




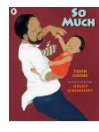
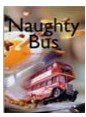





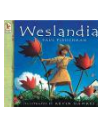
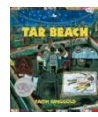













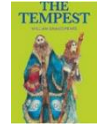





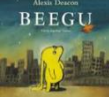
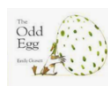
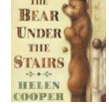



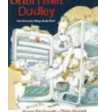










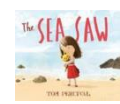
















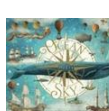
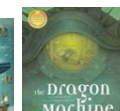











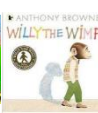


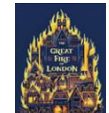

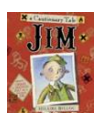
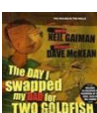






English

Progression from Foundation Stage to Year 6 for
text types- a useful reference guide

Genres across the school

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative Tourist information leaflet Non-chronological report Instructions Poetry	Narrative Non chronological report Poetry Character description Letter writing	Narrative Character description Non-chronological report Persuasive letter Factual report Letter writing Poetry Diary entry	Narrative Diary Entry Character Description Letter writing Instructions Persuasive Poster Setting description Poetry Non-chronological report	Narrative Non-chronological report Playscript Biography Poetry Explanation text	Narrative Biography Non-Chronological Report Poetry Letter Newspaper report	Narrative Newspaper report Persuasive writing Play script Own version of traditional tale Poetry Discussion text Balanced argument

Quality texts across the school for English teaching- Literacy tree

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		 	 	 	 	 	 	 
Autumn 2			 	 	 	 	 	 
Spring 1		 	 	 	 	 	 	 
Spring 2	 	 	 	 	 	 	 	 
Summer 1	 	 	 	 	 	 	 	 
Summer 2	 	 	 	 	 	 	 	 

Narrative progression plan

It is our intent that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing, vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types (including areas of fiction, non-fiction and poetry). We recognise the importance of fostering a culture where pupils take pride in their writing; write clearly and accurately; and modify their structure and language choices to suit a variety of audiences, purposes and contexts. To support pupils in moving towards independent writing at the age-related standard, we provide a wide range of writing stimuli, including the use of film and imagery; modelled, shared and guided writing; peer conferencing; and group discussion. These rich and varied set of learning opportunities support pupils in becoming confident and enthusiastic learners across all areas of the curriculum. At Lawrence View Primary School, we want writing to equip our pupils with the necessary tools to communicate effectively and to provide them with the skills to become lifelong creative writers.

	Foundation	Year 1	Year 2	Year 3/4	Year 5/6
Composition	<p>Planning</p> <ul style="list-style-type: none"> - Say aloud what they are going to write about <p>Drafting</p> <ul style="list-style-type: none"> -Compose a sentence orally before they write it <p>Evaluating and Editing</p> <ul style="list-style-type: none"> -Discuss what they have written with the teacher and other pupils 	<p>Planning</p> <ul style="list-style-type: none"> - Jot down key words and new vocabulary - Say aloud what they are going to write about <p>Drafting</p> <ul style="list-style-type: none"> -Compose a sentence orally before they write it <p>Evaluating and Editing</p> <ul style="list-style-type: none"> -Re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher and other pupils <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Planning</p> <ul style="list-style-type: none"> -Plan or say aloud what they are going to write -Write down ideas/key words including new vocabulary <p>Drafting</p> <ul style="list-style-type: none"> - Encapsulate what they want to say sentence by sentence - Write narratives about personal experiences and those of others <p>Evaluating and Editing</p> <ul style="list-style-type: none"> -Evaluate their writing with the teacher and other pupils -Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently -Proof-read to check for errors in spelling, grammar and punctuation <p>Read aloud what they have written so that the meaning is clear</p>	<p>Planning</p> <ul style="list-style-type: none"> -Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar <p>Drafting</p> <ul style="list-style-type: none"> -Compose and rehearse sentences orally (including dialogue) -progressively building a varied and rich vocabulary and range of sentence structures -Organise paragraphs around a them - Create settings, characters and plots <p>Evaluating and Editing</p> <ul style="list-style-type: none"> - Assess the effectiveness of their own and other's writing suggesting improvements -Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns - Proof-read for spelling and punctuation errors <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Planning</p> <ul style="list-style-type: none"> -Identify the audience and purpose of the writing and select the appropriate form - Note and develop initial ideas, drawing on reading and research, where necessary <p>Drafting</p> <ul style="list-style-type: none"> -Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning - Precise longer passages -Use a range of devices to build cohesion within and between paragraphs -Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Evaluating and Editing</p> <ul style="list-style-type: none"> -Assess the effectiveness of their own and others' writing -Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -Ensure that consistent and correct use of tense throughout a piece of writing -Ensure correct subject and verb agreement when using singular and plural - Proof-read for spelling and punctuation errors <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>

Handwriting	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters form digits 0–9</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Correctly form all lower-case letter correctly</p> <p>Formation of capitals and digits 0-9 using the correct size and orientation</p> <p>Use consistent spacing between words</p> <p>Begin to use diagonal and horizontal strokes to join letters</p>	<p>Horizontal and diagonal strokes needed to join letters</p> <p>Increase consistency, legibility and quality of handwriting</p>	<p>Writing legibly, fluently and with increased speed choosing writing style for the task</p>
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Narrative- Writing for a purpose and to entertain

Year group	Narrative styles/ organisations	Sentence features/ story language	Grammatical features	Punctuation
F2	<ul style="list-style-type: none"> -Oral retelling of events using time words and past tense - Simple sentence recounting the story spoken and then written -Listen to stories being told and read. -Know when a story has begun and ended. -Recognise simple repeatable story structures and some typical story language, for example, Once upon a time 	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	<ul style="list-style-type: none"> -Clear beginning and end using story language e.g. Once upon a time, One day, In the end. - Ideas grouped together in chronological order - Problem and simple resolution -Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events. 	Use of simple sentence structures. Size adjectives big, small, enormous big, bigger, biggest Emotion adjectives sad, angry, cross, happy Pronouns I, she, he, they Prepositions up, down, into, out, to, onto Time references once upon a time, one day, happily ever after	Noun Consistent Past tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, Personal pronoun – I
Year 2	<ul style="list-style-type: none"> -Sentences written in chronological order indicated by time words, characters and setting are described in detail - Paragraphing for a change of time or place -Trigger event followed by a series of events and a conclusion - Correct use of pronoun Peter and Jane, they.... -Identify the sequence: opening – something happens – events to sort it out – ending; -Identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at character's actions and their consequences 	Simple adverbs to express how to do an action Noun phrases to describe Story Language Adverbs suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Story Starters by the next morning, one day, as soon as Story Endings in the end, at the end of the day Power of 3 He leaped from his horse, charged to the gate and raised his sword	Noun and noun phrases Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names Personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list

Year 3	<ul style="list-style-type: none"> -Time and place referenced at the start of each sentence -Characters are introduced and who, what, when, where and why are established - Story flows well and raises doubt and suspense -There is a clear complication and events, which are paragraphed throughout and Cohesion throughout -Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language or music or camera angle to set scenes, build tension, create suspense. 	<p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Story Language</p> <p>Simile and Metaphor ...as small as a mouth... ..strong like a bull...</p> <p>He was a walking encyclopaedia. Her tears were a river flowing down her face.</p> <p>Adverbs- suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Accurate Action Verbs- pushed, rushed, shoved</p> <p>Power of 3 -He leaped from his horse, charged to the gate and raised his sword.</p>	<p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often Nouns and pronouns used for clarity and cohesion</p> <p>A wider range of conjunctions</p> <p>Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials Implied second person</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations</p> <p>Brackets</p>
Year 4	<ul style="list-style-type: none"> -Links between opening and resolution - Links between paragraphs help to link one idea to the next - Paragraphs organised correctly to build up to key events -Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; -appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth. 	<p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Story Language</p> <p>Simile and Metaphor ...as small as a mouth... ..strong like a bull... He was a walking encyclopedia. Her tears were a river flowing down her face.</p> <p>Adverbs for Frequency or Subtlety often, seldom, exactly, suspiciously, craftily</p> <p>Conjunctions to add information moreover, furthermore, in addition, in due course</p> <p>Power of 3 He leaped from his horse, charged to the gate and raised his sword.</p>	<p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often Nouns and pronouns used for clarity and cohesion</p> <p>A wider range of conjunctions</p> <p>Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials</p> <p>Implied second person</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations</p> <p>Brackets</p>
Year 5	<ul style="list-style-type: none"> -Opening and resolution shape the story -Paragraphs varied in length and structure -Recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. 	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length</p> <p>Simile and Metaphor ...as small as a mouth... ..strong like a bull... He was a</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials Implied second person</p> <p>Use of modal verbs</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons Semi-colons</p>

	<p>- Analyse more complex narrative structures and narratives that do not have a simple linear chronology, (e.g.) parallel narratives, time slip</p>	<p>walking encyclopedia. Her tears were a river flowing down her face. Adverbs for Frequency or Subtlety often, seldom, exactly, suspiciously, craftily Repetition The boys ran and ran until they could run no more. Personification The bees played hide and seek with the flower. The first rays of morning tiptoed through the field</p>	<p>Text changes according to the text type Pronouns used to hide the doer of the action – it crept into the woods</p>	
Year 6	<p>-The story is well constructed and raises intrigue Dialogue is used to move the action on or to heighten empathy for a character -Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text -Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made; make judgements in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily.</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Active and Passive- They removed the ring from the drawer. The ring was removed from the drawer. Modifiers for intensity insignificant amount, exceptionally, recently, evidently Repetition The boys ran and ran until they could run no more. Personification The bees played hide and seek with the flower. The first rays of morning tiptoed through the field</p>	<p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type</p>	<p>Brackets Dashes Colons Semi-colons Hyphens</p>

Progression in recount

Foundation	<ul style="list-style-type: none"> -Informally recount incidents in own life to other children or adults and listen to others doing the same. -Experiment with writing in a variety of play, exploratory and role-play situations. - Write sentences to match pictures or sequences of pictures illustrating an event. - Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing.
Year 1/Year 2	<ul style="list-style-type: none"> -Describe incidents from own experience in an audible voice using sequencing words and phrases such as then, after that; -Listen to other's recounts and ask relevant questions. -Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. -Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.
Year 3/ Year 4	<ul style="list-style-type: none"> -Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. - Identify the sequence of main events. - Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. -Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader -Include recounts when creating paper or screen based information texts.
Year 5	<ul style="list-style-type: none"> -Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent -Use of past tense, e.g. As he was running away he noticed, possible supporting illustrations, degree of formality adopted and use of connectives. -Use the language features of recounts including formal language when recounting events orally. -Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader.
Year 6	<ul style="list-style-type: none"> -Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. - Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. -When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. -Use the language conventions and grammatical features of the different types of text as appropriate.

Progression in a Non Chronological report

Foundation	<ul style="list-style-type: none"> -Describe something/someone (possibly after drawing it/them) -Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy? Ask similar probing questions to elicit a fuller description from someone else. In a shared reading context read information books and look at/re-read the books independently - Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations.
Year 1	<ul style="list-style-type: none"> -Find out about a subject by listening and following text as information books are read, watching a video. - Contribute to a discussion on the subject as information is assembled and the teacher writes the information. - Assemble information on a subject in own experience, (e.g.) food, pets. -Write a simple non-chronological report by writing sentences to describe aspects of the subject
Year 2	<ul style="list-style-type: none"> -After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations -Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. -Read texts containing information in a simple report format, e.g. There are two sorts of x...; They live in x...; the As have x..., but the B's etc. -Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present , and categorise ideas.
Year 3	<ul style="list-style-type: none"> -Analyse a number of report texts and note their function, form and typical language features: -Introduction indicating an overall classification of what is being described -Use of short statement to introduce each new item -language (specific and sometimes technical) to describe and differentiate -Impersonal language -mostly present tense -Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information. Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. - Analyse broadcast information to identify presentation techniques and notice how the language used signals change. -Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.) family is..., people are... -Write own report independently based on notes from several sources.
Year 4/5	<ul style="list-style-type: none"> -Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information. -Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs -Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.
Year 6	<ul style="list-style-type: none"> -Secure understanding of the form, language conventions and grammatical features of non-chronological reports. - Write reports as part of a presentation on a non-fiction subject. -Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.

Progression in poetry

	Reading poetry Subject matter and theme Language use/style Pattern	Performing poetry Use of voice Presentation	Creating poetry Original playfulness with language and ideas Detailed recreation of closely observed experience Using different patterns
Foundation	-Listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns	-Join in with class rhymes and poems, copy actions	-Enjoy making up funny sentences and playing with words -Look carefully at experiences and choose words to describe -Make word collections or use simple repeating patterns
Year 1	-Discuss own response and what the poem is about -Talk about favourite words or parts of a poem -Notice the poem's pattern	-Perform in unison, following the rhythm and keeping time -Imitate and invent actions	-Invent impossible ideas, e.g. magical wishes -Observe details of first hand experiences using the senses and describe -List words and phrases or use a repeating pattern or line.
Year 2	-Talk about own views, the subject matter and possible meanings -Comment on which words have most effect, noticing alliteration -Discuss simple poetry patterns	-Perform individually or together; speak clearly and audibly. -Use actions and sound effects to add to the poems meaning	-Experiment with alliteration to create humorous and surprising combinations -Make adventurous word choices to describe closely observed experiences -Create a pattern or shape on the page; use simple repeating phrases or lines as models
Year 3	-Describe the effect a poem has and suggest possible interpretations -Discuss the choice of words and their impact, noticing how the poet creates sound effects by using alliteration, rhythm or rhyme and creates pictures using similes -Explain the pattern of different simple forms	-Perform individually or chorally; vary volume, experimenting with expression and use pauses for effect - Use actions, voices, sound effects and musical patterns to add to a performance	-Invent new similes and experiment with word play -Use powerful nouns, adjectives and verbs; experiment with alliteration - Write free verse; borrow or create a repeating pattern
Year 4	-Describe the poems impact and explain own interpretation by referring to the poem -Comment on the use of similes and expressive language to create images, sound effects and atmosphere -Discuss the poems form and suggest the effect on the reader	-Vary volume, pace and use appropriate expression when performing -Use actions, sound effects, musical patterns and images to enhance a poems meaning	-Use language playfully to exaggerate or pretend -Use similes to build images and identify clichés in own writing -Write free verse; use a repeating pattern; experiment with simple forms
Year 5	Discuss the poet's possible viewpoint, explain and justify own response and interpretation -Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning -Explore imagery including metaphor and personification; -Compare different forms and describe impact	-Vary pitch, pace, volume, expression and use pauses to create impact -Use actions, sound effects, musical patterns, images and dramatic interpretation	-Invent nonsense words and situations and experiment with unexpected word combinations -Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing -Write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour

Year 6	<ul style="list-style-type: none"> -Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes -Explain the impact of figurative and expressive language, including metaphor -Comment on poems structures and how these influence meaning 	<ul style="list-style-type: none"> -Vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form - Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT 	<ul style="list-style-type: none"> -Use language imaginatively to create surreal, surprising, amusing and inventive poetry -Use simple metaphors and personification to create poems based on real or imagined experience -Select pattern or form to match meaning and own voice
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