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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Planning |  | * 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 non-fiction. | * Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. | * 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 et 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. | * 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, non-fiction bridge, story board, boxing-up text types to create a plan. | * Identify the audience and the 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). | * Identify the audience and the 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). |

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Drafting and writing** | * Write recognisable letters, most of which are correctly formed. * Spell words by identifying sounds in them and representing the sounds with a letter or letters. * Write simple phrases and sentences that can be read by others. | * 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. | * Orally rehearse each sentence prior to writing. * Use specific text type features to write for a range of audiences and purposes. | * 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. | * Develop settings and characterisation and 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). | * Blend action, dialogue and description within and across paragraphs. * Use different sentence structures with increasing control (see VGP). | * 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 |

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Drafting and writing** |  |  |  |  | * Use paragraphs to organise writing in fiction and non-fiction texts. * Link ideas across paragraphs using fronted adverbials for when and where e.g. *Several hours later…, Back at home….* |  | * 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 between and across paragraphs. * Find examples of where authors have |

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Drafting and writing** |  |  |  |  |  |  | * 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. |

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Evaluating and editing** |  | * Discuss their writing with adult and peers | * 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.* | * 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. | * 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. | * 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 clarity meaning. * Proofread for spelling and punctuation errors. | 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. |

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Performing |  | * Read aloud their writing audibly to adults and peers | * Read aloud their writing with intonation to make the meaning clear. | * Use appropriate intonation, tone and volume to present their writing to a group or class. | * Use appropriate intonation, tone and volume to present their writing to a range of audiences. | * Use appropriate intonation and volume. * Add movement. * Ensure meaning is clear. | * Use appropriate and effective intonation and volume. * Add gesture and movement to enhance. * Encourage and take account of audience engagement. |