

Writing Guide - Taught learning for each year group

Black = revised writing skills

red = new skill to be taught

	Autumn	Spring	Summer
Please refer to Writing progression document for details regarding 'Present neatly', 'Spell correctly' and Spelling, which will be taught over the course of the year.			
Y1	<p>All Writing units, children should: <i>Rehearse orally, plan by talking about ideas, edit and improve, using some features of each genre.</i></p> <p>Narrative Write stories set in places pupils have been. (Stories about the beach) <i>Begin to punctuate using capital letters for proper nouns. Join sentences and words with 'and'.</i> Write stories with imaginary settings. <i>Use full stops and capital letters.</i> Write stories and plays that use the language of fairy tales and traditional tales. (Jack and the Beanstalk) <i>Use extended noun phrases to describe and specify (e.g. blue butterfly)</i></p> <p>Non-fiction Write lists. (Things to take to the seaside) <i>Commas for lists.</i></p>	<p>Narrative Write stories and plays that use the language of fairy tales and traditional tales. (3 Billy Goats Gruff) <i>Use coordination (or, and, but). Use question marks. Use nouns and pronouns for variety.</i> Write narrative diaries. (Samuel Pepys diary) <i>Use past and present tense.</i></p> <p>Non-fiction Write recounts. (diary for the school newsletter) <i>Use exclamation marks.</i> Present information. (produce a book)</p>	<p>Narrative Write stories with imaginary settings. Write stories that mimic significant authors. (Allan Ahlberg)</p> <p>Non-fiction Write instructions.</p> <p>Poetry Write poems that use pattern, rhyme and description.</p>
Grammar to be discretely taught as well as integrating into writing: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark, commas for lists, apostrophes for contraction, nouns, pronouns			
Y2	<p>All Writing units, children should: <i>Rehearse orally, plan by talking about ideas and writing notes, edit and improve, using some features of each genre.</i></p> <p>Narrative Write stories set in places pupils have been. <i>Use subordination (when, if, that, because)</i> Write stories and plays that use the language of fairy tales and traditional tales. (e.g. The Little Red Hen, Chicken Licken) <i>Use adverbs for extra detail.</i> Write stories that mimic significant authors. (Browne /</p>	<p>Narrative Write stories set in places pupils have been. <i>Vary the way sentences begin.</i> Write narrative diaries. (Coronation) <i>Use past and present including progressive tense.</i></p> <p>Non-fiction Write labels. (Castle) Write glossaries. (within non-chronological reports) <i>Group related information. Use statements.</i> Present information. Write non-chronological reports. (Windsor Castle)</p>	<p>Narrative Write stories with imaginary settings. Write stories and plays that use the language of fairy tales and traditional tales. (e.g. The Little Red Hen, Chicken Licken) <i>use expanded noun phrases (beautiful, green leaves)</i></p> <p>Non-fiction Write glossaries. (within non-chronological reports) Present information. (Perform plays) Write non-chronological reports. (Islands)</p> <p>Poetry</p>

	<p>Donaldson) Use <i>well-chosen adjectives</i>.</p> <p>Non-fiction Write lists. (within instructions writing) Write captions. Write instructions. (D.T. Bread) <i>Sequence sentences. Use commands.</i> Write recounts. (Florence) <i>Use apostrophes for contraction.</i> Present information.</p>		Write nonsense and humorous poems and limericks.
	Grammar to be discretely taught as well as integrating into writing: Verb, tense (past / present), adjective, noun, suffix, apostrophe, comma, adverb, contraction, statement, question, exclamation and command, past and present progressive tense, pronoun		
Y3	<p>All Writing units, children should: <i>Rehearse orally, plan, write, edit and improve, using the main features of each genre.</i></p> <p>Narrative Write stories that include mythical, legendary or historical characters and events (within Egyptian adventure story) <i>Expanded noun phrases, sequence paragraphs, compound sentences with conjunctions, adverbial phrases</i> Write stories of adventure. (Egyptian story) Write letters. (within recount) <i>Fronted adverbials with commas, nouns and pronouns to avoid repetition and for cohesion, adverbs</i></p> <p>Non-fiction Write recounts. (Howard Carter's diary - informal) Write explanations. (Egyptians?) <i>Conjunctions: when, if, because, although, prepositions of place</i> Write non-chronological reports. <i>Organisation: subheadings and headings, organise paragraphs around a theme</i> Write biographies. (Egyptians?) <i>Possessive apostrophes</i></p>	<p>Narrative Write stories of mystery and suspense. (Iron Man?) <i>Simile, descriptive phrases, conjunctions for suspense</i></p> <p>Non-fiction Write instructions. (?) <i>Present perfect tense, time conjunctions</i> Write non-chronological reports. (Castles) <i>Mixture of simple, compound and complex sentences,</i> Write in a journalistic style. (Newspaper report linked to Class text) <i>Direct speech, past perfect and present perfect form of verbs</i> Write formally.</p> <p>Poetry Write cinquain poems. (?) <i>Alliteration, simile</i></p>	<p>Narrative Write stories set in places pupils have been. (?) <i>Use techniques used by authors to create characters (speech), create settings</i> Write letters. (Formal)</p> <p>Non-fiction Write recounts. (Informal) <i>Prepositions of time</i> Write persuasively. (?) Write formally.</p>

	Write formally.		
	Grammar to be discretely taught as well as integrating into writing: Collective nouns, word class (proper noun, common noun, verb, adverb, adjective), adverbs, adverbial phrase, preposition, direct speech, inverted commas, pronoun, subordinate clause, clause, phrase, past and present perfect tense, subordinating conjunction, possessive apostrophes with plural nouns.		
Y4	<p>All Writing units, children should: <i>Rehearse orally, plan, write, edit and improve, using the main features of each genre.</i></p> <p>Narrative Write stories set in places pupils have been. (within legend story) <i>Use conjunctions to shift the setting</i> Write stories that include mythical, legendary or historical characters and events (Robin Hood) Write letters. (Formal letters to Ufton) Write fictional biographies. (Roman Gods?)</p> <p>Non-fiction Write recounts (informal diary linked to newspaper report) Write explanations. (Digestive system) Write non-chronological reports. Write in a journalistic style. (Newspapers) Write formally.</p>	<p>Narrative Write stories of adventure. (Warning story - Rainforest) <i>Use techniques used by authors to create settings (slow reveal, panning in, Pie Corbett a picture) including collective nouns.</i> Write stories of mystery and suspense. <i>Use conjunctions to shift attention</i> Write letters. (Informal letters - Roald Dahl?)</p> <p>Non-fiction Write non-chronological reports. (Rainforest) Write arguments. (Rainforest Discussion text) Write formally.</p> <p>Poetry Write haiku poems. (Rainforest)</p>	<p>Narrative Write letters (Formal letter - Living Rainforest) Non-fiction Write instructions. (How to catch a dragon) Write recounts. (Formal recount - Living Rainforest newsletter) Write persuasively. (Dragons' Den) Write non-chronological reports. (Dragons) Write biographies. (David Attenborough) <i>Possessive pronouns</i> Write formally.</p>
	Grammar to be discretely taught as well as integrating into writing: Word class (abstract noun), adverbs, adverbial phrase, preposition, direct speech, inverted commas, pronoun, possessive pronoun, subordinate clause, clause, phrase, coordinating / subordinating conjunctions, Statement, command, question, exclamation.		
Y5	<p>All Writing units, children should: <i>Rehearse orally, plan, write, edit and improve, using the main features of each genre.</i></p> <p>Narrative Write stories of mystery and suspense. (?) <i>Use techniques used by authors to create setting and plot</i> Write letters. (Formal letter - Ure museum) <i>Guide the reader using a range of organisational devices</i></p>	<p>Narrative Write letters. (Informal letters - Skellig) <i>Modal verbs</i> Write plays. (Easter service) <i>Use the perfect form of verbs to mark relationships of time and cause</i></p> <p>Non-fiction Write in a journalistic style. (?) <i>Active and passive, ensure correct use of tenses.</i> Write arguments. (Discussion text - Sustainability)</p>	<p>Narrative Write stories that include mythical, legendary or historical characters and events (Viking myth) <i>Use techniques used by authors to create character</i> Write stories of adventure. (within Viking myth) <i>Interweave descriptions of characters, setting and atmosphere with dialogue.</i> Write fictional biographies. (Someone alive) <i>Ensure correct use of tenses</i></p>

	<p><i>including conjunctions, progressive tense</i></p> <p>Non-fiction Write recounts. (Formal - Use museum and informal from the point of view of the child) <i>Relative clauses and relative pronouns</i> Write persuasively. (Dragons' Den) <i>Parenthesis (commas, brackets, dashes), bullet points.</i> Write explanations. (Space) <i>Guide the reader using a range of organisational devices (diagrams, top tips, captions etc.)</i> Write formally.</p>	<p><i>Use paragraphs that give the reader a sense of clarity, write cohesively at length. Use vocabulary and structures appropriate for formal writing.</i> Write formally.</p> <p>Poetry Write poetry that conveys an image (simile, word play, rhyme, metaphor.) (?) <i>Create vivid images using metaphors</i></p>	<p>Non-fiction Write persuasively. (Dragons' Den) Write non-chronological reports. (Vikings - produce a class book?) <i>Write paragraphs that make sense if read alone, use expanded noun phrases to convey complicated information concisely.</i> Write formally.</p> <p>Poetry Write poetry that conveys an image (simile, word play, rhyme, metaphor.) <i>Create vivid images using personification.</i></p>
<p>Hyphens to avoid ambiguity, relative clause, relative pronoun, modal verb, parenthesis, bracket, dash, determiner, active, passive, bullet points, past and present progressive tense, metaphor, personification, colons to introduce a list.</p>			
	<p>All Writing units, children should: <i>Rehearse orally, plan, write, edit and improve, using the main features of each genre.</i></p> <p>Narrative Write stories set in places pupils have been. (within Rock, Paper, Scissors story) Write stories that include mythical, legendary or historical characters and events (Rock, Paper, Scissors story) <i>Semi-colons, use commas to clarify meaning or avoid ambiguity.</i> Write letters. (Formal letters to Kingswood) <i>Colons</i> Write plays. (Christmas service) Non-fiction Write recounts. (Informal - TBITSP Diary) Write persuasively. (Dragons' Den / Harvest) <i>Recognise vocabulary and structures that are appropriate for formal speech.</i> Write formally.</p>	<p>Narrative Write letters. (Formal letters - Globe) <i>Subjunctive (were)</i> Write fictional biographies. (Macbeth character description)</p> <p>Non-fiction Write instructions. (How to catch a Witch) Write recounts. (informal - the night of the murder.) <i>Subjunctive (be)</i> Write arguments. (Discussion text - Should Macbeth kill King Duncan?) Write formally.</p>	<p>Narrative Write stories set in places pupils have been. (Varmints) Write stories that include mythical, legendary or historical characters and events (within Dracula's Whitby story) Write stories of mystery and suspense. (Dracula's Whitby)</p> <p>Non-fiction Write persuasively. (R&R museum leaflet / Dragons' Den) Write formally.</p> <p>Poetry Write poetry that conveys an image (simile, word play, rhyme, metaphor.) (Journey of a raindrop)</p>
<p>Nouns acting as adjectives, nouns acting as verbs, subjunctive, subject and object, semi-colons in a list.</p>			

