

Tedder School Writing Progression of Knowledge and Skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	- learn a range of phonemes - apply to simple CVC words - use phonic knowledge to spell words - spell some irregular common words correctly - write simple rhyming strings, following pattern	- To know all letters of the alphabet in order. - spell words containing each of the 40+ phonemes already taught - spell common exception words - spell the days of the week - use letter names to distinguish between alternative spellings of the same sound - add prefixes and suffixes: use the spelling rule for adding -s or -es as the plural marker for nouns and third person singular marker for verbs - use the prefix un- - use -ing, -ed, -er and -est where no change is needed in the spelling of root words [ie, helping, helped, helper, eating, quicker, quickest] - apply simple spelling rules, as listed in Appendix 1 - write from memory simple sentences dictated by the teacher that include words using the Grapheme Phoneme Correspondences and common exception words taught so far.	- segment spoken words into phonemes and representing these by graphemes, spelling many correctly - learn new ways of spelling phonemes and learn some words with each spelling, including a few common homophones - learn to spell common exception words - learn to spell more words with contracted forms - learn the possessive apostrophe (singular) [for example, the girl's book] - distinguish between homophones and near-homophones - add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly - apply spelling rules and guidance, as listed in Appendix 1 - write from memory simple sentences dictated by the teacher that include words using the Grapheme Phoneme Correspondences and common exception words taught so far.	- use further prefixes and suffixes and understand how to add them (Appendix 1) - spell simple homophones - there, their, they're, too, to, two, where, wear - spell common words that are often misspelt (Appendix 1) - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher that includes words and punctuation taught so far - Adding suffixes beginning with vowels to words of more than one syllable:- doubling the consonant, forgotten - the i sound as 'y' as in gym - the u sound as ou as in touch - -ation, -ly - -sure, -ture, -er - -sion, -tion - Adding prefix: - un, dis, mis where they have negative meanings ch as in chorus and in chef -ei, -eigh,- ey	- use further prefixes and suffixes and understand how to add them (Appendix 1) - spell further homophones, including near homophones, effect, affect - spell common words that are often misspelt (Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [ie, girls', boys'] and in words with irregular plurals [ie, children's] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher that includes words and punctuation taught so far - Adding prefixes: - -im-, re-, sub-, inter-, super-, anti-,aut - Adding suffixes: - -ous - -tion, -sion, -ssion, -cian - Spelling patterns -gue, -que sc - science	- use further prefixes and suffixes and understand the guidance for adding them - continue to distinguish between homophones and other words which are often confused - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus	- spell some words with 'silent' letters [ie, knight, psalm, solemn] - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 - independently use dictionaries to check the spelling and meaning of words - confidently use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus
Handwriting	- sit correctly at a table - use writing tools effectively - begin to form letters using the Nelson Script - recognise and write letters in own name	- sit with a good handwriting posture - hold a pencil with correct grip - form lower-case letters in the correct direction, starting and finishing in the right place (Nelson scheme) - starting to join digraphs with horizontal and diagonal joins as taught e.g. oo, ie etc. - Use finger spaces between words - form capital letters - form digits 0-9 - understand which letters belong to which handwriting 'families' (ie, letters that are formed in similar ways) and to practise these.	- form lower-case letters of the correct size relative to one another (Nelson scheme) - 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 un-joined - ensure ascenders and descenders are clear - 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.	- Continue to practise correct letter formation to develop speed and consistency (Nelson scheme) - use the diagonal and horizontal strokes that are needed to join letters - understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting - ensure that all up and down strokes are parallel and equidistant - ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	- Apply knowledge of letter formation to produce consistently well-formed and effective handwriting (Nelson scheme) - Consistently use the diagonal and horizontal strokes for joining letters - Continue to increase the legibility, consistency and quality of their handwriting - ensure that all downstrokes of letters are parallel and equidistant - ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	- write legibly, fluently and with increasing speed (Nelson scheme) - choose which shape of a letter to use when given choices - decide whether or not to join specific letters - choose the writing implement that is best suited for a task	- Confidently: - write legibly, fluently and with increasing speed by (Nelson scheme) - choose which shape of a letter to use when given choices - decide whether or not to join specific letters - choose the writing implement that is best suited for a task

Tedder School Writing Progression of Knowledge and Skills

Composition (planning, writing and editing)	• To use talk to organise, sequence and clarify thinking, ideas, feelings and events. • To play cooperatively as part of a group to develop and act out a narrative. • To write own name and other labels and captions. • To attempt to write short sentences in meaningful contexts where some words are correctly spelled and others phonetically plausible.	• write sentences by: ○ 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 • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher	• develop positive attitudes towards and stamina for writing by: ○ writing narratives about personal experiences and those of others (real and fictional) ○ writing about real events ○ writing poetry ○ writing for different purposes • consider what they are going to write before beginning by: ○ 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: ○ evaluating their writing with the teacher and other pupils ○ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ○ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear	• plan their writing by: ○ discussing writing similar to that which they are planning to write in order to begin to understand and learn from its structure, vocabulary and grammar ○ informally discussing and recording ideas • draft and write by: ○ composing and rehearsing sentences orally and develop vocabulary and sentence structures. ○ Introduce use of paragraphs around a theme ○ in narratives, creating settings, characters and plot ○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: ○ with support, assessing the effectiveness of their own and others' writing and suggesting improvements ○ with support, propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, begin to use appropriate intonation and control the tone and volume so that the meaning is clear.	• plan their writing by: ○ 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 • draft and write by: ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 ○ organising paragraphs around a theme ○ in narratives, creating settings, characters and plot ○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: ○ 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 • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	• plan their writing by: ○ begin to identify 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, starting to draw on reading and research where necessary ○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: ○ starting to select appropriate grammar and vocabulary, and begin to understand how such choices can change and enhance meaning ○ in narratives, describing settings, characters and atmosphere and start to integrate dialogue to convey character and advance the action ○ with support summarise longer passages ○ using a range of devices to build cohesion within and across paragraphs ○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: ○ 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 • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	• plan their writing by: ○ 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 ○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: ○ 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 ○ précising 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 [for example, headings, bullet points, underlining] • evaluate and edit by: ○ 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 • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
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Grammar & Vocabulary	- Use 'and' orally to extend sentences. - Describe nouns orally using simple adjectives.	- Use conjunctions 'and' and 'because' - Use adjectives	- Identify and use: - Nouns - Proper nouns - Noun phrases - Adjectives - Conjunctions (subordinating/coordinating) - Adverbs - Verbs - Past and present tense - Four sentence types (question, statement, exclamation and command)	- Build on previous year group and identify and use: - Prepositions - Conjunctions (time, place and cause) - Adverbs for different purposes 'a' or 'an' according to next word beginning with vowel or consonant - Pronouns - Present perfect tense	- Build on previous year group and identify and use: - Standard English for verb inflections (e.g. we were, I was) - Expand noun phrases using modifying adjectives, nouns and preposition phrases. - Determiners to introduce nouns - Fronted adverbials e.g. later that day. - Use appropriate pronouns to aid cohesion and avoid repetition.	- Build on previous year group and identify and use: - Relative clauses beginning with relative pronouns - Indicate degrees of possibility using adverbs or modal verbs. - Use devices to build cohesion within paragraphs (pronouns, adverbs) - Cohesive devices to link paragraphs e.g. adverbials of time, place, number; or choice of verb tense.	- Build on previous year group and identify and use: - Vocabulary appropriate for informal and form writing in speech and writing. - The difference between structures typical of formal/informal speech and writing e.g. use of the subjunctive form. - Subject and object - Synonyms and antonyms - Passive voice - Link across paragraphs using wide range of cohesive devices (repetition, adverbials, ellipsis) - Use layout devices e.g. heading, subheadings, columns, bullet points or tables)
Punctuation	- Introduce full stops and capital letters. - Finger spaces	- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - leaving spaces between words	- Identify and use - Capital letters for sentences and proper nouns. - Full stops - Question mark - Exclamation mark - Commas for lists - Apostrophes for contraction. - Apostrophe for singular possession	- Build on previous year group and identify and use: - Inverted commas (or speech marks) to punctuate direct speech.	- Build on previous year group and identify and use: - Use inverted commas and other speech punctuation (commas after reporting clause and inside closing speech marks). - Apostrophes for plural possessions - Commas after fronted adverbials.	- Build on previous year group and identify and use: - Brackets, dashes or commas to indicate parenthesis. - Commas to clarify meaning or avoid ambiguity.	- Build on previous year group and identify and use: - Semicolon, colon or dashes to mark boundary between independent clauses. - Use colons to introduce a list and semicolons to separate items. - Punctuate bullet point lists consistently. - Hyphens to avoid ambiguity.

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Recounts	• write sentences to match pictures or sequence pictures • retell an experience • role play situations.	• orally retell using sequencing language • begin to recognise structure i.e. an ordered sequence of events using time words e.g. next, then • simple first person recounts linked to experience.	• write a personal recount using time words maintaining consistent tense and person • write in the role of a character related to texts read.	• read and listen to third person recounts e.g. news reports, podcasts, sports reports • recognise language and structure of third person recounts • write newspaper style reports e.g. school event or incident from a story.	• Read and identify the features of third person recounts • write recounts e.g. news reports • ensure correct agreement in use of pronouns and consistent tense and person • include details to engage the reader.	• Identify the features of a range of different recounts e.g. police reports, news reports, diaries • include an introduction to set the scene • use varied but consistent use of past tense e.g. perfect tense and progressive tense • consistent formal/informal style • write recounts of the same event for two contrasting audiences e.g. close friend and unknown reader.	• recognise the difference between biographies and autobiographies • recognise the effect on the reader of writing in the first person and third person • recognise difference between facts, opinions and fiction e.g. when a writing a news report • write from different perspectives about the same event • write biographical and autobiographical recounts adapting different voices e.g. police report, preparing a CV for a historical person, newspaper obituary • adapt the appropriate tone and style for the purpose • use appropriate language and grammatical features.
Non-Chron Reports	• describe something or someone • develop description in response to questions e.g. what does she eat? • Share information books. • Experiment with writing labels, captions and sentences in play situations.	• Find out about a subject through info books/video • Contribute to class discussion whilst teacher scribes ideas. • Assemble info on a subject in their experience. • Write a simple report by writing sentences about different aspects.	• Undertake research using books or websites (possibly linked to other subjects). • Distinguish between writing about a topic in general and writing a specific example e.g. dog, Labrador • Use an appropriate text to research and use as a model for writing. • Use appropriate features e.g. headings, title, facts	• Look at a range of reports and note typical form and features e.g. introduction, short statements, descriptive language, impersonal language, present tense. • Use a spider diagram to organise information. • Identify the difference between a report and a recount. • Model and write a simple report using the features identified.	• Collect information about two different subjects to compare e.g. spiders and beetles. • Plan using appropriate grid to compare. • Start to use technical vocabulary. • Use simple organisational devices e.g. headings, fact boxes. • Begin to adopt an impersonal, concise style.	• Collect information about two or more subjects e.g. solids, liquids and gases. • Plan using appropriate grid to compare. • Use appropriate technical vocabulary. • Use organisational devices e.g. headings, numbered lists • Use an appropriate impersonal, clear and concise style. • Plan, compose and edit a short non-chronological report.	• Analyse a variety of reports and identify the form, language conventions and grammatical features. • Write reports as part of a presentation on a non-fiction subject. • Choose the appropriate form and style to suit a specific purpose and audience drawing on their knowledge of different text types.
Instructions	• Listen to and follow simple instructions. • Give oral instructions when playing. • Follow instructions on classroom instruction with pictures. • Attempt to write instructions on labels e.g. role play area.	• Listen to and follow more detailed instructions. • Think out and give clear simple instructions. • Routinely read and follow written classroom labels. • Read and follow a short series of instructions • Contribute to a class set of instructions with teacher scribing. • Write a short set of instructions in a familiar context.	• Read and follow simple sets of instructions e.g. recipes, plans, constructions with diagrams. • Analyse instructional texts and note function, form and typical language e.g. statement of purpose, you will need list, sequential steps, imperative verbs, adjectives and adverbs. • Write simple instructions independently e.g. getting to school.	• Read and compare examples of instructional texts, evaluating their effectiveness. • Analyse more complicated instructions and identify organisational devices e.g. lists, numbers, bullet points, diagrams • Research a particular context and work in small groups to prepare a set of oral instructions and evaluate. • Write clear written instructions using the features identified.	• In pairs/groups give clear oral instructions to achieve the completion of a task. • Follow increasingly complex oral instructions. • Evaluate sets of instructions, including attempting to follow some (purpose, organisation and layout) • Begin to consider audience and purpose for different instructions. • Write sets of instructions. Try out and revise and redraft.	• Evaluate sets of instructions, including attempting to follow some (purpose, organisation and layout, clarity and usefulness) • Identify sets of instructions for more complex procedures e.g. recipes. • Compare in terms of audience, purpose and form. • Write sets of more complex instructions. Try out and revise and redraft.	• Choose the appropriate form and style for the audience and purpose, using knowledge of the text type. • Use the grammatical conventions and language features as appropriate.

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Discussion	- Recognise that people have different opinions to their own. - Talk about how they or others might respond differently to the same thing, e.g. a picture or a story. - Give oral opinions with a reason.	- Through talk and role play, recognise that people have different opinions to their own. - In reading, explore how different characters may think, feel and react differently from themselves.	- Through reading and real-life situation, recognise that different people/characters have different thoughts and feelings. - Recognise that different characters have different reactions to a scenario. - Explore different views and viewpoints.	- Through reading, explore how different views might be expressed/explained/justified (views of different characters in a book) - Through drama consider the reactions of different characters in book.	- Explore persuasive texts and those presenting a particular argument, begin to recognise which represent a single view point and which try to be balanced (recognise bias). - Continue to explore the expression of different views through role play and drama.	- In exploring persuasive texts or those presenting a particular argument, distinguish and discuss any texts which seems to present a balanced or reasoned view or which explore more than one possible perspective on an issue. - Experiment with the presentation of different views, through discussion, debate and drama. - Write a simple text giving two points of view on the same issue.	- Through reading, identify the language, grammar, organisational and stylistic features of balanced, written discussions e.g. - Summarise different sides - Clarify strengths and weaknesses - Signal personal opinion - Formal language and presentation - Draw reasoned conclusions - Recognise the difference between a discussion and a persuasive text. - Write a balanced discussion of a controversial issue using the features above. - Choose the appropriate form and style for the audience and purpose, using knowledge of the text type. - Use the grammatical conventions and language features as appropriate.
Explanation	- Talk about why things happen and how things work; ask questions and speculate. - Listen to explanations and ask questions. - Orally explain a process e.g. how they made a construction.	- Read captions, pictures and diagrams in the classroom and in books that explain a process. - Draw pictures to explain a process. Write a simple sentence to explain each step.	- After carrying out a practical activity (e.g. experiment, investigation, construction), create a flowchart or cyclical diagram to explain a process. - Write a simple explanation of each step.	- Create diagrams e.g. flowcharts to summarise or make notes of stages in a process, ensuring a clear sequence. - Explain processes orally using these notes ensuring use of sequencing language. - Use notes to write a clear explanation of each step.	- Read and analyse explanatory texts to identify features. - Distinguish between an explanation, a recount and a report. - Orally summarise processes carried out in the classroom and on screen in diagrams or flow charts. - Write explanations using paragraphs, conjunctions and other key language and structural features: - Purpose – to answer a question and explain a process. - Structure – intro → sequenced paragraphs - Language features: present tense, adverbs of time; cause and effect conjunctions. - Presentation: diagrams, illustrations, paragraphs, subheadings, numbered steps.	- Read and analyse a range of explanatory texts noting features: complex sentences, impersonal style, passive voice, technical vocabulary, sequential vocab; causal, time or logical adverbs. - Research and plan an explanation linked to class topic making notes about a process. - Compose and edit their own clear explanatory text based on the texts they have read.	- Choose the appropriate form and style for the audience and purpose, using knowledge of the text type. - Use the grammatical conventions and language features as appropriate.
Persuasive	- Talk about how they respond to certain words, stories and pictures e.g. photo of food makes them want to eat it. - Watch and listen when someone is trying to persuade someone to do something	- Read captions, pictures, posters and adverts that are trying to persuade. - Begin to recognise what they are trying to do and some of the ways they are trying to do it. - Through games and role play begin to explain what it means to persuade or be persuaded. - Create a simple poster to persuade an audience.	- In reading, explore persuasive texts (posters, adverts etc.) and begin to understand what they are doing and how. - Evaluate simple persuasive devices used in a poster or adverb. - Create simple signs, posters or adverts. - Continue to explore persuasion through role play and drama.	- Read and evaluate a wider range of persuasive texts e.g. letters - Begin to use the features to write a simple persuasive text e.g. positive adjectives, slogan, - Continue to explore role play scenarios involving persuasion.	- Read and analyse a range of persuasive texts (newspaper, environmental issues, letters) - Distinguish between informing and persuading. - Analyse how information is presented and structured to persuade. - Evaluate adverts for impact, appeal and honesty (jingles, alliteration, linguistic devices, puns, exaggeration) - Orally and in writing, sequence points in order to persuade (e.g. a letter) - Write an advert such as a radio jingle or TV advert using the features identified.	- Read and evaluate persuasive texts (e.g. letters for different purpose e.g. to complain, protest, persuade; newspapers and adverts) identify how they are set out and how language is used e.g. to manipulate. - Identify how language is manipulated to persuade e.g. half-truths, exaggeration, ambiguity, stating opinions as facts. - Identify persuasive devices e.g. agreement openers, rhetorical questions, exaggeration. - Using the features identified draft persuasive texts for a purpose e.g. a letter, newspaper editorial.	- Read and analyse a wide range of persuasive texts identifying effective structure and language features e.g. pre-empting arguments, appealing to the known sympathies of the audience. - Construct oral and written persuasive arguments drawing on their reading. - Anticipate and address possible objections. - Tailor writing to the level of formality required. - Choose the appropriate form and style for the audience and purpose, using knowledge of the text type. - Use the grammatical conventions and language features as appropriate.

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Stories	- Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play. - Attempt own writing for various purposes, using features of different forms, including stories.	- Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives. - Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.	- Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore character's feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group. - Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.	- Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. - Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters using inverted commas.	- Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. - Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs e.g. Sometime later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood.	- Plan and tell stories to explore narrative viewpoint, (e.g.) re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. - Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously e.g. meanwhile...; extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.	- Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. - Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; Vary narrative structure when writing complete stories, (e.g.) start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative.
Poetry	Nursery/traditional rhymes.	- Acrostics - Shape Poems - Free verse	- Diamantes - Riddles - Free verse	- Clerihews - Limericks - Free Verse	- Kenning poems - Limericks - Free Verse	- Haikus - Renga - Free Verse	- Ottava Rima - Iambic Pentameter - Free Verse