



Writing Progression of Skills



		Year 1	Year 2	Year 3/4	Year 5/6
Writing	Handwriting	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ◊ choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters ◊ choosing the writing implement that is best suited for a task
	Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: <ul style="list-style-type: none"> ◊ saying out loud what they are going to write about ◊ composing a sentence orally before writing it ◊ sequencing sentences to form short narratives ◊ re-reading what they have written to check that it makes sense 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ◊ writing narratives about personal experiences and those of others (real and fictional) ◊ writing about real events ◊ writing poetry ◊ writing for different purposes 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> ◊ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ◊ discussing and recording ideas 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> ◊ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ◊ noting and developing initial ideas, drawing on reading and research where necessary
		<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • consider what they are going to write before beginning by: <ul style="list-style-type: none"> ◊ planning or saying out loud what they are going to write about ◊ writing down ideas and/or key words, including new vocabulary ◊ encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ◊ evaluating their writing with the teacher and other pupils ◊ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ◊ proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • draft and write by: <ul style="list-style-type: none"> ◊ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) ◊ organising paragraphs around a theme ◊ in narratives, creating settings, characters and plot ◊ in non-narrative material, using simple organisational devices (for examples headings and sub-headings) • evaluate and edit by: <ul style="list-style-type: none"> ◊ assessing the effectiveness of their own and others' writing and suggesting improvements ◊ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<ul style="list-style-type: none"> ◊ in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed • draft and write by: <ul style="list-style-type: none"> ◊ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ◊ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ◊ précis longer passages ◊ using a wide range of devices to build cohesion within and across paragraphs ◊ using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

		Year 1	Year 2	Year 3/4	Year 5/6
Writing	Composition			<ul style="list-style-type: none"> • proof-read for spelling and 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 	<ul style="list-style-type: none"> • evaluate and edit by: <ul style="list-style-type: none"> ◇ assessing the effectiveness of their own and others' writing ◇ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ◇ ensuring the consistent and correct use of tense throughout a piece of writing ◇ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors <ul style="list-style-type: none"> ◇ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

		Year 1	Year 2	Year 3/4	Year 5/6
English	Grammar	Noun phrases	Expanded noun phrases	Expanded noun phrases	Expanded noun phrases
		Subordinating conjunctions (B) Co-ordinating conjunctions (BOA)	Subordinating conjunctions (WITB) Co-ordinating conjunction	Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS)	Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS)
		Past and present tense are consistent	Past simple Past progressive Present simple Present progressive	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect
			Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation
			Adverbs	Adverbials (TRaMP)	Adverbials (TRaMP)
				Relative clauses and relative pronouns	Relative clauses and relative pronouns
					Modal verbs
					Y6 Subjunctive form
English	Punctuation	Aa!?,	Aa!?,	Aa!?,	Aa!?,
			Inverted commas	Inverted commas	Inverted commas
			Commas to separate a list	Commas to separate a list	Commas to separate a list
			Apostrophe for omission and possession.	Apostrophe for omission and possession.	Apostrophe for omission and possession.
			Commas for fronted adverbials	Commas for fronted adverbials	Commas for fronted adverbials Commas for clarity Parentheses Dashes Brackets Commas Hyphens
					Adding detail Dashes Colons Linking Semi-colons



Writing Outcomes – Y1

Texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 / Y2 Cycle A The 3 Billy Goats Gruff Paul Galdone Grandpa John Burningham Fantastic Mr Fox Roald Dahl I Do Not Mind You Winter Wind Jack Prelutsky Not Now Bernard Y1/Y2 Cycle B The Ugly Duckling Voices In the Park Anthony Brown The Day the Crayons Quit Drew Daywalt Scissors (poem) Allan Ahlberg The Colour Monster Ann Llenas	<p>Narrative</p> <p>Expected Standard: Retell a simple story with predictable phrases e.g. repetition of key phrases – “Run, run as fast as you can”, “We’re going on a bearhunt...”. Focus on simple sentence structure</p> <p>GDS CHALLENGE: Add additional detail joining sentences using ‘and’.</p> <p>Recount</p> <p>Expected Standard: Write sentences to match pictures, or sequences of pictures, illustrating an event. e.g. School trip recount Visit to church recount or Durham Cathedral.</p> <p>GDS CHALLENGE: Structure writing by ordering events with use of words like first, next, after, when. Join clauses by using the conjunction ‘and’.</p> <p>Poetry</p> <p>Expected Standard: Begin to discuss what they have written with the teacher or other pupils. Begin to read aloud their writing clearly enough to be heard by the teacher.</p> <p>GDS CHALLENGE: Discuss better word choices. Begin to talk about improvements & edit.</p>	<p>Narrative</p> <p>Expected Standard: Tell a basic three part story about a central character e.g. The Ugly Duckling</p> <p>GDS CHALLENGE: Add additional character description.</p> <p>Instructions</p> <p>Expected Standard: Write simple instructions about something they know well. Clear sentences e.g How to make a healthy fruit salad. How to catch Santa Claus</p> <p>GDS CHALLENGE: Add more features of instructions List – Numbers – Imperative verbs</p> <p>Poetry</p> <p>Expected Standard: Write an acrostic poem that links to a given theme, e.g. winter or Christmas. Link to the whole school text a Winter’s Child.</p> <p>Ensure that the first letter in each line spells out a word.</p> <p>Make sure that lines end with commas with exception to the last.</p> <p>GDS CHALLENGE: Awareness of reader. Extend by including a rhyme. Add further description within their poem through specific adjectives.</p>	<p>Narrative</p> <p>Expected Standard: Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language. Example, How to catch a star by Oliver Jeffers.</p> <p>GDS CHALLENGE: Focus on a descriptive setting.</p> <p>Report</p> <p>Expected Standard: Describe something or someone with consistent use of tense (past or present depending on the report). e.g Neil Armstrong factfile, Cockfield Factfile. Use a Crayon from the day the crayons quit, describing their feelings, why they have quit, factfile.</p> <p>GDS Challenge: CHALLENGE: Expand sentences with conjunction ‘and’ use capital letters for proper noun Include new vocabulary from reading and research. Include an opening sentence</p> <p>Poetry</p> <p>Expected Standard: Increasingly discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by the teacher. Example, poem based on space.</p> <p>GDS CHALLENGE: Discuss better word choices. Talk about some improvements & edit.</p>	<p>Narrative</p> <p>Expected Standard: Retell a familiar story in three parts. Include accurate sentence punctuation. Example, Voices in the Park.</p> <p>GDS CHALLENGE: Write own version of the story recounting the information in sequence – then, next, after etc.</p> <p>Recount</p> <p>Expected Standard: Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense, e.g. postcard or simple letter. Trip to Botanical Gardens</p> <p>GDS CHALLENGE: Expand by using simple descriptive language to add detail.</p> <p>Poetry</p> <p>Expected Standard: Create a shape poem/calligram where the poem is presented in the shape of the object which it is describing. The layout may either be with the words inside a shape or around the outline of the shape. Based on the world.</p> <p>GDS CHALLENGE: Begin to include language devices, such as similes. Have greater awareness of the reader and audience.</p>	<p>Narrative</p> <p>Expected Standard: Write a complete simple story in three parts based on their own experiences school holidays, the weekend, coming to school or linked to a topic Buddhist temple. Include accurate sentence punctuation.</p> <p>GDS CHALLENGE: Include some of the patterns and language of familiar stories e.g. repeating same words and phrases three times – “Not !!” said the skinny rat.</p> <p>Report</p> <p>Expected Standard: Write information about a topic, writing accurately demarcated sentences to describe different aspects of the subject. Eg. <i>The lifecycle of a tadpole Holidays in the Past</i></p> <p>GDS CHALLENGE: Basic sequencing of ideas under simple sub-headings to form a report.</p> <p>Poetry</p> <p>Expected Standard: Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher. Example: Write in the style of the poem scissors, recognising words that rhyme.</p> <p>GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to change words.</p>	<p>Narrative</p> <p>Expected Standard: Write a story which includes strong characterisation e.g. good or bad character. Use description ideas from the text The Colour Monster. Include accurate sentence punctuation.</p> <p>GDS CHALLENGE: Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives.</p> <p>Instructions</p> <p>Expected Standard: Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation. E.g How to grow cress How to make the perfect habitat</p> <p>GDS CHALLENGE: Expand by including more instructional features e.g. a list of equipment numbered lists. Sentence structure to include commas in a list.</p> <p>Poetry</p> <p>Expected Standard: Create a riddle poem that describes a specific noun through select adjectives. The last line directly addresses the reader and uses a question, e.g. ‘What is it?’ or ‘Can you guess what I could be?’</p> <p>GDS CHALLENGE: Write a riddle in either first or third person (depending on which already used). Try to use rhyming couplets.</p>

Writing Outcomes – Y2

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Cycle A The 3 Billy Goats Gruff Paul Galdone</p> <p>Grandpa John Birmingham</p> <p>Fantastic Mr Fox Roald Dahl</p> <p>I Do Not Mind You Winter Wind Jack Prelutsky</p> <p>Not Now Bernard</p> <p>Y1/Y2 Cycle B</p> <p>The Ugly Duckling</p> <p>Voices In the Park Anthony Brown</p> <p>The Day the Crayons Quit Drew Daywalt</p> <p>Scissors (poem) Allan Ahlberg</p> <p>The Colour Monster Ann Llenas</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Retell a 3 part story that has a key central character. Example, The Tortoise and the Hare.</p> <p>GDS CHALLENGE: Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.</p> <p style="text-align: center;">Non-Chronological Report</p> <p>Expected Standard: Use information from research to group and assemble information into a short non-chronological report. E.g. Durham Cathedral, St Cuthbert</p> <p>GDS CHALLENGE: Expand on the information using subordination, co-ordination, expanded noun phrases to describe and specify.</p> <p style="text-align: center;">Poetry</p> <p>Expected Standard: Create a diamante poem. Complete structure: Line 1: Beginning subject Line 2: Two adjectives about line 1 Line 3: Three verbs or words ending '-ing' about line 1 Line 4: A short phrase about line 1, a short phrase about line 7 Line 5: Three verbs or words ending '-ing' about line 7 Line 6: Two adjectives about line 7 Line 7: End subject.</p> <p>GDS CHALLENGE:</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Retell a traditional tale –with repeated events using the rule of three. Example: Retelling of the story The Ugly Duckling.</p> <p>GDS CHALLENGE: Make the three events contrast by using adjectives and careful choice of expanded noun phrases.</p> <p style="text-align: center;"><u>Instructions</u></p> <p>Expected Standard: Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands. e.g How to make a healthy fruit salad. How to catch Santa Claus.</p> <p>GDS CHALLENGE: Extend and clarify instructions using expanded nouns, subordination and co-ordination to specify and add detail.</p> <p style="text-align: center;">Explanation</p> <p>Expected Standard: Write a series of extended sentences, organised appropriately for a specific form to explain a process. Example: Linking to instruction writing of how to catch Santa Claus.</p> <p>GDS CHALLENGE: Write a new explanation text where relevant items are grouped together and enough</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Plan and tell a 3 part story based on own experience with a focus on expanded noun phrases to provide detail and specification. Example, narrative based on a planetarium.</p> <p>GDS Challenge: CHALLENGE: Revise the way the nouns are expanded e.g. Adjectives after the noun, before the noun and use of additional information.</p> <p style="text-align: center;">Recount</p> <p>Expected Standard: Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person. Complete as a post card or an email. E.g Write a postcard after a walk around Cockfield Postcard from Space</p> <p>GDS CHALLENGE: Write same recount as a third person recount.</p> <p style="text-align: center;"><u>Persuasion</u></p> <p>Expected Standard: Write a simple persuasive piece based on research, a topic of interest or a fictional book. Example: Why should you fly a rocket to space? Why should you visit a planetarium or Cockfield? Information poster.</p> <p>GDS CHALLENGE: Change a simple persuasive piece based on research, a topic of interest or a fictional</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Plan and tell a story in four parts with clear use of subordination and co-ordination. Example, Voices in the Park.</p> <p>GDS CHALLENGE: Expand on the main event with a focus on use of verbs and adverbs.</p> <p style="text-align: center;"><u>Recount</u></p> <p>Expected Standard: Write a narrative recount in role. Write about a real experience, Example: based on the trip to the Botanic gardens.</p> <p>GDS CHALLENGE: Change the form of the recount e.g. diary or letter considering how language and vocabulary choices may change.</p> <p style="text-align: center;">*Less genres due to KS1 SATs</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: To plan and write your own four part story showing the use of a range of sentence types and language to add detail. Example: About their own experiences school holidays, the weekend, coming to school or linked to a topic Buddhist temple.</p> <p>GDS CHALLENGE: Expand on the language by introducing simple figurative language and more adventurous vocabulary.</p> <p style="text-align: center;"><u>Non-Chronological Report</u></p> <p>Expected Standard: Use the language and structural features in a specific form e.g. leaflet about how holidays have changed from in the past to now.</p> <p>GDS CHALLENGE: Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Expected Standard: Create a free verse poem about a chosen subject. Choose own purpose and audience. Use increasing precise range of adjectives and verbs with correct poetry punctuation. Example: about holidays.</p> <p>GDS CHALLENGE: Change the purpose of the</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: To plan and write a familiar story with a range of sentence types – applying the skills of Year 2. Example: Use the text The Colour Monster. Base the story on one particular monster.</p> <p>GDS Challenge: CHALLENGE: Retell the familiar story including some dialogue of some dialogue experimenting with speech punctuation.</p> <p style="text-align: center;"><u>Persuasion</u></p> <p>Expected Standard: Use simple persuasive language to write a persuasion based on a fictional book e.g. in the form of a letter to a character in a book. Children write a letter to one of the colourful monsters to persuade them to change the way they are thinking and feeling.</p> <p>GDS Challenge: CHALLENGE: Expand on information using emotive language to create a persuasive leaflet</p>

	Use increasingly precise adjectives and verbs.	details are included.	book into a persuasive letter.		poem: to make someone laugh, to scare, to entertain, to describe.	
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Writing Outcomes – Y3

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Cycle A</p> <p>Charlotte's Web E.B. White</p> <p>The Butterfly Lion Michael Morpurgo</p> <p>The Witches Roald Dahl</p> <p>The Iron Man Ted Hughes</p> <p>Topsy Turvy World (poem) William Brightly Rands</p> <p>Cycle B</p> <p>Mary Poppins P.L. Travers</p> <p>The Fire Maker's Daughter Phillip Pullman</p> <p>Toys Go Out Emily Jenkins</p> <p>Revolting Rhymes Roald Dahl</p> <p>Something Told the Wild Geese (poem)</p>	<p style="text-align: center;">Narrative</p> <p>Expected Standard: To write a story in four parts, in the first person, with a definite ending.</p> <p>GDS Challenge:: Change into a third person story.</p> <p style="text-align: center;">Recount</p> <p>Expected Standard: Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions,</p> <p>GDS CHALLENGE Write same event in a different form e.g. as a story or a diary.</p> <p style="text-align: center;">Poetry</p> <p>Expected Standard: Create a clerihew, four lines in length including rhyming couplets (AABB). Ensure the subject of the poem is a character named on one of the lines. Focus on comic language. E.g. Mr Smith wears a wig, But for his head it's rather big. In windy weather he was careless. Now Mr Smith's head is hairless.</p> <p>GDS CHALLENGE Vary the rhyme scheme to either ABCB or ABAB.</p>	<p style="text-align: center;">Narrative</p> <p>Expected Standard: To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included with punctuation. Eg Animal challenge story in the style of Fantastic Mr Fox</p> <p>GDS CHALLENGE Revise how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrases.</p> <p style="text-align: center;">Explanation</p> <p>Expected Standard: Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included. Eg Electricity, How has electricity changed the way we live? Banksy</p> <p>GDS CHALLENGE Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience Play Script Expected Standard: To write a play script including correct layout, narrator, cast, standard and non-standard English and punctuation for effect.</p> <p>GDS CHALLENGE Transform writing in to a short four part story, incorporating some appropriate play script conversation as dialogue.</p>	<p style="text-align: center;">Narrative</p> <p>Expected Standard: Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.</p> <p>GDS CHALLENGE Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the reader.</p> <p style="text-align: center;">Non-Chronological Report</p> <p>Expected Standard: Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing. Complete as an information leaflet.</p> <p>GDS CHALLENGE Change the form of the non-chronological report so there is a change in structure and language features e.g. magazine article.</p> <p style="text-align: center;">Instructions</p> <p>Expected Standard: Write multistep instructions with a clear audience and for a given purpose ensuring that they can be followed.</p> <p>GDS CHALLENGE Explore additional ways to organise and add to the instructions after evaluating the effectiveness of the first set.</p>	<p style="text-align: center;">Narrative</p> <p>Expected Standard: To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.</p> <p>GDS CHALLENGE Revise one section of the story i.e. "problem". Use words and phrases to capture the readers' interest and imagination and select verbs carefully to describe actions, thoughts and feelings.</p> <p style="text-align: center;">Non-Chronological Report</p> <p>Expected Standard: Write a non-chronological report about a subject researched in a specific form</p> <p>GDS CHALLENGE Compare the subject in the leaflet to another similar subject using language of comparison and contrast.</p> <p style="text-align: center;">Letter</p> <p>Expected Standard: Create an informal letter telling a loved one of a recent event using a character from a story as the basis for this.</p> <p>GDS CHALLENGE Transform the letter in to a diary from a different character's perspective on the event.</p>	<p style="text-align: center;">Narrative</p> <p>Expected Standard: Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.</p> <p>GDS CHALLENGE Include detailed description of setting and time by using expanded noun phrases to give precise detail.</p> <p style="text-align: center;">Instructions</p> <p>Expected Standard: Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience.</p> <p>GDS Challenge:: Explore a range of organisational devices and use to transform the instructions, evaluating the effectiveness.</p> <p style="text-align: center;">Explanation</p> <p>Expected Standard: Write extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included. Focus on formal style.</p> <p>GDS CHALLENGE: Change the audience of the explanation and consider adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience.</p>	<p style="text-align: center;">Narrative</p> <p>Expected Standard: Write a story where dialogue is the drive to move the story on.</p> <p>GDS Challenge:: Revise the dialogue to provide strong characterisation.</p> <p style="text-align: center;">Persuasion</p> <p>Expected Standard: Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.</p> <p>GDS Challenge:: Change the viewpoint of the author, selecting vocabulary appropriately.</p> <p style="text-align: center;">Recount</p> <p>Expected Standard: Write a recount in the 1st person with a clear audience and form e.g. an eye witness report based on a book read.</p> <p>GDS Challenge: Make a change to the audience or form and choose what text and language features to use.</p>

Writing Outcomes – Y4

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Cycle A</p> <p>Charlotte's Web E.B. White</p> <p>The Butterfly Lion Michael Morpurgo</p> <p>The Witches Roald Dahl</p> <p>The Iron Man Ted Hughes</p> <p>Topsy Turvy World(poem) William Brightly Rands</p> <p>Cycle B</p> <p>Mary Poppins P.L. Travers</p> <p>The Fire Maker's Daughter Phillip Pullman</p> <p>Toys Go Out Emily Jenkins</p> <p>Revolting Rhymes Roald Dahl</p> <p>Something Told the Wild Geese (poem)</p>	<p>Narrative</p> <p>Expected Standard: To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures</p> <p>GDS Challenge:: Add character descriptions designed to provoke sympathy or dislike in the reader.</p> <p>Recount</p> <p>Expected Standard: Write a recount in the 1st person with a clear audience and form</p> <p>GDS Challenge:: Make a change to the person it is written in, the audience or form and chose what text and language features to use.</p> <p>Instructions</p> <p>Expected Standard: Following a practical experience, children should write instructions for a given purpose and audience.</p> <p>GDS Challenge:: Adapt instructions by using precise imperatives and changing audience.</p>	<p>Narrative</p> <p>Expected Standard: Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.</p> <p>GDS Challenge:: Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader.</p> <p>Persuasion</p> <p>Expected Standard: Write an advertisement focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.</p> <p>GDS Challenge:: Change the advert into a different form e.g. TV advert changing organisational devices, use of vocabulary and linguistic devices.</p> <p>Explanation</p> <p>Expected Standard: Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience.</p> <p>GDS Challenge:: Write same explanation in an informal style noting change of audience and form to suit this text.</p>	<p>Narrative</p> <p>Expected Standard: Plan a complete story focussed on organisational devices e.g. times of day, repeated words and phrases, adverbial phrases and use of pronouns.</p> <p>GDS Challenge:: Experiment with using different organisational devices with some attempt to link paragraphs together.</p> <p>Instructions</p> <p>Expected Standard: Following a practical experience, children should write instructions for a given purpose and audience. Ensure precise inclusion of imperatives.</p> <p>GDS Challenge:: Adapt to different audience and for different purpose. Include more refined imperatives, adverbs for clarity and diagrams to support.</p> <p>Persuasion</p> <p>Expected Standard: Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.</p> <p>GDS Challenge:: Change the formality of the letter: formal audience, i.e. police, head teacher, politician, council etc.</p>	<p>Narrative</p> <p>Expected Standard: Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.</p> <p>GDS Challenge:: Transform the narrative through a change in atmosphere, varying the vocabulary to support it.</p> <p>Non-Chronological Report</p> <p>Expected Standard: Write a report with a clear audience and specific form, e.g. magazine article.</p> <p>GDS Challenge:: Explore and manage the shifts between past and present within the report and transform by changing the form, style or audience,</p> <p>Letter</p> <p>Expected Standard: Write an informal letter from one key character to another.</p> <p>GDS Challenge:: Write in advanced style of another character adapting their speech and mannerisms through writing, e.g. BFG speech, stammers, nervous habits.</p>	<p>Narrative</p> <p>Expected Standard: Write in role as a character from a story.</p> <p>GDS Challenge:: Change the narrative voice or write from two perspectives.</p> <p>Recount</p> <p>Expected Standard: Write a recount in the form of a newspaper report. Use direct quotes, linking paragraphs together appropriately.</p> <p>GDS Challenge:: Same recount in a different form and style e.g. Recount events as a diary.</p> <p>Poetry</p> <p>Expected Standard: Create a kenning poem with precise adjective choices to describe an object of a sustained length.</p> <p>GDS Challenge:: Use of language devices such as metaphors and similes. Consider the order of the kennings for impact on the reader.</p>	<p>Narrative</p> <p>Expected Standard: Plan and write a story with a strong central character using "show not tell" techniques to provide information to the reader about that character.</p> <p>GDS Challenge:: Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.</p> <p>Non-Chronological Report</p> <p>Expected Standard: Write a comparative report based on their own notes taken from several sources.</p> <p>GDS Challenge:: Turn the report into a clear form with a different audience e.g. fact file, webpage, entry into non-fiction book.</p>

Writing Outcomes – Y5

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Narrative	Narrative	Narrative	Narrative	Narrative	Narrative
The Secret Garden Frances Hodgson Burnett A Christmas Carol Charles Dickens Wonder RJ Palacio Harry Potter JK Rowling	<p>Expected Standard: Write a five-part story using language to evoke mood and atmosphere and develop characterisation, complete as a Viking legend.</p> <p>GDS Challenge: Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to change the atmosphere.</p>	<p>Expected Standard: Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense. Use a digital narrative.</p> <p>GDS Challenge: Change the story to focus on a different technique looking at how the language choice changes, i.e. change to suspense, sci-fi or mystery etc.</p>	<p>Expected Standard: Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.</p> <p>GDS Challenge: Adapt the story for a different audience aiming for consistency in character and style</p>	<p>Expected Standard: Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character.</p> <p>GDS Challenge: Change the story to show parallel narrators where events are portrayed simultaneously.</p>	<p>Expected Standard: Plan and write a non – linear story e.g. Flashbacks, parallel narrators. Experiment with different formalities for different shifts.</p> <p>GDS Challenge: Use the non-linear structure to show changes in atmosphere and mood.</p>	<p>Expected Standard: Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.</p> <p>GDS Challenge: Add an additional narrative voice demonstrating a change in formality.</p>
Cycle B	Recount	Non-Chronological Reports	Persuasion	Procedural Text	Discussion	Explanation
Jabberwocky Lewis Carroll The Highwayman Alfred Noyes The Clockwork Sparrow Katherine Woodfine The Pebble in my Pocket Meredith Hooper Skellig David Almond A Monster Calls Patrick Ness	<p>Expected Standard: Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required.</p> <p>Complete as a newspaper report.</p> <p>GDS Challenge: Write the same recount for two or three audiences, appealing to each one through managed shifts of formality, i.e. tabloid, broadsheet, online news article, older audience or younger.</p>	<p>Expected Standard: Plan, compose, edit and refine a non- chronological comparative report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience, e.g. a magazine spread.</p> <p>GDS Challenge: Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report.</p>	<p>Expected Standard: Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject.</p> <p>GDS Challenge: Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary or adding quotes or references.</p>	<p>Expected Standard: Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.</p> <p>GDS Challenge: Change to a non-linear structure with choices for the reader to refer to different sections. Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt structural, vocabulary and grammar choices based on the form and audience.</p>	<p>Expected Standard: Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion.</p> <p>GDS Challenge: Combine the discussion text with another text type with a clear audience and form.</p>	<p>Expected Standard: Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style.</p> <p>GDS Challenge: Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences.</p>
	Non-fiction (choice)		Factual Writing		Non-fiction (choice)	Non-fiction (choice)
	<p>Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>	Letter	<p>Expected Standard: Use formal and technical language to create a biography on a chosen historical figure. Use a range of presentational devices to appeal to a specific audience, e.g. Henry VIII.</p> <p>Transform to GDS CHALLENGE Transform biography in to online factual article for a younger audience.</p>	Recount	<p>Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>	<p>Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>
		<p>Expected Standard: Write an informal letter from one key character to another.</p> <p>GDS Challenge: Write in advanced style of another character adapting their speech and mannerisms through writing, e.g. BFG speech, stammers, nervous habits.</p>		<p>Expected Standard: Practise writing a recount in the style of a blog so that pupils are forced to consider the precise level of formality required.</p> <p>GDS Challenge: Write the same recount over a series of Tweets.</p>		

Writing Outcomes – Y6

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Narrative	Narrative	Narrative	Narrative	Narrative	Narrative
The Secret Garden Frances Hodgson Burnett A Christmas Carol Charles Dickens Wonder RJ Palacio Harry Potter JK Rowling Jabberwocky Lewis Carroll	<p>Expected Standard: Write a five-part story using language to evoke mood and atmosphere and develop characterisation.</p> <p>GDS Challenge:: Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to change the atmosphere.</p> <p style="text-align: center;">Recount</p> <p>Expected Standard: Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required.</p> <p>GDS Challenge:: Write the same recount for two or three audiences, appealing to each one through managed shifts of formality</p>	<p>Expected Standard: Plan and write a story with a very distinct atmosphere – eg. suspense, panic, humour</p> <p>GDS Challenge: Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.</p> <p style="text-align: center;">Non-Chronological report</p> <p>Expected Standard: Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page.</p> <p>GDS Challenge: Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.</p>	<p>Expected Standard: Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.</p> <p>GDS Challenge: Independently use a non-linear structure to show control of formality for different shifts of time.</p> <p style="text-align: center;">Persuasion</p> <p>Expected Standard: Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.</p> <p>GDS Challenge: Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.</p>	<p>Expected Standard: Plan and write a story with two narrators to tell the story from different perspectives.</p> <p>GDS Challenge: Independently change the formality of the two narrators so that they contrast.</p> <p style="text-align: center;">Discussion</p> <p>Expected Standard: Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice.</p> <p>GDS Challenge: Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality.</p>	<p>Expected Standard: Plan and write an extended narrative divided into chapters.</p> <p>Use of description and figurative language to create atmosphere.</p> <p>GDS Challenge: Independently include dialogue to show shifts of formality; develop character and move the action forward.</p> <p style="text-align: center;">Explanation</p> <p>Expected Standard: Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.</p> <p>GDS Challenge: Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news.</p>	<p>Expected Standard: Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader.</p> <p>GDS Challenge: Write own story that they have always wanted to write!</p> <p style="text-align: center;">Non-fiction (choice) Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>
Cycle B						
The Highwayman Alfred Noyes The Clockwork Sparrow Katherine Woodfine The Pebble in my Pocket Meredith Hooper Skellig David Almond A Monster Calls Patrick Ness						