



Bonneygrove and Millbrook Primary Federation

Progression of Skills

Writing

These core writing skills form the foundation of our writing curriculum and outline the progressive knowledge and skills that pupils develop from EYFS to Year 6 across all genres.

Core Writing Skills	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Sentence Structure	<ul style="list-style-type: none"> Orally composes simple sentences. Writes simple sentences with support using basic structure. Uses simple sentence patterns consistently in talk and writing. 	<ul style="list-style-type: none"> Writes simple sentences that can be read by themselves and others. Uses 'and' to join words and clauses within sentences. Uses capital letters and full stops mostly accurately to mark sentences. 	<ul style="list-style-type: none"> Writes statements, questions and exclamations with increasing accuracy. Uses coordination (and, but, or) to join clauses. Writes sentences that maintain meaning and grammatical sense. 	<ul style="list-style-type: none"> Writes simple and compound sentences with increasing control. Uses a range of subordinating conjunctions (because, when, if, that) to extend sentences. Begins to vary sentence structure for clarity and interest. 	<ul style="list-style-type: none"> Writes complex sentences using a range of subordinating conjunctions. Varies sentence openings to support cohesion and interest. Controls sentence structure to support meaning and effect. 	<ul style="list-style-type: none"> Uses a range of sentence structures for clarity, cohesion and effect. Manipulates sentence structure across paragraphs for impact. Selects sentence structures deliberately for audience and purpose. 	<ul style="list-style-type: none"> Uses a wide range of sentence structures confidently and accurately. Manipulates sentence structure for effect, tone and emphasis. Demonstrates consistent control of sentence complexity across writing.
Grammar and Word Classes	<ul style="list-style-type: none"> Uses simple nouns to name 	<ul style="list-style-type: none"> Uses nouns to name people, places and things 	<ul style="list-style-type: none"> Uses nouns, verbs and adjectives 	<ul style="list-style-type: none"> Uses a range of nouns, verbs, adjectives and 	<ul style="list-style-type: none"> Uses noun phrases expanded with adjectives, 	<ul style="list-style-type: none"> Uses a wide range of word classes 	<ul style="list-style-type: none"> Uses all word classes confidently and

	<p>people, places and objects.</p> <ul style="list-style-type: none"> • Uses simple verbs to describe actions in speech and writing. • Begins to use simple adjectives in talk and writing (e.g. big, red, happy). 	<p>accurately.</p> <ul style="list-style-type: none"> • Uses verbs to describe actions and events in writing. • Uses adjectives to add basic description. • Begins to use simple conjunctions (and, but) in writing. 	<p>accurately and consistently.</p> <ul style="list-style-type: none"> • Uses adverbs to describe how actions are done (e.g. quickly, slowly). • Uses expanded noun phrases (e.g. the big brown bear). • Uses conjunctions (and, but, or, because) to join ideas. 	<p>adverbs for effect.</p> <ul style="list-style-type: none"> • Uses adverbs and adverbials to add detail to sentences. • Uses prepositions (e.g. before, after, during, under, because of). • Uses a wider range of conjunctions to express time, cause and contrast. 	<p>prepositions and modifying nouns.</p> <ul style="list-style-type: none"> • Uses adverbs and adverbial phrases to vary sentence structure. • Uses prepositional phrases to add detail and clarity. • Uses conjunctions confidently to create complex sentences. 	<p>for precise effect.</p> <ul style="list-style-type: none"> • Manipulates noun phrases to create specific meaning and detail. • Uses adverbials flexibly to vary sentence structure and cohesion. • Uses modal verbs (e.g. might, should, could, must) to indicate possibility and certainty. 	<p>purposefully for effect.</p> <ul style="list-style-type: none"> • Manipulates noun phrases, verb choices and adverbials to shape meaning. • Uses modal verbs precisely to express degrees of certainty. • Demonstrates full control of Standard English word class usage across writing.
Punctuation	<ul style="list-style-type: none"> • Uses marks or symbols to represent meaning in writing. • Begins to use capital letters in 	<ul style="list-style-type: none"> • Uses capital letters and full stops accurately. • Uses question marks and exclamation marks correctly. 	<ul style="list-style-type: none"> • Uses commas in lists. • Uses apostrophes for contraction and some possession. 	<ul style="list-style-type: none"> • Uses punctuation accurately within sentences. • Begins to use inverted commas for speech (with support). 	<ul style="list-style-type: none"> • Uses inverted commas for direct speech. • Uses commas after fronted adverbials. • Uses 	<ul style="list-style-type: none"> • Uses brackets, dashes or commas to add additional information. • Uses punctuation for 	<ul style="list-style-type: none"> • Uses a full range of punctuation accurately and consistently. • Uses punctuation deliberately for effect and emphasis.

	writing.				apostrophes accurately for possession and contraction.	clarity and effect in sentences.	
Cohesion and Paragraphing	<ul style="list-style-type: none"> • Talks ideas in sequence before writing. 	<ul style="list-style-type: none"> • Writes ideas in simple chronological order. 	<ul style="list-style-type: none"> • Organises ideas in a logical sequence. • Uses basic conjunctions to link ideas. 	<ul style="list-style-type: none"> • Uses paragraphs to group related ideas. • Uses conjunctions and pronouns to maintain cohesion. 	<ul style="list-style-type: none"> • Links paragraphs using cohesive devices (e.g. adverbials, pronouns). • Maintains clear structure across writing. 	<ul style="list-style-type: none"> • Maintains cohesion across paragraphs using a range of devices. • Links ideas smoothly across sections of writing. 	<ul style="list-style-type: none"> • Uses cohesion seamlessly across and within paragraphs. • Controls flow of ideas for clarity and impact.
Vocabulary and Word Choice	<ul style="list-style-type: none"> • Uses simple vocabulary to describe and explain ideas. 	<ul style="list-style-type: none"> • Chooses simple words to add interest. 	<ul style="list-style-type: none"> • Uses expanded vocabulary to describe and explain ideas. 	<ul style="list-style-type: none"> • Uses varied vocabulary to create interest and description. • Begins to use figurative language (simile, alliteration). 	<ul style="list-style-type: none"> • Uses ambitious vocabulary for effect and precision. • Selects words to create mood and atmosphere. 	<ul style="list-style-type: none"> • Uses precise vocabulary and figurative language effectively. • Selects language deliberately for impact on the reader. 	<ul style="list-style-type: none"> • Uses ambitious vocabulary with precision and control. • Manipulates language for effect, tone and meaning.
Planning and Organising Writing	<ul style="list-style-type: none"> • Talks through ideas before writing. 	<ul style="list-style-type: none"> • Plans ideas orally before writing. 	<ul style="list-style-type: none"> • Plans writing using discussion and simple notes. 	<ul style="list-style-type: none"> • Plans writing with growing independence. 	<ul style="list-style-type: none"> • Organises ideas for clear purpose and audience. 	<ul style="list-style-type: none"> • Plans structure deliberately for effect and clarity. 	<ul style="list-style-type: none"> • Plans independently with clear control of purpose and audience.
Editing and Improving Writing	<ul style="list-style-type: none"> • Talks about writing and makes simple changes. 	<ul style="list-style-type: none"> • Reads writing back and makes simple corrections. 	<ul style="list-style-type: none"> • Edits for spelling and punctuation accuracy. 	<ul style="list-style-type: none"> • Edits for clarity, grammar and vocabulary. 	<ul style="list-style-type: none"> • Improves writing for accuracy and effect. 	<ul style="list-style-type: none"> • Edits writing to improve impact and clarity. 	<ul style="list-style-type: none"> • Independently refines writing for maximum effect.
Writing Fluency	<ul style="list-style-type: none"> • Writes with 	<ul style="list-style-type: none"> • Writes simple 	<ul style="list-style-type: none"> • Writes longer 	<ul style="list-style-type: none"> • Sustains writing 	<ul style="list-style-type: none"> • Writes 	<ul style="list-style-type: none"> • Writes fluently 	<ul style="list-style-type: none"> • Writes fluently,

and Stamina	growing confidence and control.	texts with support.	texts with increasing independence.	across longer pieces.	confidently at length with consistency.	across a range of genres.	accurately and independently at length.
Handwriting and Presentation	<ul style="list-style-type: none"> • Develops fine motor control and letter formation. 	<ul style="list-style-type: none"> • Forms letters correctly and consistently. 	<ul style="list-style-type: none"> • Begins to join handwriting. 	<ul style="list-style-type: none"> • Uses joined handwriting consistently. 	<ul style="list-style-type: none"> • Writes legibly and fluently using joined handwriting. 	<ul style="list-style-type: none"> • Maintains consistent, fluent handwriting. 	<ul style="list-style-type: none"> • Produces fluent, legible handwriting adapted for purpose.
Spelling	<ul style="list-style-type: none"> • Begins to segment spoken words into sounds. • Uses initial sounds in words when attempting spelling. • Writes some common words from memory. 	<ul style="list-style-type: none"> • Spells words by identifying and representing phonemes in order. • Uses taught phonics to spell words. • Begins to spell common exception words. • Applies simple spelling rules (e.g. adding s or es for plurals). 	<ul style="list-style-type: none"> • Spells longer words using phonics and known patterns. • Spells common exception words accurately. • Uses suffixes such as -ed, -ing, -er, -est where no change is needed to root word. • Uses apostrophes for contractions accurately. 	<ul style="list-style-type: none"> • Spells words using a growing knowledge of prefixes and suffixes. • Spells common homophones with increasing accuracy. • Applies spelling rules for adding suffixes (e.g. -ly, -ful, -less). • Uses dictionaries to check spellings. 	<ul style="list-style-type: none"> • Applies knowledge of root words, prefixes and suffixes to spell unfamiliar words. • Spells words with a range of prefixes (e.g. in-, im-, il-, ir-, dis-, mis-). • Spells homophones and near-homophones more accurately. • Uses spelling strategies to check and correct words. 	<ul style="list-style-type: none"> • Uses knowledge of morphology (word structure) to spell words accurately. • Spells a wide range of words with silent letters and unstressed vowels. • Applies spelling rules for verb endings and word changes. • Uses dictionaries and thesauruses independently to support spelling. 	<ul style="list-style-type: none"> • Spells complex words accurately using knowledge of etymology and morphology. • Applies all spelling rules with automaticity. • Spells words with silent letters and complex patterns consistently. • Independently checks and corrects spelling in all writing.

The following table outlines our genre-specific writing expectations. Narrative writing is taught in all year groups on a half-termly basis, Poetry is taught termly, and Letters and Playscripts are taught once per academic year. All other genres follow a two-year rolling programme. For example, Years One, Three and Five teach instructional writing, while Years Two, Four and Six focus on explanation texts. This approach ensures high-quality coverage across year groups, allowing pupils to explore a broad range of text types in depth and revisit them in greater complexity as they progress through the school, consolidating and extending their skills over time.

Genre	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Narrative	<ul style="list-style-type: none"> • Writes own version of familiar stories using a series of sentences to sequence events. • Uses patterns and language from familiar stories in own writing. • Writes simple narratives with a clear beginning, middle and end. • Includes basic characters (good/bad) and simple settings. • Uses ideas from reading to support events and incidents. 	<ul style="list-style-type: none"> • Plans and writes stories with a clear and logical sequence of events. • Groups sentences together to structure different parts of a story. • Includes simple description of characters and settings. • Uses simple dialogue to support story development. • Uses familiar story language to add interest (e.g. she couldn't believe her eyes). 	<ul style="list-style-type: none"> • Writes stories with a clear problem and resolution structure. • Organises writing into paragraphs using adverbs of time. • Includes description of typical settings and characters. • Uses dialogue to move the plot forward. • Begins to use descriptive language to create interest. • Uses a growing range of sentence structures with increasing control. 	<ul style="list-style-type: none"> • Plans and writes longer stories with a clear narrative structure. • Organises writing into paragraphs linked to story structure. • Creates settings and characters using adjectives and figurative language. • Uses dialogue to develop plot and reveal character. • Uses a range of cohesive devices to link paragraphs (e.g. Suddenly..., Later..., Inside...). • Shows awareness of narrative voice and consistency. • Begins to vary pace using dialogue and sentence structure. 	<ul style="list-style-type: none"> • Plans and writes extended narratives with clear structure and development. • Organises complex chronological narratives into coherent paragraphs. • Creates setting and atmosphere using sensory and figurative language. • Develops characterisation through actions, speech and description. • Uses dialogue to reveal character and advance the plot. • Varies sentence structure and pace for effect (direct and reported speech). • Experiments with narrative structure (e.g. parallel events, 	<ul style="list-style-type: none"> • Plans and writes extended narratives with sustained control and cohesion. • Structures writing deliberately to achieve specific effects on the reader. • Uses paragraphing to control pace, tension and emphasis. • Creates detailed settings using all senses and figurative language. • Develops convincing characters through speech, action and interaction. • Uses dialogue effectively to reveal character and advance narrative. • Manipulates sentence length and

					non-linear elements). • Maintains consistent narrative voice throughout writing.	structure for impact. • Uses narrative techniques (e.g. flashback, shifts in time/scene) for effect. • Selects vocabulary and grammar deliberately to enhance meaning and atmosphere. • Shows nuanced control of narrative voice and tone.
Poetry	<ul style="list-style-type: none"> • Invents simple and imaginative ideas for poetry. • Uses the senses to describe first-hand experiences. • Lists words and phrases to build simple poems. • Experiments with pattern and repetition in writing. • Creates simple shape or pattern poems (e.g. acrostic, calligram). 	<ul style="list-style-type: none"> • Uses alliteration to create simple effects. • Makes adventurous word choices to describe experiences. • Creates structured poems using simple patterns or shapes. • Writes simple repeating phrases or lines. • Creates and writes riddle-style poems using models. 	<ul style="list-style-type: none"> • Invents similes and explores word play in poetry. • Uses powerful nouns, adjectives and verbs to create imagery. • Writes free verse poetry with increasing independence. • Creates haiku and kenning poems using structure and pattern. • Begins to identify and avoid overused or clichéd language. • Experiments with alliteration and 	<ul style="list-style-type: none"> • Uses language imaginatively to create humorous, surprising or inventive poetry. • Uses similes to build clear images and avoids cliché. • Writes free verse poetry with developing control of structure and tone. • Writes structured poetry forms 	<ul style="list-style-type: none"> • Uses language creatively to create imagery, mood and tone. • Uses simple metaphor and personification to enhance meaning. • Writes narrative poetry with clear structure and development. • Writes free verse poetry with increasing control and purpose. • Selects structure and form deliberately to match meaning and intent. 	<ul style="list-style-type: none"> • Uses language imaginatively and precisely to create powerful imagery. • Uses metaphor, personification and figurative language confidently. • Writes narrative poetry with sustained control of structure and tone. • Writes free verse poetry with a clear, developed poetic voice. • Manipulates structure, rhythm and form for effect on the reader.

		<ul style="list-style-type: none"> • Begins to use language playfully for effect. 	<p>rhythm for effect.</p>	<p>such as limericks and kennings.</p> <ul style="list-style-type: none"> • Uses carefully observed detail to bring subject matter to life. • Begins to develop individual poetic voice. 	<ul style="list-style-type: none"> • Writes raps or spoken word poetry linked to personal interests. • Develops use of rhythm and phrasing for effect. 	<ul style="list-style-type: none"> • Crafts poetry for specific audiences and purposes. • Demonstrates originality and control in poetic choices.
<p>Instructions</p>	<ul style="list-style-type: none"> • Reads and follows short written instructions in shared and independent contexts. • Plans and gives clear oral instructions. • Writes simple instructional sequences using consecutive steps. • Uses simple organisational features (e.g. numbers, time words) to structure instructions. • Reads and follows classroom instructions and labels independently. 		<ul style="list-style-type: none"> • Reads and follows increasingly complex instructions independently. • Analyses instructional texts and identifies organisational features that support clarity. • Evaluates instructions for effectiveness and ease of use. • Works in groups to plan and give oral instructions for a task. • Writes clear written instructions using simple organisational devices (e.g. numbering, time adverbials). 		<ul style="list-style-type: none"> • Gives clear, precise oral instructions to guide others through complex tasks. • Follows and interprets complex and multi-step instructions. • Evaluates a range of instructional texts for purpose, clarity and organisation. • Compares instructions with other text types where relevant (e.g. mixed forms such as recipes). • Writes extended sets of instructions using appropriate structure, language and layout. • Refines and 	

			<ul style="list-style-type: none"> • Begins to adapt language for clarity and purpose. 		<p>improves instructions through testing and evaluation.</p> <ul style="list-style-type: none"> • Adapts style and language to suit audience and purpose. 	
Explanations		<ul style="list-style-type: none"> • Listens to and discusses a range of explanation texts. • Draws on new vocabulary from reading explanation texts. • Contributes to creating flowcharts or cyclical diagrams after practical activities. • Orally explains a simple process using clear sequence and subject vocabulary. • Reads simple flowcharts and diagrams explaining familiar processes. • Independently creates a sequenced flowchart or cyclical diagram. • Writes a series of linked sentences to explain how or why 		<ul style="list-style-type: none"> • Reads and analyses a range of explanation texts, identifying key features and structure. • Distinguishes between explanation texts, reports and recounts. • Identifies when writers use personal or impersonal style. • Uses direct address to engage the reader where appropriate. • Plans explanations logically, ensuring all key steps are included. • Explains both how and why processes happen. • Uses paragraphs or sections to organise ideas clearly. • Uses technical 		<ul style="list-style-type: none"> • Reads and analyses a wide range of explanation texts across the curriculum. <p>Researches, selects and organises information from different sources.</p> <ul style="list-style-type: none"> • Plans, drafts, edits and refines extended explanation texts independently. • Writes with clarity, conciseness and appropriate formality. • Selects structure and style to suit purpose and audience. • Uses paragraphs, headings and other organisational devices effectively.

		<p>something happens.</p> <ul style="list-style-type: none"> • Uses time words and sequencing language (e.g. first, next, then, finally). 		<p>vocabulary linked to the subject.</p> <ul style="list-style-type: none"> • Evaluates explanation texts and justifies opinions about their effectiveness. 		<ul style="list-style-type: none"> • Uses precise technical vocabulary and clear causal language. • Understands when different tenses are appropriate (e.g. historical explanations, scientific processes). • Explains complex processes, causes or systems with sustained coherence. • Evaluates and improves writing for accuracy, clarity and impact.
Recount/Diary	<ul style="list-style-type: none"> • Writes simple first-person recounts of personal experiences in chronological order. • Includes at least three clearly sequenced events. • Uses basic time sequencing 		<ul style="list-style-type: none"> • Writes recounts in chronological order using a clear structure. • Maintains consistent use of past tense and first or third person. • Uses a range of time connectives to show sequence and specific timing (e.g. later that day, after two hours). 		<ul style="list-style-type: none"> • Writes recounts for different audiences, adapting tone and level of formality. <p>Maintains clear chronological structure while selecting and organising detail for impact.</p> <ul style="list-style-type: none"> • Uses a range of 	

	<p>words (e.g. first, next, then, after that).</p> <ul style="list-style-type: none"> • Maintains consistent use of first person and past tense with support. • Reads simple recounts and identifies basic chronological structure. 		<ul style="list-style-type: none"> • Includes relevant detail to engage the reader while maintaining focus on events. • Writes recounts in different forms (e.g. diary, letter, news report) from the same event. • Uses well-chosen verbs to add detail and interest. • Recognises and applies structure from third-person recounts. 		<p>devices to link events smoothly across paragraphs.</p> <ul style="list-style-type: none"> • Includes relevant but selective detail to engage the reader. • Writes within word limits, making deliberate choices about conciseness and effect. • Uses viewpoint (first or third person) deliberately depending on purpose. • Evaluates and revises recounts to improve clarity, engagement and precision. 	
Biographies		<ul style="list-style-type: none"> • Writes a series of sentences about an important person's life or achievements. • Includes a clear title. • Orders key events or facts in a simple chronological sequence. • Uses expanded noun phrases to add 		<ul style="list-style-type: none"> • Writes biographies using paragraphs to organise events and information clearly. • Selects key facts from a person's life and presents them in chronological order. • Uses topic sentences or opening statements to introduce 		<ul style="list-style-type: none"> • Writes detailed biographies and autobiographies using an appropriate voice and viewpoint. • Adapts style and tone depending on purpose, audience and whether writing in role. • Selects and organises

		<p>detail (e.g. the brave explorer).</p> <ul style="list-style-type: none"> • Uses a range of sentence types taught within the unit. • Uses past tense consistently with support. • Includes simple factual detail about why the person is remembered. 		<p>paragraphs.</p> <ul style="list-style-type: none"> • Develops a concluding paragraph that summarises achievements or impact. • Uses pronouns and nouns accurately to avoid repetition and support cohesion. • Uses factual and descriptive language to engage the reader. • Maintains consistent past tense and third person. • Begins to explain why the person was significant. 		<p>information effectively using paragraphs and clear chronology.</p> <ul style="list-style-type: none"> • Uses a wide range of cohesive devices to link ideas across paragraphs (e.g. repetition, adverbials, ellipsis). • Uses layout features such as headings, subheadings, columns, bullets or tables where appropriate. • Develops conclusions that evaluate achievements, legacy or significance. • Uses precise vocabulary and varied sentence structures for effect. • Sustains control of tense, viewpoint and formal style. • Edits and refines writing for clarity, cohesion and impact.
Non-Chronological Reports	<ul style="list-style-type: none"> • Writes simple non-chronological 		<ul style="list-style-type: none"> • Analyses simple report texts and 		<ul style="list-style-type: none"> • Collects and selects 	

	<p>reports using sentences to describe aspects of a subject.</p> <ul style="list-style-type: none"> • Contributes ideas to shared writing of information texts. • Uses simple subject-specific vocabulary with support. • Begins to group related information in basic ways. • Writes factual sentences about a topic based on experience or simple research. 		<p>identifies common features (e.g. introduction, subheadings, factual language).</p> <ul style="list-style-type: none"> • Uses headings or simple organisational devices to structure writing. • Writes non-chronological reports using paragraphs to group related information. • Uses factual and technical vocabulary appropriate to the subject. • Organises information from notes into clear sentences. • Writes from general to specific detail within paragraphs. • Begins to use comparative language (e.g. unlike, instead of, whereas). 		<p>information from a range of sources to write detailed reports.</p> <p>Writes comparative non-chronological reports about two or more subjects.</p> <ul style="list-style-type: none"> • Uses a clear introduction to define or classify the subject. • Structures writing using headings, subheadings and logical organisation. • Writes in a formal, impersonal style where appropriate. • Uses precise and technical vocabulary to explain and differentiate. • Uses comparison and contrast language fluently and accurately. • Adapts style (formal or slightly personal) depending on purpose and audience. • Writes concisely, focusing on clarity 	
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					and relevance of information.	
Newspaper Reports		<ul style="list-style-type: none"> • Writes simple newspaper reports about personal experiences or familiar events. • Writes in role about real or fictional events. • Includes a clear headline. • Sequences events in a logical order. • Uses past tense to recount events. • Includes basic factual details about who, what, where and when. • Uses simple sentences to report events clearly. • Begins to understand that reports are written to inform the 		<ul style="list-style-type: none"> • Writes newspaper reports using paragraphs to organise information clearly. • Includes key report features such as headline, introduction and chronological recount of events. • Summarises the main event clearly in the opening paragraph. • Develops a concluding paragraph explaining impact, reactions or future implications. • Uses pronouns and nouns accurately to avoid repetition and support cohesion. • Includes relevant factual detail and quotations where appropriate. • Maintains an appropriate journalistic tone. 		<ul style="list-style-type: none"> • Writes detailed newspaper reports linked to curriculum topics or current events. <p>Selects and organises information effectively using paragraphs and journalistic structure.</p> <ul style="list-style-type: none"> • Includes headline, orientation, key facts, quotations and balanced detail. • Uses formal or semi-formal journalistic style appropriate to audience. • Uses a range of cohesive devices to link ideas across paragraphs. • Summarises events clearly while maintaining reader interest.

		reader.		<ul style="list-style-type: none"> • Uses varied sentence structures to engage the reader. 		<ul style="list-style-type: none"> • Includes comment on impact, significance or future developments. • Uses precise vocabulary and varied sentence structures for effect. • Distinguishes between fact, opinion and reported viewpoint. • Edits and refines writing for clarity, accuracy and impact.
Letters	<ul style="list-style-type: none"> • Writes simple personal letters using sentences to communicate ideas. <p>Begins to understand that letters are written for a reader.</p> <ul style="list-style-type: none"> • Uses simple sentence structures with capital letters and full stops. • Includes basic features of a letter 	<ul style="list-style-type: none"> • Writes simple letters for different purposes (e.g. thanking, inviting, informing). <p>Uses appropriate basic letter structure (greeting, message, closing).</p> <ul style="list-style-type: none"> • Organises ideas in a logical sequence. • Begins to vary sentence types for 	<ul style="list-style-type: none"> • Writes letters with a clear purpose and appropriate structure. <p>Uses paragraphs to organise different points or ideas.</p> <ul style="list-style-type: none"> • Adopts an appropriate tone for the audience (formal or informal). • Uses a range of conjunctions to link ideas and extend sentences. • Begins to use 	<ul style="list-style-type: none"> • Writes letters using consistent structure and organisation. <p>Adapts language and tone according to audience and purpose (formal/informal).</p> <ul style="list-style-type: none"> • Uses paragraphs to group related information and ideas. • Uses a wider range of sentence 	<ul style="list-style-type: none"> • Writes formal and informal letters for a range of purposes (e.g. complaint, request, persuasion). <p>Selects appropriate tone, vocabulary and structure for audience and purpose.</p> <ul style="list-style-type: none"> • Uses cohesive devices to link ideas across paragraphs 	<ul style="list-style-type: none"> • Writes highly effective formal and informal letters for a range of real purposes. <p>Controls tone, style and vocabulary precisely for audience and purpose.</p> <ul style="list-style-type: none"> • Structures writing to guide and influence the reader effectively.

	<p>with support (e.g. greeting and closing).</p> <ul style="list-style-type: none"> Writes to a familiar person or character about personal experiences. 	<p>clarity (statements, questions, exclamations).</p> <ul style="list-style-type: none"> Uses appropriate tone for familiar audiences. Uses simple conjunctions to link ideas (and, but, because). 	<p>persuasive or descriptive language where appropriate.</p> <ul style="list-style-type: none"> Maintains consistent viewpoint and clear communication of ideas. 	<p>structures for clarity and effect.</p> <ul style="list-style-type: none"> Includes detail to support purpose (e.g. explanation, request, opinion). Uses cohesive devices to link ideas across paragraphs. Shows awareness of how language choice affects the reader. 	<p>effectively.</p> <ul style="list-style-type: none"> Structures letters logically with clear progression of points. Uses a range of sentence structures for clarity and effect. Includes justification and explanation to support opinions or requests. Adapts formality deliberately depending on audience. 	<ul style="list-style-type: none"> Uses a wide range of cohesive devices seamlessly across writing. Uses varied sentence structures for clarity, emphasis and impact. Develops and sustains arguments, explanations or viewpoints clearly. Demonstrates full control of formality and register. Edits writing to refine impact, clarity and effectiveness.
<p>Persuasive Writing</p>	<ul style="list-style-type: none"> Reads simple persuasive texts such as captions, posters, adverts and picture-based messages. <p>Identifies when someone is trying to persuade or influence.</p> <ul style="list-style-type: none"> Explores persuasion through 		<ul style="list-style-type: none"> Reads and evaluates a range of persuasive texts (letters, adverts, posters), discussing purpose and audience. Identifies persuasive language and techniques used to influence the reader. Uses role play and discussion to explore how persuasion can 		<ul style="list-style-type: none"> Reads and evaluates a wide range of persuasive texts, including formal and informal examples (e.g. newspapers, campaigns, adverts). <p>Analyses how writers use language, structure and layout to</p>	

	<p>role play and simple spoken scenarios.</p> <ul style="list-style-type: none"> • Writes simple persuasive sentences (e.g. letters to a character expressing an opinion or request). • Begins to use simple persuasive language in writing (e.g. please, I think, you should). • Presents a simple point of view in writing with some awareness of audience. 		<p>be effective in different situations.</p> <ul style="list-style-type: none"> • Writes persuasive letters presenting a clear point of view with reasons. • Begins to link ideas using simple persuasive structure (point → reason → example). • Selects vocabulary and style appropriate to the intended reader. • Begins to use persuasive language such as rhetorical questions and emotive vocabulary. • Understands how tone can influence the reader. 		<p>influence and persuade.</p> <ul style="list-style-type: none"> • Identifies bias, exaggeration, ambiguity and opinion presented as fact. • Uses persuasive devices effectively in own writing, including rhetorical questions, emotive language and persuasive noun phrases. • Writes extended persuasive texts for real purposes, presenting a clear and sustained point of view. • Organises writing logically to build an argument (e.g. introduction, points, justification, conclusion). • Adapts style, tone and language depending on audience and purpose. • Evaluates and refines writing to 	
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					improve impact on the reader.	
Discussion/Balanced Argument		<ul style="list-style-type: none"> • Recognises that different people may have different views, feelings or responses to the same situation. • Explores differing opinions through talk, role play and discussion. • Gives simple reasons for own opinions. • Writes a series of sentences to explain own viewpoint. • Writes contrasting sentences to show a different viewpoint. • Begins to understand that more than one opinion can be valid. • Uses simple conjunctions such as because, but and so to explain ideas. 		<ul style="list-style-type: none"> • Recognises the difference between texts that present one viewpoint and those that aim to be balanced. • Explores different opinions through debate, questioning and discussion. • Gives clear and extended reasons to justify opinions. • Identifies arguments for and against a topic. • Writes balanced arguments using paragraphs to separate viewpoints. • Uses appropriate language to compare and contrast ideas (e.g. however, on the other hand, whereas). • Begins to summarise different viewpoints fairly. • Draws a simple conclusion based on evidence or reasons. 		<ul style="list-style-type: none"> • Understands the difference between persuasive writing and balanced discussion writing. <p>Reads and evaluates texts for bias, objectivity and strength of argument.</p> <ul style="list-style-type: none"> • Explores controversial issues orally before writing. • Writes balanced discussion texts that summarise competing viewpoints fairly. • Analyses strengths and weaknesses of different arguments. • Organises opposing views effectively using separate paragraphs or alternating points. • Uses formal

						<p>language and an appropriate structure for purpose and audience.</p> <ul style="list-style-type: none"> • Draws reasoned conclusions where appropriate, supported by evidence. • Selects suitable forms, including diagrams or other media, to strengthen explanation or evidence where relevant. • Adapts style, tense and presentation to suit topic and audience.
Playscripts	<ul style="list-style-type: none"> • Writes simple sentences that can be read aloud as dialogue. • Recognises that characters can speak in writing. • Uses speech-like language in short written 	<ul style="list-style-type: none"> • Writes simple dialogues between characters. • Uses consistent character speech in short scenes. • Begins to understand basic playscript layout with support (name and speech). • Uses punctuation 	<ul style="list-style-type: none"> • Writes short playscripts using a clear structure. • Uses correct layout for speaker names and dialogue. • Includes basic stage directions with support. • Uses dialogue to show character and move action forward. 	<ul style="list-style-type: none"> • Writes structured playscripts with clear scenes. • Uses stage directions to guide performance and action. • Uses dialogue to develop character and advance plot. • Maintains consistent layout and 	<ul style="list-style-type: none"> • Writes detailed playscripts with clear structure and sequencing of scenes. <p>Uses dialogue to reveal character, relationships and emotion.</p> <ul style="list-style-type: none"> • Uses stage directions purposefully to 	<ul style="list-style-type: none"> • Writes extended and well-structured playscripts for performance. <p>Uses dialogue effectively to drive narrative and develop character.</p> <ul style="list-style-type: none"> • Writes purposeful and concise stage directions to

	<p>exchanges.</p> <ul style="list-style-type: none"> • Participates in role play to act out simple scenes. • Begins to understand that writing can be performed. 	<p>for speech with increasing accuracy.</p> <ul style="list-style-type: none"> • Takes part in role play to develop ideas for writing. • Writes short scripted scenes based on familiar stories. 	<ul style="list-style-type: none"> • Maintains consistent character voice in speech. • Performs and edits scripts to improve clarity and meaning. 	<p>formatting of scripts.</p> <ul style="list-style-type: none"> • Uses language choices to reflect character and mood. • Adapts scripts through rehearsal and performance feedback. 	<p>support performance.</p> <ul style="list-style-type: none"> • Develops characters through speech patterns and interaction. • Adapts tone and language for audience and purpose. • Uses varied sentence structures within dialogue for effect. • Revises scripts based on rehearsal and evaluation. 	<p>enhance performance.</p> <ul style="list-style-type: none"> • Creates distinctive character voices through language choices. • Controls pacing and dramatic tension through structure and dialogue. • Adapts scripts for different audiences and performance contexts. • Refines scripts through evaluation, rehearsal and editing for impact.
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