



Writing Approach & Progression

Poetry

Vocabulary generation (related to text genre/writing topic areas) – include [gamification](#)
Language manipulation (grammar related content appropriate to text genre/expectations)

Genre

What do we know? - Recap prior learning, practise key skills (e.g. sentence/grammar, quick fire lrg)
Text type features
Model writing (**I, We**)

Writing

Planning (**I, We, You**)
Drafting (**We, You**)
Writing (**You**)

Revisit

I/We (respond to errors/development areas)
You (revisit genre)

	What does it look like?	Adult	Learners
I	Adult models writing process, explicitly teaching writing behaviours	Controls the writing experience. Selects the vocabulary, models editing/mistakes, re-reading.	Listen actively.
We (All Together)	Adult models the writing process with input from learners. Writing is co-constructed. Planning is modelled.	Has overall control of the writing experience but gives learners an opportunity to make choices and take some control.	Contribute ideas & make choices.
We (Focus Grp)	Adult guides key aspects of the writing process appropriate to the needs of the group.	Guides the writing experience focused on a particular aspect of writing (identified from marking/review of learners' writing).	Follow the adult's guidance. Contribute ideas and make choices.
You	Learners write independently of the adult, applying their knowledge to their writing.	Look at writing content as learners' write. Remind learners to use plans, success criteria points, re-read and edit as they write.	Controls the writing experience.

Sentence Construction Development						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p>use simple sentence structures that are accurately punctuated with a capital letter and a full stop.</p> <p>use simple conjunctions (and, but) to link ideas in sentences use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>use finger spaces.</p> <p>Use full stops to end sentences</p> <p>Use question marks and exclamation marks.</p>	<p>use the present tense and the past tense mostly correctly and consistently.</p> <p>form sentences with different forms: statement, question, exclamation, command.</p> <p>use co-ordination (or/and/but).</p> <p>Use some subordination (when/if/that/because).</p> <p>Use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and Exclamation marks; commas to separate lists.</p>	<p>maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>use 'a' or 'an' correctly throughout a piece of writing.</p> <p>use simple conjunctions confidently and accurately.</p> <p>use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>Maintain an accurate tense throughout a piece of writing.</p> <p>Use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p> <p>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>Use expanded noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with</p>	<p>Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>Ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p>Use a range of conjunctions accurately, varying the position within the sentence.</p> <p>Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>Use relative clauses beginning with a relative pronoun with confidence.</p>	<p>Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <p>Use the subjunctive form in formal writing.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use the passive voice accurately within appropriate pieces.</p> <p>Use question tags in informal writing (a very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she? ', the</p>

		Apostrophes to mark singular possession and contractions.	use the full range of punctuation from previous year groups. punctuate direct speech using inverted commas (speech marks).	an unbreakable spirit. Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition	To use the passive voice. Use commas consistently to clarify meaning or to avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis. To use a colon and semi colon in lists to separate clauses.	words 'didn't she' are a question tag.") Use the full range of punctuation taught at key stage 2 correctly, including consistently and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
--	--	---	---	--	--	---

Genre Development

Narrative				
	EYFS	Y1&2	Y3&4	Y5&6
Vocabulary Features		<p>Year 1: • Use some story language • Include and describe a character • Include and describe the setting</p> <p>Year 2: • Use phrases from story language • Create and describe characters • Create and describe settings</p>	<p>Year 3: • Use small details to describe characters • Include a setting to create atmosphere</p> <p>Year 4: • Use small details to describe characters and evoke a response • Use small details for time, place and mood</p>	<p>Year 5: • Develop and keep characters consistent through description • Develop settings through description and link this with the characters or plot</p> <p>Year 6: • Use language carefully to influence the reader's opinion of a character, place or situation</p>
Grammar Features		<p>Year 1: • Write simple sentences in sequence • Include a beginning, middle and end</p> <p>Year 2: • Sequence of events • Section story into beginning, middle and end • Use 3rd person consistently • Use tenses appropriately</p>	<p>Year 3: • Sequence of events to follow the structure of the model story • Write an opening paragraph and further paragraphs for each stage • Create dialogue between characters that shows their relationship with each other • Use 3rd person consistently • Use tenses appropriately</p>	<p>Year 5: • Vary story openings: start with dialogue, action or description • Use paragraphs to vary pace and emphasis • Use dialogue to move action forward</p> <p>Year 6: • Vary story structure: start with a flashback or dramatic event, use 2 narrators to tell a story from different</p>

			<p>Year 4: • Sequence stories in different stages: introduction, build up, climax, resolution • Use paragraphs and use different ways to introduce paragraphs • Create dialogue between characters that shows their relationship with each other</p> <ul style="list-style-type: none"> • Use 1st or 3rd person consistently • Use tenses appropriately 	<p>perspectives • Use paragraphs to vary pace and emphasis • Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood</p>
--	--	--	---	--

Recounts (IGeneric)				
Yr	EYFS	Y1&2	Y3&4	Y5&6
A&B		<p>Year 1: • Use some simple description • Write in 1st person based on experiences • Write in past tense • Begin to link events using and • Write events in order</p> <p>Year 2: • Include detail and description to inform the reader • Use consistent past tense • Include personal comments and own viewpoint • Order events with adverbs of time</p>	<p>Year 3: • Use a balance of description and opinion • Use a range of adverbs e.g. first, next, after that, finally and prepositions e.g. in the morning, before lunch • Use a range of past tense forms • Write in 1st person or 3rd person • Write an introductory paragraph • Write further paragraphs in chronological order</p> <p>Year 4: • Engage the reader through detailed description • Include eyewitness accounts as quotes using direct speech punctuation • Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle • Use a range of past tense forms • Write in 1st person or 3rd person • Write an introductory paragraph including the 5Ws – who, what, where, when, why and how • Use paragraphs to extend and sequence extended recounts</p>	<p>Year 5: • Engage reader through use of description, feelings and opinions • Create cohesion through use of a range adverbs and adverbials • Write in consistent tense using a range of verb forms • Include the 5Ws – who, what, where, when, why and how – and conclude with a clear summary</p> <p>Year 6: • Select the appropriate style to engage the audience • Use direct and reported speech to express a range of viewpoints • Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation • Use verb tenses consistently and correctly Biography / Autobiography Also include: • Use real life facts, including dates and place names • Use thematic language specific to the subject • Use formal language appropriately</p>
Recount (Diary)				
		<p>Year 1: • Use some simple description • Write in 1 st person based on experiences • Write in past tense • Begin to link events</p>	<p>Year 3: • Use a balance of description and opinion • Use a variety of sentence forms including statements and exclamations •</p>	<p>Year 5: • Engage reader through use of detail, description, feelings and opinions • Use adverbs and fronted adverbials e.g. with</p>

		<p>using and • Write events in order • Open with Dear Diary</p> <p>Year 2: • Include detail and description to inform the reader • Write in 1st person • Use consistent past tense • Order events with adverbs of time • Include personal comments and own viewpoint • Set the scene with a clear opening and establish the context • Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!</p>	<p>Use a range of past tense forms, including present perfect • Write in 1st person • Write an opening paragraph to set the scene • Finish with a personal comment about hopes or concerns for the future</p> <p>Year 4: • Engage the reader through detailed description • Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle • Use a range of past tense forms • Write an opening paragraph to share thoughts and feelings and to summarise the day • Finish with a personal comment about hopes or concerns for the future</p>	<p>doubt in my mind, anxiously, afterwards • Use rhetorical questions to engage reader • Select the appropriate tense</p> <p>Year 6: • Use quotes from people to express feelings • Select the appropriate tense and use accurately e.g. shifts in time and flashbacks • Use an informal conversational style • Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation</p>
Recount (Newspaper)				
				<p>Year 6: • Add details of the 5Ws throughout piece – who, what, where, when, why and how • Use quotes from people to provide opinions and information • Use passive voice for ambiguity • Use appropriate formality for intended audience • Write in third person • Use layout features of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question</p>
Recount (Letters)				
		<p>Year 1: • Write in 1st person • Write simple sentences in sequence • Begin to link events using and • Use simple openings and closings e.g. dear, from</p> <p>Year 2: • Include detail and description to inform the reader • Use a range of sentence forms to address the reader • Write in 1st person • Include personal comments and own viewpoint • Use openings and closings</p>	<p>Year 3: • Write in the 1st person • Use contractions e.g. I'm writing to you • Provide detail through use of prepositions to express time, place and cause • Choose sentence forms to address the reader directly • Vary tenses • Use fronted adverbials to introduce paragraphs • Use layout features including an address/date, introductory paragraph and further paragraphs in order, suitable closing</p>	<p>Apply the features of recount, persuasion, information and explanation in the form of a letter. • Use features of formal letter writing e.g. address, yours sincerely, yours faithfully</p>

		e.g. dear, opening statement to state why we are writing, from	Bold are additions for year 4	
--	--	--	-------------------------------	--

Non-Chronological/Chronological Reports

Yr	EYFS	Y1&2	Y3&4	Y5&6
A&B		<p>Year 1: • Write simple sentences linked to the topic • Write in the present tense • Link ideas through subject or pronoun e.g. Bats are black. They fly at night</p> <p>Year 2: • Use specific vocabulary linked to the topic • Use facts from research • Write with clear and precise description • Write in the present tense • Use layout features e.g. title, subheadings, introduction, grouped information</p>	<p>Year 3 /4: • Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal • Use precision in technical vocabulary • Use description to compare and contrast e.g. bats are one of the smallest mammals • Write in present tense (except historic reports) • Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams</p> <p>Bold are additions for year 4</p>	<p>Year 5/6: • Use precise word choices • Select language to appeal to the reader • Clarify technical vocabulary • Use a formal tone • Adapt formality to suit purpose and audience • Use fronted adverbials e.g. also, additionally, usually, commonly • Provide well-developed factual information for the reader • Manipulate style for specific purpose and audience (hybrid texts) • Include a summarising statement</p> <p>Bold are additions for year 6</p>

Instructional Writing

Yr	EYFS	Y1&2	Y3&4	Y5&6
A				Year 5/6: Apply the features of instructional texts across other text types where appropriate
B		<p>Year 1: • Write simple, clear sentences • Start sentences with a command • Keep to the correct order of the steps to be followed</p> <p>Year 2: • Write simple, short sentences with some technical vocabulary • Use noun phrases to specify where needed e.g. pick up the large bowl • Use adverbs appropriately • Include negative commands e.g. never, don't • Begin with a clear title and opening statement • Write in chronological order using bullet points or numbered points</p>	<p>Year 3/4: • Use technical vocabulary • Talk to the reader and make the instructions sound easy • Use adverbs for time and manner e.g. first, next, finally, carefully • Use clear and concise command sentences • Write an introduction and concluding statement to engage the reader • Present the text clearly e.g. sub-headings, bullet points, numbers</p> <p>Bold are additions for year 4</p>	

Persuasive Writing				
Yr	EYFS	Y1&2	Y3&4	Y5&6
A&B			<p>Year 3 /4: • Use persuasive language e.g. alliteration, repetition, rhetorical questions • Write in logical order • Use 2nd person or 3rd person to talk directly to the reader • Use short sentences to emphasise • Select organisational features e.g. opening statement, sub-headings, captions, strategically organised paragraphs, closing statement</p> <p>Bold are additions for year 4</p>	<p>Year 5/6: • Use persuasive language e.g. quotes, slogans, rhetorical questions • Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would) • Create deliberate ambiguities (probably the best...in the world) • Directly appeal to the reader • Support points using persuasive examples and provide evidence • Create authority through a formal style where appropriate e.g. letter to the council • Pre-empt reader objections e.g. you may disagree but...</p> <p>Bold are additions for year 6</p> <p>Persuasion: discussion (year 6): • Use precise, thematic vocabulary to establish authority • Use formal language: o passive voice e.g. it is thought by many people, o subjunctive form e.g. suggest, request, demand o ambiguous determiners e.g. some, many, most • Avoid informality: 1st person, contractions, colloquialisms • Create cohesion though the effective use of conjunctions and adverbs e.g. however, therefore, despite, on the other hand • Support points using persuasive examples and provide evidence • Follow a clear structure e.g. introduce the point, arguments for and against, summary</p>

Yr	EYFS	Y1&2	Y3&4	Y5&6
A&B			<p>Year 3 /4: • Use language to explain a process or how something works • Use some technical vocabulary • Use simple present tense • Use words/phrases to make sequential, causal or logical connections e.g. because, as a result • Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart</p> <p>Bold are additions for year 4</p>	<p>Year 5/6: • Use technical vocabulary and precis information • Use words/phrases to make sequential, causal or logical connections e.g. resulting in, consequently, in addition • Apply language from independent research • Use hypothetical language (if...then, might, when the...) • Use rhetorical questions to talk directly to the reader • Adapt formality to suit purpose and audience</p> <p>Bold are additions for year 6</p>