <li>Letter</li> </ul>	<p><b>Writing to Entertain:</b></p> <ul style="list-style-type: none"> <li>Narrative x 6 (Once every half term)</li> <li>Description.</li> <li>Poetry</li> <li>Characters/settings</li> </ul> <p><b>Writing to Inform:</b></p> <ul style="list-style-type: none"> <li>Eye-witness report</li> <li>Recount Biography Newspaper article</li> </ul> <p><b>Writing to Persuade:</b></p> <ul style="list-style-type: none"> <li>Letter</li> <li>Speech</li> </ul>
Jane Considine	<ul style="list-style-type: none"> <li>Use of fantastics to develop language</li> <li>Use planning sheets – where applicable, as there will be lots of oral work.</li> </ul>	<ul style="list-style-type: none"> <li>Use of fantastics only, until the end of term two. From Term 3 onwards introduce grammaristics.</li> <li>Use planning sheets.</li> </ul>	<ul style="list-style-type: none"> <li>Use of fantastics and grammaristics until the end of term 2. From term 3 use boombastics.</li> <li>Use planning sheets.</li> <li>Use mapping to help format order.</li> </ul>	<ul style="list-style-type: none"> <li>Using all parts of writing rainbow.</li> <li>Using planning sheets.</li> <li>Use mapping to help format order.</li> </ul>	<ul style="list-style-type: none"> <li>Using all parts of writing rainbow.</li> <li>Using planning sheets.</li> <li>Use mapping to help format order.</li> </ul>	<ul style="list-style-type: none"> <li>Using all parts of writing rainbow.</li> <li>Using planning sheets.</li> <li>Use mapping to help format order.</li> </ul>

	<ul style="list-style-type: none"> <li>Use mapping to help format order.</li> </ul> <p>One long piece of writing over 2/3 weeks – give time to focus on structure of text. Include build up.</p>	<ul style="list-style-type: none"> <li>Use mapping to help format order.</li> </ul> <p>One long piece of writing over 2/3 weeks – give time to focus on structure of text. Include build up.</p>	<p>One long piece of writing over 2 weeks – give time to focus on structure of text. Include build up.</p>	<p>One long piece of writing over 2 weeks – give time to focus on structure of text. Include build up.</p>	<p>One long piece of writing over 2 weeks – give time to focus on structure of text. Include build up.</p>
NC	<p>write sentences by:</p> <p><b><u>Planning their writing:</u></b></p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> </ul> <p><b><u>Write sentences by:</u></b></p> <ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> </ul> <p><b><u>Evaluate:</u></b></p> <ul style="list-style-type: none"> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> </ul>	<p><b><u>Planning their writing:</u></b></p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> <p><b><u>Evaluate:</u></b></p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including</li> </ul>	<p><b><u>Planning their writing:</u></b></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p><b><u>Write by (the JC planning will aid this):</u></b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b><u>Evaluate:</u></b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> </ul>	<p><b><u>Planning their writing:</u></b></p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b><u>Write by (the JC planning will aid this):</u></b></p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>	

	<ul style="list-style-type: none"> <li>● read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>	<p>verbs in the continuous form</p> <ul style="list-style-type: none"> <li>● proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>● read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p><u>Evaluate:</u></p> <ul style="list-style-type: none"> <li>● assessing the effectiveness of their own and others' writing</li> <li>● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>● ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>● proofread for spelling and punctuation errors</li> <li>● perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>
<p>NC - Grammar</p> <p>There should be revision of previous years taught. Do not be afraid to revisit things from past years – this is where gaps form!</p>	<ul style="list-style-type: none"> <li>● leaving spaces between words</li> <li>● joining words and joining clauses using 'and'</li> <li>● beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>● learning how to use both familiar and new punctuation correctly - including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</li> </ul>	<ul style="list-style-type: none"> <li>● extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>● using the present perfect form of verbs in contrast to the past tense</li> <li>● choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>● using conjunctions, adverbs and prepositions to express time and cause</li> <li>● using fronted adverbials and punctuating these with a comma.</li> <li>● indicating possession by using the possessive apostrophe with plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>● recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>● using passive verbs to affect the presentation of information in a sentence</li> <li>● using the perfect form of verbs to mark relationships of time and cause</li> <li>● using expanded noun phrases to convey complicated information concisely</li> <li>● using modal verbs or adverbs to indicate degrees of possibility</li> </ul>

	<ul style="list-style-type: none"> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently, including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</li> <li>• Formation of adjectives using suffixes such as -ful, -less</li> </ul>	<ul style="list-style-type: none"> <li>• using and punctuating direct speech</li> <li>• Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</li> <li>• Use of the forms a or an according to whether the next word begins</li> <li>• with a consonant or a vowel [for example, a rock, an open box]</li> </ul> <p>Word families based on common words, showing how words are related in form and meaning</p>	<ul style="list-style-type: none"> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> <li>• Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> <li>• Verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> <li>• Devices to build cohesion within a paragraph [for example, then, after</li> <li>• that, this, firstly]</li> <li>• Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly]</li> <li>• or tense choices [for example, he had seen her before]</li> </ul>
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<p>NC – Spelling</p>	<p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>the days of the week</p> <p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>apply simple spelling</p>	<ul style="list-style-type: none"> <li>● segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>● learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>● learning to spell common exception words</li> <li>● learning to spell more words with contracted forms</li> <li>● learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>● distinguishing between homophones and near-homophones</li> <li>● add suffixes to spell longer words including</li> </ul>	<ul style="list-style-type: none"> <li>● use further prefixes and suffixes and understand how to add them</li> <li>● spell further homophones</li> <li>● spell words that are often misspelt</li> <li>● place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>● use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>● write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>● apply spelling rules and guidance, as listed in English <a href="#">appendix 1</a></li> </ul>	<ul style="list-style-type: none"> <li>● use further prefixes and suffixes and understand the guidance for adding them</li> <li>● spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>● continue to distinguish between homophones and other words which are often confused</li> <li>● use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>● use dictionaries to check the spelling and meaning of words</li> <li>● use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>● use a thesaurus</li> <li>● apply spelling rules and guidance, as listed in English <a href="#">appendix 1</a></li> </ul>
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