



Balderstone St Leonard's CE Primary School




English Writing Knowledge and Progression Steps (KAPS)

Based (then personalised for the school) on Lancashire LAPS 2016 ©

Knowledge and Progression Steps in Writing Composition

Planning for Progression: Early Years (Pre-school)


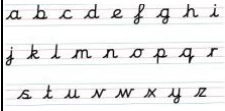


Range of Writing opportunities in provision: See Unit map	<ul style="list-style-type: none"> • High quality stories, books, rhymes and songs are used to stimulate conversation • Stories with repeated phrases are used to help children join in with patterned stories • Through continuous provision areas, exploration and through Phonics teaching phase 1 & 2 IN EYFS OUR WRITING DEVELOPMENT “FLOATS ON A SEA OF HIGH QUALITY TALK” AND INTERACTIONS.			
	LANDING POINT 1	LANDING POINT 2	LANDING POINT 3	Key Learning
Vocabulary, Grammar and Punctuation (Communication and Language)	Children listen to simple stories/rhymes and understand what is happening through the use of the pictures/illustrations/puppets/Talk for Writing	Children enjoy listening to longer stories and can remember much of what happens (eg, who the story was about, Talk for writing strategies used to structure this learning by heart)	Children start to join in with a familiar/repeated story or independently retell parts of a story in provision using repetitive phrases or vocabulary from the book.	ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	Children can identify familiar objects and properties for them, eg Phoebe’s coat, Max’s tray, blue car (identifying the object) Children can answer the register and recognise and respond to their name.	Children can respond to simple, one step instructions (understanding the meaning of the verb – eg Sit down please, pour the water, build the tower)	Children know how to pay attention to more than one thing and can respond to more complex instructions given by an adult. “Sit on the carpet please” “Hang up your coat on the peg.”	



	<p>Children know and remember more vocabulary and are building up a bank of familiar nouns – Mrs Moosa, water tray, pegs, water bottle, carpet, sand-pit, bathroom</p>	<p>Children use their knowledge of familiar vocabulary to understand a simple question or instruction, “Where is your water bottle?”</p>	<p>Children understand and act upon a two part instruction such as “Get your coat and line up please.” Children can start to understand ‘why’ questions (even if they cannot form complete answers). Eg, “Why did the hungry caterpillar get so fat?”</p>	
	<p>Children can communicate with a familiar adult by forming short sentences/word string answers but may still have misconceptions about tenses/plurals</p>	<p>Children start to develop longer conversations with their familiar adult and may start two way conversations.</p>	<p>Children start to initiate conversations and can respond with longer sentences of 4- 6 words.</p>	
	<p>Children give clear responses to their likes and dislikes using Yes and No</p>	<p>Children can give their opinion in short phrases</p>	<p>Children can give their opinion by qualifying their point of view with a short explanation in words and/or actions.</p>	
	<p>Children recognise some familiar songs/rhymes and can join in with some of the actions that match the rhyme.</p>	<p>Children can join in with some actions/words/phrases in a familiar song/rhyme</p>	<p>Children start to sing, join in and know by heart a repertoire of familiar songs and rhymes.</p>	
<p>Composition: Planning –</p>	<p>Children know that the marks they make (in any area of provision) have meaning and can be linked to ideas.</p>	<p>Children are able to verbally plan and tell an adult what marks they are going to make before they do it – “I am writing a shopping list”, “I am drawing a train.”</p>	<p>Children can identify the difference between a drawing and a piece of writing and can explain to an adult what their mark making show.</p>	

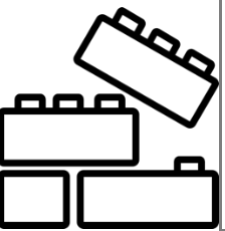
<p>understanding marks symbolically</p> 				
<p>Composition: Drafting and Writing</p> 	<p>Children can pick up a range of tools for mark making and explore with them using a fist grip – chalk, paint brushes, colours, sticks, wands, pencils.</p>			
	<p>Children can use fine motor exploration to use a pincer grip.</p>	<p>Pincer and tripod grip is used sometimes in provision.</p>	<p>Children can use a tripod grip to hold triangular pencils (this may need support from an adult initially)</p>	
	<p>Gross motor movements, games and activities are played by the children and they can make rotational, anti-clockwise movements and shoulder rotations. Equipment such as the climbing poles, syphons and pulleys help develop shoulder strength.</p>	<p>Gross and fine motor activities build rotational, anti-clockwise movements.</p>	<p>Children demonstrate the knowledge of how to make anticlockwise movements using mark making tools in the sand, water and eventually on paper, using a range of tools.</p>	
	<p>Strings of marks resembling parts of letters are made by the children eg, repeated letter o o o or l l l</p>	<p>Writing begins to include marks that resemble letters. They are written randomly and are not yet connected to their spoken sounds</p>	<p>Writing contains some decipherable and recognisable letter shapes. There is some clockwise movement in letter formation and the child may know how to write</p>	


		(phonemes/grapheme correspondence)	some of the letters from their name.	
Composition: Evaluating and Editing 	<p>Children mark mark a random places on paper, sand, playground area etc showing an enjoyment of mark making but without any directionality or spacing.</p>	<p>Children start to develop and understanding of the direction of writing starting on the left and moving across to the right. They may start to write in line formation, but writing will still be a string of letters/shapes/lines.</p>	<p>Children start to experiment with the directionality of writing moving from left to write in their mark making. They know that writing across the page/paper or from left to write is the direction of text.</p>	
Composition: Performing 	<p>Children know that mark marking is linked to speaking and they might talk as they make marks.</p>	<p>Children understand that mark making is linked to speech and start to understand that the shape of a letter represents a unit of meaning, eg the first letter of their name</p>	<p>Children know that writing is related to speech sounds and that each letter makes a sound. They may point to a letter (such as the first letter of their name) and say a sound.</p>	
Transcription: Handwriting 	<p>Children can hold a range of tools, or use their finger to mark make. They may use their hands interchangeably and not yet have a preference for a dominant hand.</p>	<p>Children develop a tripod grip to hold a writing/drawing tool with the help of an adult.</p>	<p>Children independently pick up and use a writing tool with a tripod grip. They may start to show a preference for a dominant hand but may still occasionally interchange these when using different tools.</p>	

Knowledge and Progression Steps in Writing Composition



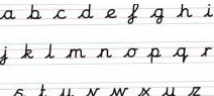
Planning for Progression: Early Years (Reception)



<p>Range of Writing opportunities in provision: See Unit map</p>	<ul style="list-style-type: none"> • Fiction e.g. traditional tales, stories with repetitive patterns, stories from other cultures, fantasy. • Non-fiction e.g. instructions, recounts, non-chronological reports. • Poetry e.g. poems on a theme, traditional rhymes. <p>IN EYFS our writing curriculum is based on high quality vocabulary and language development, with a spine of core, challenging and appropriate rhymes and stories taught. Oracy is the bedrock of writing, so the focus in Landing point 2 and 3 is on developing speaking, vocabulary and listening and talking skills. Only when a child is competent in landing point 2 will they progress to early writing/letter formation (in line with their developing phonic knowledge).</p>			
<p>Vocabulary, Grammar and Punctuation</p> 	LANDING POINT 1	LANDING POINT 2	LANDING POINT 3	ELG - Key Learning
	<p>Children start to join in with a familiar/repeated story or independently retell parts of a story in provision using repetitive phrases or vocabulary from the book.</p>	<p>Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Listen attentively to a story or text and respond, join in and ask/answer questions about it. The children can use familiar and newly learnt vocabulary to make their own sentences.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (Listening, Attention and Understanding ELG)</p>
	<p>Children know how to pay attention to more than one thing and can respond to more complex instructions given by an adult. "Sit on the carpet please" "Hang up your coat on the peg."</p>	<p>Children can respond to a question and/or instruction and repeat it back to ensure they have understood what has been said/asked of them.</p>	<p>Children can start to hold conversations when engaged in back-and-forth exchanges with a familiar adult or child.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding (Listening, Attention and Understanding ELG)</p>
<p>Children understand and act upon a two part instruction such as "Get your coat and line up please." Children can start to understand 'why' questions (even if they cannot form complete answers). Eg, "Why did the hungry caterpillar get so fat?"</p>	<p>Children start to ask and follow instructions from peers too, participating in paired and small group activities/discussions.</p>	<p>Children start to use their own ideas in conversation with others and/or use new vocabulary in experiential play.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (Listening, Attention and Understanding ELG)</p>	

	Children start to initiate conversations and can respond with longer sentences of 4- 6 words.	Children start to commentary play – talking and communicating in longer sentences as they are in provision. They may include some new taught vocabulary in their sentences.	Children confidently use conversation as they play in the provision, showing knowledge and understanding of new vocabulary that has been introduced.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (Speaking ELG)
	Children can give their opinion by qualifying their point of view with a short explanation in words and/or actions.	Children start to express their ideas and feelings giving an explanation as to their choices.	Children are able to express an opinion about things that have happened (past tense) and things that are about to happen in the future, with support. modelling and skilful questioning from an adult in key person time.	Children express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (Speaking ELG)
	Children start to sing, join in and know by heart a repertoire of familiar songs and rhymes.			Children confidently build up and expand their repertoire of know stories, rhymes and songs and know these by heart.
Composition: Planning 	Children use their oral sentence building skills to say a complete sentence (after modelling from a teacher)	Children can say, hold and repeat a sentence and can understand that each word is a unit of meaning (through counting the words).	Children can say, hold and repeat a sentence and can count the number of words in the sentence and represent them using their fingers, or blocks, or a line to show how many words are in their dictated sentence.	
	Children start to identify individual sounds in words – often the initial sound (this is in	Children start to identify and write words as complete units of meaning (in line with	Children start to segment to spell words independently and write them using	ELG: Writing




				drawing.
	Writing contains some decipherable and recognisable letter shapes. There is some clockwise movement in letter formation and the child may know how to write some of the letters from their name.	Children can write the letters of their first name but may need support in the correct formation or sizing of these letters.	Children can correctly write their name, using clear letter formation.	Children start to use common exception words (that have been introduced through phonics) into their own writing, spelling many of them correctly. Eg, the, was, she, said
Composition: Evaluating and Editing 	Children start to experiment with the directionality of writing moving from left to right to write in their mark making. They know that writing across the page/paper or from right to left is the direction of text.	Children start to recognise and experiment with spacing between words – sometimes putting in a space to show each word as a separate unit.	Spaces are added between words in the phrase/caption/label – building to short sentences and this makes the sentence legible to others.	Children start to use finger spaces as commonplace (despite lapses at times) but also recognise the role of a capital letter to start their writing, and a full stop to end their sentence.
Composition: Performing 	Children know that writing is related to speech sounds and that each letter makes a sound. They may point to a letter (such as the first letter of their name) and say a sound.	The child is able to read some of their own writing – even if all letters/words/phonemes are not correct.	The child is able to read their own writing back to an adult and to themselves – pointing to each word clearly and can see if the sentence makes sense.	Writing can be read and understood by others. Children are able to write and read back a few sentences they have constructed using think it, say it, count it, write it and read it model (supported by adult).
Transcription: Handwriting 	Children independently pick up and use a writing tool with a tripod grip. They may start to show a preference for a dominant hand but may still occasionally interchange these when using different tools.	Children start to use the tripod grip with more control and are able to follow patterns, letter shapes, numbers showing greater accuracy and line control.	Children's tripod grip is more established and the dominant hand for writing secured. The children start to understand and become more consistent with lower case letter formation – using the correct direction and 'pencil on' strokes to form letters.	Established tripod grip (in most cases) allows the children to write and form letters with greater consistency. The children can write lower case letters formed accurately and also place on a line appropriately. They are able to identify capital letters and have started to form them correctly.

Knowledge and Progression Steps in Writing Composition




Planning for Progression: Year 1




Range of Writing: See Unit map	<ul style="list-style-type: none"> • Fiction e.g. traditional tales, stories with repetitive patterns, stories from other cultures, fantasy. • Non-fiction e.g. instructions, recounts, non-chronological reports. • Poetry e.g. poems on a theme, traditional rhymes. 			
	LANDING POINT 1	LANDING POINT 2	LANDING POINT 3	Key Learning
Vocabulary, Grammar and Punctuation 	Repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others.	Say, and hold in memory whilst writing, sentences that can be read by themselves and others.	Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and'.	Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others.
	With adult prompting, separate words with spaces, e.g. <i>using a finger or lollipop stick as a spacer.</i>	Separate words with spaces.	Separate words with spaces of a roughly consistent size.	Separate words with spaces.
	Use full stops to demarcate simple sentences.	Use capital letters and full stops to demarcate simple sentences.	Use capital letters and full stops to demarcate simple sentences in independent writing.	Use punctuation to demarcate simple sentences (capital letters and full stops).
	Recognise and write from memory capital letters. Use capital letter for the personal pronoun I.	Use capital letters for names of people, places and days of the week.	Use capital letters for names of people, places, days of the week and the personal pronoun I, e.g. <i>editing and improving independent writing with support.</i>	Use capital letters for names of people, places and days of the week. <input type="checkbox"/> Use capital letter for the personal pronoun I.
	Identify and use question marks.	Identify and use exclamation marks.	Identify and use question marks and exclamation marks in independent writing.	Identify and use question marks and exclamation marks.
	Use the joining word and to link words in sentences, e.g. Henry had a duck and a dog. Penguins can slip and slide.	Use the joining word and to link clauses, e.g. <i>They all pulled the turnip and it came out of the ground. Peel the banana and slice it into pieces.</i>	Use the joining word and to link words and clauses in independent writing.	Use the joining word and to link words and clauses.
	Use the joining word but to link words (I have two sisters but no brothers.) and clauses (Cinderella wanted to go to the ball but she didn't have a dress).	Use the joining word or to link words (I could sleep in the tent or the caravan.) and clauses (The Little Robot could stay in the forest or he could ride on the train).	Extend range of joining words to link words and clauses using but and or.	

Knowledge and Progression Steps in Writing Composition



Planning for Progression: Year 1

<p>Composition: Planning</p> 	<p>Orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse. Orally rehearse ideas linked to non-fiction, e.g. pass a 'microphone' around the group, into which each child can speak their sentence.</p>	<p>Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas.</p>	<p>Use familiar plots for structuring the opening, middle and end of their stories, e.g. <i>innovating on a known story and orally rehearse.</i></p>	<p>Orally plan and rehearse ideas.</p> <p>Sequence ideas and events in narrative.</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p>
<p>Composition: Drafting and Writing</p> 	<p>Orally compose every sentence before writing, e.g. <i>say the sentence three times to fix it in working memory.</i></p> <p>With adult support, reread every sentence to check it makes sense.</p> <p>Orally compose and write sentences to form short narratives.</p> <p>Orally compose simple sentences to write short non-fiction texts, e.g. <i>Information text, postcard, instructions.</i></p>	<p>Sequence events in non-fiction recounts, e.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse.</p> <p>Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'.</p> <p>Re-read every sentence to check it makes sense.</p> <p>Orally compose and sequence their own sentences to write short narratives.</p> <p>Orally compose and sequence their own sentences to write short nonfiction texts, e.g. recounts, instructions.</p>	<p>Sequence ideas and events in different non-fiction texts, e.g. <i>decide on information or events to put on each page in a simple non-fiction book.</i></p> <p>Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or'.</p> <p>Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words.</p> <p>Orally compose and sequence their own sentences, including some which use joining words, to write short narratives.</p> <p>Orally compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts.</i></p>	<p>Sequence ideas and events in non-fiction.</p> <p>Orally compose every sentence before writing.</p> <p>Re-read every sentence to check it makes sense.</p> <p>Compose and sequence their own sentences to write short narratives.</p> <p>Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions.</i></p>
<p>Composition: Evaluating and Editing</p> 	<p>Discuss their writing with adults and peers, giving an opinion, e.g. <i>I like my story because...</i></p>	<p>Discuss their writing with adults, saying what they like about it, e.g. <i>my favourite word is...</i></p>	<p>Discuss their writing with adults and peers, e.g. using speaking frames such as 'The best word I have used is...'; 'My handwriting is good because...'; 'I am proud of my writing because...'</p>	<p>Discuss their writing with adults and peers.</p>

<p>Composition: Performing</p> 	<p>Read their writing to an adult.</p>	<p>Read their writing audibly to a small group.</p>	<p>Read aloud their writing audibly to adults and peers, e.g. larger group or whole class.</p>	<p>Read aloud their writing audibly to adults and peers.</p>
<p>Transcription: Handwriting</p> <p><i>a b c d e f g h i</i></p> <p><i>j k l m n o p q r</i></p> <p><i>s t u v w x y z</i></p>	<p>Sit correctly at a desk, with chair in straight position. Using a tripod grip to hold pencil.</p>	<p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Form capital letters and digits with the correct orientation.</p>	<p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>



Knowledge and Progression Steps in Writing Composition

Planning for Progression: Year 2

Range of Writing: See unit map	<ul style="list-style-type: none"> • Fiction e.g. traditional tales, stories with familiar settings, animal adventures, stories based on models from reading. • Non-fiction, e.g. instructions, recounts, letters, persuasive texts, non-chronological reports, explanations. • Poetry e.g. classic poems, poems on a theme, poems with a structure. 			
	LANDING POINT 1	LANDING POINT 2	LANDING POINT 3	Key Learning
Vocabulary, Grammar and Punctuation 	Say, write and punctuate simple and compound sentences using the joining words <i>and</i> and <i>but</i> (co-ordination).	Say, write and punctuate simple and compound sentences using the joining words <i>so</i> and <i>or</i> (co-ordination).	Within their own writing, edit and improve simple and compound sentences using the joining words <i>and</i> , <i>but</i> , <i>so</i> and <i>or</i> (co-ordination).	Say, write and punctuate simple and compound sentences using the joining words <i>and</i> , <i>but</i> , <i>so</i> and <i>or</i> (co-ordination).
	Use sentences with different forms: questions and exclamations.	Use sentences with different forms: statements and commands.	Use and punctuate correctly sentences with different forms: statement, question, command, exclamation.	Use sentences with different forms: statement, question, command, exclamation.
	Secure the use of full stops, capital letters, exclamation marks and question marks.	With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.	Independently, edit and improve own writing using full stops, capital letters, exclamation marks and question marks.	Secure the use of full stops, capital letters, exclamation marks and question marks.
		Use commas to separate items in a list.	Use commas to separate items in a list in fiction and non-fiction texts, including cross curricular writing.	Use commas to separate items in a list.
			Use apostrophes for contracted forms e.g. <i>don't</i> , <i>can't</i> , <i>wouldn't</i> , <i>you're</i> , <i>I'll</i> . Use apostrophes for singular possession in nouns, e.g. the girl's name.	Use apostrophes for contracted forms e.g. <i>don't</i> , <i>can't</i> , <i>wouldn't</i> , <i>you're</i> , <i>I'll</i> . Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i> .
	Use subordination for time using <i>when</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play</i>	Use subordination for time using <i>before</i> and <i>after</i> e.g. <i>We ate our picnic before</i> and <i>after</i> e.g. <i>We ate our picnic</i>	Use subordination for time using <i>when</i> , <i>before</i> and <i>after</i> e.g. <i>Mrs Grinling reached for the mustard pot after the plot with Hamish the cat failed. After the plot with Hamish the cat failed, Mrs Grinling reached for the mustard pot.</i>	Use subordination for time using <i>when</i> , <i>before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i>
	Use subordination for reason using <i>because</i> e.g. <i>He wore his coat because it was raining. Because it was raining, he wore his coat.</i>	Use subordination for reason using <i>if</i> e.g. <i>If a plant does not get enough water, it will die. If people eat too much sugar, it can cause tooth decay. If you want to stay healthy, get plenty of exercise.</i>	Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I would go on an exotic holiday if I won the lottery. If I won the lottery, I would go on an exotic holiday.</i>	Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i>




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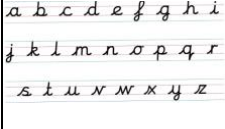
Planning for Progression: Year 2

Vocabulary, Grammar and Punctuation Contd. 	<input type="checkbox"/> Use the subordinating conjunction that in oral sentences using starter prompts, <i>e.g. I hope that ...; My teacher told me that...; He said that...</i>	<input type="checkbox"/> Use the subordinating conjunction <i>that</i> in sentences and use in narrative writing, <i>e.g. Dougal said that he would love to stay.</i>	<input type="checkbox"/> Use the subordinating conjunction that in sentences and use these in non-fiction writing such as a recount or letter, <i>e.g. I thought that Mr Jones was going to fall in the water! I hope that you write back soon.</i>	<input type="checkbox"/> Use the subordinating conjunction that in a sentence, <i>e.g. I hope that it doesn't rain on sports day.</i>
	<input type="checkbox"/> Identify, understand and select verbs to complete sentences.	<input type="checkbox"/> Generate, select, and effectively use verbs.	<input type="checkbox"/> Independently, edit and improve own writing by strengthening the use of verbs.	<input type="checkbox"/> Select, generate and effectively use verbs.
	<input type="checkbox"/> Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress, <i>e.g. She is watching television. I am reading my favourite book.</i>	<input type="checkbox"/> Explore the progressive form of verbs in the past tense, orally and in writing, to mark actions in progress, <i>e.g. He was singing at the top of his voice. They were flying through space.</i>	<input type="checkbox"/> Explore the progressive form of verbs in the present tense (<i>e.g. she is drumming</i>) and past tense (<i>e.g. he was shouting</i>) to mark actions in progress	<input type="checkbox"/> Explore the progressive form of verbs in the present tense (<i>e.g. she is drumming</i>) and past tense (<i>e.g. he was shouting</i>) to mark actions in progress.
	<input type="checkbox"/> Use past tense accurately and consistently for narratives, recounts and historical reports.	<input type="checkbox"/> Use present tense accurately and consistently for non-chronological reports and persuasive adverts.	<input type="checkbox"/> Independently, edit and improve own writing to ensure accurate and consistent use of tense, <i>e.g. past tense for narratives and recounts; present tense for non-chronological reports, persuasive adverts and explanations.</i>	<input type="checkbox"/> Use past tense for narrative, recount (<i>e.g. diary, newspaper report, biography</i>) historical reports. <input type="checkbox"/> Use present tense for non-chronological reports and persuasive adverts.
	<input type="checkbox"/> Identify, understand and select nouns to complete sentences.	<input type="checkbox"/> Generate, select and effectively use nouns.	<input type="checkbox"/> Independently, edit and improve own writing by strengthening the use of nouns.	<input type="checkbox"/> Select, generate and effectively use nouns.
	<input type="checkbox"/> Generate, select and effectively use adjectives.	<input type="checkbox"/> Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases, <i>e.g. the ferocious green dragon.</i>	<input type="checkbox"/> Identify, generate and effectively use noun phrases, <i>e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</i>	<input type="checkbox"/> Select, generate and effectively use adjectives
	<input type="checkbox"/> Identify, understand and select adverbs to complete sentences.		<input type="checkbox"/> Independently, edit and improve own writing by strengthening the use of adverbs.	<input type="checkbox"/> Select, generate and effectively use adverbs.
Composition: Planning 	<input type="checkbox"/> Discuss and plan what to write about <i>e.g. story mapping, innovating on a known story, generating and developing vocabulary and ideas.</i>	<input type="checkbox"/> Discuss and plan what to write about <i>e.g. story mapping, innovating on a known story, extending vocabulary and ideas.</i>	<input type="checkbox"/> Discuss and plan what to write about <i>e.g. story mapping, innovating on a known story, drawing on vocabulary and ideas from reading.</i>	<input type="checkbox"/> Plan and discuss what to write about <i>e.g. story mapping, collecting new vocabulary, key words and ideas.</i>

Knowledge and Progression Steps in Writing Composition



Planning for Progression: Year 2

Composition: Drafting and Writing 	<input type="checkbox"/> Orally rehearse each sentence prior to writing including simple and compound sentences.	<input type="checkbox"/> Orally rehearse every sentence before writing, including those which have been extended.	<input type="checkbox"/> Drawing on sentence structures from known texts, orally rehearse every sentence before writing, <i>e.g. This is a story about a rat. Not any old rat but a rat who travelled the highway!</i>	<input type="checkbox"/> Orally rehearse each sentence prior to writing.
	<input type="checkbox"/> Identify purpose and audience for writing, <i>e.g. to entertain children in Reception with our traditional tales.</i> Discuss the language needed, <i>e.g. story book language; repeated words and phrases to join in with.</i>	<input type="checkbox"/> Identify purpose and audience for writing, <i>e.g. to entertain our classmates with our explorer stories.</i> Discuss structure needed, <i>e.g. an opening which introduces the character, problem/s and ending. Plan and write clear sections, drafting short sections as appropriate.</i>	<input type="checkbox"/> Identify purpose and audience for writing, <i>e.g. to persuade children in Year 1 to visit our farm shop.</i> Discuss the language and structural organisation needed, <i>e.g. a snappy slogan, a question, alliteration, bullet points, exclamations, captions.</i>	<input type="checkbox"/> Use specific text type features to write for a range of audiences and purposes <i>e.g. to instruct, inform, entertain, explain, discuss, persuade.</i>
Composition: Evaluating and Editing 	<input type="checkbox"/> Edit and improve own writing with specific guidance from the teacher, <i>e.g. Can you add the question marks to the sentences where they are needed?</i>	<input type="checkbox"/> Edit and improve own writing with some signposting from the teacher, <i>e.g. I have put a star next to a sentence that I think can be improved. Can you improve it?</i>	<input type="checkbox"/> Edit and improve own writing in relation to audience and purpose.	<input type="checkbox"/> Edit and improve own writing in relation to audience and purpose.
	<input type="checkbox"/> Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better.	<input type="checkbox"/> Discuss and establish a response partner agreement. Use this to support the process of evaluating their writing with peers and adults.	<input type="checkbox"/> Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience.	<input type="checkbox"/> Evaluate their writing with adults and peers.
	<input type="checkbox"/> Proofread to check for errors in spelling, grammar and punctuation.	<input type="checkbox"/> Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, <i>e.g. spotting and changing he walking to the shop to he walked to the shop.</i>	<input type="checkbox"/> Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, <i>e.g. spotting and changing he walking to the shop to he walked to the shop or he was walking to the shop.</i>	<input type="checkbox"/> Proofread to check for errors in spelling, grammar and punctuation. <input type="checkbox"/> Proofread to check for correct form of verbs within sentences, <i>e.g. correcting he walking to the shop to he walked to the shop.</i>
Performing 	<input type="checkbox"/> Read aloud their writing with intonation, taking note of punctuation to make the meaning clear, <i>e.g. pausing at full stops, question marks and exclamation marks.</i>	<input type="checkbox"/> Read aloud their writing with intonation taking note of punctuation to make the meaning clear <i>e.g. pausing at commas which separate items in a list.</i>	<input type="checkbox"/> Read aloud their writing with tone and intonation, taking note of punctuation to make the meaning clear <i>e.g. pausing at full stops, changing voice in response to an exclamation mark and question mark.</i>	<input type="checkbox"/> Read aloud their writing with intonation to make the meaning clear.

<p>Transcription: Handwriting</p> 	<p>Know the four letter formation families and use the correct anti-clockwise strokes to form the curly caterpillar family. Letters are positioned on the line in the correct position with ascenders and descenders in the right position.</p>	<p>form lower-case letters of the correct size in relation to one another. Write capital letters of the correct size in relation to lower case letter sizes.</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. Use spacing between words that reflects the size of the letters.</p>	<p>Begin to develop a cursive handwriting style (where appropriate) knowing how to make diagonal and horizontal joins and knowing which letters not to join.</p>
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Knowledge and Progression Steps in Writing Composition

Planning for Progression: Year 3

<p>Range of Writing: See unit map</p>	<p><input type="checkbox"/> Fiction e.g. <i>fables, folk tales, mystery, adventure, fantasy, play scripts.</i></p> <p><input type="checkbox"/> Non-fiction e.g. persuasive letters, diaries, non-chronological reports, explanations, recounts (biographies), discussion.</p> <p><input type="checkbox"/> Poetry e.g. classic poems, shape poems, calligrams, poems on a theme.</p>			
<p>Vocabulary, Grammar and Punctuation</p> 	LANDING POINT 1	LANDING POINT 2	LANDING POINT 3	Key Learning
	<p><input type="checkbox"/> Identify clauses in sentences.</p>	<p><input type="checkbox"/> Identify clauses in sentences.</p>		<p><input type="checkbox"/> Identify clauses in sentences.</p>
	<p><input type="checkbox"/> Explore and identify main and subordinate clauses in complex sentences.</p>	<p><input type="checkbox"/> Explore and identify main and subordinate clauses in complex sentences.</p>	<p><input type="checkbox"/> Explore and identify main and subordinate clauses in complex sentences.</p>	<p><input type="checkbox"/> Explore and identify main and subordinate clauses in complex sentences.</p>
	<p><input type="checkbox"/> Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, while, before, after.</i></p>	<p><input type="checkbox"/> Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, although, so.</i></p>	<p><input type="checkbox"/> Explore, identify and create complex sentences using a range of conjunctions e.g. <i>while, since.</i></p>	<p><input type="checkbox"/> Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so.</i></p>
	<p><input type="checkbox"/> Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i><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.</i></p>	<p><input type="checkbox"/> Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i><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></p>	<p><input type="checkbox"/> Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i><u>While</u> you were sleeping, I visited the Enchanted Wood. <u>Since</u> they had invaded Britain, the Romans had built many roads.</i></p>	<p><input type="checkbox"/> Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i></p>
	<p><input type="checkbox"/> Identify, understand and select prepositions to complete sentences e.g. <i>above, below, beneath, within, outside, beyond.</i></p>	<p><input type="checkbox"/> Generate and select prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i></p>	<p><input type="checkbox"/> Generate, select and effectively use prepositions in own writing e.g. <i>above, below, beneath, within, outside, beyond.</i></p>	<p><input type="checkbox"/> Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i></p>
	<p><input type="checkbox"/> Identify, understand and select adverbs to complete sentences e.g. <i>suddenly, silently, eventually, cautiously, timidly.</i></p>	<p><input type="checkbox"/> Select, generate and extend the use of adverbs e.g. <i>first, soon, next, later, yesterday, now, instantly, precisely, securely.</i></p>	<p><input type="checkbox"/> Independently, edit and improve own writing by strengthening the use of adverbs e.g. <i>swiftly, rudely, wearily, gingerly.</i></p>	<p><input type="checkbox"/> Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually.</i></p>
	<p><input type="checkbox"/> Identify speech within a passage of text, e.g. <i>highlight the words spoken by a character and the inverted commas (speech marks).</i></p>	<p><input type="checkbox"/> Identify and use inverted commas (speech marks), to punctuate direct speech e.g. <i>improvise a short exchange of dialogue through role play; write and punctuate the speech using inverted commas.</i></p>	<p><input type="checkbox"/> Use inverted commas to punctuate direct speech (speech marks) in independent writing.</p>	<p><input type="checkbox"/> Use inverted commas to punctuate direct speech (speech marks).</p>



Knowledge and Progression Steps in Writing Composition

Planning for Progression: Year 3

<p>Vocabulary, Grammar and Punctuation Contd.</p> 	<p><input type="checkbox"/> Identify, understand and select the perfect form of verbs to complete sentences e.g. <i>We <u>have researched</u> healthy foods</i> (present perfect) instead of <i>We researched healthy foods</i> (simple past).</p>	<p><input type="checkbox"/> Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. Barney said, "<i>I don't know where Stig <u>has gone</u>."</i> (present perfect) instead of Barney said, "<i>I don't know where Stig <u>went</u>."</i> (simple past).</p>	<p><input type="checkbox"/> Independently, edit and improve own writing by using the perfect form of verbs where appropriate such as when writing dialogue in narrative and play scripts e.g. <i>Roman Soldier: He <u>has disappeared</u>, Sire!</i> (present perfect) instead of <i>Roman Soldier: He disappeared, Sire!</i> (simple past).</p>	<p><input type="checkbox"/> Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He <u>has gone out to play</u></i> (present perfect) instead of <i>he went out to play</i> (simple past).</p>
<p>Composition: Planning</p> 	<p><input type="checkbox"/> Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>.</p>	<p><input type="checkbox"/> Identify purpose and audience for writing, e.g. <i>to entertain other Year 3 children with poems for a class anthology</i>. Discuss the vocabulary, grammar and structural organisation needed.</p>	<p><input type="checkbox"/> Identify purpose and audience for writing, e.g. <i>to entertain children in Year 1 with our fantasy stories</i>. Discuss the vocabulary, grammar and structural organisation needed, e.g. <i>opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue</i>.</p>	<p><input type="checkbox"/> Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>.</p>
	<p><input type="checkbox"/> Identify purpose and audience for writing, e.g. <i>to retell events from Walt Disney's life for our Year 2 audience</i>. Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time.</p>	<p><input type="checkbox"/> Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, timeline, boxing up</i>.</p>	<p><input type="checkbox"/> Discuss and record ideas for planning, e.g. <i>for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc.</i></p>	<p><input type="checkbox"/> Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</p>
	<p><input type="checkbox"/> Identify purpose and audience for writing, e.g. <i>to retell events from Walt Disney's life for our Year 2 audience</i>. Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time.</p>	<p><input type="checkbox"/> Identify purpose and audience for writing, e.g. <i>to entertain other Year 3 children with poems for a class anthology</i>. Discuss the vocabulary, grammar and structural organisation needed.</p>	<p><input type="checkbox"/> Discuss and record ideas for planning, e.g. <i>story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams</i>.</p>	<p><input type="checkbox"/> Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p>



Knowledge and Progression Steps in Writing Composition

Planning for Progression: Year 3

<p>Composition: Drafting and Writing</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Create and develop characters for narrative, e.g. <i>using adjectives, noun phrases, powerful verbs, adding detail to describe appearance and behaviour.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvise, create and write dialogue using inverted commas (speech marks), synonyms for 'said' and, where appropriate, adverbs e.g. <i>"Get out of here!" shouted Bob angrily.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Create and develop settings for narrative, e.g. <i>precise nouns, adjectives, noun phrases, details relating to the five senses.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Create and develop settings for narrative. <input type="checkbox"/> Create and develop characters for narrative. <input type="checkbox"/> Improvise, create and write dialogue.
<p>Composition: Evaluating and Editing</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Improve a passage prepared by the teacher (e.g. <i>one written using simple sentences only</i>) with a focus on different sentence structures. 	<ul style="list-style-type: none"> <input type="checkbox"/> During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP). 	<ul style="list-style-type: none"> <input type="checkbox"/> During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP). 	
<p>Performing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Using facts provided by the teacher, group related material into paragraphs e.g. <i>sort facts on cards under headings provided.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Group related material into paragraphs, e.g. <i>write facts about a well-known subject on individual sticky notes and group these under headings provided by the teacher.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Group related material into paragraphs, identifying suitable headings, e.g. <i>write facts about a well-known subject on individual sticky notes, discuss how these might be grouped, agree on headings and sort accordingly.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Group related material into paragraphs. <input type="checkbox"/> Use headings and sub headings to organise information.
<p>Transcription: Handwriting</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> Proofread to check for errors in spelling, grammar and punctuation in own writing. <input type="checkbox"/> Discuss own writing with the teacher and make some improvements the light of evaluation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. <input type="checkbox"/> Discuss and propose changes with partners and improve writing in the light of evaluation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. <i>independently using a dictionary to check spellings.</i> <input type="checkbox"/> With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. <input type="checkbox"/> Discuss and propose changes with partners and in small groups. <input type="checkbox"/> Improve writing in the light of evaluation.
	<ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. <i>pausing at commas to mark clauses in complex sentences in their own story; changing their voice for different characters when reading dialogue.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. <i>using adverbs to inform how something is said.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate intonation, tone and volume to present their writing to a group or class.
	<ul style="list-style-type: none"> <input type="checkbox"/> start using with some fluency and regularity most of the diagonal and horizontal strokes needed to join letters. 	<ul style="list-style-type: none"> <input type="checkbox"/> Increase legibility, pace and stamina for writing cursively. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a consistent handwriting style that shows a developing understanding of how to make downstrokes and ascenders regular. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop a flowing, regular cursive handwriting style (where appropriate).

Knowledge and Progression Steps in Writing Composition

Planning for Progression: Year 4

<p>Range of</p> <p>Writing:</p>	<ul style="list-style-type: none"> • Fiction e.g. fairy tales, folk tales, fantasy, myths, stories with issues and dilemmas, play scripts. • Non-fiction e.g. newspapers, information texts, explanations, persuasion, discussion. • Poetry e.g. classic poems, kennings, haiku, cinquain, poems on a theme. 			
<p>Vocabulary, Grammar and Punctuation</p> 	<p>LANDING POINT 1</p>	<p>LANDING POINT 2</p>	<p>LANDING POINT 3</p>	<p>Key Learning</p>
<p><input type="checkbox"/> Create and use sentences with an adverb starter e.g. <i>Cautiously, Lila approached the fire fiend.</i> Use a comma after an adverb starter.</p>	<p><input type="checkbox"/> Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> Use a comma to separate the clauses.</p>	<p><input type="checkbox"/> Create and use complex sentences with adverb starters in own writing, e.g. <i>Patiently waiting by the harbour, the people gazed at the horizon.</i> Use a comma to separate the clauses.</p>	<p><input type="checkbox"/> Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></p> <p><input type="checkbox"/> Use commas to mark clauses in complex sentences.</p>	
<p><input type="checkbox"/> Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> Use a comma after the fronted adverbial.</p>	<p><input type="checkbox"/> Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> Use a comma after the fronted adverbial.</p> <p><input type="checkbox"/> Use commas after fronted adverbials</p>	<p><input type="checkbox"/> Create sentences with fronted adverbials for when and where e.g. <i>Moments later, Brer Rabbit appeared. Above the cliffs, the seagulls soared.</i> Use commas after fronted adverbials.</p>	<p><input type="checkbox"/> Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></p> <p><input type="checkbox"/> Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> Use commas after fronted adverbials.</p>	
<p><input type="checkbox"/> Use inverted commas to punctuate direct speech (speech marks).</p>	<p><input type="checkbox"/> Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></p>	<p><input type="checkbox"/> Use inverted commas and other punctuation to indicate direct speech. Start a new paragraph when a new speaker says something.</p>	<p><input type="checkbox"/> Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></p>	
<p><input type="checkbox"/> Identify, select and effectively use pronouns e.g. <i>third person in narratives and newspapers (she, her, he, his, him, they, them, their, theirs, it, its).</i></p>	<p><input type="checkbox"/> Identify, select and effectively use pronouns e.g. <i>second person in persuasion (you, your, yours).</i></p>	<p><input type="checkbox"/> Identify, select and effectively use pronouns e.g. <i>first person for diaries, and first person narratives and recounts (I, me, my, mine, we, us our, ours).</i></p>	<p><input type="checkbox"/> Identify, select and effectively use pronouns.</p>	
<p><input type="checkbox"/> Use nouns for precision, e.g. <i>burglar rather than man, bungalow rather than house.</i></p>	<p><input type="checkbox"/> Explore, identify, collect and use noun phrases e.g. <i>the pale-faced boy with hair like straw.</i></p>	<p><input type="checkbox"/> Explore, identify, collect and use noun phrases e.g. <i>Mowzer watched the boat out in the ocean. Franny was particularly fond of the folk from up the tree.</i></p>	<p><input type="checkbox"/> Use nouns for precision, e.g. <i>burglar rather than man, bungalow rather than house.</i></p> <p><input type="checkbox"/> Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i></p>	
<p><input type="checkbox"/> Explore, identify and use Standard English verb inflections in writing e.g. <i>We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</i></p>	<p><input type="checkbox"/> Use Standard English verb inflections for writing e.g. <i>We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</i></p>		<p><input type="checkbox"/> Explore, identify and use Standard English verb inflections for writing e.g. <i>We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</i></p>	




Knowledge and Progression Steps in Writing Composition

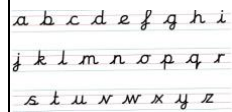
Planning for Progression: Year 4

<p>Composition: Planning</p> 	<p><input type="checkbox"/> Identify and discuss the purpose and audience of the writing e.g. to explain a process to our parents. Discuss the structure, vocabulary and grammar needed, e.g. <i>logically sequenced steps and technical vocabulary</i>.</p> <p><input type="checkbox"/> Discuss and record ideas for planning e.g. <i>for non-fiction writing, creating a text map or boxing-up text types to create a plan</i>.</p>	<p><input type="checkbox"/> Identify and discuss the purpose and audience for writing, e.g. to entertain children in Year 3 with our adventure stories. Consider the structure, vocabulary and grammar needed to support this, e.g. <i>powerful verbs to convey action; opening, build-up, problem, resolution ending, some dialogue</i>.</p> <p><input type="checkbox"/> Discuss and record ideas for planning e.g. <i>story mountain, chunking a plot and innovating</i>.</p>	<p><input type="checkbox"/> Identify and discuss the purpose and audience for the writing, e.g. <i>to make our Year 2 readers stop and think with our poems</i>. Carefully consider the structure and vocabulary, e.g. <i>counted syllable structure, precise nouns, alliteration, powerful verbs, effective adjectives</i>.</p> <p><input type="checkbox"/> Discuss and record ideas for planning e.g. <i>for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc</i>.</p>	<p><input type="checkbox"/> Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</p> <p><input type="checkbox"/> Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p><input type="checkbox"/> <u>Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</u></p>
<p>Composition: Drafting and Writing</p> 	<p><input type="checkbox"/> Develop characterisation using action, dialogue and description.</p> <p><input type="checkbox"/> Improve and compose dialogue between two characters.</p> <p><input type="checkbox"/> Improve a passage prepared by the teacher (e.g. <i>one written using simple and compound sentences only</i>) with a focus on different sentence structures.</p>	<p><input type="checkbox"/> Develop settings using vocabulary to create emphasis, humour, atmosphere, or suspense.</p> <p><input type="checkbox"/> Improve and compose dialogue to show, or give clues about how a character is feeling, e.g. <i>'You're dishonest and ungrateful!' shouted the Pied Piper</i>.</p> <p><input type="checkbox"/> During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP).</p>	<p><input type="checkbox"/> Plan and write an opening paragraph which combines setting and character/s.</p> <p><input type="checkbox"/> Improve and compose dialogue, demonstrating their understanding of Standard English (for narrative sections) and non-Standard English (for some speech), e.g. <i>"Don't just stand there – wash your 'ands."</i> Mum turned away to lay the table. "Eh?" "Don't say 'eh', say 'pardon'," she snapped.</p> <p><input type="checkbox"/> During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).</p>	<p><input type="checkbox"/> Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</p> <p><input type="checkbox"/> Plan and write an opening paragraph which combines setting and character/s.</p> <p><input type="checkbox"/> Improve and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</p> <p><input type="checkbox"/> Use different sentence structures (see VGP).</p>

Knowledge and Progression Steps in Writing Composition



Planning for Progression: Year 4

<p>Composition: Drafting and Writing Contd.</p> 	<p><input type="checkbox"/> Use paragraphs to organise writing in non-fiction texts, linking ideas across paragraphs using fronted adverbials for when <i>e.g. in newspapers: During the past few days, residents have reported vicious seagull attacks on tourists.</i></p>			<p><input type="checkbox"/> Use paragraphs to organise writing in fiction and nonfiction texts.</p>
	<p><input type="checkbox"/> Link ideas across paragraphs using fronted adverbials for when and where <i>e.g. Several hours later..., Back at home...</i></p>	<p><input type="checkbox"/> Use paragraphs to organise writing in fiction, beginning a new paragraph to reflect a change of speaker, location and time.</p> <p><input type="checkbox"/> Link ideas across paragraphs using fronted adverbials for where <i>e.g. Back at the bakery,...</i></p>	<p><input type="checkbox"/> Use paragraphs to organise writing in fiction, linking ideas across paragraphs using fronted adverbials for when and where <i>e.g. Several hours later..., Back at home...</i></p>	<p><input type="checkbox"/> Link ideas across paragraphs using fronted adverbials for when and where <i>e.g. Several hours later..., Back at home...</i></p>
<p>Composition: Evaluating and Editing</p> 	<p><input type="checkbox"/> Proofread to check for errors in spelling, grammar and punctuation in own writing.</p>	<p><input type="checkbox"/> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</p>	<p><input type="checkbox"/> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. Standard English verb inflections such as correct use of 'was' and 'were'.</p>	<p><input type="checkbox"/> Proofread to check for errors in spelling, grammar and punctuation.</p>
	<p><input type="checkbox"/> Discuss own writing with the teacher or a partner and make some improvements the light of evaluation.</p>	<p><input type="checkbox"/> Discuss and propose changes to own and others' writing with partners/small groups, e.g. more appropriate determiner. Improve writing in light of evaluation.</p>	<p><input type="checkbox"/> With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.</p>	<p><input type="checkbox"/> Discuss and propose changes to own and others' writing with partners/small groups.</p> <p><input type="checkbox"/> Improve writing in light of evaluation.</p>
<p>Performing</p> 	<p><input type="checkbox"/> Use appropriate intonation, tone and volume to present their writing to a group or class, <i>e.g. pausing at commas which follow adverbs.</i></p>	<p><input type="checkbox"/> Use appropriate intonation, tone and volume to present their writing to a range of audiences, <i>e.g. pausing at commas following fronted adverbials; using different voices when reading dialogue.</i></p>	<p><input type="checkbox"/> Use appropriate intonation, tone and volume to present their writing to a range of audiences. Use the voice to respond to the use of Standard and non-Standard English in their own writing, <i>e.g. "Howdy Brer Bear," he called cheerfully. "How're you this fine mornin'?"</i></p>	<p><input type="checkbox"/> Use appropriate intonation, tone and volume to present their writing to a range of audiences</p>

<p>Transcription: Handwriting</p>  <p>The image shows three rows of handwriting practice on a four-line grid. The first row contains lowercase letters a through i. The second row contains lowercase letters j through r. The third row contains lowercase letters s through z. Each letter is written in a cursive style, demonstrating various stroke directions and connections between letters.</p>	<p>Develop a flowing, regular cursive handwriting style (where appropriate).</p>	<p>Increase pace of writing cursively. Know that at times print is the most effective form of style to use.</p>	<p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes 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>Increase the legibility and consistency of the cursive style, showing parity of descenders and regular spacing between word and within letters. Letter sizes are consistent and show clear formation.</p>
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Knowledge and Progression Steps in Writing Composition

Planning for Progression: Year 5

Range of Writing:	<ul style="list-style-type: none"> • Fiction e.g. myths, legends, stories from other cultures, stories with historical settings, film and play script. • Non-fiction e.g. magazines, information texts, formal reports, persuasive texts, discussion texts. • Poetry e.g. classic narrative poems, poems with figurative language, poems with a structure. 			
	LANDING POINT 1	LANDING POINT 2	LANDING POINT 3	Key Learning
Vocabulary, Grammar and Punctuation 	<input type="checkbox"/> Create complex sentences by adding a relative clause using a relative pronoun: who, which, where, whose, when, that e.g. <i>Prince Llewellyn had a baby son who was his pride and joy.</i>	<input type="checkbox"/> Create complex sentences by dropping in a relative clause. e.g. Solar flares, which we see as sunspots, occur when magnetic energy is released. Use a range of relative pronouns: who, which, where, whose, when, that.	<input type="checkbox"/> Using relative pronouns who, which, where, whose, when, that, create complex sentences by using relative clauses, both at the end of sentences and embedded within, e.g. <i>The animals watched the man who had been chopping down the tree. The man, who had been chopping down the tree, stopped to rest.</i>	<input type="checkbox"/> Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i>
			<input type="checkbox"/> Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i>	<input type="checkbox"/> Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i>
	<input type="checkbox"/> Create and punctuate complex sentences using ed opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i>		<input type="checkbox"/> Create and punctuate complex sentences using ed and ing opening clauses in fiction and non-fiction writing, e.g. <i>Shaped from bronze, the helmet was designed to protect the head during battle. Orbiting in ever increasing circles, the planets come in different sizes, types and colours.</i>	<input type="checkbox"/> Create and punctuate complex sentences using ed opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i>
		<input type="checkbox"/> Create and punctuate complex sentences using ing opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i>		<input type="checkbox"/> Create and punctuate complex sentences using ing opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i>
	<input type="checkbox"/> Demarcate complex sentences using commas in order to clarify meaning.	<input type="checkbox"/> Demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses.		<input type="checkbox"/> Demarcate complex sentences using commas in order to clarify meaning.
		<input type="checkbox"/> Identify and use commas to indicate parenthesis, e.g. <i>The lighthouse, which had been abandoned for years, towered above the town.</i>		<input type="checkbox"/> Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i>




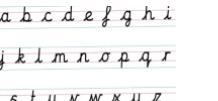
Knowledge and Progression Steps in Writing Composition

Planning for Progression: Year 5

Vocabulary, Grammar and Punctuation Contd. 	<input type="checkbox"/> Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.			<input type="checkbox"/> Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa
		<input type="checkbox"/> Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice.		<input type="checkbox"/> Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice.
	<input type="checkbox"/> Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i> .			<input type="checkbox"/> Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i> .
	<input type="checkbox"/> Explore, identify, collect and use noun phrases e.g. <i>Gelert stared in horror at the upturned crib with splatters of blood and scratch marks</i> .	<input type="checkbox"/> Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently</i> .		<input type="checkbox"/> Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently</i> .
Composition: Planning 	<input type="checkbox"/> Use expanded noun phrases to convey information concisely, e.g. <i>Ole Kirk Christiansen was a respected carpenter with his own company</i> .			<input type="checkbox"/> Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth</i> .
	<input type="checkbox"/> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, e.g. <i>to entertain children in Key Stage 1 with our play scripts which use dialogue to convey thoughts and feelings and move the action on, adverbs as part of stage directions, and organisational information such as 'Scene 1'</i> .	<input type="checkbox"/> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, e.g. <i>to entertain children in Year 4 with our science fiction stories which include futuristic settings, scientific gadgets, time travel, invented words for objects and names for characters</i> .	<input type="checkbox"/> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, e.g. <i>to persuade my classmates with my speech for a debate using emotive language, statistical information, rhetorical questions, and persuasive words</i> .	<input type="checkbox"/> Identify the audience and purpose. <input type="checkbox"/> Select the appropriate language and structures.
	<input type="checkbox"/> Plan writing by drawing on a writing model, e.g. <i>chunking a known fiction text, or boxing up a non-fiction text, in preparation for innovation</i> . Develop and clarify ideas through talk, noting key events and vocabulary on a written plan.	<input type="checkbox"/> Compare two similar texts and, with support, draw on these to create own plan. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan.	<input type="checkbox"/> Drawing on reading and research, create own plan for writing, e.g. <i>read, evaluate and analyse a selection of non-chronological reports before designing the structure and layout of their own plan</i> . Develop and clarify ideas through talk, noting key events and vocabulary on the created plan and phrases.	<input type="checkbox"/> Use similar writing models. <input type="checkbox"/> Draw on reading and research. Note and develop ideas.

Knowledge and Progression Steps in Writing Composition

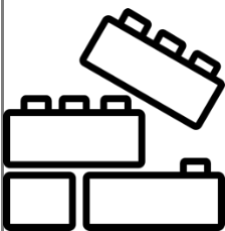
Planning for Progression: Year 5

Composition: Planning Contd.	<input type="checkbox"/> Examine how authors develop characters in books, e.g. <i>study a short section of text which introduces a character, discuss effect on the reader and make a toolkit of techniques used.</i>	<input type="checkbox"/> Examine how authors develop settings in books, e.g. <i>study a short section of text which describes a setting, discuss effect on the reader and make a toolkit of techniques used.</i>	<input type="checkbox"/> Examine how characters and settings are presented in films, e.g. <i>watch a short section of film, stopping frequently to identify sights and sounds (characters and setting). Develop ideas further by adding descriptive vocabulary.</i>	<input type="checkbox"/> Think how authors develop characters and settings (in books, films and performances).
Composition: Drafting and Writing 	<input type="checkbox"/> Show characterisation through the use of description and dialogue, e.g. <i>drawing on reading, develop and use a toolkit to write about a character based on a still or moving image.</i>	<input type="checkbox"/> Select appropriate structure, vocabulary and grammar to describe setting, e.g. <i>drawing on reading, develop and use a toolkit to write a setting description based on a still or moving image.</i>	<input type="checkbox"/> Blend action, dialogue and description within and across paragraphs, e.g. <i>Following modelling, experiment with presenting a short scene from a film as a piece of written prose.</i>	<input type="checkbox"/> Blend action, dialogue and description within and across paragraphs.
Evaluating and Editing 	<input type="checkbox"/> Proofread to ensure: <ul style="list-style-type: none"> ○ Consistent and correct use of tense throughout. ○ Consistent subject and verb agreement. ○ Spelling and punctuation errors are addressed. 	<input type="checkbox"/> Proofread and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	<input type="checkbox"/> Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	<input type="checkbox"/> Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. <input type="checkbox"/> Proofread for spelling and punctuation errors
Performing 	<input type="checkbox"/> Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using an authoritative tone when delivering a persuasive speech.</i>	<input type="checkbox"/> Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using intonation in response to commas or dashes which indicate parenthesis.</i>	<input type="checkbox"/> Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. <i>performing their own poem.</i>	<input type="checkbox"/> Use appropriate intonation and volume. <input type="checkbox"/> Add movement. <input type="checkbox"/> Ensure meaning is clear.
Transcription: Handwriting 	Write legibly and fluently in a cursive style with consistency.	Write cursively with increasing speed, choosing which shape to use for each letter.	increase fluency of their individual writing style and choosing which writing implement is most suited to their style of writing.	Write legible, fluently and consistently developing their own individuality in cursive style.

Knowledge and Progression Steps in Writing Composition



Planning for Progression: Year 6



Range of Writing:	<ul style="list-style-type: none"> • 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. 			
	LANDING POINT 1	LANDING POINT 2	LANDING POINT 3	Key Learning
Vocabulary, Grammar and Punctuation 		<input type="checkbox"/> Use devices to build cohesion between paragraphs in persuasive texts e.g. adverbials such as: <i>similarly, although, additionally, another possibility, alternatively, as a consequence.</i>	<input type="checkbox"/> Use devices to build cohesion between paragraphs in discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, additionally, another possibility, alternatively, as a consequence, as a result of.</i>	<input type="checkbox"/> Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i>
	<input type="checkbox"/> Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i>			<input type="checkbox"/> Use devices to build cohesion between paragraphs in narrative e.g. <i>adverbials such as: in the meantime, meanwhile, in due course, until then.</i>
	<input type="checkbox"/> Identify in texts, semi-colons which are used to mark the boundary between independent clauses e.g. The heat beat down from a cloudless sky; even the gulls and kittiwakes seemed to be silenced by the sun.	<input type="checkbox"/> Identify and use of semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i>	<input type="checkbox"/> Edit and improve own writing by using semi-colons to mark the boundary between independent clauses e.g. <i>The day had finally arrived; it was destined to be one to remember.</i>	<input type="checkbox"/> Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i>
	<input type="checkbox"/> Identify the subject and object of a sentence, e.g. <i>David Beckham</i> (subject) <i>had always excelled at sports</i> (object).	<input type="checkbox"/> Explore and investigate active and passive e.g. in narrative writing, <i>The thief had broken the window in the greenhouse versus The window in the greenhouse had been broken.</i>	<input type="checkbox"/> Explore and investigate active and passive e.g. Comparing and using phrases such as <i>Some people argue that...</i> (active) and <i>It has been argued that...</i> (passive) for use in debate.	<input type="checkbox"/> 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>
<input type="checkbox"/> Explore, collect and use examples of the past perfect form of verbs to mark relationships of time and cause e.g. He had spent his whole childhood by the sea (past perfect).	<input type="checkbox"/> Explore, collect and use examples of the present perfect form of verbs to mark relationships of time and cause e.g. The culprit has left footprints across the lawn or I have searched the crime scene thoroughly (present perfect).	<input type="checkbox"/> Explore, collect and use examples of the future perfect form of verbs to mark relationships of time and cause e.g. <i>I will have finished by tomorrow</i> (future perfect).	<input type="checkbox"/> Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I had eaten lunch when you came</i> (past perfect); <i>She has eaten lunch already or I have eaten lunch already</i> (present perfect); <i>I will have eaten lunch by then</i> (future perfect).	

Knowledge and Progression Steps in Writing Composition

Planning for Progression: Year 6

<p>Vocabulary, Grammar and Punctuation Contd.</p> 			<p><input type="checkbox"/> Explore how hyphens can be used to avoid ambiguity e.g. <i>Tracey is the best-known cyclist in the competition</i> (Tracey is known better than every other competitor) versus <i>Tracey is the best known cyclist in the competition</i> (Tracey is the best of all the known competitors).</p>	<p><input type="checkbox"/> Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>.</p>
<p>Composition: Planning</p> 	<p><input type="checkbox"/> Use subjunctive forms in formal speech and writing, focusing on <i>wish</i> and <i>if-</i> clauses e.g. <i>If I were to win the lottery, I would...; I wish I were more tolerant.</i></p>	<p><input type="checkbox"/> Explore, collect and use subjunctive forms within formal speech and writing, focusing on <i>requests</i> e.g. <i>The school requires that all pupils be honest. His Majesty decrees that all his subjects be counted. His Majesty insists that the wedding planner remain in the palace.</i></p>	<p><input type="checkbox"/> Edit and improve own formal writing and speech by using subjunctive forms e.g. <i>If I were to predict the future for these creatures...; The law requires that zoos be inspected annually.</i></p>	<p><input type="checkbox"/> Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would...; The school requires that all pupils be honest.</i></p>
<p><input type="checkbox"/> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. <i>To share my opinion with other theatre-goers by writing a formal review of a performance, selecting appropriate vocabulary, sentences and text structure.</i></p>	<p><input type="checkbox"/> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. <i>to inform my classmates about a subject or person by writing an information hybrid text.</i></p>	<p><input type="checkbox"/> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. <i>To write a persuasive speech to present within a class debate which includes formal language, the passive voice, statistical information and persuasive devices.</i></p>	<p><input type="checkbox"/> Identify audience and purpose. Choose appropriate text-form and type for all writing. <input type="checkbox"/> Select the appropriate structure, vocabulary and grammar.</p>	
<p><input type="checkbox"/> Plan writing by drawing on a writing model, e.g. chunking a known fiction text or boxing up a non-fiction text, in preparation for innovation. <i>Develop and clarify ideas through talk, noting key ideas and vocabulary on a written plan.</i></p>	<p><input type="checkbox"/> Compare two similar texts and draw on these to create own plan for writing. Develop and clarify ideas through talk, noting key ideas and vocabulary on the plan.</p>	<p><input type="checkbox"/> Draw on similar writing models, reading and research to create own plan for writing, e.g. <i>watch, read and evaluate a range of persuasive speeches before designing the structure and layout of their own.</i></p>	<p><input type="checkbox"/> Draw on similar writing models, reading and research.</p>	
<p><input type="checkbox"/> Examine and compare how authors develop characters in books, e.g. <i>study a short section of text which introduces a character, discuss the effect of this description and create a toolkit of techniques used. Use to support writing.</i></p>	<p><input type="checkbox"/> Examine and compare how authors develop settings in books, e.g. <i>study a short section of text which introduces a setting, discuss the effect of this description and create a toolkit of techniques used. Use to support writing.</i></p>	<p><input type="checkbox"/> Compare how characters and settings are presented in films and performances, e.g. <i>watch a short section of film, pausing frequently to identify sights and sounds linked to character and setting. Create a toolkit of devices and use to support writing.</i></p>	<p><input type="checkbox"/> Compare how authors develop characters and settings (in books, films and performances).</p>	

Knowledge and Progression Steps in Writing Composition

Planning for Progression: Year 6



<p><input type="checkbox"/> Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p>				<p><input type="checkbox"/> Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact</p>
<p><input type="checkbox"/> Explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher e.g. <i>We will have cakes and drinks (informal); Refreshments will be provided (formal).</i></p>	<p><input type="checkbox"/> Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, ask about – enquire, go in – enter, get hold of – acquire, leave – exit.</i></p>	<p><input type="checkbox"/> Select and discuss appropriate register for formal and informal purposes, e.g. <i>a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</i></p>		<p><input type="checkbox"/> Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</p>
<p><input type="checkbox"/> Blend action and dialogue within sentences and paragraphs to convey character and advance the action e.g. <i>She turned on them, fists flailing and chased them back up the stairs, her eyes burning with simulated fury. 'Just 'cos you don't believe in anything 'cept motorbikes and football and all that rubbish!'</i></p>	<p><input type="checkbox"/> Blend action and description within sentences and paragraphs to convey character and advance the action e.g. <i>He looked at me. His eyes were watering a bit and he wiped them with a dark blue hanky he always had in his top pocket.</i></p>	<p><input type="checkbox"/> Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>'They're perfect'. Sophie turned the books over. She sniffed the insides. The paper smelt of brambles and tin kettles.</i></p>		<p><input type="checkbox"/> Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</p>
<p><input type="checkbox"/> Revise the use of different sentence structures, e.g. <i>simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Improve sentences and short texts prepared by the teacher and discuss effects created.</i></p>	<p><input type="checkbox"/> Revise the different sentence structures, e.g. <i>simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Discuss effects created. Using own writing, experiment with different effects by changing sentence types and structures.</i></p>	<p><input type="checkbox"/> When writing and editing, consciously control the use of different sentence structures for effect.</p>		<p><input type="checkbox"/> Consciously control the use of different sentence structures for effect</p>
<p><input type="checkbox"/> Use synonyms and pronouns to build cohesion within and across paragraphs, e.g. <i>animals – creatures, beasts, species, wildlife, birds, mammals, they.</i></p>	<p><input type="checkbox"/> Use devices to build cohesion within and across paragraphs in narrative writing, e.g. <i>adverbials such as meanwhile; several days earlier; years passed, many hundreds of years later; back in 1837.</i></p>	<p><input type="checkbox"/> Use a wide range of devices to build cohesion within and across paragraphs, e.g. <i>adverbials (by the end of October; A few weeks later); pronouns (Rob knocked on the door. An old woman opened it and stared down at the boy. He smiled back.); and synonyms (cheetahs – animals, magnificent creatures, endangered species, huge cats, fascinating creatures).</i></p>		<p><input type="checkbox"/> Use a wide range of devices to build cohesion within and across paragraphs.</p>

Knowledge and Progression Steps in Writing Composition

Planning for Progression: Year 6

<p>Composition: Drafting and Writing Contd.</p> 			<p><input type="checkbox"/> Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and'</i></p> <p><i>to convey tedium, one word sentence.</i></p>	<p><input type="checkbox"/> Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and'</i></p> <p><i>to convey tedium, one word sentence.</i></p>
<p>Writing, Evaluating, Editing</p> 	<p><input type="checkbox"/> Reflect upon the effectiveness of writing in relation to audience and purpose.</p> <p><input type="checkbox"/> Proofread to ensure: Consistent and correct use of tense throughout. Consistent subject and verb agreement. Spelling and punctuation errors are addressed.</p>	<p><input type="checkbox"/> Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.</p>	<p><input type="checkbox"/> Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p>	<p><input type="checkbox"/> Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</p> <p><input type="checkbox"/> Proofread for grammatical, spelling and punctuation errors.</p>
<p>Performing</p> 	<p><input type="checkbox"/> Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>adopting a formal tone when delivering a review.</i></p>	<p><input type="checkbox"/> Use appropriate and effective intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using intonation in response to punctuation to mark clauses.</i></p>	<p><input type="checkbox"/> Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. <i>performing their own poem.</i></p>	<p><input type="checkbox"/> Use appropriate and effective intonation and volume.</p> <p><input type="checkbox"/> Add gesture and movement to enhance</p> <p><input type="checkbox"/> Encourage and take account of audience engagement</p>
<p>Transcription: Handwriting</p> 	<p>Write legibly and fluently in a cursive style with consistency.</p>	<p>Write cursorily with increasing speed, choosing which shape to use for each letter.</p>	<p>increase fluency, stamina and pace of their individual writing style deciding upon a favoured writing implement that is most suited to their style of writing.</p>	<p>Write legible, fluently and consistently developing their own individuality in cursive style.</p>