





Progression of skills in English

Please see Essentials documents on our school website for individual year groups

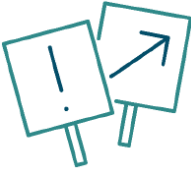
Writing in **blue**, please see definition and the bottom of the document.


Purposes of writing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To entertain 	Through book making projects. EYFS are introduced to the idea that we can make our reader smile, laugh, cry, etc.	Build on EYFS learning. Language Choices Pictures and illustrations help the reader to visualise your intentions. A title to hook the reader's interest.	Build on EYFS and Year 1 learning. Language Choices Use the same (consistent tense) e.g. simple, present or past. Use of sound and senses. Developing mood (show not tell). Speech bubbles for thinking,	Build on EYFS, and KS1 learning. Language Choices Children select and stay in the same tense (see Year 2 learning). Use of sound and other senses to develop the mood of a setting. Dialogue to introduce a character.	Build on EYFS, KS1 and Year 3 learning. Language Choices Dialogue including some dialect/ colloquialisms. 'Zoom in' and 'zoom out' to introduce a new character/ setting. Onomatopoeia to describe sounds and bring them to life. Personification to bring sounds to life.	Build on EYFS, KS1 and LKS2 learning. Language Choices Use of a range of figurative language, such as: similes, metaphors and personification. Create atmosphere through description. Create suspense and tension by varying sentence lengths. Modal verbs to express things that	Build on EYFS KS1, LKS2 and Year 5 learning. Language Choices Dialogue used to convey character or move on the action. Past perfect tense to show something occurred before the time being narrated.

		<p>feeling and doing.</p> <p>Present progressive and past progressive tense.</p> <p>Exclamation sentences.</p> <p>Genre Features <i>Poetry, traditional tales, short narratives, short personal narratives.</i></p> <p><u>Children will:</u></p> <p>Develop characters, plots and narrative structure.</p> <p>Write in simple past tense and time order.</p> <p>Use speech bubbles for characters dialogue (formal</p>	<p>Describe character appearance and behaviour.</p> <p>Include inner thoughts.</p> <p>Use the ‘power of three’.</p> <p>Paragraphs.</p> <p>Use the ‘zoom in’ technique.</p> <p>Genre Features <i>Short narratives, journey narratives, traditional tales, real-life narratives, other narratives.</i></p> <p><u>Children will:</u></p> <p>Plan and write about their own characters and plots, using a basic narrative structure.</p> <p>Sequence sentences in</p>	<p>Metaphor to create a vivid picture.</p> <p>Genre Features <i>Journey narratives, poetry, fables, narratives (setting and dialogue), memoir writing and other narratives.</i></p> <p><u>Children will:</u></p> <p>Learn that story openings have action or description.</p> <p>Story endings can have a moral message, a happy, surprise or a cliffhanger ending.</p>	<p>are possible but not known.</p> <p>Genre Features <i>Graphic novels, poetry, narrative, short stories</i></p> <p><u>Children will:</u></p> <p>Use illustration and text using panels and frames.</p> <p>Create new story shapes.</p> <p>Vary story openings and story endings.</p> <p>Explore syllables and structure.</p>	<p>Genre Features <i>A descriptive scene, poetry, a range of narrative</i></p> <p><u>Children will:</u></p> <p>Draw upon learning from Year 4.</p>	<p>Genre Features <i>A descriptive scene, a range of narratives (including with dialogue)</i></p> <p><u>Children will:</u></p> <p>Include the use of at least one of the six story shapes.</p>
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		<p>speech taught in Year 3).</p> <p>Use rhyme, sound patterns and repeated phrases.</p>	<p>order of what happened.</p> <p>Write traditional tales that include: repeated phrases, animal characters and character names that teach us about the character.</p> <p>Learn new story shapes e.g. <u>slow rise and slow fall</u>.</p> <p>Understand alliteration, rhythm and musicality and its effect on the reader.</p>	<p>Plan animal characters, set in a real world.</p> <p>Plan a simple plot with a resolution.</p> <p><u>Speech</u>: 1st and 3rd person and direct address. Learn visual structures to entertain a reader.</p>	<p>Explore surprising and unusual word combinations.</p>		
<p>To inform</p> 	<p>Through book making projects</p> <p>We help our reader to find out something new.</p>	<p>Build on EYFS learning.</p> <p><u>Language Choices</u></p> <p>Pictures and illustrations help the reader to</p>	<p>Build on EYFS and Year 1 learning.</p> <p><u>Language Choices</u></p> <p>Correct time order.</p>	<p>Build on EYFS and KS1 learning.</p> <p><u>Language Choices</u></p> <p>Paragraphs to organise ideas.</p> <p>Headings and subheadings.</p>	<p>Build on EYFS and KS1 learning.</p> <p><u>Language Choices</u></p> <p>Build on Year 3 learning.</p>	<p>Build on EYFS, KS1 and LKS2 learning.</p> <p><u>Language Choices</u></p> <p>Use of brackets (parenthesis)</p> <p>Use of bullet points.</p>	<p>Build on EYFS, KS1, LKS2 and Year 5 learning.</p> <p><u>Language Choices</u></p> <p>Use the full range of layout devices, including: bullet points, columns, tables, headings,</p>

		<p>visualise your intentions.</p> <p>Labels and captions teach the reader. Speak directly to the reader e.g. you (direct address).</p> <p><u>Genre Features</u> <i>Recipes, lists, labels, captions, instructions, rules and recounts, letters and explanations</i></p> <p><u>Children will:</u></p> <p>Use easy to follow, simple steps to instruct.</p> <p>Use time order, lists of ingredients and items.</p> <p>Use the features of a letter.</p> <p>Use technical vocabulary.</p>	<p>Speak directly to the reader.</p> <p>Diagrams, labels and captions.</p> <p>Simple present and simple past tense.</p> <p><u>Genre Features</u> <i>Instructions, letters and postcards, non-chronological reports, real event recounts</i></p> <p><u>Children will:</u></p> <p>Use easy to follow, simple steps in time order.</p> <p>Make lists of ingredients and items.</p> <p>Learn features of a letter.</p> <p>Use captions, labels and illustrations.</p>	<p>Quotes.</p> <p>2nd person/ direct address.</p> <p><u>Genre Features</u> <i>Non-chronological report, instructions</i></p> <p><u>Children will:</u></p> <p>Create an A-Z guide and an index for more information and to guide the reader.</p> <p><i>See Year 2 objectives.</i></p>	<p><u>Genre Features</u> <i>Explanation, newspaper article, non-chronological report</i></p> <p><u>Children will:</u></p> <p>Use the 3rd person and the past tense.</p> <p>Use quotes and indirect (reported) speech.</p> <p>5 W's (who, what, where, when and why).</p> <p><i>See Year 2 and 3 objectives.</i></p>	<p>Underlining use of important words for the reader's attention.</p> <p><u>Genre Features</u> <i>Non-chronological report, biography</i></p> <p><u>Children will:</u></p> <p>Include details of key events in chronological order.</p> <p>Include several facts for real information.</p>	<p>subheadings and diagrams.</p> <p>Use the passive voice to affect the presentation of information in a sentence.</p> <p><u>Genre Features</u> <i>A range of non-chronological reports and a biography</i></p> <p><u>Children will:</u></p> <p><i>Refer to the KS2 objectives.</i></p>
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		<p>Write clearly the stages of a process.</p> <p>In explanations, children can use <u>present tense</u>.</p>	<p>Create a glossary.</p> <p>Write command sentences.</p>				
<p>To persuade</p> 				<p>Children will learn to persuade a reader to do or think something.</p> <p>Language Choices</p> <p>Often use 2nd person/ direct address.</p> <p>Use facts to support opinions.</p> <p>Use alliteration and rhetorical questions.</p>	<p><u>Build on Year 3 learning.</u></p> <p>Language Choices</p> <p>Use anecdotes to provide evidence and experience.</p>	<p><u>Build on LKS2 learning.</u></p> <p>Language Choices</p> <p>Hyperbole/ exaggeration to support a point being made.</p> <p>Adverbs and modal verbs to indicate degrees of possibility.</p> <p>Formality can vary from formal to very informal, depending on the audience.</p> <p>Formal writing avoids contractions and phrasal verbs (e.g. check this out, look at this etc.)</p>	<p><u>Build on LKS2 and Year 5 learning.</u></p> <p>Language Choices</p> <p>Use the passive voices to direct or deflect the reader's attention.</p> <p>Use subjunctive and the pronoun 'one' to speak to the reader in more formal situations e.g. 'if one were to ...'</p> <p>See formality choices from Year 5 plus informal speech structures might use a question tag e.g. 'they're your shoes, aren't they?'</p>

				<p>Genre Features <i>Persuasive speech, persuasive letter</i></p> <p><u>Children will:</u></p> <p>Use speech: 1st, 2nd and 3rd person to address the audience directly.</p> <p>Switch between past, present and future tenses.</p> <p>Use the above features alongside the features of a letter.</p>	<p>Genre Features <i>Persuasive speech, travel leaflet, persuasive letters</i></p> <p><u>Children will:</u></p> <p>Use details, usually including sub-topics.</p> <p>Use photos and illustrations.</p> <p><i>See Year 3 objectives.</i></p>	<p>Genre Features <i>Persuasive letter and an advertising campaign</i></p> <p><u>Children will:</u></p> <p>Include a catchy title and/or slogan.</p> <p>Advertise using bright visuals and images.</p> <p>Include special features about products.</p>	<p>Genre Features <i>An advocacy campaign and a persuasive speech</i></p> <p><u>Children will:</u></p> <p>Raise awareness of a cause to support a message.</p> <p>Have a clear message and a call to action.</p>
<p>To discuss</p> 						<p>Children will learn to show either side of an argument, discussion and/ or debate.</p> <p>Language Choices</p> <p>Very clear point of view to show either side.</p> <p>Obvious signposts to the reader.</p>	<p>Build on Year 5 learning.</p> <p>Language Choices</p> <p>More formal writing may use the subjunctive.</p> <p>Careful use of adverbials to maintain cohesion e.g. on the other hand, in contrast.</p>

						<p>Avoids confusing facts and opinions (makes this very clear for the reader).</p> <p>Formality can vary from formal to very informal, depending on the audience.</p> <p>Formal writing avoids contractions and phrasal verbs (e.g. check this out, look at this etc.)</p> <p>Genre Features <i>A review</i></p> <p>Children will:</p> <p>Vary their writing in tone and formality.</p> <p>Include a balance of positive or negative elements.</p> <p>Learn how to be unbiased.</p> <p>Conclude with a rating/ score/ reflection.</p>	<p>Modal verbs to indicate possibility in an unbiased way e.g. some people might argue that ...</p> <p>Genre Features <i>A blog, a balanced argument</i></p> <p>Use an opening and a closing statement that repeats and reinforces a point.</p> <p>Opening sentence and question stems to set up an issue.</p> <p>Includes short paragraphs with clear headings/ subheadings for ease when reading.</p> <p>Embedded links to other articles.</p>
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							<p>Variation in tone and formality, depending on the audience.</p> <p><i>See formality choices in other purposes.</i></p>
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These features are in addition to the following objectives:

- Composition
- Vocabulary, grammar and punctuation
- Transcription

Story shapes

- 1) Fall rise – an event occurs and then there is a resolution.
- 2) Slow rise – an event occurs slowly over time – can be recounted.
- 3) Slow fall – as above, but generally, with a negative ending.
- 4) Rise then fall – has a positive start, but ends negatively.
- 5) Rise – fall – rise – classic structure with beginning, middle, end (resolution).
- 6) Fall – rise – fall – something negative happens and often ends on a cliffhanger.

Show not tell

Provide imagery for a reader through sounds and senses, without telling them specific events.

Zoom In and Zoom Out

To move quickly or slowly in a story and add more detail e.g. introduce a character or setting.

Power of Three

To make something more memorable for the reader e.g. a list of three adjectives, characters or items.

Speech Bubbles

These are used to indicate spoken words without the use of inverted commas/ direct speech.