



English – Knowledge and Skills Progression - Updated September 2024

Intent

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written words, and to develop their love of literature through widespread reading for enjoyment. We want our children to leave Lyne and Longcross school with high standards of literacy and ready for their next steps in education. We provide a broad English curriculum, making connections with our key themes of learning. High quality texts and other media are used to capture children's curiosity and make sure they have access to a wide range of text types and themes. We strive to ensure diversity is key within our English teaching and want every child to recognise themselves in the texts they study and enjoy.

Reading is at the heart of our curriculum and a significant amount of time and resources are dedicated to developing this fundamentally important life skill. We aim to teach reading in a way which fosters enjoyment, creativity and engagement as we recognise the link between reading for pleasure and future success for children. We want them to, having had access to a wide range of text types, make informed opinions about their favourites.

We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of ambitious vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these English skills to all areas of the curriculum.

Implementation

Teachers plan the English curriculum for their year group with careful reference to the National Curriculum and EYFS frameworks. We encourage staff to be creative and to tailor and adapt their teaching to meet the needs of individual classes. This means we encourage them to experiment using different topics, texts and approaches to teach content in an engaging and accessible way. This is tracked carefully to ensure coverage is balanced.

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Phonics and Reading

In Reception, all children have daily phonics sessions following the Little Wandle Letters and Sounds Revised program. This program was introduced in September 2021 and is DFE validated. This is further developed in Year 1 with daily teaching continuing the program. The use of phonics for reading and spelling is then reinforced within the context of reading sessions and writing teaching. Catch up sessions are provided for those children who are struggling to develop blending skills and need support to keep up with the program. All staff working within our classrooms have been trained in our early reading scheme.

All children have access to a range of quality texts to embed the reading skills they are taught. In Reception and Year 1, the Little Wandle Letters and Sounds Revised program is used consistently. Assessments are used to group the children according to the sounds they are able to recall and read independently. Groups of children then take part in three reading sessions a week where they focus on decoding, prosody and comprehension. The books used are closely matched to the sounds they are learning in class, taking into account what they have been able to retain. A selection of sharing books are available for children and parents to enjoy together.

In year 2, the children begin to access whole class reading lessons, with additional phonics sessions provided for those children who need consolidation of phonics knowledge. Most children will have passed the phonics screening check and will begin following our spelling program, with reinforcement during lessons of the phonics already taught.

In Key Stage 2, a balanced reading curriculum is delivered through whole class reading lessons. The texts children access are pitched just above the independent level of the majority of children, so that the teacher can support the development of the skills each child needs.

Benchmarking is used across years 2-6 for children reading up to the Lime book band. This allows adults to be consistent in the dialogue around reading levels and ensures that children are always reading at a level appropriate to the individual. We make clear to parents that it is crucial they read regularly with their child at home. Where this does not happen, staff try to add in additional reads with children to make sure that they do not fall behind.

Reading for pleasure is promoted through regular opportunities to read independently and to listen to the teacher read high quality texts. We celebrate a love of reading throughout the curriculum and also through events such as World Book Day and reading photo challenges.

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EYFS

Unlike the National Curriculum objectives outlined above, EYFS outcomes and objectives can be delivered through the seven areas of learning rather than being a discrete subject. The below statements are examples of how children in the Early Years develop so that they can build and develop their English knowledge and understanding in preparation for the National Curriculum. Alongside the statutory framework for the Early Years, we use Development Matters for additional guidance. These areas have been highlighted in purple as they are non-statutory.

Communication and Language	ELG: Listening, Attention and Understanding Children at the expected level of development will: <ul style="list-style-type: none">- 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;- Make comments about what they have heard and ask questions to clarify their understanding;- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Children at the expected level of development will: <ul style="list-style-type: none">- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;- 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.
Literacy	ELG: Comprehension Children at the expected level of development will: <ul style="list-style-type: none">- 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. ELG: Word Reading Children at the expected level of development will: <ul style="list-style-type: none">- Say a sound for each letter in the alphabet and at least 10 digraphs;- Read words consistent with their phonic knowledge by sound-blending;- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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- Re-read books to build confidence in word reading, fluency, understanding and enjoyment

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed; (lower and upper case)
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others
- Re-read what they have written to check that it makes sense.



Phonics

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words 	Review all taught so far



In Reception, children will cover English knowledge and understanding through the topics in the table below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All about me Autumn	Light up the Sky (Bonfire night and Diwali) People Who Help Us Winter Christmas	Traditional Stories Fairy tales China Chinese New Year	<i>Life Cycles</i> <i>Spring</i> <i>Easter</i>	<i>Dinosaurs</i> <i>Superhero's</i> (Additional topic TBC)	<i>Beaches</i> <i>Pirates</i> <i>Plants</i> <i>Life now, life in the past</i>
Key Texts						
Reading Skills	<ul style="list-style-type: none"> - I know the phonemes of some individual graphemes (s,a,t,p,i,n,m,d,g,o,c, k,ck,e,u,r,h,b,f,l) - I can recognise words with the same initial sound - I can read individual graphemes to blend their sounds into simple CVC words - I can read three common exception words by sight (is, I, the) 	<ul style="list-style-type: none"> - I know the names of the key parts of a book - I can join in with conversations about stories (learning new vocabulary) - I can spot and suggest some rhyming words - I can count or clap syllables in words - I know the phonemes of individual graphemes and digraphs (ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, nk, ng) 	<ul style="list-style-type: none"> I can re-read my weekly book to develop confidence and fluency - I can retell a story - I can spot words that rhyme and suggest my own - I can continue a rhyming string in a known text - I can clap or count syllables in words - I can say a short sentence and write it using my phonic knowledge 	<ul style="list-style-type: none"> - I can read words with two or more digraphs and compound words - I can read words with the suffix – ing and –es - I can confidently talk about the key features of a book, handling it with increased control 	<ul style="list-style-type: none"> - I can read words with short vowels and longer, compound words - I can read root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est - I can read most common exception words (said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today ELG - I can retell a story that has been read 	<ul style="list-style-type: none"> I can read phase 4 words with long vowel sounds - I can read and spell some common exception words taught - I can read root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ - I can read Phase 4 words ending in: –s /s/, –s /z/, –es ELG - I can retell a story that has been read to me in my own words (showing understanding)



	<ul style="list-style-type: none"> - I can form some lower case letters of the sounds taught - I can hold a book carefully and turn the pages myself - I know that print has meaning and different purposes - I can look at a book from left to right and top to bottom - I can make comments and answer questions about books being read to me (including discussion about rhyming and new vocabulary) 	<ul style="list-style-type: none"> - I can read some common exception words (put, pull, full, as, and, has, his, her, go, no, into, to, she, push, he, of, we, me, be) - I can read words with the suffix s including the /z/ sound for s. - I can read simple words, phrases and sentences using sounds that I know 			<ul style="list-style-type: none"> to me in my own words (showing understanding) - I can anticipate key events in stories - I can use new vocabulary during discussions about books and in my role play - I can say the phoneme for each letter in the alphabet - I can read at least 10 digraphs - I can read simple sentences and books consistent with my phonic knowledge by sound-blending - I can read some common exception words 	<ul style="list-style-type: none"> - I can anticipate key events in stories - I can use new vocabulary during discussions about books and in my role play - I can say the phoneme for each letter in the alphabet - I can read at least 10 digraphs - I can read simple sentences and books consistent with my phonic knowledge by sound-blending - I can read some common exception words
Writing Skills	<ul style="list-style-type: none"> I can give meaning to the marks that I make - I can write some or all of the letters in my name with 	<ul style="list-style-type: none"> - I can spell words using my phonic knowledge - I can write lower case letters correctly 	<ul style="list-style-type: none"> -I can use finger spaces in my writing -I can use a full stop in my writing -I can re-read what I have written to 	<ul style="list-style-type: none"> - I can write recognisable letters, most of which are correctly formed I can write a sentence using the 	<ul style="list-style-type: none"> - I can write simple phrases and sentences that can be read by others - I can spell words that are 	<ul style="list-style-type: none"> - I can write simple phrases and sentences that can be read by others - I can spell words that are

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	<p>increasing accuracy</p> <p>-I can use some print and letter knowledge for early writing</p>	<p>- I can write some Capital letters correctly</p>	<p>check that it makes sense</p> <p>-I can read the phase 3 diagraphs and longer words (ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er)</p> <p>-I can read many common exception words (was, you, they, my, by, all, are, sure, pure)</p> <p>-I can form lower case letters correctly</p> <p>-I can form some capital letters correctly</p>	<p>sounds that I know, with full stops and a capital letter</p> <p>- I can re-read what I have written to check that it makes sense</p> <p>- I can spell some tricky words</p>	<p>phonetically plausible</p>	<p>phonetically plausible</p>
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Early Years/Year 1 – Little Wandle Book Bands

Age	3-4	4-5	5-6				6-7	
Phase	Phase 1	Phase 2/3	Phase 4/5				Phase 5 continued	
Book Band	Lilac	Pink A/B	Red A/B	Yellow	Blue	Green	Orange	Turquoise

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Reading - Year 2 and above

Year 2 to Year 6 – Big Cat Book Bands

Age	3-4	4-5		5-6		6-7		7-8		8-9		9-10		10-11							
	Lilac	Pink A	Pink B	Red A	Red B	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Copper	Topaz	Ruby	Emerald	Sapphire	Diamond	Pearl

Curriculum Knowledge and Skills Progression

For phonics progression – please see Little Wandle overview

For spelling progression – please see Spelling Shed overview

Reading - Key Texts

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Autumn 1 – Intrepid Explorers Autumn 2 - Around the World Beegu by Alexis Deacon	Autumn 1 – Fire Fire! Autumn 2- Arctic Explorers Teaching reading skills - reading dogs	Stone Age Stig of Dump by Clive King Secrets of Stonehenge by Mick Manning	Awesome Egyptians The Ancient Egypt Sleepover by Stephen Davies	Earth and Beyond Cosmic by Frank Cottrell - Boyce Curiosity - The Story of the Mars Rover by Markus Motum	War and Peace Lady of Shalott by Alfred Tennyson War Horse by Michael Morpurgo

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	<p>Space Tortoise by Ross Montgomery</p> <p>Lila and the Secret of Rain by David Conway</p> <p>Rainbow Bird by Eric Maddern</p> <p>Man on the Moon by Simon Bartram</p>	<p>Antarctica - by Lucy Bowman</p> <p>The Tear Thief by Carol Ann Duffy</p>	<p>Christmas Poems</p>	<p>Non-fiction texts based on the Ancient Egyptians</p>		
Spring	<p>Toys Past and Present</p> <p>Four Seasons</p> <p>Traction Man by Mini Grey</p> <p>Into the Forest by Anthony Browne</p> <p>Ten Delicious Teachers by Ross Montgomery</p> <p>Teddy Roosevelt</p> <p>Acrostic poetry</p>	<p>Spring 1- Life in the City</p> <p>Spring 2 - Under the Sea</p> <p>The Proudest Blue by Mohammed and Ali</p> <p>Not Quite a Narwhal by Jessie Slams</p> <p>What a Waste by Jess French</p>	<p>Inventions</p> <p>Charlotte's Web by E.B White</p> <p>The Iron Man by Ted Hughes</p>	<p>Anglo-Saxons</p> <p>The Boy that Biked the World by Alastair Humphreys</p> <p>Poetry by Matt Goodfellow</p>	<p>Shang Dynasty</p> <p>Floodland by Marcus Sedgwick</p> <p>Cloudbusting by Malorie Blackman</p>	<p>Our Place on Earth</p> <p>Pig Heart Boy by Malorie Blackman</p> <p>The Girl of Ink and Stars by Kiran Millwood-Hargrave</p>
Summer	<p>Summer 1 – What were seaside holidays like in the past?</p>	<p>Summer 1 - Castles and Dragons</p> <p>Summer 2 - Growth</p>	<p>Mayans</p>	<p>Rainforests</p> <p>The Explorer by Katherine Rundell</p>	<p>Exploring Scandinavia</p>	<p>Our Past, Present and Future</p>

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	<p>Summer 2 - Map makers</p> <p>Clem and Crab by Fiona Lumbers</p> <p>Bubbles</p> <p>Winnie at the Seaside by Valerie Thomas and Korky Paul</p> <p>Going on a Bear Hunt by Julia Donaldson</p> <p>The Map Book</p> <p>Mythical creatures</p> <p>Poetry - Acrostic</p>	<p>100 Facts about Knights and Castles by Jane Walker</p> <p>The Clockwork Dragon by Jonathan Emmett</p> <p>Fairy Tale Pets by Carol Ann Duffy</p> <p>Jampires by Sarah McIntyre</p> <p>Claude at the Palace by Alex Smith</p>	<p>How to be a human by Karen McCombie</p> <p>Varjak Paw by SF Said</p> <p>Poetry Unit</p>	<p>Non-fiction</p>	<p>Loki: A Bad God's Guide to Being Good</p> <p>Wonder by R.J Palacio</p>	<p>Skellig by David Almond</p> <p>Who Let the Gods Out? By Maz Evans</p>
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Reading - Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> •apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by 	<ul style="list-style-type: none"> *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the

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	<p>blending taught GPC</p> <ul style="list-style-type: none"> •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts 	<ul style="list-style-type: none"> *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondances *read most words quickly & accurately without overt sounding and blending 	<p>words they meet</p> <ul style="list-style-type: none"> *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>words they meet</p> <ul style="list-style-type: none"> *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>meaning of new words that they meet</p>	<p>meaning of new words that they meet</p>
Range of Reading	<ul style="list-style-type: none"> •listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> *listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books

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<p>Familiarity with texts</p>	<p>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases</p>	<p>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry</p>	<p>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books</p>	<p>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books</p>	<p>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing</p>	<p>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing</p>
<p>Poetry & Performance</p>	<p>*learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry</p>	<p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry</p>	<p>*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>
<p>Word meanings</p>	<p>*discussing word meanings, linking new meanings to those already known</p>	<p>*discussing and clarifying the meanings of words, linking new meanings</p>	<p>*using dictionaries to check the meaning of words that they have read</p>	<p>*using dictionaries to check the meaning of words that they have read</p>		

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		to known vocabulary *discussing their favourite words and phrases				
Understanding	*drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	*predicting what might happen on the	*predicting what might happen on the	*predicting what might happen from	*predicting what might happen from	*predicting what might happen from	*predicting what might happen from



	basis of what has been read so far	basis of what has been read so far	details stated and implied	details stated and implied	details stated and implied	details stated and implied
Authorial Intent			*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction		*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
Discussing reading	*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss

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		those that they listen to and those that they read for themselves			their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views	their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views
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Writing

We want to develop writers who use their imagination, are not afraid to be adventurous in the language that they use and who enjoy writing. In order to do this, we have designed a text based curriculum which ensures that all pupils have access to a rich variety of genre and language.

Through the daily modelling of writing and planning of opportunities for the children to imitate and practise these skills in the Early Years environment, we hope to build confident writers ready for the transition to working within the National Curriculum expectations. In our Early Years environment, children have the opportunity to lead their own learning however, our teachers skilfully plan for exciting opportunities to write that the children will be motivated by and choose to access for themselves. We provide additional support and challenge for those children exceeding the expectations for writing; finding the resources appropriate to each individual child.

From Year 1, each teacher plans for sequences of lessons which cover appropriate grammar and writing styles to ensure that all children study a breadth of genre and cover the National Curriculum expectations using the allocated texts for their year group. Writing for a range of purposes is taught using the key texts or other stimulus, such as a video, image or scenario, as a 'hook'. Over the course of a unit, teachers develop the children's skills in different aspects of writing, providing a range of opportunities to children to write at length and develop stamina.

We believe in the power of exposing children to a broad and varied vocabulary. This means that within our teaching we draw on the rich texts to bring children's attention to new language. Time is given within units of work to introduce and use new vocabulary within context and then for children to apply it in their own work. For children who may struggle with language and vocabulary work, we offer pre-teaching and scaffolding resources to ensure that no child misses out on developing a rich word knowledge and understanding. Grammar teaching is embedded within



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day to day lessons and uses the key text where ever it is appropriate. Children are taught to write with a non-cursive script from Reception. During year two, joined handwriting is introduced at an appropriate developmental stage. We follow the No Nonsense Spelling teaching sequence which is supplemented by additional resources, including Spelling Shed which the children can access at home and in school.

Impact

When children leave Lyne and Longcross, they will:

- Read easily, fluently and with good understanding.
- Have developed the habit of reading widely and often, for both pleasure and information.
- Have acquired a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Be confident to make formal presentations, demonstrate ideas and understanding to others and participating in debate.

We aim for all children to meet ARE at the end of each year. We understand that for some children there may be barriers to learning and put in additional support and intervention to enable them to make good progress from their individual starting points. Some children will have progressed further and achieve Greater Depth. Subjects leaders meet regularly with link curriculum governors to monitor and evaluate progress and the development of teaching and learning across the school.

Writing - Key texts

For writing outcomes, including SPaG, see individual class Long Term Plans.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Autumn 1 – Intrepid Explorers Autumn 2 - Around the World	Autumn 1 – Fire Fire! Autumn 2- Arctic Explorers	Stone Age Stone Age Boy by Satoshi Kitamura	Awesome Egyptians Peace on Earth by Smiriti Halls and David Litchfield	Earth and Beyond Holes by Louis Sachar	War and Peace Letters from the Lighthouse by Emma Carroll

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	<p>Beegu by Alexis Deacon</p> <p>Space Tortoise by Ross Montgomery</p> <p>Lila and the Secret of Rain by David Conway</p> <p>Rainbow Bird by Eric Maddern</p> <p>Man on the Moon by Simon Bartram</p>	<p>Toby and the Great Fire of London by Margret Nash</p> <p>The Great Fire of London by Emma Adams</p> <p>Penguin Huddle by Ross Montgomery</p> <p>The Bear and the Piano by David Litchfield</p> <p>The Water Protectors by Carole Lindstrom</p>	<p>Ug by Raymond Briggs</p> <p>Mysteries of Harris Burdick by Chris Van Allsburg</p> <p>How to Wash a Woolly Mammoth</p> <p>Volcanoes practical task</p>	<p>Tadeo Jones</p> <p>Cinderella of the Nile by Beverley Naidoo</p> <p>The Story of Tutankhamun by Patricia Cleveland-Peck</p>	<p>Literacy Shed - Pandora</p> <p>Science - planets information pages</p>	<p>Malala: My Story of standing up for girls rights by Sarah J. Robbins</p> <p>Coming Home by Michael Morpurgo</p>
Spring	<p>Toys Past and Present Four Seasons</p> <p>Traction Man by Mini Grey</p> <p>Into the Forest by Anthony Browne</p> <p>Ten Delicious Teachers by Ross Montgomery</p> <p>Teddy Roosevelt</p>	<p>Spring 1- Life in the City Spring 2 - Under the Sea</p> <p>The Spectacular City by Teresa Heapy</p> <p>A Walk Through London by Salvatore Rubbino</p> <p>The Little Boat</p>	<p>Inventions</p> <p>The Dragon Machine by Helen Ward</p> <p>The Firework Makers Daughter by Philip Pullman</p> <p>Journey by Aaron Becker</p> <p>The Shirt Machine - film unit</p>	<p>Anglo-Saxons</p> <p>The Legend of Sally Jones by Jakob Wegelius</p> <p>How to Live Forever by Colin Thomson</p> <p>Bright Bursts of Colour by Matt Goodfellow</p>	<p>Shang Dynasty</p> <p>The Nowhere Emporium by Ross MacKenzie</p> <p>Tales from China by Cyril Birch</p> <p>Blue Planet by Leisa Stewart-Sharpe</p>	<p>Our Place on Earth</p> <p>One Plastic Bag by Isatou Ceesay</p> <p>Outside by</p> <p>Shackleton's Journey by William Grill</p>



	Acrostic poetry		The Story of Inventions - fact file			
Summer	<p>Summer 1 – What were seaside holidays like in the past?</p> <p>Summer 2 - Map makers</p> <p>Clem and Crab by Fiona Lumbers</p> <p>Bubbles</p> <p>Winnie at the Seaside by Valerie Thomas and Korky Paul</p> <p>Going on a Bear Hunt by Julia Donaldson</p> <p>The Map Book</p> <p>Mythical creatures</p> <p>Poetry - Acrostic</p>	<p>Summer 1 - Castles and Dragons</p> <p>Summer 2 - Growth</p> <p>Dragon Post by Emma Yarlett</p> <p>The King Who Banned the Dark by Emily Haworth-Booth</p> <p>Jim and the Beanstalk by Raymond Briggs</p> <p>The Day the Crayons Quit by Oliver Jeffers</p> <p>Castles by Colin Thompson</p> <p>A First Poetry by Pie Corbett</p>	<p>Mayans</p> <p>The Chocolate Tree by Linda Lowery and Richard Keep</p> <p>Cinnamon by Neil Gaiman</p> <p>Chocolate Cake</p> <p>Weslandia by Paul Fleischman</p>	<p>Rainforests</p> <p>The Explorer by Katherine Rundell</p> <p>Non-fiction</p>	<p>Exploring Scandinavia</p> <p>Literacy Shed - Alma</p> <p>1000 Year Old Boy by Ross Welford</p> <p>Hidden Figures by Margot Lee Shetterly</p> <p>Titanium</p> <p>The Lost Words by Robert MacFarlane</p>	<p>Our Past, Present and Future</p> <p>The Landlady by Roald Dahl</p> <p>A Midsummer Night's Dream by William Shakespeare</p>



Fiction 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 Lyne and Longcross 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.

	Reception	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</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 	<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 Precis longer passages Use a range of device 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



			so that the meaning is clear	<ul style="list-style-type: none"> • 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>vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <ul style="list-style-type: none"> • Ensure that consistent and correct use of tense throughout a piece of writing • Ensure correct subject and very 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>
	<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</p> <p>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>



Narrative - Writing to Entertain		Purpose		Types	
Children write many different types of story through KS1 and KS2. Although most share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write a particular narrative text.		To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge		Narrative types are developed throughout the school	
Year Group	Narrative Styles/Organisation	Sentence Features/Story Language	Grammatical Features	Punctuation	
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the story spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop	
Year 1	Traditional tales Fairy tales Familiar settings Well-known stories Science-fiction Fantasy	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	
	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				
Year 2	Adventure Fables Humorous Dilemmas	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	Noun and noun phrase 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	
	Sentences written in chronological order indicated by time words Characters and setting are described in detail Paragraphing for a change of time or place				

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	<p>Trigger event followed by a series of events and a conclusion</p> <p>Correct use of pronoun Peter and Jane, they</p>	<p>gate and raised his sword.</p>		
Year 3	<p>Sci-fi Dilemmas Traditional/Fairy stories Myths Familiar settings</p>	<p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Story Language Simile and Metaphor ...as small as a mouth... ...strong like a bull...</p>	<p>Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect</p>	<p>Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets</p>

	<p>Time and place referenced at the start of each sentence</p> <p>Characters are introduced and who, what, when, where and why are established</p> <p>Story flows well and raises doubt and suspense</p> <p>There is a clear complication and events, which are paragraphed throughout</p> <p>Cohesion throughout</p>	<p>He was a walking encyclopaedia. Her tears were a river flowing down her face. Adverbs suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Accurate Action Verbs pushed, rushed, shoved Power of 3 He leaped from his horse, charged to the gate and raised his sword.</p>	<p>Fronted adverbials Implied second person</p>	
Year 4	<p>Adventure Mystery Historical Legends Fantasy</p>	<p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Story Language Simile and Metaphor ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. Adverbs for Frequency or</p>	<p>Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person</p>	<p>Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets</p>

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	<p>Links between opening and resolution</p> <p>Links between paragraphs help to link one idea to the next</p> <p>Paragraphs organised correctly to build up to key events</p>	<p>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>		
Year 5	<p>Historical Science-fiction Humorous Myths Fantasy Other cultures Classics</p> <p>Opening and resolution shape the story Paragraphs varied in length and structure</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</p> <p>Simile and Metaphor ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face.</p> <p>Adverbs for Frequency or Subtlety often, seldom, exactly, suspiciously, craftily Repetition The boys ran and ran until they could run no more.</p> <p>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 Pronouns used to hide the doer of the action - it crept into the woods</p>	<p>Brackets Dashes Colons Semi-colons</p>

Year 6	<p>Adventure Flashbacks Mystery Science-fiction Other cultures</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</p> <p>Active and Passive They removed the ring from the drawer. The ring was removed from the drawer.</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</p>	<p>Brackets Dashes Colons Semi-colons</p>
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	<p>The story is well constructed and raises intrigue</p> <p>Dialogue is used to move the action on or to heighten empathy for a character</p> <p>Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text</p>	<p>Modifiers for intensity insignificant amount, exceptionally, recently, evidently</p> <p>Repetition The boys ran and ran until they could run no more.</p> <p>Personification The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.</p>	<p>Use of modal verbs Text changes according to the text type</p>	
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Poetry - Writing to Entertain		Purpose		Types	
Poetry can have different purposes but exploring vocabulary and structure and conveys both emotion and information. It has strong social and historical links with cultures and communities. As children become more confident with a style, they make increasingly effective use of wordplay to explore and develop ideas		To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge		Poetry types are developed throughout the school	
Year Group	Poetry Styles	Sentence Features	Grammatical Features	Punctuation	
Reception	Range of different poetry styles chosen for language	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop	
Year 1	Classics List and alphabet poetry Observational poetry Performance poems and raps Rhyme	Use of simple sentence structures. Lists	Noun Present tense and 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	Chants and tongue twisters Kennings Performance poetry and raps Puns and wordplay Riddles	Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase 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	Acrostics Modern verse Similes Performance poems	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets	

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Year 4	Observational free verse Classics Narrative Clerihews Performance poems	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 5	Riddles Acrostic poems	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses	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	Brackets Dashes Colons Semi-colons

		Variation in sentence length Use of passive and active	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	
Year 6	Modern verse Performance poetry Narrative	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Use of passive and active	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	Brackets Dashes Colons Semi-colons



Non-Fiction 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 Lyne and Longcross, 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.

	Reception	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</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 	<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 Precis longer passages Use a range of device 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



			so that the meaning is clear	punctuation errors 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	vocabulary, grammar and punctuation to enhance effects and clarify meaning <ul style="list-style-type: none"> • Ensure that consistent and correct use of tense throughout a piece of writing • Ensure correct subject and very agreement when using singular and plural • Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear
	<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</p> <p>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>



Instructions - Writing to Inform		Purpose		Types	
Rules and procedures, whose aim is to ensure that something is done properly. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.		To tell how to do or make something To give information on how to complete a task To describe a process in chronological order		DIY Manual Sewing or Knitting Pattern Recipe Science Experiment Instructions and Packaging	
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation	
Reception	Oral retelling of how to make and do something Simple sentence containing imperative verb at the start spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop	
Year 1	Title or Goal List of Equipment/Materials Numbered Steps	Use of simple sentence structures. Imperative verbs to start sentences Lists	Noun Imperative verbs Present tense verbs Adjectives Time conjunctions to show chronological order	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun - I	
Year 2	Goal - outline statement about what will be achieved Sequenced steps to achieve the goal Diagrams and illustrations to support the process	Imperative verbs used for clarity Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase 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 3/4	Goal - outline statement about what will be achieved Ingredients and equipment lists are outlined clearly Tips and suggestions and precautionary advice embedded in the text	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets	

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<p>Year 5/6</p>	<p>Instructions for more complex processes</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses</p> <p>Variation in sentence length Use of passive and active</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</p>
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Recount - Writing to Inform and Entertain		Purpose		Types	
This form of writing can be used to inform and entertain but can also be used to persuade. Recounts can be written about the writer or about someone else. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness.		To retell events in time order. To give an account of an event or experience To write in chronological order		Letter Biography/Autobiograph y Write up of a trip Newspaper report Diary/Journal	
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation	
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the event spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop	
Year 1	Title Introductory sentence to show - who, what, when, where and why Series of sequences demarcating the passing of time Simple ending	Use of simple sentence structures. Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun - I	
Year 2	Title Clear introduction and conclusion Ideas organised into chronological paragraphs demonstrating the passing of time	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Simple and Progressive past tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and 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 3/4	Title Introduction to give a clear understanding of what they text will be about Concluding paragraph to summarise the overall impact Links between sentences and paragraphs to navigate the reader Paragraphs organised around key events Elaboration within paragraphs to develop: description, action and feelings	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets	

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<p>Year 5/6</p>	<p>Fully developed introduction and conclusion to include personal responses Paragraphed events, which are detailed and engaging Clear chronology throughout the piece by directing the reader to time and place Information is prioritised to the reader</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses</p> <p>Variation in sentence length to support cohesion Use of passive and active</p>	<p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech</p>	<p>Brackets Dashes Colons Semi-colons</p>
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Non-chronological Report - Writing to Inform		Purpose		Types	
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.		To describe what things are like (were like) To inform the reader of a specific subject content		Topic based school project Letter Science encyclopaedia Information Leaflet and Magazine Article	
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation	
Reception	Oral description of an object/person/place or thing Simple sentence containing an adjective	Use of simple sentence structures. Caption Writing - Creating Facts	Nouns and verbs correct	Capital letter and full stop	
Year 1	Introduction Ideas grouped into similarities Use of causal conjunctions Simple sentence with a capital letter and full stop.	Use of simple sentence structures. Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun - I	
Year 2	Clear introduction to classify the subject of the report Grouping Information into specific paragraphs: Classification Description Habitats etc.	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Simple and Progressive present and past tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Generalising words - many, most, some Use of technical vocabulary	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 3/4	Clear introduction and conclusion Paragraphs organised correctly into key ideas Subheadings used to organise information	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Sentences contain more than one clause using coordination and subordination	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets	

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<p>Year 5/6</p>	<p>Introduction and conclusion provide detail and give cohesion to the piece Subheadings and bullets points enhance the organisation Introductory sentence for each paragraph to explicitly give the main idea</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses</p> <p>Variation in sentence length to support cohesion Use of passive and active</p> <p>Comparative sentences</p>	<p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech</p>	<p>Brackets Dashes Colons Semi-colons</p>
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Explanation - Writing to Inform		Purpose		Types	
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: enquiry, evaluation, information processing, reasoning and problem solving.		To explain why or how something happens To explain cause and effect To describe a scientific process sometimes in chronological order		Encyclopaedia entry technical manual science investigation question and answer section	
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation	
Year 2	Clear introduction explaining the process to be explained Fully developed process steps using time and causal conjunctions to link ideas Conclusion	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	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 3/4	Clear introduction and conclusion Paragraphs organised around a topic or process Description of parts Explanation of how or why something happens Further detail of the process Use of subheading to navigate the reader	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets	
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Subheadings and bullets points enhance the organisation Description of the phenomenon is technical and accurate	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Sentences are generalised to categories the information	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person	Brackets Dashes Colons Semi-colons	

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			Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	
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Persuasive - Writing to Persuade and Entertain		Purpose		Types	
This form of writing provides the writer with the opportunity to encourage the reader/listener towards seeing things the same way as them. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.		To make a case for a particular point of view To motivate, move or convince someone towards a certain opinion		Advertisements Travel Brochure Political Pamphlet Complaint Letter Magazine Article	
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation	
Year 2	Posters and Letters using key language features	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	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 3/4	Clear introduction and conclusion Paragraphs organised around key ideas/subject and issue Use of subheading to navigate the reader Topic sentences to navigate the paragraph	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Rhetorical questions Turning opinion into fact Emotive language	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets	
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most important argument Arguments are well-constructed Viewpoint of the writer is evident throughout	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise	Brackets Dashes Colons Semi-colons	

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		cohesion Use of passive and active Concession and condescension are used to impact the reader	Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	
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Discursive - Writing to Discuss		Purpose		Types	
This form of writing allows for a reasoned and balanced overview to discuss an issue or controversial topic. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.		To present arguments and information from different viewpoints To show for and against		Write up of a debate Newspaper Article Leaflet giving balance argument Essay	
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation	
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most important argument Arguments on both sides are well-constructed Formal language is used throughout to show a balanced viewpoint	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech Abstract nouns	Brackets Dashes Colons Semi-colons	