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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.
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