

# **English Progression Document**

## **Writing Progression**

This document contains the writing skills that the children should be taught throughout their time at Gaddesden Row School. The first section covers the spelling, punctuation and grammatical skills that the children should learn in each year of their time at school. The next section covers the skills that should be taught within each genre, depending on which year group the child is in.

## Writing skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Transcription: Handwriting</b>	<p>Children handle equipment and tools effectively, including pencils for writing.</p> <p>Children write in print.</p>	<p>Sit correctly at the table, holding pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Understand which letters belong to which handwriting 'families' and practise these.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capitals of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Write digits of the correct size and orientation.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> <li>• Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Choosing the writing implement that is best suited for the task.</li> </ul>	<p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> <li>• Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Choosing the writing implement that is best suited for the task.</li> </ul>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Transcription: Spelling</b>	<p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Write some irregular common words.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p>Usually correct spelling of most words in the year 1 list.</p> <p>Phonetically plausible attempts at words with digraphs and double letters</p> <p>Sufficient number of recognisable words for writing to be readable.</p> <p>Usually segments and spells adjacent consonants for spelling</p> <p>Uses knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</p>	<p>Spells almost all words in the year 1 &amp; 2 list.</p> <p>40+ phonemes taught are secure</p> <p>Uses a range of spelling strategies to spell unknown words including the use of spelling patterns, syllables and early dictionary skills.</p> <p>Spells a few common homophones and near homophones (there/their/they're, hear/here, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew and night/knight.</p> <p>Usually spells the common contractions can't, hasn't, didn't, it's, I'll and couldn't correctly.</p>	<p>Spell words as accurately as possible using phonics.</p> <p>Use of a dictionary to check for unknown or new spellings by using the first two or three letters.</p> <p>Spell words with the u phoneme as the grapheme ou.</p> <p>Apply the i phoneme in the middle of words as represented by the grapheme y.</p> <p>Spell year 3 words identified from the spelling list.</p>	<p>Use of a dictionary and thesaurus to spell increasingly complex words of to make choices of words.</p> <p>Consolidates spelling words with prefixes and suffixes.</p> <p>Spells words with the g phoneme spelt as gue, such as league and tongue.</p> <p>Spells words with the s phoneme as sc, such as scene and discipline</p> <p>Spells words with ei, eigh or ey.</p> <p>Recognise and spell additional homophones from the year 4 list.</p> <p>Spell year 4 words identified from the spelling list.</p>	<p>Makes independent choices about when it is best to use a thesaurus or dictionary as an aid to check a spelling or meaning, using the first three or four letters of a word.</p> <p>Spells words with the endings able, ible and ibly</p> <p>Spells words with i phoneme represented as ei after c, such as deceive, conceive or receive.</p> <p>Spells words containing the letter string ough.</p> <p>Spells words with silent letters.</p> <p>Spells most of the year 5 words from the spelling list.</p>	<p>Applies a range of taught spelling strategies independently when spelling words.</p> <p>Independently uses dictionaries to check the spelling and meaning of words.</p> <p>Spells words with complex endings.</p> <p>Adds suffixes beginning with vowel letters to words ending in fer, such as referring, referral or transferring. Makes the correct spelling choice between homophones in the year 6 list.</p> <p>Spells most of the year 6 words from the spelling list.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammar: Word Level</b>	Write simple sentences which can be read by themselves and others.	<p>Regular plural noun suffixes ‘-s’ or ‘-es’</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words.</p> <p>How the prefix ‘-un’ changes the meaning of verbs and adjectives.</p>	<p>Formation of nouns using suffixes such as ‘-ness’, ‘-er’ and by creating compound words</p> <p>Formation of adjectives using suffixes such as ‘-ful’ and ‘-less’</p> <p>Use of the suffixes ‘-er’, ‘-est’ in adjectives The use of the suffix ‘-ly’ to turn adjectives into adverbs.</p>	<p>Formation of nouns using a range of prefixes and suffixes..</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel.</p> <p>Word families based on common words, showing how words are related in form and meaning. E.g. solve/solution.</p>	<p>The grammatical difference between plural and possessive –s.</p> <p>Standard English forms for verb inflections instead of local spoken forms e.g. we were/we was.</p>	<p>Converting nouns or adjectives into verbs using suffixes e.g. ‘ate’, ‘-ise’, ‘-ify’</p> <p>Verb prefixes e.g. dis-, de-, mis-, over-, re.</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. find out/discover, ask for/request.</p> <p>How words are related by meaning as synonyms and antonyms e.g. big, large, little.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammar: Sentence Structure</b>	Write simple sentences which can be read by themselves and others.	How words can combine to make sentences. Joining words and joining sentences using and.	<p>Subordination (using when, if, that, because) and coordination (using or, and, or, but).</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Fronted adverbials (e.g. Later that day, I heard bad news).	<p>Relative clauses beginning with who, which, where, why, whose, that *** an omitted pronoun.</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p>	<p>Use the passive voice to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they to come' in some very formal writing and speech).</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammar: Text Structure</b>	Write simple sentences which can be read by themselves and others.	Sequencing sentences to form short narratives.	<p>Correct choice and consistent use of the present tense and past tense throughout handwriting.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p>	<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and subheadings to aid presentations.</p> <p>Use of the present perfect form of verbs instead of the simple past. (e.g. He has gone out to play contrasted with He went out to play)</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before).</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis.</p> <p>Layout devices, such as headings, sub headings, columns, bullets, tables, to structure text.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Punctuation</b>		<p>Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and the personal pronoun I.</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>	<p>Introduction to inverted commas to punctuate direct speech.</p>	<p>Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark plural possession.</p> <p>Use of commas after fronted adverbials.</p>	<p>Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of the semicolon within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammar and Punctuation: Terminology</b>	<ul style="list-style-type: none"> <li>• Letter</li> <li>• Word</li> </ul>	<ul style="list-style-type: none"> <li>• Letter, capital letter</li> <li>• Word, singular, plural</li> <li>• Sentence</li> <li>• Punctuation mark, full stop, question mark, exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>• noun, noun phrase</li> <li>• statement, question, exclamation, command</li> <li>• compound, suffix</li> <li>• adjective, adverb, verb</li> <li>• tense (past, present)</li> <li>• apostrophe, comma</li> </ul>	<ul style="list-style-type: none"> <li>• preposition, conjunction</li> <li>• word family, prefix</li> <li>• clause, subordinate clause</li> <li>• direct speech</li> <li>• consonant, consonant letter</li> <li>Terminology               <ul style="list-style-type: none"> <li>• determiner</li> <li>• pronoun, possessive pronoun</li> <li>• adverbial</li> </ul> </li> <li>• modal verb, relative pronoun</li> <li>• relative clause</li> <li>• parenthesis, bracket, dash</li> <li>• cohesion, ambiguity</li> <li>Terminology               <ul style="list-style-type: none"> <li>• subject, object</li> <li>• active, passive</li> <li>• synonym, antonym</li> <li>• ellipsis, hyphen, colon, semi-colon, bullet points. 7</li> </ul> </li> <li>vowel, vowel letter</li> <li>• inverted commas (or speech marks)</li> </ul>	<ul style="list-style-type: none"> <li>• determiner</li> <li>• pronoun, possessive pronoun</li> <li>• adverbial</li> </ul>	<ul style="list-style-type: none"> <li>• modal verb, relative pronoun</li> <li>• relative clause</li> <li>• parenthesis, bracket, dash</li> <li>• cohesion, ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• subject, object</li> <li>• active, passive</li> <li>• synonym, antonym</li> <li>• ellipsis, hyphen, colon, semi-colon, bullet points.</li> </ul>



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Writing: Composition</b>	Write simple sentences which can be read by themselves and others.		Develop positive attitudes towards and stamina for writing by writing: <ul style="list-style-type: none"> <li>• narratives about personal experiences and those of others (real and fictional)</li> <li>• about real events</li> <li>• poetry</li> <li>• for different purposes</li> </ul>				

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Writing: Composition – Plan writing</b>	Write simple sentences which can be read by themselves and others.	Say out loud what they are going to write about.	Plan or say out loud what they are going to write about. Write idea and/or key words including new vocab.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discuss and record ideas	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discuss and record ideas.	Identify audience and purpose, selecting appropriate form and use other similar writing as a model.  Note and develop initial ideas, drawing on reading and research where necessary.  In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.	Identify audience and purpose, selecting appropriate form and use other similar writing as a model.  Note and develop initial ideas, drawing on reading and research where necessary.  In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Writing: Composition – Drafting and writing</b>		<p>Compose a sentence orally before writing.</p> <p>Sequence sentences to form short narratives.</p>	Encapsulate what they want to say, sentence by sentence.	<p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices such as headings and subheadings.</p>	<p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices such as headings and subheadings.</p>	<p>Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Précis longer paragraphs.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character 9 and advance the action.</p> <p>Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).</p>	<p>Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Précis longer paragraphs.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character 9 and advance the action.</p> <p>Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Writing: Composition – Editing</b>	Discuss what they have written with the teacher or other pupils.	<p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Evaluate own writing with the teacher or other pupils.</p> <p>Re-read to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Read aloud their writing with appropriate intonation to make the meaning clear.</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>

## Progression of Writing Genres

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Instructions</b>	Lists of instructions linked to actions or procedures e.g. baking.	Ideas grouped in sentences in time sequence.  Written in the imperative e.g. sift the flour.  Use of numbers or bullet points to signal order.	A goal is outlined – a statement about what is to be achieved.  Written in sequenced steps to achieve the goal.  Diagrams and illustrations are used to make the process clearer.	A set of ingredients and equipment needed are outlined clearly.  Organised into clear points denoted by time.	A set of ingredients and equipment needed are outlined clearly.  Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.  Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.	Consolidate work from previous learning.  Can write accurate instructions for complicated processes.  Can write imaginative instructions using flair and humour.	Consolidate work from previous learning.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Recount – experiences, diary, police reports, sports reports</b>	<p>Labelling posters or writing about experiences.</p>	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went... I saw...</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using connectives that signal time.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Non-Chronological Reports</b>	Writing about experiences or truffle moments.	<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p>	<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... .</p> <p>Main ideas organised in groups.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of subheadings.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Sub-headings are used to organise information. E.g. Qualities, body parts, behaviour.</p>	<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalized sentences are used to categorise and sort information for the reader.</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Letters</b>	Writing short letters to others, using envelopes.	Ideas grouped in sentences in time sequence.	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques – time related words.</p>	<p>Clear introduction.</p> <p>Points about the visit/issue.</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences. Some letter layout features included.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All letter layout features included.</p>	<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritized information.</p> <p>Purpose of letter clear and transparent for reader.</p> <p>Formal language used throughout to engage the reader.</p>	<p>Letter well-constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Persuasion - Purpose: advert, leaflet, argument</b>		<p>Ideas are grouped together for similarity.</p> <p>Writes in first person.</p>	<p>Brief introduction and conclusion.</p> <p>Written In the present tense.</p> <p>Main ideas organised in groups.</p>	<p>Clear introduction.</p> <p>Points about subject/issue.</p> <p>Organised into paragraphs.</p> <p>Sub-heading used to organise texts.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheading Topic sentences.</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>View point is transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Biography</b>	Writing about themselves.	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. He went... She travelled</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using connectives that signal time.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Balanced Argument – Purpose: Speech, Essay, Letter</b>		<p>Ideas are grouped together for similarity.</p> <p>Writes in first person.</p>	<p>Brief introduction and conclusion.</p> <p>Written with an impersonal style</p> <p>Main ideas organised in groups.</p>	<p>Clear introduction.</p> <p>Points about subject/issue</p> <p>Organised into paragraphs</p> <p>Sub-heading used to organise texts.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheading</p> <p>Topic sentences</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Both viewpoints are transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Newspaper</b>	Writing wanted or missing posters.	<p>Ideas grouped in sentences in time sequence.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Beginning describes what happened</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques – time related words.</p> <p>A photo with a caption.</p>	<p>Clear introduction.</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some newspaper layout features included.</p> <p>A bold eye-catching headline.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the newspaper.</p> <p>Who, what, where, when and why information is clear to orientate the reader.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All newspaper layout features included.</p> <p>Bold eye-catching headline which includes alliteration.</p>	<p>Developed introduction and conclusion using all the newspaper's layout features.</p> <p>Paragraphs developed with prioritised information into columns.</p> <p>Subheadings are used as an organisational device.</p> <p>Formal language used throughout to engage the reader.</p> <p>Quotations are succinct/emotive.</p>	<p>Newspapers well-constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p> <p>Headlines include puns.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Story</b>	<p>Orally saying or writing stories of others and their own.</p> <p>Understanding through tales toolkit that there is a character, setting, problem and finally a solution (fiction).</p>	<p>Beginning or end of narrative signalled e.g. one day</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The wolf was hiding.</p> <p>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p>	<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting.</p>	<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her.</p>	<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis.</p>	<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods.</p>	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text.</p>