



## Porters Grange Primary School

### Writing Learning Sequence

	Early Years	Key Stage One		Key Stage Two			
Skill/ Conceptual understanding	Nursery/ Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Narrative</u></b>	<p>Simple narratives retold</p> <p>Re-tell stories with books as prompts</p> <p>Helicopter stories (scribed by the teacher)</p> <p>Acting out stories</p> <p>Role play</p> <p>Small world play</p>	<p>Simple narratives and retelling are told/written in first or third person and in past tense</p> <p>Events sequences to create text that make sense</p> <p>Main participants are human or animal</p> <p>Simple narratives use typical characters, settings and events</p> <p>Story language (once upon a time, Later that day)</p>	<p>Plan using story map</p> <p>Adapt familiar stories</p> <p>Change characters and/or settings</p> <p>Simple development ie good vs bad</p> <p>Written in past tense</p> <p>Story language (once upon a time, later that day etc)</p> <p>Conjunctions to extend sentences</p> <p>Language choices create realistic sounding narratives – adverbs, adjectives and precise nouns</p>	<p>Plan using story mountains</p> <p>Narratives and retellings in first or third person</p> <p>Written in the past tense, occasionally in the present tense</p> <p>Events in chronological plots</p> <p>Descriptions use adverbials</p> <p>Introduce paragraphs</p> <p>Dialogue begins to convey characters' thoughts</p> <p>Extend use of language choice</p>	<p>Plan using a story mountain/box plan</p> <p>Events sequenced to create chronology through use of adverbials and prepositions</p> <p>Dialogue used to convey characters' thoughts and move narrative forward</p> <p>Adapt stories</p> <p>Adverbials to create cohesion within paragraphs</p> <p>Organise paragraphs around a theme</p>	<p>Plan using box plan</p> <p>Narratives told sequentially and non-sequentially (flashbacks)</p> <p>Descriptions of characters, setting and atmosphere developed through precise vocabulary choices (adverbs, adjectives, precise nouns, expressive verbs, figurative language)</p> <p>Dialogue used to convey characters' thoughts and move narrative forward</p>	<p>Plan using box plan</p> <p>Build cohesion within paragraphs</p> <p>Understand and use figurative language</p> <p>Integrate dialogue to convey character and advance action</p> <p>Use subjunctive form to hypothesise ie If the children were to get out of this...</p> <p>Use of passive voice</p> <p>Use of past progressive form ie the children had been searching, I had been dreaming of...</p>
<b><u>Poetry</u></b>	<p>Nursery rhymes – link to music and singing</p> <p>Rhyming books</p> <p>Performing rhymes to an audience</p> <p>Rhythm of words (identifying rhyming words and stories with rhyming words)</p>	<p>Build on nursery rhymes from EYFS and extend length of rhymes</p> <p>Re-tell simple limericks/humorous rhymes</p> <p>Simple acrostic poem</p>	<p>Features of acrostic poems</p> <p>Reading poems with expression</p> <p>Comparative poems (superlatives)</p>	<p>Features of calligrams</p> <p>Identification of inference</p> <p>List poems</p> <p> kennings</p>	<p>Free verse</p> <p>Haiku</p>	<p>Identification and use of personification</p> <p>Use of similes and metaphors</p> <p>Blackout poetry</p> <p>Contemporary poetry</p>	<p>Performance poetry</p> <p>Structure of verses</p> <p>Recognise inferences</p> <p>Use clues in the language to perform well to an audience</p> <p>Descriptive poetry</p> <p>Features of sonnets</p> <p>Recognise Iambic Pentameter</p> <p>Use of similes, metaphors and personification</p> <p>Descriptive poetry</p>

<p><b><u>Play scripts</u></b></p>				<p>Appropriate punctuation - ?, ! and colon for characters Range of adverbs for stage directions No inverted commas or use of said</p>	<p>Present tense for stage directions Instructions in brackets Adverbial and adjectival phrases to add detail</p>	<p>Stage directions indicate how to portray characters' feelings through gesture, facial expressions, and tone of voice Show how tension can be built through pace, silence and delivery Precise choice of verbs, adverbs and adjectives to create effect</p>	<p>Varied sentence length chosen for effect Arrangement of sentences explore – movement of subordinate clause Word choice ensures reader is engaged throughout</p>			
<p><b><u>Instructions</u></b> <b>Recipes</b> <b>Technical manuals (ie How to)</b> <b>Rules for a game</b> <b>Packaging instructions</b></p>	<p>Following instructions/ rules for areas in EYFS ie mud kitchen, home corner Free writing Opportunities for writing throughout the day Indoor and outdoor opportunities to write</p>	<p>To ensure something is done effectively and/or correctly with a successful outcome for the participant/s</p>		<p>'How to' title List of what you need Instructions in steps Each step on a new line</p>	<p>Numbered or bullet point steps Time fronted adverbials ie first, next, then Labelled diagrams First person Present tense Imperative verbs Command sentences Commas in lists</p>	<p>Simple clear and labelled diagrams Presentation boxes between steps Imperative verbs Adverbs ie carefully etc</p>	<p>Titles, headings and sub-headings Adverbs with an explanation</p>	<p>Specific list of materials Include when, how and where each step to be completed More specific fronted adverbials – during, after ten minutes Adjectives</p>	<p>N/A</p>	
<p><b><u>Discussion</u></b> <b>Non-fiction books</b> <b>Debate write ups</b> <b>Letters</b> <b>Essays giving opinions</b></p>					<p>To present a reasoned and well balanced overview of an issue or controversial topic. Usually aims to provide two or more different view on an issue, each with elaborations, evidence and/or examples.</p>			<p>Consistent use of present tense Use present perfect form of verbs Effective use of noun phrases Use pf paragraphs to organise ideas Use adverbials eg therefore, however Headings and subheadings to aid presentation</p>	<p>Create cohesion within paragraphs using adverbials Use layout devices to provide additional information ie tables, diagrams, illustrations</p>	<p>Create cohesion across paragraphs including adverbials Formal and informal vocabulary choices Use passive voice to present views Adapt degrees of formality and informality Use semi-colon, colons and dashes to create boundaries between clauses</p>

<b>Persuasion</b> <b>Letters</b> <b>Posters</b> <b>Job Applications</b> <b>Controversial issues</b> <b>Book reviews</b> <b>Debate</b>			To argue a case from a particular point of view to encourage the reader/listener towards the same way of seeing things.				
			Present tense Rhetorical questions Noun phrases	Express time, place and cause using conjunctions, adverbs and prepositions Use present perfect form of verbs	Create cohesion by using nouns and pronouns Use adverbials eg therefore, however Paragraphs to organise ideas Effective use of expanded noun phrases	Degrees of possibility using modal verbs Create cohesion within paragraphs using adverbials	Formal and informal vocabulary choices Adapt degrees of formality and informality Passive voice Cohesion across paragraphs
<b>Explanation</b> <b>Science write ups</b> <b>Explaining scientific/historic/religious aspects</b> <b>Technical manuals</b> <b>Q &amp; A leaflets</b>			To explain how or why eg to explain the processes involved in natural/social phenomena or to explain why something is the way it is.				
			Consistent use of present tense Questions for titles Question marks Use conjunctions eg so, because	Express time, place and cause using conjunctions, adverbs and prepositions Headings and subheadings for presentation Use fronted adverbials Paragraphs to organise ideas	Create cohesion using nouns and pronouns Degrees of possibility using adverbs and modal verbs Layout devices to provide additional information ie bullets, columns	Cohesion within paragraphs Relative clauses to add further information Parenthesis – add clarification for technical words	Adapt degrees of formality and informality Create cohesion across paragraphs Passive voice
<b>Report</b> <b>Describing daily life</b> <b>Information leaflet</b> <b>Describing characteristics ie animals, plants, solar system</b>		To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information					
		Simple report about an event Simple non-chronological report about familiar topics	Use present and past tense throughout writing Questions used to form titles Question marks Conjunctions to aid explanation ie because Use adjectives, including comparative adjectives to create description	Express time, place and cause using conjunctions, adverbs and prepositions Headings and subheadings for presentation	Create cohesion using nouns and pronouns Use paragraphs to organise ideas	Cohesion within paragraphs using adverbials Parenthesis to add additional information Use layout devices eg columns, bullets	Vocabulary typical of informal speech (quotes) and appropriate formal speech Passive voice Create cohesion across paragraphs using organisational features, headings and questions
<b>Recount</b> <b>Diary</b> <b>Newspaper</b> <b>Letters</b> <b>Postcards</b> <b>Accounts</b> <b>Biographies and autobiographies</b>		To provide information about actual events, either real or imagined. To help readers understand facts in chronological order providing accurate information					
		Accounts of everyday events Sequence sentences about familiar events Tell/write events in chronological order	Past and present tense throughout writing Progressive form of verbs ie we went Conjunctions for coordination and subordination ie we	Express time, place and cause using conjunctions, adverbs and prepositions Inverted commas to punctuate direct speech	Paragraphs to organise ideas Expanded noun phrases Fronted adverbials ie later that day	Use of past perfect Degrees of possibility using modal verbs Cohesion within paragraphs using adverbials	Use past progressive form of verbs Adapt degrees of formality and informality to suit the form of the text

			went to the park so we could go on the swings Noun phrases				Create cohesion across paragraphs which can include adverbials
<b><u>Vocabulary, grammar and punctuation</u></b>	Punctuation used during helicopter stories Teacher scribing Punctuation identified during modelling Correct grammar used by staff and standard English used as a model	<ul style="list-style-type: none"> <li>- leave spaces between words</li> <li>- joining words and joining sentences using <i>and</i></li> <li>-begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>- learning the grammar for Year 1 in English Appendix 2</li> <li>- use the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>	<ul style="list-style-type: none"> <li>- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) sentences with different forms: statement, question, exclamation, command</li> <li>- expanded noun phrases to describe and specify, for example <i>the blue butterfly</i></li> <li>- the present and past tenses correctly and consistently including the progressive form</li> <li>-subordination (using <i>when, if, that, or because</i>) and coordination (<i>using or, and, or but</i>)</li> <li>- the grammar for year 2 in English Appendix 2</li> <li>- some features of written Standard English</li> <li>- use and understand the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>	<ul style="list-style-type: none"> <li>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></li> <li>- using the present perfect form of verbs in contrast to the past tense</li> <li>- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- using conjunctions, adverbs and prepositions to express time and cause</li> <li>- using fronted adverbials</li> <li>- learning the grammar for years 3 and 4 in English Appendix 2</li> <li>using commas after fronted adverbials</li> <li>- indicating possession by using the possessive apostrophe with plural nouns</li> <li>- using and punctuation direct speech</li> <li>- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>	<ul style="list-style-type: none"> <li>- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- using passive verbs to affect the presentation of information in a sentence</li> <li>- using the perfect form of verbs to mark relationships of time and cause</li> <li>- using expanded noun phrases to convey complicated information concisely</li> <li>-using modal verbs or adverbs to indicate degrees of possibility</li> <li>- using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (ie omitted) relative pronoun</li> <li>- learning the grammar for years 5-6 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- using a colon to introduce a list</li> <li>- punctuating bullet points consistently</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p>		
<b><u>Handwriting</u></b>	Sit correctly at a table, holding a pencil comfortably and correctly  Begin to form lower-case letters in the correct direction, starting and finishing in the right place  Form digits 0-9	Sit correctly at a table, holding a pencil comfortably and correctly  Form lower-case letters in the correct direction, starting and finishing in the right place  Form capital letters  Form digits 0-9	Form lower-case letters of the correct size relative to one another  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	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined  Increase the legibility, consistency and quality of their handwriting,	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined  Increase the legibility, consistency and quality of their handwriting,	Write legibly, fluently and with increasing speed by:  -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	Write legibly, fluently and with increasing speed by:  -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

	Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these	Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these	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	[for example, by ensuring that the down-strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	[for example, by ensuring that the down-strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	-choosing the writing implement that is best suited for a task	-choosing the writing implement that is best suited for a task
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