



St Gabriel's CE Primary School

English Writing Curriculum

Our Vision Statement:

Our aim is to nurture children with the confidence and self-belief to achieve their best;
to have the courage to think for themselves;
to be resilient in their learning and ambitious in their hopes and dreams;
to live in harmony, respecting others;
to search and question throughout life's journey;
to find personal faith;
and to learn about the Gospel of hope and love found in Jesus Christ.

Seeking to nurture:

Self-belief **Cour**Age **Res**ilience **Ambi**Tion **H**armony

"Stand firm... be courageous" 1 Corinthians 16:13



Year 1 English - Writing Composition

National Curriculum Expectations – Year 1			
Planning	Planning & Writing	Evaluating & Editing	Performing
<p>Pupils should be taught to write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p>	<p>Pupils should be taught to write sentences by:</p> <p>sequencing sentences to form short narratives</p>	<p>Pupils should be taught to write sentences by:</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p>	<p>Pupils should be taught to:</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>

Y1 Writing – Key Learning (from Lancashire Learning & Progression Steps)			
Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none"> Orally plan and rehearse ideas. Sequence ideas and events in narrative. Use familiar plots for structuring the opening, middle and end of their stories. Sequence ideas and events in nonfiction. 	<ul style="list-style-type: none"> Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Compose and sequence their own sentences to write short narratives. Compose and sequence their own sentences to write short non-fiction texts, e.g. recounts, information texts, instructions. 	<p>Discuss their writing with adults and peers</p>	<p>Read aloud their writing audibly to adults and peers.</p>

Y1 Adaptive Teaching Step: 1

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none">• Orally plan and sequence ideas in narrative, <i>e.g. with adult support, create a story using small world props or pictures and orally rehearse.</i>• Orally rehearse ideas linked to nonfiction, <i>e.g. pass a 'microphone' around the group, into which each child can speak their sentence</i>	<ul style="list-style-type: none">• Orally compose every sentence before writing, <i>e.g. say the sentence three times to fix it in working memory.</i>• With adult support, reread every sentence to check it makes sense.• Orally compose and write sentences to form short narratives• Orally compose simple sentences to write short non-fiction texts, <i>e.g. Information text, postcard, instructions.</i>	<p>Discuss their writing with adults and peers, giving an opinion, <i>e.g. I like my story because...</i></p>	<p>Read their writing to an adult.</p>

Y1 Adaptive Teaching Step: 2

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none">• Sequence ideas and events in narrative, <i>e.g. creating a story map and using it to orally rehearse ideas.</i>• Sequence events in non-fiction recounts, <i>e.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse.</i>	<ul style="list-style-type: none">• Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'.• Re-read every sentence to check it makes sense.• Orally compose and sequence their own sentences to write short narratives.• Orally compose and sequence their own sentences to write short nonfiction texts, <i>e.g. recounts, instructions.</i>	<ul style="list-style-type: none">• Discuss their writing with adults, saying what they like about it, <i>e.g. my favourite word is...</i>	<ul style="list-style-type: none">• Read their writing audibly to a small group.

Y1 Adaptive Teaching Step: 3

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none">• Use familiar plots for structuring the opening, middle and end of their stories, e.g. <i>innovating on a known story and orally rehearse.</i>• Sequence ideas and events in different non-fiction texts, e.g. <i>decide on information or events to put on each page in a simple non-fiction book.</i>	<ul style="list-style-type: none">• Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or'.• Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words.• Orally compose and sequence their own sentences, including some which use joining words, to write short narratives.• Orally compose and sequence their own sentences to write short nonfiction texts, e.g. <i>recounts, information texts</i>	<ul style="list-style-type: none">• Discuss their writing with adults and peers, e.g. <i>using speaking frames such as 'The best word I have used is...'; 'My handwriting is good because...'; 'I am proud of my writing because...'</i>	<ul style="list-style-type: none">• Read aloud their writing audibly to adults and peers, e.g. <i>larger group or whole class.</i>



Year 2 English - Writing Composition

National Curriculum Expectations – Year 2

Attitudes & Stamina	Planning, Drafting & Writing	Evaluating & Editing	Performing
<p>Pupils should be taught develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p>	<p>Pupils should be taught to consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p>	<p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>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</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p>	<p>Pupils should be taught to:</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>

Y2 Writing – Key Learning
(from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none"> Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. 	<ul style="list-style-type: none"> Orally rehearse each sentence prior to writing. Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.. 	<ul style="list-style-type: none"> Edit and improve own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation. Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop 	<ul style="list-style-type: none"> Read aloud their writing with intonation to make the meaning clear.

Y2 Adaptive Teaching Step: 1

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none">• Discuss and plan what to write about <i>e.g. story mapping, innovating on a known story, generating and developing vocabulary and ideas.</i>	<ul style="list-style-type: none">• Orally rehearse each sentence prior to writing including simple and compound sentences.• Identify purpose and audience for writing, e.g. to entertain children in Reception with our traditional tales. Discuss the language needed, <i>e.g. story book language; repeated words and phrases to join in with.</i>	<ul style="list-style-type: none">• Edit and improve own writing with specific guidance from the teacher, <i>e.g. Can you add the question marks to the sentences where they are needed?</i>• Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better.• Proofread to check for errors in spelling, grammar and punctuation.	<ul style="list-style-type: none">• Read aloud their writing with intonation, taking note of punctuation to make the meaning clear, <i>e.g. pausing at full stops, question marks and exclamation marks.</i>

Y2 Adaptive Teaching Step: 2

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none">• Discuss and plan what to write about <i>e.g. story mapping, innovating on a known story, extending vocabulary and ideas.</i>	<ul style="list-style-type: none">• Orally rehearse every sentence before writing, including those which have been extended.• Identify purpose and audience for writing, <i>e.g. to entertain our classmates with our explorer stories.</i>• Discuss structure needed, <i>e.g. an opening which introduces the character, problem/s and ending.</i>• Plan and write clear sections, drafting short sections as appropriate.	<ul style="list-style-type: none">• Edit and improve own writing with some signposting from the teacher, <i>e.g. I have put a star next to a sentence that I think can be improved. Can you improve it?</i>• Discuss and establish a response partner agreement. Use this to support the process of evaluating their writing with peers and adults• Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, <i>e.g. spotting and changing he walking to the shop to he walked to the shop.</i>	<p>Read aloud their writing with intonation taking note of punctuation to make the meaning clear <i>e.g. pausing at commas which separate items in a list.</i></p>

Y2 Adaptive Teaching Step: 3

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none">• Discuss and plan what to write about <i>e.g. story mapping, innovating on a known story, drawing on vocabulary and ideas from reading.</i>	<ul style="list-style-type: none">• Drawing on sentence structures from known texts, orally rehearse every sentence before writing, <i>e.g. This is a story about a rat. Not any old rat but a rat who travelled the highway!</i>• Identify purpose and audience for writing, <i>e.g. to persuade children in Year 1 to visit our farm shop.</i>• Discuss the language and structural organisation needed, <i>e.g. a snappy slogan, a question, alliteration, bullet points, exclamations, captions.</i>	<ul style="list-style-type: none">• Edit and improve own writing in relation to audience and purpose.• Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience.• Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs, <i>e.g. spotting and changing he walking to the shop to he walked to the shop or he was walking to the shop</i>	<ul style="list-style-type: none">• Read aloud their writing with tone and intonation, taking note of punctuation to make the meaning clear <i>e.g. pausing at full stops, changing voice in response to an exclamation mark and question mark.</i>



Year 3 English - Writing Composition

National Curriculum Expectations – lower KS2

Planning	Drafting & Writing	Evaluating & Editing	Performing
<p>Pupils should be taught to plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p>	<p>Pupils should be taught to draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>organising paragraphs around a theme:</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p>Pupils should be taught to evaluate and edit their writing by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p>	<p>Pupils should be taught to:</p> <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>

Y3 Writing – Key Learning
(from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none"> • Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. • Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. 	<ul style="list-style-type: none"> • Create and develop settings for narrative. • Create and develop characters for narrative. Improvise, create and write dialogue. • Group related material into paragraphs. • Use headings and sub headings to organise information. 	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. • Discuss and propose changes with partners and in small groups. • Improve writing in the light of evaluation. 	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class.

Y3 Adaptive Teaching Step: 1

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. to retell events from Walt Disney's life for our Year 2 audience. Discuss the vocabulary, grammar and structural organisation needed, e.g. <i>chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time.</i> Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, timeline, boxing up</i> Identify purpose and audience for writing, e.g. to retell events from Walt Disney's life for our Year 2 audience. Discuss the vocabulary, grammar and structural organisation needed, e.g. <i>chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time.</i> 	<ul style="list-style-type: none"> Create and develop characters for narrative, e.g. <i>using adjectives, noun phrases, powerful verbs, adding detail to describe appearance and behaviour.</i> Improve a passage prepared by the teacher (e.g. <i>one written using simple sentences only</i>) with a focus on different sentence structures. Using facts provided by the teacher, group related material into paragraphs e.g. <i>sort facts on cards under headings provided...</i> 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation in own writing. Discuss own writing with the teacher and make some improvements the light of evaluation. 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. <i>pausing at commas which follow adverbs</i>

Y3 Adaptive Teaching Step: 2

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none"> Identify purpose and audience for writing, <i>e.g. to entertain other Year 3 children with poems for a class anthology.</i> Discuss the vocabulary, grammar and structural organisation needed. Discuss and record ideas for planning, <i>e.g. for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc.</i> Link ideas across paragraphs using fronted adverbials for where <i>e.g. Back at the bakery,...</i> 	<ul style="list-style-type: none"> Improvise, create and write dialogue using inverted commas (speech marks), synonyms for 'said' and, where appropriate, adverbs <i>e.g. "Get out of here!" shouted Bob angrily.</i> During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP). Group related material into paragraphs, <i>e.g. write facts about a well-known subject on individual sticky notes and group these under headings provided by the teacher.</i> 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with partners and improve writing in the light of evaluation 	<p>Use appropriate intonation, tone and volume to present their writing to a range of audiences, <i>e.g. pausing at commas following fronted adverbials; using different voices when reading dialogue.</i></p>

Y3 Adaptive Teaching Step: 3

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none"> Identify purpose and audience for writing, <i>e.g. to entertain children in Year 1 with our fantasy stories.</i> Discuss the vocabulary, grammar and structural organisation needed, <i>e.g. opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue.</i> Discuss and record ideas for planning, <i>e.g. story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams.</i> 	<ul style="list-style-type: none"> Create and develop settings for narrative, <i>e.g. precise nouns, adjectives, noun phrases, details relating to the five senses.</i> During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP). Group related material into paragraphs, identifying suitable headings, <i>e.g. write facts about a wellknown subject on individual sticky notes</i>, discuss how these might be grouped, agree on headings and sort accordingly. 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, <i>e.g. independently using a dictionary to check spellings.</i> With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.. 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, <i>e.g. using adverbs to inform how something is said.</i>



Year 4 English - Writing Composition

National Curriculum Expectations – lower KS2

Planning	Drafting & Writing	Evaluating & Editing	Performing
<p>Pupils should be taught to plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p>	<p>Pupils should be taught to draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>organising paragraphs around a theme:</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p>Pupils should be taught to evaluate and edit their writing by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p>	<p>Pupils should be taught to:</p> <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>

Y4 Writing – Key Learning
(from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none"> • Read and analyse narrative, non-fiction and poetry in order to plan their own versions. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. • Discuss and record ideas for planning e.g. story mountain, text map, nonfiction bridge, story board, boxing-up text types to create a plan. 	<ul style="list-style-type: none"> • Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. • Plan and write an opening paragraph which combines setting and character/s. • Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. • Use different sentence structures (see VGP). • Use paragraphs to organise writing in fiction and nonfiction texts. • Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home... 	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation. • Discuss and propose changes to own and others' writing with partners/small groups. • Improve writing in light of evaluation. 	<ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a range of audiences

Y4 Adaptive Teaching Step: 1

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none"> Identify and discuss the purpose and audience of the <i>writing e.g. to explain a process to our parents.</i> Discuss the structure, vocabulary and grammar needed, <i>e.g. logically sequenced steps and technical vocabulary.</i> Discuss and record ideas for planning <i>e.g. for non-fiction writing, creating a text map or boxing-up text types to create a plan.</i> 	<ul style="list-style-type: none"> Develop characterisation using action, dialogue and description. Improvise and compose dialogue between two characters. Improve a passage prepared by the teacher (<i>e.g. one written using simple and compound sentences only</i>) with a focus on different sentence structures. Use paragraphs to organise writing in non-fiction texts, linking ideas across paragraphs using fronted adverbials for <i>when e.g. in newspapers: During the past few days, residents have reported vicious seagull attacks on tourists.</i> Link ideas across paragraphs using fronted adverbials for <i>when</i> and <i>where e.g. Several hours later..., Back at home...</i> 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation in own writing. Discuss own writing with the teacher or a partner and make some improvements the light of evaluation. 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, <i>e.g. pausing at commas which follow adverbs</i>

Y4 Adaptive Teaching Step: 2

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none"> • Develop settings using vocabulary to create emphasis, humour, atmosphere, or suspense. • Improve and compose dialogue to show, or give clues about how a character is feeling, e.g. <i>'You're dishonest and ungrateful!' shouted the Pied Piper.</i> • During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP).. • Use paragraphs to organise writing in fiction, linking ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later..., Back at home...</i> • Use paragraphs to organise writing in fiction, beginning a new paragraph to reflect a change of speaker, location and time. • Link ideas across paragraphs using fronted adverbials for where e.g. <i>Back at the bakery,...</i> 	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. • Discuss and propose changes to own and others' writing with partners/small groups, e.g. <i>more appropriate determiner. Improve writing in light of evaluation.</i> 	<ul style="list-style-type: none"> • Proofread and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<p>Use appropriate intonation, tone and volume to present their writing to a range of audiences, e.g. <i>pausing at commas following fronted adverbials; using different voices when reading dialogue.</i></p>

Y4 Adaptive Teaching Step: 3

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none"> Identify and discuss the purpose and audience for the writing, <i>e.g. to make our Year 2 readers stop and think with our poems.</i> Carefully consider the structure and vocabulary, <i>e.g. counted syllable structure, precise nouns, alliteration, powerful verbs, effective adjectives.</i> Discuss and record ideas for planning <i>e.g. for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc</i> 	<ul style="list-style-type: none"> Plan and write an opening paragraph which combines setting and character/s. Improvise and compose dialogue, demonstrating their understanding of Standard English (for narrative sections) and non-Standard English (for some speech), <i>e.g. "Don't just stand there – wash your 'ands." Mum turned away to lay the table. "Eh?" "Don't say 'eh', say 'pardon'," she snapped.</i> During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP) 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, <i>e.g. Standard English verb inflections such as correct use of 'was' and 'were'.</i> With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a range of audiences. Use the voice to respond to the use of Standard and non-Standard English in their own writing, <i>e.g. "Howdy Brer Bear," he called cheerfully. "How're you this fine mornin'?"</i>



Year 5 English - Writing Composition

National Curriculum Expectations – upper KS2

Planning	Drafting & Writing	Evaluating & Editing	Performing
<p>Pupils should be taught to plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>Pupils should be taught to draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>Pupils should be taught to evaluate and edit their writing by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation errors</p>	<p>Pupils should be taught to:</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>

Y5 Writing – Key Learning
(from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none"> • Identify the audience and purpose. • Select the appropriate language and structures. • Use similar writing models. • Draw on reading and research. Note and develop ideas. • Think how authors develop characters and settings (in books, films and performances). 	<ul style="list-style-type: none"> • Blend action, dialogue and description within and across paragraphs. • Use different sentence structures with increasing control (see VGP) 	<ul style="list-style-type: none"> • Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. • Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> • Use appropriate intonation and volume. • Add movement. • Ensure meaning is clear.

Y5 Adaptive Teaching Step: 1

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, <i>e.g. to entertain children in Key Stage 1 with our playscripts which use dialogue to convey thoughts and feelings and move the action on, adverbs as part of stage directions, and organisational information such as 'Scene 1'.</i> Plan writing by drawing on a writing model, <i>e.g. chunking a known fiction text, or boxing up a non-fiction text, in preparation for innovation. Develop and clarify ideas through talk, noting key events and vocabulary on a written plan.</i> Examine how authors develop characters in books, <i>e.g. study a short section of text which introduces a character, discuss effect on the reader and make a toolkit of techniques used.</i> 	<ul style="list-style-type: none"> Show characterisation through the use of description and dialogue, <i>e.g. drawing on reading, develop and use a toolkit to write about a character based on a still or moving image.</i> Improve a passage prepared by the teacher (<i>e.g. one written using an overused sentence opener or type</i>) with a focus on different sentence structures. 	<p>Proofread to ensure:</p> <ul style="list-style-type: none"> Consistent and correct use of tense throughout. Consistent subject and verb agreement. Spelling and punctuation errors are addressed. 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear <i>e.g. using an authoritative tone when delivering a persuasive speech.</i>

Y5 Adaptive Teaching Step: 2

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none">• Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, <i>e.g. to entertain children in Year 4 with our science fiction stories which include futuristic settings, scientific gadgets, time travel, invented words for objects and names for characters.</i>• Compare two similar texts and, with support, draw on these to create own plan. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan.• Examine how authors develop settings in books, <i>e.g. study a short section of text which describes a setting, discuss effect on the reader and make a toolkit of techniques used.</i>	<ul style="list-style-type: none">• Select appropriate structure, vocabulary and grammar to describe setting, <i>e.g. drawing on reading, develop and use a toolkit to write a setting description based on a still or moving image.</i>• During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created (see VGP).	<ul style="list-style-type: none">• Proofread and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	<ul style="list-style-type: none">• Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear <i>e.g. using intonation in response to commas or dashes which indicate parenthesis.</i>

Y5 Adaptive Teaching Step: 3

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, <i>e.g. to persuade my classmates with my speech for a debate using emotive language, statistical information, rhetorical questions, and persuasive words.</i> Drawing on reading and research, create own plan for writing, <i>e.g. read, evaluate and analyse a selection of non-chronological reports before designing the structure and layout of their own plan. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan and phrases.</i> Examine how characters and settings are presented in films, <i>e.g. watch a short section of film, stopping frequently to identify sights and sounds (characters and setting). Develop ideas further by adding descriptive vocabulary.</i> 	<ul style="list-style-type: none"> Blend action, dialogue and description within and across paragraphs, <i>e.g. Following modelling, experiment with presenting a short scene from a film as a piece of written prose.</i> During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP). 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear <i>e.g. using intonation in response to commas or dashes which indicate parenthesis.</i> 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, <i>e.g. performing their own poem.</i>



Year 6 English - Writing Composition

National Curriculum Expectations – upper KS2

Planning	Drafting & Writing	Evaluating & Editing	Performing
<p>Pupils should be taught to plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>Pupils should be taught to draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>Pupils should be taught to evaluate and edit their writing by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation errors</p>	<p>Pupils should be taught to:</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>

Y6 Writing – Key Learning
(from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none"> • Identify audience and purpose. Choose appropriate text-form and type for all writing. • Select the appropriate structure, vocabulary and grammar. • Draw on similar writing models, reading and research. • Compare how authors develop characters and settings (in books, films and performances). 	<ul style="list-style-type: none"> • Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact • Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). • Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!" • Consciously control the use of different sentence structures for effect • Use a wide range of devices to build cohesion within and across paragraphs. • Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. repeated • use of 'and'to convey tedium, one word sentence. 	<ul style="list-style-type: none"> • Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. • Proofread for grammatical, spelling and punctuation errors. 	<ul style="list-style-type: none"> •Use appropriate and effective intonation and volume. •Add gesture and movement to enhance •Encourage and take account of audience engagement.

Y6 Adaptive Teaching Step: 1

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. <i>To share my opinion with other theatre goers by writing a formal review of performance, selecting appropriate vocabulary, sentences and text structure.</i> Plan writing by drawing on a writing model, e.g. <i>chunking a known fiction text or boxing up a non-fiction text, in preparation for innovation. Develop and clarify ideas through talk, noting key ideas and vocabulary on a written plan.</i> Examine and compare how authors develop characters in books, e.g. <i>study a short section of text which introduces a character, discuss the effect of this description and create a toolkit of techniques used. Use to support writing.</i> 	<ul style="list-style-type: none"> Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher e.g. <i>We will have cakes and drinks (informal); Refreshments will be provided (formal).</i> Blend action and dialogue within sentences and paragraphs to convey character and advance the action e.g. <i>She turned on them, fists flailing and chased them back up the stairs, her eyes burning with simulated fury. 'Just 'cos you don't believe in anything 'cept motorbikes and football and all that rubbish!'</i> Revise the use of different sentence structures, e.g. <i>simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Improve sentences and short texts prepared by the teacher and discuss effects created.</i> Use synonyms and pronouns to build cohesion within and across paragraphs, e.g. <i>animals – creatures, beasts, species, wildlife, birds, mammals.</i> 	<ul style="list-style-type: none"> Reflect upon the effectiveness of writing in relation to audience and purpose. <p>Proofread to ensure:</p> <ul style="list-style-type: none"> Consistent and correct use of tense throughout. Consistent subject and verb agreement Spelling and punctuation errors are addressed. 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>adopting a formal tone when delivering a review.</i>

Y6 Adaptive Teaching Step: 2

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. <i>to inform my classmates about a subject or person by writing an information hybrid text.</i> Compare two similar texts and draw on these to create own plan for writing. Develop and clarify ideas through talk, noting key ideas and vocabulary on the plan. Examine and compare how authors develop settings in books, e.g. <i>study a short section of text which introduces a setting, discuss the effect of this description and create a toolkit of techniques used. Use to support writing.</i> 	<ul style="list-style-type: none"> Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, ask about – enquire, go in enter, get hold of – acquire, leave – exit.</i> Blend action and description within sentences and paragraphs to convey character and advance the action e.g. <i>He looked at me. His eyes were watering a bit and he wiped them with a dark blue hanky he always had in his top pocket.</i> Revise the different sentence structures, e.g. <i>simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Discuss effects created. Using own writing, experiment with different effects by changing sentence types and structures.</i> Use devices to build cohesion within and across paragraphs in narrative writing, e.g. <i>adverbials such as meanwhile; several days earlier; years passed, many hundreds of years later; back in 1837.</i> 	<ul style="list-style-type: none"> Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> Use appropriate and effective intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using intonation in response to punctuation to mark clauses.</i>

Y6 Adaptive Teaching Step: 3

(Writing Progression Statements from Lancashire Learning & Progression Steps)

Planning	Drafting & Writing	Evaluating & Editing	Performing
<ul style="list-style-type: none"> Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. <i>To write a persuasive speech to present within a class debate which includes formal language, the passive voice, statistical information and persuasive devices.</i> Draw on similar writing models, reading and research to create own plan for writing, e.g. <i>watch, read and evaluate a range of persuasive speeches before designing the structure and layout of their own.</i> Compare how characters and settings are presented in films and performances, e.g. <i>watch a short section of film, pausing frequently to identify sights and sounds linked to character and setting. Create a toolkit of devices and use to support writing.</i> 	<ul style="list-style-type: none"> Select and discuss appropriate register for formal and informal purposes, e.g. <i>a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</i> Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>'They're perfect'. Sophie turned the books over. She sniffed the insides. The paper smelt of brambles and tin kettles.</i> When writing and editing, consciously control the use of different sentence structures for effect. Use a wide range of devices to build cohesion within and across paragraphs, e.g. <i>adverbials (by the end of October; A few weeks later); pronouns (Rob knocked on the door. An old woman opened it and stared down at the boy. He smiled back.); and synonyms (cheetahs – animals, magnificent creatures, endangered species, huge cats, fascinating creatures).</i> Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i> 	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. <i>performing their own poem.</i>