



Writing Progression at St Michael's

ENGLISH

National Curriculum Expectations

Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



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Writing at St Michael's CE Primary School

Our Writing provision aims to equip pupils with the skills and necessary to become confident writers who can form, articulate and communicate their ideas effectively. Children show respect for the discipline developing a range of writer techniques. They are resilient in developing accuracy in spelling, grammar and punctuation and take responsibility for improving their work through editing and redrafting.



Big Ideas

Transcription (spelling and handwriting) – spelling accurately; knowing the relationship between sounds and letters (phonics) and understanding morphology (word structure) and orthography (spelling structure).

Composition (articulating ideas and structuring them in speech and writing – forming, articulating and communicating ideas; organising them coherently for a reader. Requires clarity, awareness of audience, purpose and context.

Vocabulary, grammar and punctuation - increasingly wider range of vocabulary and grammar, understanding nuances/relationships between words; gives more conscious control and choice over language.

'I can shake off everything as I write; my sorrows disappear, my courage is reborn.'

Anne Frank



Links with other subjects

- High quality texts linked to cross curricular learning
- Vocabulary
- Reasoning and inference skills linked to subjects
- Non- fiction writing

Pedagogy

- Low stakes quizzing
- Specific teaching of reading skills (VIPERS) Varied teaching and learning activities
- Regular low stakes quizzes using Accelerated Reader programme to support comprehension
- Thoughtful sequencing of content
- Specific teaching of vocabulary

Progress

Regular assessments carried out by RWI Leader to ensure gaps are filled
Regular formative assessment and assessment for learning ensures gaps are filled
Progress and attainment within Accelerated Reader is recorded and shared with staff.
Opportunity for revisiting content or apply learning to a wide of genres and audiences

Links with other subjects

- High quality texts linked to cross curricular learning
- Vocabulary
- Reasoning and inference skills linked to subjects
- Non- fiction writing



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<p><i>Links with other subjects</i> High quality texts linked to cross curricular learning</p> <ul style="list-style-type: none"> • Vocabulary • Reasoning and inference skills linked to subjects • Non- fiction writing 	<p><i>Pedagogy</i> Varied teaching and learning activities</p> <ul style="list-style-type: none"> • Regular low stakes quizzes around vocabulary and spelling patterns. • Thoughtful sequencing of content • Specific teaching of vocabulary 	<p><i>Progress</i> Regular assessments carried out by RWI Leader to ensure gaps are filled Regular formative assessment and assessment for learning ensures gaps are filled Progress and attainment within Accelerated Reader is recorded and shared with staff. Opportunity for revisiting content or apply learning to a wide of genres and audiences</p>	<p><i>Support</i> For staff:</p> <ul style="list-style-type: none"> • National Curriculum • Subject associations – • RWinc • Power of Reading text and planning suggestions • Literacy Shed+ <p>For Pupils:</p> <ul style="list-style-type: none"> • Spelling Frame
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Long term plan over a 2-year cycle:



English at St Michael's CE Primary School

September 2024 and then September 2026

	601	602	603	604	Sum 1	Sum 2
COEL						
Characteristics of Effective Learning						
2 Year-olds and Nursery						
Reception	Contemporary Fiction (picture book) We're all wanderers - RJ Palacio (Sp/Art) Character descriptions	Non-Fiction Beware of the Crocodile Martin Jenkins (Sd) Info booklet	Rhyme Compassion is the Ocean - Celia Green (Sp/Art) Descriptions	Picture book Stanley's Stick - John Gorton (DT) Instructions	Picture book with rhyme What the ladybird heard Julia Donaldson Rhyme	Traditional Tale The Gigantic Turnip - Gorton Tobtoy (PSHE) Case labels and signage
Y5.1	Poetry Out and about Stanley Hughes Autumn Poetry Where do I live? Brochure/pamphlet	Non-fiction Winter Sleep - A hibernation story - Sara Taylor (Sp) - Explanation writing Non-chronological report - Remembrance	Traditional Tale Rapunzel - Gillian (PSHE) Character description Diary - retelling in role Poetry	Illustrated Novel Anna Hibiscus - Anna Hibiscus (Sp) - Personal recout Diary - Christopher Columbus	Picture book How to find gold - Wwise Schwartz (Sp/comp) Character description Instructions 1st person recout Summer Poetry	Non-fiction Hummingbird - Nicola Davies (Art) Information Text Poetry
Y5.2	Non-fiction The First Dinosaur - Michael Rosen Report - Stone Age art	Poetry Jelly boots smally boots - Michael Rosen Poetry Information booklet - a guide	Novel Vulpes Fox - SF Said (PSHE) Newspaper report	Graphic Novel Nurse, bird, snake, wolf - David Almond Play script of new scene	Picture book Stomach - - David Almond Persuasive writing Scientific descriptions	Contemporary novel The Night Bus Hero - David Almond Report

	Character description Diary	Northumbria	A letter from Hadrian's Wall - writing in role	Explanation - Science (sound)		Letter - in role Comic strip
Y6.2	Adventure Daniel's Dragons - Lindsay Galvin Setting description 1st person narrative Persuasive letter - link to book visit	Fantasy - Jessica Townsend Acrostic poem Informal letter - sequel/synopsis	Novel Rooflopers - Katherine Rundell Newspaper Report Non-chronological report - Roman legacy	Picture book The Journey Francesca Sanna/Gopal Writing in Role - diary Free verse poems	Poetry Collection Garlic Dishes - Grace Nichols Poetry Biography linked to history (diversity)	Fiction - adventure The Last Bear - Hiroshi Gold 1st person narrative Formal letter - climate change



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September 2021 and then 2023



English at St Michael's CE Primary School

September 2023 and then 2025

	Aut 1	Aut 2	Sep 1	Sep 2	Sum 1	Sum 2
COEL						
Characteristics of Effective Learning 2 Year-olds and Nursery						
Description	Picture Book Out Babbin -Marie GORON (PSHE) Letters / poem	Contemporary Fiction The Marvellous Moon Map -Terina GORON (PSHE) Instructions	Traditional Tale No Dinner! The story of the old woman and the pumpkin -Janica SPURDUS (PSHE) Recording story	Poetry A great big riddle -Michael ACORN (Art) Poetry	Non-fiction Yucky Worms -Walter French (Sci) Info booklet	Picture book Bedtime for Beestons -Jed VINE (Art) Narrative story
KS1	Picture book BEGU -Alicia DEACON Letter non-chronological report - Great Fire of London	Poetry Poems to perform JULIA DONALDSON -Aria DONALDSON Poetry A guide to Newcastle	Extended Picture book The Loosely Beast THE LOOSELY BEAST -Chris JUDGE News report Character description	Non-fiction Moth -Noel THOMAS (Sci) Instructions non-fiction report - retha	Novel The Queen's Nose -Dick KING-SMITH Sequel Tourist brochure - Australia	Non-fiction - History Harry Hotspur Character description Instructions - how to be a knight
KS2	Non-fiction picture book The Rhythms of the Rain -Grahame BAKER-SMITH Explanation Writing in role	Fantasy Story The nothing to see here hotel -Suzanne BAKER Newspaper Article Suspense chapter	Adventure Story The miraculous Journey of Edward Tulane -Kate DICICCIOLA (Sci) Diary entry	Illustrated novel The Wild Robot -Peter BRONCO (Sci/PSHE) Diary entry	Traditional Tale The Last Happy Endings -Loral ACO DUFFY Persuasive letter	Origin Tale How the Stars came to be -Aislinn MURPHY (Sci) Information text



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	Poetry Werewolf club rules -Joseph GORON (PSHE) Poetry		Character Descriptions Non-chronological report - Greek life	Survival Manual	Non-chronological report - RE	Poetry Werewolf club rules -Joseph GORON (PSHE) Poetry
UKS 2	Poetry Collection Dark Sky Park -Arlene GROSS (Sci) Poetry Biography of Charles Darwin	Fantasy Dark Sky Park -Vasha WARDY (Art) Diary writing	Picture book Shackleton's Journey -William GRIFF Newspaper report	Non-fiction Hero Twins -Don JARLEY (UK) Against the Lord of Death	Historical Fiction War Horse -Michael MORNING Persuasive pamphlet Report - Dolly Madak	Contemporary Novel - Fantasy -Catherine BAKER Diary Balanced Argument



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Reception

Text/stimulus	Sentence writing requirements
Autumn 1 Owl Babies	With support, begin to orally compose a sentence – teacher scribes form basic letters in accordance to RWInc
Autumn 2 The Marvellous Moon Map	To blend CVC words orally to support writing To form all 25 single letter, set 1 sounds
Spring 1 No dinner! The story of the old woman and the pumpkin	To continue to create oral sentences with increasing independence To write CVC words with some support To form all the special friends from set 1.
Spring 2 A great big cuddle - poetry	To independently write simple phrases (2 words) To recognise and write capital letters with support
Summer 1 Yucky Worms	To orally compose and write a sentence using finger spaces, capital letters and full stops with support To spell words using special friends from set 1 To use tricky red words in phrases.
Summer 2 Bedtime for monsters	To orally compose and write a sentence using finger spaces, capital letters and full stops independently after discussion with the teacher Make phonetically plausible attempt to spell words. To begin to use tricky red words spelling in independent writing.



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KS1

Autumn 1

Text/stimulus	Genre	Genre requirements
Beegu	letter	Questions/statements simple sentences coordinating conjunctions Full stops and capital letters, question marks
	non-chronological report (Great Fire)	planning tool – washing line coordinating conjunctions subordinating conjunctions Technical vocabulary

Autumn 2

Text/stimulus	Genre	Genre requirements
Poems to perform	poetry	expanded noun phrases Repetition for rhythm and rhyme onomatopoeia
	A guide to Newcastle	planning – washing line layout - subheadings Questions, statements, exclamations expanded noun phrases command sentence



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Spring 1

Text/stimulus	Genre	Genre requirements
The Lonely Beast	Character description	how adverbs expanded noun phrases statements, questions, exclamations Items on a list – use of commas and and
	news report	Adverbial phrase When adverbs subordinating conjunctions

Spring 2

Text/stimulus	Genre	Genre requirements
Moth	Instructions	command sentences Time conjunctions co-ordinating and subordinating conjunctions Adverbs
	Report - moths	Boxing up planning tool subordinating conjunctions group related ideas into sections use of subheadings expanded noun phrases

Summer 1

Text/stimulus	Genre	Genre requirements
The Queen's nose	sequel	Story mountain



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		apostrophes group related ideas into sections apostrophes
	Brochure - Australia	Planning – boxing up group related ideas into sections use of subheadings exclamation marks statements

Summer 2

Text/stimulus	Genre	Genre requirements
Harry Hotspur	Character description/narrative	Story mountain group related ideas into sections Varied sentence- types (complex and compound)
	instructions – how to be a knight	command sentences Time conjunctions co-ordinating and subordinating conjunctions technical vocab



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LKS2

Autumn 1

Text/stimulus	Genre	Genre requirements
Rhythm of the Rain	Explanation – rivers and the water cycle	Why adverbs for cause and effect coordinating and subordinating conjunctions Technical vocab colon for a list
	Writing in role	paragraphs modal verbs comparative and superlative adjectives
	Poetry	expanded noun phrases commas simile and metaphor

Autumn 2

Text/stimulus	Genre	Genre requirements
The nothing to see here hotel	Playscript	layout features colon before character speech and in a list prepositions
	newspaper report	inverted commas commas after fronted adverbials paragraphs subordinating and coordinating conjunctions
	suspense chapter	planning: introduction, build up, problem, resolution, ending ellipsis use of inverted commas for direct speech Long and short sentences for effect



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Spring 1

Text/stimulus	Genre	Genre requirements
The miraculous journey of Edward Tulane	character description	prepositions expanded noun phrase ed verb starters Start with a simile adverbial
	Non- chron report –Greek life	Fronted adverbials paragraphs sub and coordination conjunctions

Spring 2

Text/stimulus	Genre	Genre requirements
The wild Robot	Diary entry	introducing – ing opener paragraphing apostrophes determiners
	Survivor manual	prepositions layout features vary long and short sentence types

Summer 1

Text/stimulus	Genre	Genre requirements
The Lost happy endings	persuasive letter	pattern for 3 for persuasion repetition to persuade comparative and superlative adjectives



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	non-chron report - RE	Technical vocab layout features Fronted adverbials
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Summer 2

Text/stimulus	Genre	Genre requirements
How the Stars came to be	information	complex sentences using embedded relative clause layout features paragraphs vary sentences
Werewolf Club rules	Poetry	expanded noun phrase similes



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UKS2 - Autumn 1

Text	Genre	Genre requirements
Dark Sky Park – <i>Philip Gross</i> (Sci) Poetry	Free-verse poetry	expanded fronted adverbials – ing, ed metaphors, personification, alliteration, rhyme hyphens
Biography Darwin (links to Science)	Biography	relative clause Subordinating and coordinating conjunctions parenthesis (brackets, commas, dashes)
instructions linked to ancient Egyptian religion (film unit stimulus – Literacy Shed +)	Instructions	Technical language Secure use of range of layouts Colons



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Autumn 2

Text/stimulus	Genre	Genre requirements
Brightstorm – <i>Vashti Hardy</i>	Newspaper report	Fronted adverbial –ed and –ing modal verbs semicolon commas to avoid ambiguity linking ideas across paragraphs
	Explanation- earthquakes	Technical language Cohesion through adverbs paragraphs/layout devices eg subheadings Formal style
	Suspense chapter	Planning – intro, build up , prob, resolution. ending reshaping sentences Using speech to move the action forward. Informality in speech

Spring 1

Text/stimulus	Genre	Genre requirements
Shackleton's Journey	persuasive letter	rhetorical questions Direct address modal verbs informal style
	Motivational speech	rhetorical questions Direct address Cohesion through adverbs passive verbs to create effect



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Spring 2

Text/stimulus	Genre	Genre requirements
Hero Twins	adventure story	planning : intro, build up, problem, resolution, ending Moving adverbial phrases Using speech to move the action forward. Informality in speech
	Non-chron report Mayans	-ed clauses parenthesis Layout features relative clause



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Summer 1

Text/stimulus	Genre	Genre requirements
War Horse	persuasive pamphlet	Formal Cohesive adverbs commas to avoid ambiguity
	Report research	Layout features sub/coordination conjunctions semicolon

Summer 2

Text/stimulus	Genre	Genre requirements
No Ballet shoes in Syria	Diary	informality passive modal verbs
	Balance argument	formal cohesive adverbs – to change direction modal verbs



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PROGRESSION	
Development Matters	<p>2 Year-olds:</p> <ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo • Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name <p>Nursery:</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. • Begin to hold a pencil using a conventional grip. • Develop fine motor skills to produce enough pressure to make a mark. • Develop control when producing lines and shapes including clockwise and anticlockwise circles.
Writing EYFS ELG	<p>Literacy</p> <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.
Writing Year 1	<p>National Curriculum statutory requirements: Transcription and Spelling Punctuation and Grammar: see documents</p> <p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 capital letters • form digits 0-9



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	<ul style="list-style-type: none">• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Composition</p> <p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none">• saying out loud what they are going to write about• composing a sentence orally before writing it• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense• discuss what they have written with the teacher or other pupils• read aloud their writing clearly enough to be heard by their peers and the teacher.
Year 2	<p>National Curriculum statutory requirements:</p> <p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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 unjoined.• 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. <p>Composition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• develop positive attitudes towards and stamina for writing by:<ul style="list-style-type: none">○ writing narratives about personal experiences and those of others (real and fictional)○ writing about real events○ writing poetry○ writing for different purposes• consider what they are going to write before beginning by:<ul style="list-style-type: none">○ planning or saying out loud what they are going to write about○ writing down ideas and/or key words, including new vocabulary○ encapsulating what they want to say, sentence by sentence• make simple additions, revisions and corrections to their own writing by:<ul style="list-style-type: none">○ evaluating their writing with the teacher and other pupils○ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form○ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]• read aloud what they have written with appropriate intonation to make the meaning clear



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Year 3 and 4

National Curriculum statutory requirements:

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Year 5 and 6

National Curriculum Statutory Requirements

Handwriting

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:



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- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Composition

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Progression of Writing Skills

	Text Structure	Sentence construction	Word Structure/ Language	Year 3 Punctuation	Terminology
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	Fiction	Non-fiction	Sentence types	Conjunctions	Fronted words, phrases or clauses.			
Reception	<p>Fiction: Introduce: Planning Tool – Story map /story mountain</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end Retell simple first a 3 part, then 5- part story: Once upon a time First / Then / Next ,But ,So Finally, ...happily ever after</p>	<p>Non-fiction: Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme</p> <p>Names Labels Captions Lists Diagrams Message</p>	<p>Introduce: Simple sentences (single-clause)</p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using coordinating conjunctions</p> <p>Repetition for rhythm. (eg) He walked and he walked. Repetition in description. (eg) a lean cat, a mean cat</p>	<p>Simple coordinating conjunctions: and but</p> <p>Simple subordinating conjunctions for storytelling: who until</p>	<p>When Adverbs Then... Next... Finally...</p> <p>When Adverbial phrases Once upon a time... Early one morning...</p> <p>How Adverbs Luckily... Unfortunately...</p>	<p>Introduce: Determiners the, a, my your, an this, that his, her, their some , all</p> <p>Where Prepositions: up,down in, into out, to, onto</p> <p>Adjectives (eg) old, little, big, small, quiet</p> <p>Adverbs (eg) luckily, fortunately Similes – using 'like'</p>	<p>Master: Finger spaces Full stops Capital letters</p>	<p>Introduce: Finger spaces Full stops Capital letters Letter Word Sentence Simile – 'like'</p>
	Text Structure		Sentence construction			Word Structure/ Language	Punctuation	Terminology
	Fiction	Non-fiction	Sentence types	Conjunctions	Fronted words, phrases or clauses.			



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Year 1	<p>Planning Tools: Story map / story mountain</p> <p>Plan opening around: character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p> <p>Understanding - 5 parts to a story:</p> <p>Opening Once upon a time... Build-up One day...</p> <p>Problem / Dilemma Suddenly,... Unfortunately,...</p> <p>Resolution Fortunately,...</p> <p>Ending Finally,...</p>	<p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Question to hook the reader / Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a theme Bullet points for instructions Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>Types of sentences: Statements Questions Exclamations</p> <p>Simple sentences (single clause) (eg) <i>I went to the park. The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives (eg) <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using coordinating conjunctions (eg) <i>The children played on the swings and slid down the slide.</i></p> <p><i>Spiders can be small or they can be large.</i></p>	<p>Simple coordinating conjunctions: or so</p> <p>Simple Subordinating Conjunctions: who because so that while when</p>	<p>Using conjunctions for fronted when adverbial clauses: While... When... Where....</p> <p>When Adverbs Soon, First, Now, Suddenly, Immediately, Then, Afterwards,</p> <p>When Adverbial Phrases At that moment... In the end... By the next morning... As soon as...</p> <p>How Adverbs Fortunately,... Unfortunately,... Sadly,...</p>	<p>Prepositions: inside outside towards across under</p> <p>Determiners: the, a, my, your, an, this, that, his, her, their, some, all ,lots of, many, more, those, these</p> <p>Adjectives (eg) <i>The old house... The huge elephant...</i></p> <p>Alliteration (eg) <i>dangerous dragon / slimy snake Similes using as....as... (eg) as tall as a house / as red as a radish.</i></p> <p>Precise, clear language to give</p>	<p>Capital letter for names</p> <p>Capital letter for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Punctuation</p> <p>Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verbs Conjunction Alliteration Simile – ‘as’</p>
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Charlie hid **but**
Sally found him.

It was raining **so**
they put on their
coats.

Use of 'who'
relative clause
(eg) Once upon a
time there was a
little old woman
who lived in a
forest.

There are many
children **who** like
to eat ice cream.

'Run' - Repetition
for rhythm (eg)
He walked, and
he walked, and he
walked.

Repetition for
description (eg) a
lean cat, a mean
cat / a green
dragon, a fiery
dragon

information
(eg) First,
switch on the
red button.
Next, wait for
the green light
to flash...

Regular plural
noun suffixes
-s or -es (eg)
dog, dogs;
wish, wishes
Suffixes that
can be added
to verbs (eg)
helping,
helped, helper

How the
prefix un -
changes the
meaning of
verbs and
adjective (eg)
unkind / untie



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Year 2	Text Structure		Sentence construction			Word Structure/ Language	Punctuation	Terminology
	Fiction	Non-fiction	Sentence types	Conjunctions	Fronted words, phrases or clauses.			
	<p>The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress</p> <p>Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather</p>	<p>The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress</p> <p>Secure use of planning tools: Text map / washing line / 'Boxing-up' grid</p>	<p>Types of sentences: Statements Questions Exclamations Commands</p> <p>Embellished simple sentences using: Adjectives (eg) <i>The boys peeped inside the dark cave.</i></p> <p>Adverbs (eg) <i>Tom ran quickly down the hill.</i></p> <p>List of 3 for description (eg) <i>He wore old shoes, a dark</i></p>	<p>Secure use of coordinating conjunctions: or but and</p> <p>Broader use of subordinating conjunctions including mastery of: as before until which if because that</p>	<p>Vary openers to sentences in a text</p> <p>Using conjunctions for fronted adverbial clauses: Before... As... When Adverbs Finally,... Eventually,... Meanwhile,...</p> <p>When Adverbial Phrases The next day... After a while... A moment later... When it was all over,...</p>	<p>Generalisers for information (eg) Most dogs... Some cats...</p> <p>Prepositions: behind, above, along, before, between, after</p> <p>Alliteration (eg) wicked witch / slimy slugs</p> <p>Similes using...like... (eg) ... like</p>	<p>Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after – ly opener Speech bubbles / inverted commas for direct speech</p>	<p>Apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>"Inverted commas"</p> <p>Suffix Verb / adverb Statement Question Exclamation Command Tense (past, present, future)</p>



Writing Progression at St Michael's

	<p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening (eg) In a land far away.... One cold but bright morning.....</p> <p>Build -up (eg) Later that day</p> <p>Problem / Dilemma (eg) To his amazement</p> <p>Resolution (eg) As soon as Ending (eg) Luckily, Fortunately,</p> <p>Ending should be a section rather than one final sentence (eg) suggest how the main character is feeling in the final situation.</p>	<p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections</p> <p>Subheadings to introduce sentences /sections</p> <p>Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams</p> <p>Ending Make final comment to reader Extra tips! / Did - you -know? Facts / True or false?</p>	<p><i>cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></p> <p>Complex sentences where the subordinating clause is moved for effect: (eg) <i>While the animals were munching breakfast, two visitors arrived.</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Embedded relative who/which clause: (eg) Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</p>	<p>Varied How Adverbs (eg) Carefully,... Slowly,...</p> <p>Varied How Often Adverbs (eg) Usually... Sometimes... Normally...</p> <p>Onomatopoeic words or phrases: <i>Splash went the dog as he dived into the pond. Stomping loudly, he left the room.</i></p>	<p>sizzling sausages /...hot like a fire</p> <p>Two adjectives describe the noun (eg) <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description (eg) <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for how and when information (eg) <i>Lift the pot carefully onto the tray.</i> <i>The river quickly flooded the town.</i></p> <p>Formation of nouns using suffixes such as – ness, –er</p>	<p>Implicitly understand how to change from indirect speech to direct speech</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>Adjective / noun Noun phrases Generalisers Subordinating conjunctions</p>
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Writing Progression at St Michael's

			<p>Use long and short sentences: Long sentences to add description or information.</p> <p>Use short sentences for emphasis.</p> <p>Expanded noun phrases (eg) <i>lots of people, plenty of food, old, wooden chair</i></p>			<p>Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er and -est to form comparisons of adjectives and adverb</p>		
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Writing Progression at St Michael's

Year 3	Text Structure		Sentence construction			Word Structure/ Language	Punctuation	Terminology
	Fiction	Non-fiction	Sentence types	Conjunctions	Fronted words, phrases or clauses.			
	<p>Use of the perfect form of verbs to mark relationships of time and cause (eg) I have written it down so I can check what it said. Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.</p> <p>Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather</p>	<p>Use of the perfect form of verbs to mark relationships of time and cause (eg) I have written it down so I can check what it said. Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.</p> <p>Introduce: Secure use of planning tools: (eg) Text map, washing line, 'Boxing-up'</p>	<p>Vary long and short sentence types: to add description or information or for emphasis and making key points: (eg) <i>Sam was really unhappy. Visit the farm now.</i></p> <p>Embellished simple sentences using when, where and how adverbial phrases in varied positions for effect (eg) <i>The mouse ran. The mouse ran</i></p>	<p>Mastery of compound sentences using coordinating conjunctions: and, or, but, so, for, nor, yet (FANBOYS) Subordinating Conjunctions for time, place and cause.</p> <p>Mastery of: where, once, after</p>	<p>-“ing” verb openers (eg) <i>Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</i></p> <p>When, where, why and how fronted adverbial phrases.</p> <p>Cohesion through adverbs for addition: Also Another thing</p> <p>Why Adverbs for cause and effect: Therefore</p>	<p>Prepositional phrases to place the action: on the mat; behind the tree; in the air. Prepositions for where and when: next to; by the side of; during; throughout. Powerful verbs (eg) stare, tremble, slither Boastful Adjectives (eg)</p>	<p>Colon before a list and in a play script (eg) What you need:</p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (eg) <i>Later that day, I</i></p>	<p>Word family</p> <p>Conjunction (Coordinating /</p> <p>Subordinating)</p> <p>Adverb</p> <p>Preposition</p> <p>Direct speech /</p> <p>Inverted commas</p> <p>Prefix</p> <p>Consonant /</p>



Writing Progression at St Michael's

	<p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts: Introduction – should include detailed description of setting or characters</p> <p>Build -up –build in some suspense towards the problem or dilemma</p> <p>Problem / Dilemma –include detail of actions / dialogue</p> <p>Resolution - should link with the problem</p> <p>Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>	<p>grid, story grids</p> <p>Paragraphs to organise ideas around a theme</p> <p>Introduction Develop hook to introduce and tempt reader in (eg) Who..? What..? Where..? Why..? When..? How..?</p> <p>Middle Section(s) Group related ideas /facts into paragraphs Subheadings to introduce sections / paragraphs</p> <p>Topic sentences to</p>	<p><i>in fear. All of a sudden, the mouse ran in fear. All of a sudden, the mouse ran in fear up a clock. The mouse ran in fear up a clock all of a sudden.</i></p> <p>Complex sentences using embedded relative clause using who/which/ whose: (eg) <i>The boy, whose name is George, thinks he is very brave.</i></p> <p>Sentence of 3 for description with expanded noun phrase (eg) <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in</i></p>			<p>magnificent, unbelievable , exciting!</p> <p>More specific / technical vocabulary to add detail (eg) <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from prefixes (eg) auto... super...anti...</p> <p>Word Families based on common words (eg) teacher –</p>	<p><i>heard the bad news.</i></p>	<p>Vowel Clause</p> <p>Subordinate clause</p> <p>Determiner</p> <p>Synonyms</p> <p>Relative clause</p> <p>Relative pronoun</p> <p>Imperative</p> <p>Colon for instructions</p>
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Writing Progression at St Michael's

		<p>introduce paragraphs (eg) <i>Dragons are found across the world.</i></p> <p>Lists of steps to be taken Bullet points for facts Flow diagram</p> <p>Develop Ending Personal response Extra information / reminders e.g. Information boxes / Five Amazing Facts Wow comment</p>	<p><i>the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Pattern of 3 for persuasion (eg) Visit, Swim, Enjoy!</p> <p>Dialogue – powerful speech verb (eg) <i>“Hello,” she whispered.</i></p>			<p>teach, beauty – beautiful</p> <p>Use of determiners a or an according to whether next word begins with a vowel (eg) a rock / an open book</p>		
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Writing Progression at St Michael's

Year 4	Text Structure		Sentence construction			Word Structure/ Language	Punctuation	Terminology
	Fiction	Non-fiction	Sentence types	Conjunctions	Fronted words, phrases or clauses.			
	<p>Secure use of planning tools: (eg) story map / story mountain / story grids / 'Boxing-up' grids</p> <p>Plan opening using: Description / action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time. Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story: Introduction Build-up Problem / Dilemma Resolution</p>	<p>Secure use of planning tools: Text map / washing line / 'Boxing-up' grid</p> <p>Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of conjunctions. Use of bullet points, diagrams</p>	<p>Standard English for verb inflections instead of local spoken forms (eg) we were instead of we was</p> <p>Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly (eg) <i>It was midnight. It's great fun.</i></p> <p>Secure use of simple / embellished simple sentences</p>	<p>Secure use of coordinating conjunctions to construct compound sentences: yet, and, or, but, so</p> <p>Subordinating Conjunctions for time, place, cause and change direction.</p> <p>Specific mastery of: since if even though whereas</p>	<p>ed" verb starters (eg) <i>Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Introduce "ing" opener to embellish fronted adverbials (eg) <i>Grinning menacingly, he slipped his treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves</i></p>	<p>Prepositions at underneath since towards beneath beyond</p> <p>Modal Verbs: Could, should, would</p> <p>Comparative and superlative adjectives (eg) small...smaller smallest good...better... best</p> <p>Proper nouns -refers to a particular person or thing (eg) Monday,</p>	<p>Commas to mark clauses and to mark off fronted adverbial phrases and clauses.</p> <p>Full punctuation for direct speech: Each new speaker on a new line / Comma between direct speech and reporting clause e.g. <i>"It's late!" gasped Cinderella.</i></p> <p>Apostrophes to mark</p>	<p>Pronoun</p> <p>Possessive pronoun</p> <p>Adverbial</p> <p>Fronted adverbial</p> <p>Apostrophe</p> <p>Plural possession</p>



Writing Progression at St Michael's

	<p>Ending</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p>	<p>Introduction Middle section(s) Ending</p> <p>Ending could include personal opinion, response, extra information, reminders, question, warning, and encouragement to the reader .</p>	<p>Appropriate choice of pronoun or noun across sentences to aid cohesion.</p> <p>Sentence of 3 for action (eg) <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade (eg) <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - "Hello," <i>she whispered, shyly.</i></p>		<p>Start with a simile adverbial (eg) <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p>	<p>Jessica, October, England</p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (eg) <i>we were instead of we was, or I did instead of I done</i></p>	<p>singular and plural possession as opposed to s to mark a plural</p>
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Writing Progression at St Michael's

Year 5	Text Structure		Sentence construction			Word Structure/ Language	Punctuation	Terminology
	Fiction	Non-fiction	Sentence types	Conjunctions	Fronted words, phrases or clauses.			
	<p>Introduction – should include action / description - character or setting / dialogue</p> <p>Build-up – develop suspense techniques</p> <p>Problem / Dilemma – may be more than one problem to be resolved</p>	<p>Introduce: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open</p>	<p>Consolidate Year 4 list Introduce:</p> <p>Relative clauses beginning with who, which, that, where, when, whose</p> <p>Secure use of simple / embellished simple sentences</p>	<p>Secure use of all coordinating conjunctions to construct compound sentences: nor, yet, and, or but, so</p> <p>Subordinating conjunctions for time, place, cause and change direction.</p>	<p>Expanded fronted -“ed” verb phrase (eg) <i>Encouraged by the bright weather, Jane set out for a long walk.</i></p> <p>Elaboration of fronted adverbial phrases or clauses (eg) <i>Beyond the dark gloom of the cave, Zach saw</i></p>	<p>Metaphor Personification Onomatopoeia</p> <p>Vague pronoun to generalise (eg) <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p>	<p>Rhetorical question</p> <p>Dashes</p> <p>Brackets / dashes / commas for parenthesis</p> <p>Colon to connect / link illustrative clauses</p> <p>Use of commas to</p>	<p>Relative clause/ pronoun</p> <p>Modal verb</p> <p>Parenthesis Bracket - dash</p> <p>Determiner</p> <p>Cohesion</p> <p>Ambiguity</p> <p>Metaphor</p>



Writing Progression at St Michael's

	<p>Resolution – clear links with dilemma</p> <p>Ending – character could reflect on events, any changes or lessons, look forward to the future and as a question.</p>	<p>texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts</p> <p>Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p>Secure use of compound sentences</p> <p>Drop in –“ed’ clause with omitted pronoun (eg) <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques (eg) lengthening or shortening sentence for meaning, effect and/or succinctness.</p> <p>Mastery of moving adverbs and adverbial phrases or</p>	<p>Mastery of: although whenever</p>	<p><i>the wizard move.</i></p>	<p>Indicating degrees of possibility using modal verbs could / can may / might should / shall or adverbs (eg) sometimes, often, perhaps, surely.</p> <p>Converting nouns or adjectives into verbs using suffixes</p> <p>Verb prefixes</p>	<p>clarify meaning or avoid ambiguity</p> <p>Stage directions in speech (eg) <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p>	<p>Rhetorical question</p> <p>Tense: present and past progressive;</p>
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Writing Progression at St Michael's

			<p>clauses (how, when, where, why) around for specific effects (eg) <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p>					
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Use of rhetorical questions sparingly and careful to address the reader where appropriate.



Writing Progression at St Michael's

Year 6	Text Structure		Sentence construction			Word Structure/ Language	Punctuation	Terminology
	Fiction	Non-fiction	Sentence types	Conjunctions	Fronted words, phrases or clauses.			
	<p>Secure independent planning across story types using 5-part story structure. Include suspense, cliff hangers, flashbacks / forwards, time slips.</p> <p>Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p>Paragraphs - Secure use of linking ideas</p>	<p>Secure planning across nonfiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose.</p> <p>Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p>	<p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences, with full range of conjunctions.</p> <p>Active and passive verbs to create effect and to affect presentation of information (eg) <i>Active: Tom accidentally</i></p>	<p>Secure use of all coordinating conjunctions to construct compound sentence: for nor yet and or but so</p> <p>Controlled use of subordinating conjunctions, including mastery of: despite unless</p>	<p>Cohesion through adverbs for change of direction: On the other hand In contrast</p> <p>Cohesion through (why) adverbs for cause and effect: As a consequence</p>	<p>Build in literary feature to create effects (eg) alliteration, onomatopoeia , similes, metaphors assonance</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg) <i>said versus</i></p>	<p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p>	<p>Active and passive voice</p> <p>Subject and object</p> <p>Hyphen</p> <p>Synonym, antonym</p> <p>Colon/ semi-colon</p> <p>Bullet points</p> <p>Ellipsis</p> <p>Subjunctive</p>



Writing Progression at St Michael's

	<p>within and across paragraphs</p> <p>Secure development of characterisation</p>	<p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose / create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion), grammatical connections and elision.</p> <p>Layout devices, such as headings, subheadings, columns, bullets,</p>	<p><i>dropped the glass.</i> <i>Passive: The glass was accidentally dropped by Tom.</i> <i>Active: The class heated the water. Passive: The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion.</p> <p>Expanded noun phrases to convey complicated information concisely (eg) <i>The boy that jumped over the fence is over there.</i></p> <p>The difference between structures typical of informal speech</p>		<p><i>reported, alleged, or claimed</i> in formal speech or writing</p> <p>How words are related as synonyms and antonyms (eg) big / large / little</p>	<p>How hyphens can be used to avoid ambiguity (eg) <i>man eating shark versus man-eating shark, or recover versus re-cover</i></p>	
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Writing Progression at St Michael's

		<p>or tables, to structure text</p>	<p>and structures appropriate for formal speech and writing (such as the use of question tags, <i>eg, He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you</i></p>					
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Promoting SMSC and British Values in English

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> • Awe and Wonder – continuing to plan exciting opportunities to give children the chance to discuss, celebrate and share work with others. • Self and Peer-Assessment. Pupil Choice – freedom to choose how they want to present published work, planning and drafting in ways they chose and that they feel works best for them. 	<ul style="list-style-type: none"> • Use of drama/role play when discussing different scenarios – this can be used across the curriculum. • stories to discuss and debate moral issues. Value of the Week assemblies. • Discussions about cause and effect in fictional scenarios. • Discussions about what characters could do and what they should do, allowing 	<ul style="list-style-type: none"> • Inviting other year groups to Topic Outcomes. Debating and writing about different social, religious and economic backgrounds using non-fiction texts. • Discussion about conflicts arising in fiction books. 	<ul style="list-style-type: none"> • Weekly Spelling Lessons: exploring and investigating origins of words, grammar. • Texts are chosen are carefully selected so as not to reinforce stereotypes and to actively challenge preconceptions.



Writing Progression at St Michael's

<ul style="list-style-type: none"> • Cross Curricular writing – Science/Geography/etc led topics. • Stimulating learning environments. • Current Affairs – many classes watch Newsround in the afternoon and then use this to spark debates. • Wide range of characters and scenarios in books encourage children to reflect on different beliefs, viewpoints and experiences. • LOs across the year groups encouraging children to think about how characters feel – allows children to reflect on their own experiences. • Discussion of class book. 	<p>children to draw on real-life experiences.</p> <ul style="list-style-type: none"> • Discussion LOs in each year group, encouraging children to investigate and explore their view on moral and ethical issues in the book. 		
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Democracy	The Rule of Law	Individual Liberty	Respect	Tolerance of those with different faiths
<ul style="list-style-type: none"> ○ Teaching about rules, laws, models of decision making, power and democracy – links to the School Values. ○ Group work with mixed groupings, encouraging children to work actively 	<ul style="list-style-type: none"> ○ Consistently referring to School Rules when teaching. ○ Selecting stories and texts to share with the children that promote these values – assemblies, story time. 	<ul style="list-style-type: none"> ○ Freedom to make their own choices with their learning – choosing how to draft and publish their writing to help them take ownership. 	<ul style="list-style-type: none"> ○ Support for each other in lessons when working – whether independently, group or partner work. ○ Listen to others as we would like to be 	<ul style="list-style-type: none"> ○ Stories and settings chosen to support lessons which challenge stereotypes and preconceptions ○ Discussion of any issues of intolerance in fiction books.



Writing Progression at St Michael's

<p>and fairly, supporting their peers. Debates, class votes.</p> <ul style="list-style-type: none">○ Taking turns during discussion and debate lessons.○ Ensuring everyone's view is heard in discussion lessons.	<ul style="list-style-type: none">○ Discussing and debating whether a character has done the right thing in a book.	<ul style="list-style-type: none">○ Empowering children to take chances and risks with their learning.○ Children to work with the teacher when choosing writing targets.○ Choice over book to read.	<p>listening to and value all opinions.</p> <ul style="list-style-type: none">○ Respect for each other in discussions.○ Respect for the views of others in the class.○ Discussing characters' opinions and actions.	
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