

FLUENCY FRAMEWORK

Writing



Motivation



Teaching & Pedagogy



Automaticity & Fluency

Academic Curriculum: Leadership and teachers as writers: they model and discuss their own writing habits and attitudes. Teaching and learning will be clearly sequenced and assessed with consistency across the school. Grammar, spelling, punctuation and handwriting are all progressive, with strong foundations underpinning everything

Enrichment Curriculum: Schools will foster a love of writing: teachers and pupils to see themselves as writers. Teachers will develop rituals and routines for writing. Oracy is a focus: communication and language- rich environments to be established across all year groups, with visuals, to be inclusive.

Research Evidence

https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report

https://researchschool.org.uk/news/how-to-teach-handwriting-in-the-early-years

https://dyslexiaida.org/dyslexia-in-the-classroom/

https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?gad_source=1&gad_campaignid=23196683264&gclid=CjwKCAjw0fbWBhBkEiwAwJuQ8bzew6UmvLZd7KHg3xradT0_q4zffbEvYac2tu5IQnzPb9fNAMxYRxoC38oQAvD_BwE

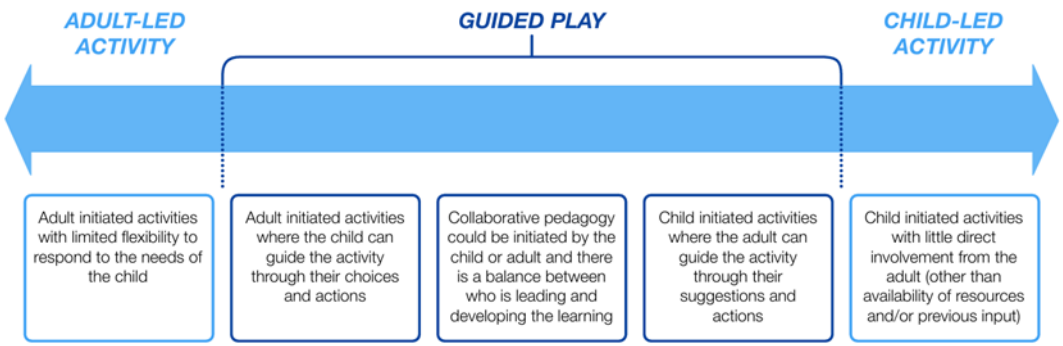
https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/Vocab_in_Action_Poster_v1.0.pdf

https://educationendowmentfoundation.org.uk/16-19/thinking-aloud-in-construction

Pre- School Readiness to Write progression (whole year)

Research evidence	Progression within components has been mapped out across the year with the 'readying to write' baseline skills for Reception as the end point. The three Prime areas: Personal, Social and Emotional Development, Communication and Language, and Physical Development, describe universal core aspects of early child development. The four specific areas of learning and development provide children with knowledge and skills to flourish in society. These are: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. All seven areas of learning are important and inter-connected within early literacy development and inform both our components and progression points. Strong foundations in the first years of school - GOV.UK Help for early years providers : Gross motor skills early-years-getting-ready-to-write.pdf Writing Readiness (Pre-Writing) Skills - Kid Sense Child Development Development Matters - Non-statutory curriculum guidance for the early years foundation stage EY_Pedagogical_Continuum_0.3.pdf

Component	Emergent	Developing	Expected: readying to write
Gross motor skills	-Beginning to walk in different directions -Beginning to climb the stairs with support – hand or banister. -Beginning to balance -Beginning to cross the midline with support -Beginning to create forwards and backwards circles with arms (rotation not yet from the shoulders) -Beginning to explore bikes, trikes, and scooters with some support, e.g. a push to start. -Beginning to lift knees to skip with two legs for a few steps/skips. -Beginning to hop and jump -Beginning to know how to freeze my body, e.g. when the music stops. -Beginning to explore other movements, such as waving arms. -Beginning to try and put on shoes with support -Beginning to put on items of clothing	-Walk and run in different directions -Beginning to climb the stairs with support – hand or banister. -Developing balance on a range of equipment -Developing to cross the midline -Developing forwards and backwards circle rotation, (not yet fully from shoulders in both directions) -Developing moving on bikes, trikes, and scooters. -Developing to skip with two legs, lifting knees. -Beginning to hop and jump -Developing to freeze body and stand still for longer periods, e.g. when the music stops. -Developing to explore other movements, such as making flappers with arms. -Developing putting on shoes, using two hands, may still some support to fully complete. -Developing independence putting on and removing some items of clothing.	-Climb stairs (confident with climbing stairs using alternate feet) -Cross the midline -Full circle rotation forwards and backwards -Jump and land with 2 feet -Confident with running -Riding a tricycle or scooter independently -Stand still -Large muscle movements to wave flag and streamers -Putting on shoes and shoes -Being increasingly independent getting dressed and undressed
Adult led	Educators support children's learning and development and this spans adult-led and child-led learning opportunities *see research evidence -A kinaesthetic, movement-based and multisensory approach -Parachute Movement Sessions -Yoga		

		
Gross motor skills provision and environment	Whole class: - A kinaesthetic, movement-based and multisensory approach -Fine motor strengthening intervention -A kinaesthetic handwriting readiness programme -Easels for painting -Sand for digging -Water and jugs for pouring -Trim trail/Climbing frame	Whole class: - A kinaesthetic, movement-based and multisensory approach -Fine motor strengthening intervention -A kinaesthetic handwriting readiness programme -Easels for painting -Sand for digging -Water and jugs for pouring -Trim trail/Climbing frame	Whole class: - A kinaesthetic, movement-based and multisensory approach -Fine motor strengthening intervention -A kinaesthetic handwriting readiness programme -Easels for painting -Sand for digging -Water and jugs for pouring -Trim trail/Climbing frame
Fine motor skills	-Palmer grasp -Beginning to make marks – lines up and down. -Beginning to scoop with a spoon and stab some foods with a fork – take it to mouth with food on. -Attempting to hold scissors	-Digital Pronate -Learning to make more marks – lines up and down, wavy curves, circles -Developing use of spoon and fork to eat. -Beginning to hold scissors in correct position, open and close, making small snips	-Hold a pencil with a dominant hand. -One handed tool (spoons, forks) -Can make small snips in paper -Being increasingly independent getting dressed and undressed
Adult led	-A kinaesthetic, movement-based approach to early mark-making in which children use whole-body movements to explore pattern, shape and form -Draw a Person activity -Self Portraits - Fine motor strengthening intervention -Cutting skills: straight lines and zig zags -Small group fine motor activity		

	-Learning to hold scissors- snips -Cutting skills – closed shapes		
Fine motor skills provision and environment	-Fine motor skills rotation (pincer activities, drawing on the carpet etc) -Mark making opportunities e.g. chalkboard easels, small whiteboards, Fine motor station	-Fine motor skills rotation (pincer activities, drawing on the carpet etc) -Mark making opportunities e.g. chalkboard easels, small whiteboards, -Fine motor station	-Fine motor skills carousel (pincer activities, drawing on the carpet etc) -Mark making opportunities -Fine motor station
Letter formation	-Meaningful mark making -Tell an adult what they have drawn	-Mark making vertical and horizontal lines and circles -Beginning to make curves, loops and waves, -Meaningful mark making Write the first letters in their name	-Mark making crosses, diagonal lines, waves, patterns, eights, spirals, crosses, triangles -Meaningful mark making Write some letters in their name
Adult led	Focus on: Hand strength Bilateral coordination Finger isolation Wrist stability Dexterity Endurance -A kinaesthetic, movement-based approach to early mark-making in which children use whole-body movements to explore pattern, shape and form - Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach -Name recognition -Name writing letters with sand, whiteboards - Name writing with pencil		
Letter formation provision and environment	- A kinaesthetic, movement-based approach to early mark-making in which children use whole-body movements to explore pattern, shape and form - Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach -Mark making activities	-Name cards -Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach	-Daily phonics -Mark making activities -FFT letter formation patter
Oracy	-Saying 2 words -Sing some very simple songs -Beginning to say parts of familiar nursery rhymes --- Beginning to use words to express a point of view --- Beginning to initiate a conversation with a familiar	-Developing to say 3-5 words sentence -Sing simple songs -Developing saying some nursery rhymes -Developing their oracy to express a point of view	-Articulate a simple sentence -Sing songs -Know nursery rhymes -Expressing a point of view -Initiating a conversation

	person -Developing pronunciation of sounds (in line with 3-year-olds- pymhbdny) -Understand very simple 'why' questions, with scaffolded modelling and reptation support.	-Becoming more confident initiating conversations with more people -Developing pronunciation of more sounds (kgtf) and clearer in speech. Understand 'why' questions with prompts such as 'because' -Can say some keywords to retell 3 main parts of a story.	-Developing pronunciation -Understand 'why' questions -Make suggestions about what happens next in a story. -Future and past tense. I am I went. -Answer 'why' questions. -Talk confidently about a familiar book.
Adult led	-Storytelling -Story dough -Sharing Observation-led assessment -Adults engaging with children in provision - Speech, Language and Communication Needs (SLCN) screening and intervention programme -Sentence stems within maths sessions -Carpet sessions/circle time -Echo reading bookshelf texts/poems		
Oracy provision and environment	-Storytelling -Story dough -Provide a language rich environment through high quality interactions Role play opportunities -Snack and chat -Action songs/rhymes prompts/puppets Share book reading -Adults engaging with children in provision -Opened ended resources - Sharing Observation-led assessment - Speech, Language and Communication Needs (SLCN) screening and intervention programme	-Storytelling -Story dough -Provide a language rich environment through high quality interactions Role play opportunities -Snack and chat -Action songs/rhymes prompts/puppets Share book reading -Adults engaging with children in provision -Opened ended resources - Sharing Observation-led assessment - Speech, Language and Communication Needs (SLCN) screening and intervention programme	-Share book reading -Adults engaging with children in provision -Sharing observation-led assessment
Written communication Storytelling, grammar (word and sentence)	-Storytelling- Begin to retell a story using key words using toys and objects -Begin to recognise own name -Gaining a love for books	-Storytelling- retell a story in sequence using character, setting, problem solution -Begin to mark make left to right on a page -Recognise capital letter at the beginning of their name. -Talk about a familiar book with an adult -Use connecting words, and, or, because in sentences.	-Storytelling- Create and tell a story using character, setting, problem and solution. -Begin to write name from memory -Make suggestions about what happens next in a story. -Future and past tense. I am I went. -Answer 'why' questions. -Talk confidently about a familiar book.
Adult led	Daily story time Story sequencing small group work		

	Storytelling sessions		
Written communication Storytelling, grammar (word and sentence) provision/ environment	-Open ended resources -Small world objects -Dolls and puppets -Familiar and accessible books -'Mini me'- blocks -Books available -Daily Storytime -Library books sent home	-Open ended resources -Small world objects -Dolls and puppets -Books available -Daily Storytime -Library books sent home	-Open ended resources -Small world objects -Dolls and puppets -Books available -Daily Storytime -Library books sent home
Spelling	-Identify environmental sounds -Identify instrumental sounds -Listen when you rhyme two words	-Beginning to identify sounds in my own name in other words. I am beginning to recite the alphabet chant (FFT) -Recognise if words rhyme - I will tell you in a story if words rhyme. -Beginning to understand syllables in words -Recognise my name from a small selection -Recognise that books have words and pictures	-Begin to identify initial sounds in simple words. -Use some print and letter knowledge in my writing- initial sounds. I can recognise and repeat most letters of the alphabet chant -Say a rhyming pair -Beginning to orally blend and segment simple words -Clap syllables in words
Adult led	-Phonics Sessions -Rhyming books and poems -Rhyming and singing during transitions and carpet sessions. wonderful walking, legendary lining up, super sitting - Use of alliteration and rhyming during transitions and carpet sessions. wonderful walking, legendary lining up, super sitting. 1-1 name writing -Small group letter formation- initial sounds small group work. *satpin*		
Spelling provision and environment	-Musical instruments available -Alliteration modelled by adult- 'tasty tomato' 'awesome apple' at snack time. Phonics sessions writing	-Phonics sessions -Alphabet chant visible -Writing materials -Name cards	-Phonics sessions -Alphabet chant visible -Writing material -Name cards

Reception Readiness to Write progression (whole year)

Research evidence	Progression within components has been mapped out across the year with the 'readying to write' baseline skills for Reception as the end point. The three Prime areas: Personal, Social and Emotional Development, Communication and Language, and Physical Development, describe universal core aspects of early child development. The four specific areas of learning and development provide children with knowledge and skills to flourish in society. These are: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. All seven areas of learning are important and inter-connected within early literacy development and inform both our components and progression points. Strong foundations in the first years of school - GOV.UK Help for early years providers : Gross motor skills early-years-getting-ready-to-write.pdf Writing Readiness (Pre-Writing) Skills - Kid Sense Child Development Development Matters - Non-statutory curriculum guidance for the early years foundation stage EY_Pedagogical_Continuum_0.3.pdf

Component	Readying to write	Emergent	Developing	Expected
Gross motor skills	-Climb stairs (confident with climbing stairs using alternate feet) -Cross the midline -Full circle rotation forwards and backwards -Jump and land with 2 feet - Confident with running -Riding a tricycle or scooter independently -Stand still -Large muscle movements to wave flag and streamers -Putting on shoes and shoes -Being increasingly independent getting dressed and undressed	-Hop on dominant leg. Run and skip but possibly not in a controlled manner. -Movement in different ways (e.g. slide/roll). Balance on a trim trail. -Roll, throw and catch but may not be accurate	-Hop on both legs. -Run and skip with control. -Kick and pass different sized balls. -Roll, throw and catch with developing accuracy	-Negotiate space and obstacles safely. Hop with confidence. -Run and skip with confidence. -Throw and catch different sized balls with more accuracy
Adult led	-Assault courses made with large construction outside. -Balance beams (pirate topic, walking the plank and jumping off at the end) -Squiggle while you wiggle (for example) - flipper flappers and/or paper roll -Road safety lessons using the bikes, children take turns to be the driver, riding the bikes and the pedestrian crossing safely. -PE lessons - moving in different ways. -PE lessons, throwing and catching. -Car game - traffic lights, reverse, traffic jam etc. -Freeze dance, kinaesthetic learning approach, body percussion, ribbon tracing -Putting scrunchies around ankles - learning to put on socks -Dressing up in provision. Different costumes linked to topic. -Moving hockey cones with hockey sticks among a trail. -Fine motor strengthening intervention -Cross the river in Phonics, balancing on stepping stones. Stepping stones could also be used for counting in Maths to add gross motor element. -Getting to know you activity, roll or throw the ball to your friend and say their name. -Repeated patterns in maths, different actions			
Gross motor skills provision and environment	- A kinaesthetic, movement-based and multisensory approach -Fine motor strengthening intervention -Kinaesthetic handwriting-readiness approach	-A kinaesthetic, movement-based and multisensory approach -Fine motor strengthening intervention -Kinaesthetic handwriting-	-A kinaesthetic, movement-based and multisensory approach -Fine motor strengthening intervention -Kinaesthetic handwriting-readiness approach -Easels for painting	A kinaesthetic, movement-based and multisensory approach -Fine motor strengthening intervention -Kinaesthetic handwriting-

	-Easels for painting -Sand for digging -Water and jugs for pouring -Trim trail/Climbing frame	readiness approach -Easels for painting -Sand for digging -Water and jugs for pouring -Trim trail/Climbing frame -Open-ended movement opportunities -climbing -balancing beams -obstacle courses -wheeled toys -dancing -parachute games	-Sand for digging -Water and jugs for pouring -Trim trail/Climbing frame -large-scale mark-making, -ribbon and scarf movements -ball skills -climbing apparatus -outdoor adventure play -movement circuits	readiness approach -Easels for painting -Sand for digging -Water and jugs for pouring -vertical writing surfaces -easel painting -large chalking -construction play -target games -movement sequences linked to pre-writing and letter-formation patterns
Fine motor skills	-Hold a pencil with a dominant hand. -One handed tools (spoons, forks) -Can make small snips in paper -Being increasingly independent getting dressed and undressed	-Hold a pencil comfortably – pressure may not be stable. -Cuts a continuous line using scissors.	-Beginning to write with control and appropriate pressure on the page. -Can cut a line that changes direction using scissors.	-Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. -Tripod grip (or similar grip enabling comfortable and controlled writing). -Can cut a variety of lines and shapes.
Adult led	-Scissors Skills -Pen grip Nip Flip Grip -Fine motor strengthening intervention -Threading - repeated patterns in maths, letter beads to write name -Open-ended construction and design - PSE ‘your turn, my turn’, Maths building towers with the right number of bricks/patterns, with letters on to build words. -Baking -Cutting shapes -Large paper roll drawing or writing, differentiated by pen size to suit pen grip -Sensory-motor development with knives and forks to teach cutting food. -Making fruit kebabs -linked to healthy eating. -Tweezers to pick up shapes, letters, numbers etc.			
Fine motor skills provision and environment	-Fine motor skills carousel (pincer activities, drawing on the carpet etc) -Mark making opportunities Fine motor station	- Sensory-motor development - Fine motor strengthening intervention -threading -peg board -finger gym activities	- Cutting -lacing -weaving -small-world construction nuts and bolts -using tools	- Kinaesthetic handwriting-readiness approach -handwriting patterns,

		- tweezers -pincers -construction materials -sensory play.	-vertical surfaces -controlled mark-making opportunities.	-guided mark-making -name writing -letter formation practice -pencil-control activities and independent writing opportunities.
Letter formation	-Mark making crosses, diagonal lines, waves, patterns, eights, spirals, crosses, triangles -Meaningful mark making -Write some letters in their name -Daily phonics	-Crosses, circles and squares. -Forms recognisable letter shapes. -Daily practice on whiteboards during Phonics lesson.	-Has the ability to form the 26 letters correctly but not consistently. -Daily practice on whiteboards during Phonics lesson.	-Forms most lower-case letters correctly. -Daily practice on whiteboards during Phonics lesson.
Adult led	-Mark making crosses, diagonal lines, waves, patterns, eights, spirals, crosses, triangles - Crosses, circles and squares. -Forms recognisable letter shapes. -Meaningful mark making -Write some letters in their name -Daily phonics -Write it in the air, write it with your finger on the carpet to get the writing magic to tingle in your finger, write it with your finger on the palm of your hand to make your hand tickle -Prewriting shapes in glitter/sand/gloop trays/paint bags with wands etc. -Daily letter writing in phonics sessions -Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach -Name writing on whiteboards as morning task -Literacy writing tasks -Has the ability to form the 26 letters correctly but not consistently. -Forms most lower-case letters correctly.			
Letter formation provision and environment	-Mark making activities eg. tracing -letter formation patter	Daily activity in provision linked to new sound.	-Daily activity in provision linked to new sound. -Reception sound mats -Alphabet mat	-Daily activity in provision linked to new sound -Phonics writing books - Letter Formation rhymes
Oracy	-Articulate a simple sentence -Sing songs -Know nursery rhymes	-Learn new vocabulary. Use new vocabulary through the day -Ask questions to find out more	-Articulate a simple sentence - Sing songs -Know nursery rhymes	-Form and remember a full sentence before they write it. -Retell familiar stories using

	-Expressing a point of view -Initiating a conversation -Developing pronunciation -Understand 'why' questions -Make suggestions about what happens next in a story. -Future and past tense. I am I went. -Answer 'why' questions. -Talk confidently about a familiar book.	and to check they understand what has been said to them -Listen to and talk about stories to build familiarity and understanding -Learn rhymes, poems and songs	-Expressing a point of view -Initiating a conversation -Developing pronunciation -Understand 'why' questions -Make suggestions about what happens next in a story. -Future and past tense. I am I went. -Answer 'why' questions. -Talk confidently about a familiar book.	story language -Express ideas using recently introduced vocabulary and full sentences -Use vocabulary in different contexts
Adult led	Speech and Language intervention activities -story time -songs and rhymes, attention-building games, bucket time, listening walks, adult-led discussions - Expressing a point of view -Initiating a conversation -Developing pronunciation -Understand 'why' questions -Make suggestions about what happens next in a story. -Future and past tense. I am I went. -Answer 'why' questions. -Talk confidently about a familiar book. -Questions during the register, can you answer in a complete sentence? -Circle time -Talk partners -Think pair share			
Oracy provision and environment	-Storytelling -Story dough -Provide a language rich environment -Share book reading -Adults engaging with children in provision -Sharing observation-led assessment -Opportunities to play and engage in conversation with peers and adults	- Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach -Storytelling -Engaging in conversation during directed and continuous provision	- Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach -Engaging in conversation during directed and continuous provision -Talk for Writing -Story Maps -Use of visuals to enhance language development	- Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach -Engaging in conversation during directed and continuous provision -Talk for Writing -Story Maps -Continuous Provision indoors and outdoors – -Characteristics of Effective Learning

Written communication Storytelling, grammar (word and sentence)	-Storytelling- Create and tell a story using character, setting, problem and solution. -Begin to write name from memory	-Write simple sentences and captions (e.g. I can run/the red hat) with support -Understand the difference between a letter and a word	-Write (e.g.'I can') simple sentences and captions independently. -Starting to gain the knowledge of a finger space.	-Write simple phrases and sentences independently that can be read by others
Adult led	-Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach -Literacy Lessons – -name writing 1-1 -initial sounds 1-1 -storytelling carpet sessions			
Written communication Storytelling, grammar (word and sentence) provision/ environment	-Open ended resources -Small world objects -Dolls and puppets -Books available -Daily Storytime -Library books sent home - Storytelling- Create and tell a story using character, setting, problem and solution.	- Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach – patterns and some new graphemes -Weekly literacy session: Identifying and writing initial sounds	- Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach – CVC and CVCC words using taught graphemes/simple sentences -Weekly literacy session -Writing CVC words Simple captions and sentences	- Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach – sentences and captions involving red words. -Weekly literacy session: - Sentences with finger spaces and working towards capital letters and full stops
Spelling	-Begin to identify initial sounds in simple words. -Use some print and letter knowledge in my writing- initial sounds. -Recognise and repeat most letters of the alphabet chant -Tell you a rhyming pair -Beginning to orally blend and segment simple words -Clap syllables in words	-Identify and write initial and end sounds in words. -Write graphemes for some taught GPCs -Confidently say the alphabet chant -Tell you rhyming words and say why words rhyme. -Orally blend and segment simple words -Clap syllables in words. Letter Formation Roll and Write	-Identify and write initial, middle end sounds in some CVC and some CVCC words. -Write graphemes for taught GPCs. -Say letter sounds and letter names for the alphabet. -Orally blend and segment words and record the GPCs. -Beginning to spell some red words using 'say itspell it- say it' method. -Letter Formation Roll and Write	-Write most sounds in CVCC/CCVC, CCVCC words. -Write graphemes for taught GPCs. -Say letter sounds and letter names for the alphabet. -Orally blend and segment polysyllabic words and record the GPCs. -Spell some red words using 'say it-spell it- say it' method. -Red Word Roll and Write

Adult led	-Phonics Lessons -Handwriting -A kinaesthetic, movement-based and multisensory approach -Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach & Literacy - How would we write this? Can you hear the initial sound? -Writing opportunities in all subjects -Tricky words songs -Cross the river game -Spelling puzzles with letter cards -Ordering magnetic letters to spell names/other words			
Spelling provision and environment	-Phonics sessions -Alphabet chant visible -Writing material -Name cards	-Phonics daily lesson -GPC mats -Alphabet chant – strips in environment -Grapheme resources, e.g. pebbles, bottle tops, phoneme frames - Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach -Storytelling -Writing books -Name cards -Whiteboards and pens -Clipboards -Chalks and chalkboards Red word spellings – word hunt	-Phonics daily lesson -GPC mats -Alphabet chant – strips in environment -Grapheme resources, e.g. pebbles, bottle tops, phoneme frames - Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach -Storytelling -Writing books -Name cards -Whiteboards and pens -Clipboards -Chalks and chalkboards -Red word spellings – word hunt	-Phonics daily lesson -GPC mats -Alphabet chant – strips in environment -Grapheme resources, e.g. pebbles, bottle tops, phoneme frames - Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach -Storytelling -Writing books -Name cards -Whiteboards and pens -Clipboards -Chalk and chalkboards -Red word spellings – word hunt Strategies- counting phonemes on fingers

A note on Fluency

The Writing Framework places fluency at the heart of effective writing, recognising that pupils need to write with increasing ease, automaticity and stamina so that cognitive effort can be focused on composition, vocabulary and authorial choices rather than transcription. Pedagogically, this involves the explicit teaching and regular practice of transcriptional skills, including handwriting, spelling and sentence construction, alongside frequent opportunities for purposeful writing, rehearsal through talk, modelled writing and guided practice that enable pupils to develop confidence, accuracy and independence as writers. Please see fluency indicators (Appendix 1).

A Note on Editing

The EEF explicitly states that writing instruction must scaffold the full writing process Planning, Drafting, Sharing, Evaluating, Revising, Publishing. Please refer to the editing progression (Appendix 2).

Year 1 Writing progression (whole year)

- **Spelling to be taught in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf**

- **Technical grammatical terms used in the programmes of study for English are referenced in the glossary in English programmes of study: key stages 1 and 2**

Component	End of Reception	Autumn Year 1	Spring Year 1	Summer Year 1
Oracy	-Retell familiar stories using story language. -Express ideas using recently introduced vocabulary and simple sentences.	-Speak clearly and loudly enough to communicate meaningfully -Retell familiar stories using story language. -Express ideas using recently introduced vocabulary. -Orally compose a simple sentence by saying out loud what they are going to write about. -Oral explanation of the **meaning of a sentence**. a sentence consists of a subject	-Speak clearly and loudly enough to communicate meaningfully -Retell familiar stories using story language. -Express ideas using recently introduced vocabulary **and simple sentences.** -Orally compose a sentence by saying out loud what they are going to write about. - Oral explanation of the **meaning of a sentence.** a	-Speak clearly and loudly enough to communicate meaningfully -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. -Name the letters of the alphabet in order -Oral explanation of the meaning of a sentence. It

		(such as a noun or pronoun) and a verb (action, occurrence or state of being). A subject and a verb lie at the heart of any sentence. All the other word classes add additional information. For pupils to master writing more complex sentences, it is important to spend time teaching them how to construct single clause sentences with a subject and verb. For an idea to be expressed, someone or something (the subject) acts, occurs or exists It starts with a capital letter and ends with a full stop.	sentence consists of a subject (such as a noun or pronoun) and a verb (action, occurrence or state of being). A subject and a verb lie at the heart of any sentence. All the other word classes add additional information. For pupils to master writing more complex sentences, it is important to spend time teaching them how to construct single clause sentences with a subject and verb. For an idea to be expressed, someone or something (the subject) acts, occurs or exists It starts with a capital letter and ends with a full stop.	starts with a capital letter and ends with a full stop. question mark, or exclamation mark -Composing a full demarcated sentence orally before writing it
Vocabulary	- letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark			
Genre	Writing Stimulus	Writing Stimulus	Writing Stimulus	Writing Stimulus
Transcription-Spelling		Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.	Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling	Spell words containing each of the 40+ phonemes already taught. -Spell common exception

		Outcome- GPC- Application of spelling- Literacy Book/ Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach book Outcome- Dictation- Literacy Book	Outcome- GPC- Application of spelling- Literacy Book/ Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach book Outcome- Dictation- Literacy Boo	words -Spell the days of the week -Use alphabet letter names to distinguish between alternative spellings of the same sound -Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -Use the prefix un– -Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] -write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Outcomes- GPC- Application

				of spelling- Literacy Book/ Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach Outcomes- Dictation- Literacy Book
Transcription- Handwriting	-Forms most lower-case letters correctly. -Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. -handwriting patter	Systematic handwriting -Focus on letter families. -Forms most lower-case letters correctly. -Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. -GPCs – as taught -Red words-as taught Outcomes- (separate lined book) Systematic handwriting	Systematic handwriting -Forms most lower-case letters correctly. -Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. -GPCs – as taught -Red words-as taught Outcomes- (separate lined book) Systematic handwriting	-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 -understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

		Foundation 13 Introducing long-legged giraffe letters: l 14 Practising long-legged giraffe letters: l, l 15 Practising long-legged giraffe letters: u, t 16 Practising long-legged giraffe letters: j, y 17 Practising all the long-legged giraffe letters: l, i, t, u, j, y 18 Introducing one-armed robot letters: r 19 Practising one-armed robot letters: b, n 20 Practising one-armed robot letters: h, m 21 Practising one-armed robot letters: k, p 22 Practising all the one-armed robot letters: r, b, n, h, m, k, p	Foundation 25 Introducing curly caterpillar letters: c 26 Practising curly caterpillar letters: a, d 27 Practising curly caterpillar letters: o, s 28 Practising curly caterpillar letters: g, q 29 Practising curly caterpillar letters: e, f 30 Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e, f 31 Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters 32 Introducing zig-zag monster letters: z 33 Practising zig-zag monster letters: v, w, x 34 Practising all the zig-zag monster letters: z, v, w, x 35 Practising all the curly caterpillar and zig-zag monster letters 36 Reviewing all the curly caterpillar and zig-zag monster letter	Systematic handwriting Year 1 1 Practising long-legged giraffe letters 3 Introducing capitals for long-legged giraffe letters 4 Practising one-armed robot letters 5 Practising long-legged giraffe letters and one-armed robot letters 6 Introducing capitals for one-armed robot letters 7 Practising curly caterpillar letters 10 Introducing capitals for curly caterpillar letters 11 Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters

				12 Practising zig-zag monster letters 15 Practising all the capital letters 16 Practising all the numbers 0–9 21 Practising all the numbers 10-20
Composition	-Form and remember a caption or simple sentence before they write it. - Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach – writing sentences and captions involving red words. -Write simple phrases and sentences independently that can be read by others.	**Autumn 1** -1-2 sessions Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach – (writing sentences and captions involving red words). -1 lesson per week non-written sentence mastery. (oracy and sentence building focus) -Form and remember a simple phrase before they write it. -1 lesson per week sentence mastery dictation.	**Spring 1** -Beginning to use 'and' in sentences. -1 lesson per week non-written sentence mastery. (oracy and sentence building focus) -Form and remember a simple phrase before they write it. -Write simple phrases and sentences independently that can be read by others. -Include GPCs – as taught. Application of GPCs and red	**Summer 1** -Write sentences by saying out loud what they are going to write about -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

		-Write simple phrases and sentences independently that can be read by others. -Include GPCs – as taught. Application of GPCs and red words as taught in writing. Outcomes- Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach book / Literacy Book outcome (written and sentence builder) Application of GPCs and red words as taught- **Autumn 2-** -1x Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic	words as taught in writing. Outcomes- Literacy Book outcome (written and sentence builder) Application of GPCs and red words as taught **Spring 2** -Mostly using 'and' in sentences. -1 lesson per week oral sentence mastery and sentence building. -Form and remember a simple phrase before they write it. -Write simple phrases and sentences independently that can be read by others . -Include GPCs – as taught. -Form and remember a simple phrase before they	teacher -Use time adverbials (time adverbs) to create order. (Story and instructions) Outcomes- Literacy Book outcome (written and sentence builder) Application of GPCs and red words as taught- **Summer 2** - - introduce 4 stage writing cycle. Immerse Analyse Plan Write

		representation approach– writing captions and simple sentences involving red words -1 x session per week non-written sentence mastery. -Form and remember a simple phrase before they write it. -1 lesson per week sentence mastery dictation. -Write simple phrases and sentences independently that can be read by others. -Include GPCs – as taught -Introduction of 'and' Outcomes- Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach book/ Literacy Book outcome (written and sentence builder)	write it. -1 lesson per week sentence mastery dictation. -Write simple phrases and sentences independently that can be read by others . -Include GPCs – as taught - Introduction of 'and' Outcomes- Emergent writing pedagogy; mark-making and meaning-making approach; child-led graphic representation approach book/ Literacy Book outcome (written and sentence builder) -Sentence sequencing Application of GPCs and red words as taught in writing.	

Vocab, grammar, punctuation	-Simple captions and sentences with finger spaces and working towards capital letters and full stops -Use vocabulary in different contexts.	**Autumn 1** -Concept of a sentence: understand that a sentence contains a subject and a verb (someone or something- the subject- acts, occurs, or exists. Orally rehearse the sentence before writing it. -Simple captions and sentences with finger spaces and working towards capital letters and full stops -Non writing sentence work- sentence scramble, (Prepare sentence cards with jumbled words on them and ask pupils to order) **Autumn 2** -Concept of a sentence: understand that a sentence contains a subject and a verb (someone or something- the subject- acts, occurs, or exists Simple captions and sentences with finger spaces and working towards capital letters and full stops -Non writing sentence work- missing words -Non writing sentence work; fill in the blanks, (This activity involves giving pupils sentences with missing words. They need to fill in the blanks with the correct words to make the sentences grammatically	**Spring 1** -Concept of a sentence: understand that a sentence contains a subject and a verb (someone or something- the subject- acts, occurs, or exists Orally rehearse the sentence before writing it. Sentence with finger spaces, mostly capital letters and full stops. -Introduction of question mark. -Non writing sentence work- sentence reordering. **Spring 2** -Concept of a sentence: understand that a sentence contains a subject and a verb (someone or something- the subject- acts, occurs, or exists Sentence with finger spaces, mostly capital letters and full stops . -Beginning to apply question mark. -Non writing sentence work- sentence halves.	**Summer 1** -Combining sentence fragments (words, phrases or clauses) to create complete sentences. Orally rehearse the sentence before writing it. - remedy inaccurate sentence structure - write from memory simple sentences dictated by the teacher using GPCs and CEW taught so far -Separation of words with spaces -Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun -Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) -How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] -joining words and joining clauses using and -Sentence with consistent finger spaces, capital letters, and full stops. -Beginning to punctuate

		correct.) Focus on ‘and’		sentences using an exclamation mark -using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ Non writing sentence work- Sentence detectives- (Give pupils a passage or a short story and ask them to identify different sentence structures within it. They can underline or highlight declarative, interrogative, and exclamatory sentences. This activity helps pupils analyse the structure of sentences in a meaningful context.)
Writing Framework July 2025. Exemplification Sentences. **Expected End of Year 1**	• **The dog barked.** • **Jack went to the market.** • **Mum was sad and she threw the beans.** • **He saw a giant and a pot of gold.** • **Jack took the hen and the harp.** Teachers may find that beginner writers compose multi-clause sentences without any specific instruction to do so. This should not be discouraged. However**, to begin with**, a teacher should focus **on demonstrating single-clause sentences**. Orally rehearse the sentence before writing it.			

A Note on Writing Genres

The Oracy, Reading and Writing Frameworks are designed to work together. Where specific genres or text types are referenced within the Writing Framework, practitioners should consult the Reading Framework's Genre Entitlement Map and Exemplar Text Recommendations. These documents should be used to support text selection, knowledge-building and curriculum design, ensuring that pupils encounter high-quality texts before discussing, analysing and writing within a genre themselves.

Year 2 Writing progression (Autumn)

- **Spelling to be taught in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf**

- **Technical grammatical terms used in the programmes of study for English are referenced in the glossary in English programmes of study: key stages 1 and 2**

A1 – Week 1 & 2	A1 – Week 3 & 4	A1 – Week 5 & 6 *National Poetry Day*	A1 – Week 6 & 7	A2 – Week 1 & 2	A2 – Week 3 & 4	A2 – Week 5 & 6
Purpose/Genre: Sentence Work **Key Skills:** **Revisit + Practise** -Capital letters (P) -Full stops (P) -Word classes (G) -Noun Phrases (G) -Use coordinating conjunctions (and, or, but, so) (G) -Writing in 1st and 3rd person (C) -Oral rehearsal (sentence by sentence) **Teach + Practise** -Question marks (P) -Determiners: the, a	**Purpose/Genre**: Entertain Character Description **Key Skills:** **Revisit + Practise** -Capital letters (P) -Full stops (P) -Word classes – focusing on nouns and adjectives (G) -Use coordinating conjunctions (and, or, but, so) (G) -some use of exclamation marks (P) **Teach + Practise** -Expanded noun	**Purpose/Genre:** Entertain Poetry (pattern, rhyme & description) **Key Skills:** **Revisit + Practise** •Capital letters (P) •Full stops (P) •Question marks (P) •Word classes (G) •Expanded Noun Phrases (G) **Teach + Practise** • Expanded noun phrases (G) •Commas to separate items in a list (P)	**Purpose/Genre**: Entertain Narrative – Story re-tell **Key Skills:** **Revisit + Practise** -Capital letters (P) -Full stops (P) -Word classes – focusing on nouns and adjectives (G) -Expanded noun phrases (G) -Commas to separate items ina list(P) -Use coordinating conjunctions (and, or, but, so) (G) -3rd person (C) -Past tense	**Purpose/Genre:** Entertain Narrative – Diary **Key Skills:** **Revisit + Practise** -Capital letters (P) -Full stops (P) -Word classes (G) -Expanded noun phrases (G) -Commas to separate items in a list (P) -Use coordinating conjunctions (and, or, but, so) (G) -Question marks (P) -Exclamation marks (P) - secure single-clause sentences	**Purpose/Genre:** Inform Non-chronological report **Key Skills:** **Revisit + Practise** -Capital letters (P) -Full stops (P) -Word classes (G) -noun phrases (G) -Commas to separate items in list (P) -Use coordinating conjunctions (and, or, but, so) (G) -'because' as a subordinating conjunction (G) -3rd person (C)	**Purpose/Genre:** Inform Instructions **Key Skills:** Revisit + Practise -Capital letters (P) -Full stops (P) -Word classes (G) -noun phrases (G) -Use coordinating conjunctions (and/so) and subordinating conjunction (because/when) (G) **Teach + Practise** Imperative verbs (G) Adverbs (-ly) (G) Sentence types:

, an (G)	phrases to specify detail (G) -Capital letters and full stops to demarcate (P) **Apply** -Sequence multiple sentences: secure single- clause sentences and begin expanding them with additional information combining sentences (combining two or more single- clause sentences to make one grammatically accurate sentence) and link similar ideas together (e.g. looks like – facial features, then personality) – extended short character description	**Apply** • Produce a poem focusing on pattern, rhyme and/or description	- secure single-clause sentences and begin expanding them with additional information (G) **Apply** Extended piece - sequencing sentences to form short narrative using paragraphs to separate beginning, middle, end/different parts of the story. Plan or say aloud what they are going to write about Combining sentences (combining two or more single- clause sentences to make one grammatically accurate sentence) and link similar ideas together	and begin expanding them with additional information (G) **Teach + Practise** -'Because' as a subordinating conjunction (G) -1st person (C) -Past tense and past progressive (G) --ed suffix -Apostrophes for contraction (P) **Apply** -Extended piece - sequence multiple sentences and link similar ideas together: combining sentences (combining two or more single-clause sentences to make one grammatically accurate sentence) • remedying inaccurate sentence structure • extending single-clause sentences using conjunctions and	**Teach + Practise** -Commas in a list (P) -Grammatical features of genre (E.g. headings, paragraphs, bullet points) **Apply** -Extended piece - sequencing sentences to inform and include multiple paragraphs.	commands and statements **Apply** -Extended piece of instructions (considering the layout and features of instruction - write commands and statements

				additional detail		
Presentation should be focused on throughout every teaching sequence. *Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught*						

Year 2 Writing progression (Spring)

- **Spelling to be taught in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf**

- **Technical grammatical terms used in the programmes of study for English are referenced in the glossary in English programmes of study: key stages 1 and 2**

Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4	Sp2 – Week 5 & 6	Sp2 – Week 7
Purpose/Genre: Entertain Comparative character descriptions **Key Skills:** **Revisit + Practise** Capital letters (P) • Full stops (P) • Word classes – focusing on nouns and adjectives (G) • Expanded noun phrases (G) • Commas to separate items in a list(P) apostrophes for possession (P) • apostrophes for	**Purpose/Genre:** Entertain Narrative – Story re-tell **Key Skills:** **Revisit + Practise** • Capital letters (P) • Full stops (P) • Expanded noun phrases (G) • Commas to separate adjectives(P) apostrophes for possession (P) • apostrophes for contraction (P) • Use coordinating conjunctions (and, or, but, so) (G)	**Purpose/Genre:** **Inform** Information text **Key Skills:** **Revisit + Practise** • Coordinating (and, so but, or) and subordinating conjunctions: when, because(G) secure single-clause sentences and begin expanding them with additional information (G) • Pronouns (he/she/they) (G) • Commas in a list (P) • Grouping related	**Purpose/Genre:** Instructions including introduction **Key Skills:** **Revisit + Practise** • Capital letters (P) • Full stops (P) • Word classes (G) • Use coordinating conjunctions (and/so) and subordinating conjunction (because/when) (G) secure single-clause sentences and begin expanding them with additional information (G)	**Purpose/Genre:** Entertain Narrative diary **Key Skills:** **Revisit + Practise** • Expanded noun phrases (G) • Commas to separate items in a list (P) • apostrophes for singular possession (P) • apostrophes for contraction (P) • Coordinating subordinating (and, so, but, when, because (G). •Past tense	**Purpose/Genre:** Entertain Character in a setting description **Key Skills:** **Revisit + Practise** Capital letters (P) • Full stops (P) apostrophes for singular possession (P) • apostrophes for contraction (P) • Word classes – focusing on nouns and adjectives (G) • Expanded noun phrases (G) • Commas to separate items in a list(P)	**Purpose/Genre:** Poetry Free verse **Key Skills** **Revisit + Practise** • Expanded noun phrases (G) • Rich vocabulary (C) •Commas in a list apostrophes for singular possession (P) • apostrophes for contraction (P) • secure single-clause sentences and begin expanding them with additional information (G)

contraction (P) • Use coordinating conjunctions (and, or, but, so) (G) • 3rd person (C) **Teach + Practise** -Verbs for movement -Adjectives for personality traits **Apply** Interactive character description (2 contrasting characters)	• 3rd person (C) • Past tense •Verbs for movement •Senses adjectives •Adverbials of time for cohesion **Teach and practice** •Editing (punctuation and CEW spelling) secure single-clause sentences and begin expanding them with additional information Commas in a list **Apply** Extended narrative re-tell	content (C) **Teach + Practise** • Apostrophes for singular possession (G) •Grouping related content (C) •Subheadings (C) •Sentence type: statement/ questions **Apply** Information text/leaflet	Imperative verbs (G) • Adverbs (-ly) (G) **Teach + Practise** • Command sentences •Using before and after(wards) as conjunctions: extend sentences through coordination and start to apply subordination Commas in a list **Apply** Set of instructions	•secure single-clause sentences and begin expanding them with additional information (G) **Teach + Practise** • Adjectives (emotions) •sentence type: question. Question marks (rhetorical) •Editing (capital letters including I) **Apply** Short diary entry • How have children extended sentences through coordination and started to apply subordination?	• Use coordinating conjunctions (and, or, but, so) (G) • 3rd person (C) •secure single-clause sentences and begin expanding them with additional information (G) **Teach + Practise** •Verbs for movement of setting features •Senses adjectives •Adverbials of time for cohesion •extend sentences through coordination and start to apply subordination **Apply** Short description of setting with setting feature movement	**Teach + Practise** • Alliteration **Apply** Alliterative free verse poem

Presentation should be focused on throughout every teaching sequence.

Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught

Year 2 Writing progression (Summer)

- **Spelling to be taught in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf**

- **Technical grammatical terms used in the programmes of study for English are referenced in the glossary in English programmes of study: key stages 1 and 2**

Su1 – Week 1 & 2	Su1 – Week 3 & 4	Su2 – Week 1 & 2	Su2 – Week 3 & 4	Su2 – Week 5 & 6	Su2 – Week 7	Su2 – Week 8
Purpose/Genre: Entertain Innovated story problem/solution/ending **Key Skills:** **Revisit + Practise** • Capital letters (P) • Full stops (P) • Expanded noun phrases (G) • Commas to separate adjectives(P) apostrophes for singular possession (P) • apostrophes for contraction (P) • Use taught conjunctions (G) • 3rd person (C)	**Purpose/Genre:** Inform Instructions including introductions and labelled diagrams **Key Skills:** **Revisit + Practise** • Capital letters (P) • Full stops (P) apostrophes for singular possession (P) • apostrophes for contraction (P) • Word classes (G) • Use conjunctions (and/so/because/when/after /before) (G) Imperative verbs (G) •secure single- clause	**Purpose/Genre:** Inform non-chronological report **Key Skills:** **Revisit + Practise** • Expanded noun phrases (G) • Exclamation mark(P) apostrophes for possession singular (P) • apostrophes for contraction (P) • Question mark (P) • Coordinating subordinating	**Purpose/Genre:** Entertain Narrative story with innovation **Key Skills:** **Revisit + Practise** • Capital letters (P) • Full stops (P) -apostrophes for singular possession (P) • apostrophes for contraction (P) • Expanded noun phrases (G) • Commas to separate adjectives(P) • Use taught	**Purpose/Genre:** Inform Recount (based on lived experience) **Key Skills:** **Revisit + Practise** • Expanded noun phrases (G) • Exclamation mark(P) apostrophes for singular possession (P) • apostrophes for contraction (P) • Coordinating subordinating conjunctions,	**Purpose/Genre:** Poetry Free verse (observational) **Key Skills** **Revisit + Practise** • Expanded noun phrases (G) • Rich vocabulary (C) •Alliteration **Teach + Practise** • Similes •Use of present tense verbs (G) **Apply**	Consolidate

• Past tense •Verbs for movement •Senses adjectives •Adverbials of time for cohesion •secure single- clause sentences and begin expanding them with additional information (G) **Teach and practice** •Organise related parts of a story into paragraphs (C) •Use pronouns to avoid repetition (G) •Proofread and edit focus on correct verb tenses **Apply** Part narrative re-tell	sentences and begin expanding them with additional information (G) • Adverbs (-ly) (G) Command sentences **Teach + Practise** •Adverbs for precision (G) •Organisational devices for cohesion E.g. diagrams, bullets for lists, numbers Vs time adverbials (C) •Proofread and edit focus on punctuation **Apply** Set of instructions using organisational devices	conjunctions, including when, because, after, before •secure single-clause sentences and begin expanding them with additional information (G) • 3rd person (C) • Pronouns (he/she/they) (G) • headings **Teach + Practise** •Group related content in paragraphs with subheadings •Exclamation/ statement/ question sentences •Proofread and edit focus on capital letters at the start of sentences **Apply** Non-chronological report	conjunctions • 3rd person (C) secure single-clause sentences and begin expanding them with additional information (G) • Past tense •Verbs for movement •Senses adjectives •Adverbials of time for cohesion **Teach and practice** •Organise related parts of a story into paragraphs (C) •Adjectives using suffixes -ful/-ness (G/S) •Proofread and edit focus identified need •secure single-clause sentences and begin expanding them with additional information	•secure single-clause sentences and begin expanding them with additional information (G) • 3rd person (C) • Statement sentences 9G) •Past tense • Pronouns (he/she/they) (G) • Commas for clarity (P) •Organising information in chronological order (C) **Teach and practice** •Technical language for precision (C) •Proofread and edit focus identified need secure single-clause sentences and begin expanding them with additional information	Observational present tense poem	

			Apply Extended narrative re-tell. How have children extended sentences through coordination and started to apply subordination?	**Apply** • Recount of event experienced		

Presentation should be focused on throughout every teaching sequence.

Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught

Writing Framework July 2025. Exemplification Sentences. **Expected End of Year 2**	• Jack's mother told him to sell the cow because they needed money. • Jack got magic beans from an old man but his mum was angry. • Jack saw an enormous, sleeping giant. • The beans grew into a big beanstalk. • Why did Jack climb the beanstalk? • What a beautiful castle! • Climb the beanstalk Teachers teach combining sentences (combining two or more single-clause sentences to make one grammatically accurate sentence), extending single-clause sentences using conjunctions and additional detail. Teachers have introduced the four sentence types.

Year 3 Writing progression (Autumn)

- **Spelling to be taught in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf**

- **Technical grammatical terms used in the programmes of study for English are referenced in the glossary in English programmes of study: key stages 1 and 2**

A1 – Week 1 & 2	A1 – Week 3 & 4	A1 – Week 5 & 6 *National Poetry Day*	A1 – Week 6 & 7	A2 – Week 1 & 2	A2 – Week 3 & 4	A2 – Week 5 & 6
Purpose/Genre: Sentence Work **Key Skills:** **Revisit + Practise** -Capital letters (P) -Full stops (P) -Word classes (G) -Exclamation and question marks (P) -Expanded noun phrases (G) -Use coordinating conjunctions (and/so/ but or) and subordinating conjunction (because) confidently (G) -Apostrophes for singular possession (P)	**Purpose/Genre:** Entertain Character Description **Key Skills:** **Revisit + Practise** -Expanded noun phrases (G) -Extend range of sentences with more than one clause by using a wider range of **subordinating** conjunctions, including when, if, because, although (G) -Apostrophes for singular possession (P)	**Purpose/Genre:** Entertain Poetry (Imagery – simile, word play, rhyme, metaphor) **Key Skills:** **Revisit + Practise** -Expanded noun phrases (G) -Rich vocabulary (C) -Commas for clarity (P) **Teach + Practise** -Basic simile building on expanded noun phrase work	**Purpose/Genre:** Entertain – Story re-tell *Assessment* **Key Skills:** **Revisit + Practise** -Expanded noun phrases (G) -Commas to separate adjectives(P) -Coordinating subordinating conjunctions, including when, because, although (G). -3rd person (C) - Extend range of sentences using coordination and	**Purpose/Genre:** Inform – Non- Chron report **Key Skills:** **Revisit + Practise** •Expanded noun phrases (G) •Exclamation mark(P) •Question mark (P) •Coordinating subordinating conjunctions, including when, because, although, while, if (G) •3rd person (C) •Pronouns (he/she/they) (G) •headings •Question marks (P)	**Purpose/Genre:** Inform – Instructions **Key Skills:** **Revisit + Practise** •Imperative verbs (G) •Adverbs (-ly) (G) •Coordinating subordinating conjunctions, including when, because, although, while, before and after (G) •2nd person (C) •Before and after as conjunctions and prepositions (G) •Extend range of	**Purpose/Genre:** Persuade – Balanced argument **Key Skills:** **Revisit + Practise** •Coordinating (and, so but, or) and subordinating conjunctions, including because, although (G) . •Extend range of sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions, including when, if,

-Apostrophes for contraction (P) - combining two or more single-clause sentences to make one grammatically accurate sentence), extending single-clause sentences using conjunctions and additional detail. Identification of four sentence types. **Teach + Practise** -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, that, because, although -oral rehearsal	**Teach + Practise** -Pronouns (it) to avoid repetition (G) -Group related material in a paragraph -Exclamation mark (P) **Apply** Organise a paragraph/s around a theme e.g. facial features/ personality/ habitat with sub-headings	**Apply** Organise a stanza/s around a theme	with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) **Teach + Practise** -Introduce while. Before and after as conjunctions and the difference between them as conjunctions and prepositions -Pronouns (he/she/they) (G) -Adverbs (-ly) (G) -Story mountain structure (C) **Apply** -Extended piece with sequencing of introduction, build up, problem, resolution, ending How well are they extending sentences through coordination and starting to use	•Extend range of sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) **Teach + Practise** •Subheadings for group related content (C) **Apply** •Group related content in paragraphs with sub- headings	sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) **Teach + Practise** •Command sentences with expanded noun phrases to describe and specify (G) **Apply** •List of instructions	because, although (G) •Adverbs (-ly)(G) •Pronouns (he/she/they) (G) •Grouping related content (C) •Introduction/ Conclusion (C) **Teach + Practise** •Pronouns across sentences and paragraphs (G) **Apply** Extended piece with paragraphs around a supporting view To orally respond to differing viewpoints.

			subordination? Have they awareness of sentence variety and punctuation?			
Presentation should be focused on throughout every teaching sequence. *Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught*						

Year 3 Writing progression (Spring)

- **Spelling to be taught in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf**

- **Technical grammatical terms used in the programmes of study for English are referenced in the glossary in English programmes of study: key stages 1 and 2**

Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4	Sp2 – Week 5 & 6	Sp2 – Week 7
Purpose/Genre: Entertain Character in a setting description **Key Skills:** **Revisit + Practise** -Expanded noun phrases (G) -Extend range of sentences with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) -Prounouns (he/she) (G) -Adverbs (-ly) (G) -Apostrophes for	**Purpose/Genre**: Entertain – Narrative **Key Skills:** Revisit + Practise -Expanded noun phrases with commas to separate adjectives (G) -Coordinating subordinating conjunctions (G) -Extend range of sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although	**Purpose/Genre:** Inform – Letter or Inform- recount (if relevant e.g. trip) **Key Skills:** **Revisit + Practise** -Coordinating (and, so but, or) and subordinating conjunctions: when, although, because, before, after, while (G) -Pronouns (he/she/they) (G) -Extend range of sentences using coordination and with more than one clause by using a	**Purpose/Genre:** Persuade- leaflet **Key Skills:** **Revisit + Practise** -Exclamation marks and commas to separate items in a list (Year 2 revision) (P) -Imperative verbs (G) -Coordinating (and, so but, or) and subordinating conjunctions: when, although, because, before, after, while -Extend range of sentences using coordination and	**Purpose/Genre:** Entertain- narrative diary **Key Skills:** **Revisit + Practise** -Expanded noun phrases (G) -Commas to separate adjectives(P) -Coordinating subordinating (and, so, but, for) conjunctions when, although, because, before, after, while, including (G). -Extend range of sentences using coordination and with more than one	**Purpose/Genre:** Inform- Non-chronological report **Key Skills:** **Revisit + Practise** -Expanded noun phrases (G) -Exclamation mark(P) -Question mark (P) -Coordinating subordinating conjunctions, including when, because, although, while, if, before, after (G) -Extend range of sentences using coordination and	Consolidate

possession (P) **Teach + Practise** -Subordinating conjunctions: while, before and after (G) -Adverbs: introduce 'then', 'next', 'soon' (G) -Prepositions: before and after **Apply** Short description of setting (with character) Select ambitious vocabulary appropriately.	(G) -3rd person (C) **Teach + Practise** -Orally rehearse and identify spoken words and dialogue: where does the new speaker start and finish? Is there narrative before and after? Introduce concept of demarcation of speech -Reporting clause **Apply** Extended piece with evidence of dialogue between characters	wider range of subordinating conjunctions, including when, if, because, although (G) -Grouping related content (C) -Apostrophes for possession and contraction (P) **Teach + Practise** -Pronouns across sentences and paragraphs to avoid repetition (G) **Apply** Extended piece of narrative	with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) -Adverbs (-ly)(G) -Imperative verbs (G) -2nd person (C) -Grouping related content (C) -Introduction/ Conclusion (C) **Teach + Practise** -Rhetorical questions and question marks -Group related content (C) -Use of determiners 'a' or 'an' according to whether the next word begins with a consonant or vowel (e.g. a rock, an open box) **Apply**	clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) -3rd person (C) -Pronouns (he/she/they) (G) -Apostrophes for possession and contraction(P) **Teach + Practise** -Present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play (G) **Apply** Short diary entry • How are they extending sentences through coordination and building confidence with	with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) -3rd person (C) -Pronouns (he/she/they) (G) -headings -Question marks (P) **Teach + Practise** -Subheadings for group related content (C) - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (G) **Apply** Group related content in paragraphs with sub- headings	

			Short sections of a leaflet based around a stimulus	subordination? Have they an awareness of sentence variety and punctuation?		
Presentation should be focused on throughout every teaching sequence. *Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught*						

Year 3 Writing progression (Summer)

- **Spelling to be taught in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf**

- **Technical grammatical terms used in the programmes of study for English are referenced in the glossary in English programmes of study: key stages 1 and 2**

Su1 – Week 1 & 2	Su1 – Week 3 & 4	Su2 – Week 1 & 2	Su2 – Week 3 & 4	Su2 – Week 5 & 6	Su2 – Week 7
Purpose/Genre: Inform- Non-chronological report (based on History topic 'Ancient Egyptians) continued… **Key Skills:** **Revisit + Practise** -Expanded noun phrases (G) -Exclamation mark(P) -Question mark (P) -Coordinating subordinating conjunctions, including when, because, although, while, if, before, after (G) -Extend range of sentences using coordination and with	**Purpose/Genre:** Inform- Book review **Key Skills:** **Revisit + Practise** -Expanded noun phrases (G) -Exclamation mark(P) -Question mark (P) -Coordinating subordinating conjunctions, including when, because, although, while, if, before, after (G) -Extend range of sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions, including	**Purpose/Genre:** Entertain- Setting description **Key Skills:** **Revisit + Practise** -Expanded noun phrases (G) -Extend range of sentences with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although, while, before, after (G) -Extend range of sentences using coordination and with more than one clause by using a wider range	**Purpose/Genre:** Entertain- Narrative **Key Skills:** **Revisit + Practise** -Expanded noun phrases with commas to separate adjectives (G) -Coordinating (and so, but, or) subordinating conjunctions including when, if, because, although, while, before, after (G) -Extend range of sentences with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although, while, before,	**Purpose/Genre:** Persuade- persuasive letter -Imperative verbs (G) -Coordinating (and, so but, or, nor, for, yet) and subordinating conjunctions: when, although, because, before, after, while -Extend range of sentences with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although, while, before, after (G) -Adverbs (-ly)(G) -Imperative verbs (G)	Consolidate

more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) -3rd person (C) -Pronouns (he/she/they) (G) -headings -Question marks (P) **Teach + Practise** -Subheadings for group related content (C) **Apply** Group related content in paragraphs with sub-headings	when, if, because, although (G) -2nd and 3rd person (C) -Pronouns (he/she/they) (G) -Apostrophes for possession (P) -Present perfect e.g. I have read this book… **Teach + Practise** -Prepositions: during, in, because of -introduce inverted commas for speech from characters **Apply** Short review of a book	of subordinating conjunctions, including when, if, because, although (G) -Pronouns (he/she/they) (G) -Adverbs (-ly) (G) -Adverbs: introduce 'then', 'next', 'soon' (G) -Inverted commas (P) **Teach + Practise** -Varied and rich vocabulary within a range of sentence types. -Select ambitious vocabulary appropriately and orally rehearse within sentences. **Apply** Description of setting	after (G) -3rd person (C) -Inverted commas for dialogue -Punctuation within inverted commas -Reporting clause **Teach + Practise** -Coordinating conjunctions for, nor, yet within sentence structures **Apply** Extended piece with evidence of dialogue between characters	-2nd person (C) -Grouping related content (C) -Introduction/ Conclusion (C) -Use of determiners 'a' or 'an' according to whether the next word begins with a consonant or vowel (e.g. a rock, an open box) -Rhetorical questions and question marks -Group related content (C) **Teach + Practise** -Cohesion across paragraphs - Orally rehearse adapting language for formal and informal situations. **Apply** Short sections of a leaflet based around a stimulus	

Presentation should be focused on throughout every teaching sequence.

Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught

Writing Framework July 2025. Exemplification Sentences. **Expected End of Year 3**	• Jack climbed the beanstalk once his mother had gone to bed. Teachers teach extending sentences through coordination and introduce subordination. Develop awareness of sentence variety and punctuation.

Year 4 Writing progression (Autumn)

- **Spelling to be taught in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf**

- **Technical grammatical terms used in the programmes of study for English are referenced in the glossary in English programmes of study: key stages 1 and 2**

A1 – Week 1 & 2	A1 – Week 3 & 4	A1 – Week 5 & 6 *National Poetry Day*	A1 – Week 6 & 7	A2 – Week 1 & 2	A2 – Week 3 & 4	A2 – Week 5 & 6
Purpose/Genre: Sentence Work **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, who, where, while, what. if, that, because, although	**Purpose/Genre**: Entertain- Character Description **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) - Extend range of sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions,	**Purpose/Genre:** Entertain – Poetry (Imagery – simile, word play, rhyme, metaphor) **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition (G) -Extend range of sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions,	**Purpose/Genre:** Entertain – Story re-tell **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while what who, if, that, because, although	**Purpose/Genre:** Inform: letter **Key Skills:** **Revisit + Practise** -Present perfect (e.g. she has gone..') -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who,	**Purpose/Genre:** Entertain: narrative **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) -Extend range of sentences using coordination and with more than one clause by using a wider range of	**Purpose/Genre**: Inform: Non-chronological report **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) -Use subordinating conjunctions: when, where, who, while what. if, that, because, although

until (G) before and after as conjunctions and prepositions (G) -Extend range of sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) -Adverbs: -ly, 'then', 'next', 'soon' (G) -oral rehearsal **Teach + Practise** -Introduce fronted adverbials of time and place (G) - commas after fronted adverbials (P) -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)	including when, if, because, although (G) -Pronouns (it) to avoid repetition (G) -Group related material in a paragraph (C) -Sub- headings (C) **Teach + Practise** -Range of sentences with subordinating conjunctions when, where, while, who, what. if, that, because, although until, before and after (G) **Apply** Organise a paragraph/s around a theme e.g. facial features/ personality/ habitat with sub- headings	including when, if, because, although (G) -Rich vocabulary (C) -Fronted adverbials (G) **Teach + Practise** -Effective Similes. Basic metaphor and personification - Use movement and gesture purposefully, when reading poems allowed. **Apply** Organise a stanza/s around a theme Present/perform poetry confidently to the class.	until, before and after as conjunctions and prepositions (G) -Extend range of sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) -Fronted adverbials of time and place (G) -Commas after fronted adverbials (P) -Pronouns across sentences and paragraphs (G) -Adverbs: -ly, 'then', 'next', 'soon' (G) **Teach + Practise** Focus on one skill identified from the half term and: -Inverted commas (P)	what. if, that, because, although until (G) -Extend range of sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) -Pronouns across sentences and paragraphs for cohesion (G) -Apostrophes for contraction -Fronted adverbials of time and place (G) -Group related material in a paragraph (C) **Teach + Practise** -Apostrophes for plural possession **Apply**	subordinating conjunctions, including when, if, because, although (G) -Fronted adverbials of time and place (G) -Pronouns across sentences and paragraphs for cohesion (G) -Commas after fronted adverbials (P) -Inverted commas (P) **Teach + Practise** -Fronted adverbials of manner **Apply** Beginning/ build- up/ dilemma or dilemma/resolution/ending	until (G) before and after as conjunctions and prepositions (G) -Extend range of sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) -Fronted adverbials of time, place **and manner** (G) -Commas after fronted adverbials (P) -Group related material in a paragraph (C) -Sub-headings and titles **Teach + Practise** -Sub-headings and titles -Pronouns across sentences and paragraphs for cohesion(G)

			Apply Extended piece: Beginning, build-up, dilemma, resolution and ending	Recount details of experience within grouped material within paragraphs		- Orally rehearse selecting precise vocabulary to improve meaning. **Apply** Present information around a topic in a layout
Presentation should be focused on throughout every teaching sequence. *Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught*						

Year 4 Writing progression (Spring)

- **Spelling to be taught in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf**

- **Technical grammatical terms used in the programmes of study for English are referenced in the glossary in English programmes of study: key stages 1 and 2**

Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4	Sp2 – Week 5 & 6	Sp2 – Week 7
Purpose/Genre: Entertain: character in a setting description **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who, what. if, that,	**Purpose/Genre:** Entertain: narrative **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, who, while what. if, that, because, although until (G)	**Purpose/Genre:** Inform: Inform – Letter or Inform- recount (if relevant e.g. trip) **Key Skills:** **Revisit + Practise** -Present perfect (e.g. she has gone..') -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and	**Purpose/Genre**: Persuade- letter **Key Skills:** **Revisit + Practise** -Imperative verbs (G) -2nd and 3rd person -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Exclamation marks (P) -Rhetorical question-question marks (P) -Use coordinating conjunctions	**Purpose/Genre:** Inform- instructions **Key Skills:** **Revisit + Practise** -Imperative verbs (G) -Adverbs (-ly) (G) -Coordinating subordinating conjunctions, including when, because, although, while, before and after (G) -Extend range of sentences using coordination and with more than one clause by using a	**Purpose/Genre:** Inform- explanation **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who, what. if, that, because, although until (G)	**Purpose/Genre:** Entertain- playscript **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who, what. if, that, because, although until (G)

because, although until (G) -Extend range of sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) -before and after as conjunctions and prepositions (G) -Pronouns across sentences for cohesion (G) -Adverbs: -ly, 'then', 'next', 'soon' (G) -Apostrophes for contraction and possession (P) **Teach + Practise** -Specific audience and purpose -Fronted adverbials of time, place and manner -Commas after fronted adverbials	-before and after as conjunctions and prepositions (G) -Extend range of sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) -Adverbs: -ly, 'then', 'next', 'soon' (G) -Fronted adverbials of time, place and manner (G) -Pronouns across sentences and paragraphs for cohesion (G) -Commas after fronted adverbials (P) -Inverted commas (P) **Teach + Practise** -Specific audience and purpose -Punctuation within inverted commas (P)	subordinating conjunctions: when, where, while, who, what. if, that, because, although until, before and after(G) -before and after as conjunctions and prepositions (G) -Extend range of sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) -Pronouns across sentences and paragraphs for cohesion (G) -Apostrophes for contraction and possession (P) **Teach + Practise** -Apostrophes for plural possession e.g. girls' clothes	(and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who, what. if, that, because, although until, before and after(G) -before and after as conjunctions and prepositions (G) -Extend range of sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) **Teach + Practise** -Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition -Use comparative and persuasive language orally to	wider range of subordinating conjunctions, including when, if, because, although (G) -2nd person (C) -Commas after adverbials (P) -Commas to separate items in list (P) -Adverbs: -ly, 'then', 'next', 'soon' (G) -Before and after as conjunctions and prepositions (G) **Teach + Practise** -Preposition phrases (G) -Adverbials of manner (G) **Apply** List of instructions Are they developing control over complex sentence structures, using varied clause placement and fronted adverbials?	-Extend range of sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) -3rd person (C) -Pronouns (he/she/they) (G) -headings -Subheadings for group related content (C) **Teach + Practise** -Causal conjunctions to develop explanation: because, since, so therefore, as a result, thus, even though, for this reason, as **Apply** Group related content in paragraphs with sub- headings	-Extend range of sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) -Exclamation and question marks (P) -Pronouns across sentences and dialogue for cohesion (P) -Apostrophes for contraction and possession (P) **Teach + Practise** -Present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play -Brackets for stage directions (P) -Colon between name and dialogue (P)

Apply Developed paragraph with rich detail about senses within a setting	-Reporting and adverbial clause (G) **Apply** Extended narrative to show beginning/build up/ dilemma, resolution/ ending	**Apply** Recount details of experience within grouped material within paragraphs	express opinions and influence others. **Apply** Structured letter to persuade relevant audience			**Apply** Short playscript with developed demarcated dialogue between characters
Presentation should be focused on throughout every teaching sequence. *Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught*						

Year 4 Writing progression (Summer)

- **Spelling to be taught in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf**

- **Technical grammatical terms used in the programmes of study for English are referenced in the glossary in English programmes of study: key stages 1 and 2**

Su1 – Week 1 & 2	Su1 – Week 3 & 4	Su2 – Week 1 & 2	Su2 – Week 3 & 4	Su2 – Week 5 & 6	Su2 – Week 7
Purpose/Genre: Entertain – Poetry (Imagery – simile, word play, rhyme, metaphor) **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition (G) -Rich vocabulary (C) -Fronted adverbials (G) **Teach + Practise** -Effective Similes. Basic metaphor and personification - Practise deliberately adapting tone and pace for performance.	**Purpose/Genre:** Persuade- leaflet **Key Skills:** **Revisit + Practise** -Imperative verbs (G) -2nd and 3rd person -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Exclamation marks (P) -Rhetorical question- question marks (P) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who,	**Purpose/Genre:** Entertain- character in a setting description **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who, what. if, that, because, although until (G) -before and after as	**Purpose/Genre**: Entertain- narrative **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who, what. if, that, because, although until (G) -before and after as conjunctions and	**Purpose/Genre:** Inform- newspaper article *based on current factual events, not fiction **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who, what. if, that, because,	Consolidate

Apply Organise a stanza/s around a theme. Orally rehearse and perform	what. if, that, because, although until, before and after(G) -before and after as conjunctions and prepositions (G) -Extend range of sentences using coordination and with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, although (G) -Adverbs: -ly, 'then', 'next', 'soon' (G) -Group related material with headings and sub-headings (C) **Teach + Practise** -Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition -Sentence structure for effect (focus on control over complex sentence structures, using fronted adverbials and varied clause placement)	conjunctions and prepositions (G) - control over complex sentence structures, using fronted adverbials and varied clause placement (G) -Pronouns across sentences for cohesion (G) -Adverbs: -ly, 'then', 'next', 'soon' (G) -Apostrophes for contraction and possession (P) -Fronted adverbials of time, place and manner -Commas after fronted adverbials **Teach + Practise** -Effective simile, metaphor and personification **Apply** Developed paragraph/s with rich detail about senses within a setting	prepositions (G) -control over complex sentence structures, using fronted adverbials and varied clause placement (G) -Pronouns across sentences for cohesion (G) -Start to introduce commas for clarity using oral rehearsal (P) -Adverbs: -ly, 'then', 'next', 'soon' (G) -Apostrophes for contraction and possession (P) -Fronted adverbials of time, place and manner -Commas after fronted adverbials **Teach + Practise** -Demarcated dialogue with reporting and adverbial clauses **Apply** Extended narrative to show beginning/build up/ dilemma, resolution/ ending How much control over complex sentence	although until (G) -before and after as conjunctions and prepositions (G) -control over complex sentence structures, using fronted adverbials and varied clause placement (G) -Pronouns across sentences for cohesion (G) -Introduce commas for clarity using oral rehearsal (P) -Fronted adverbials of time, place and manner -Commas after fronted adverbials -Group related material (C) -Sub- headings and headline (C) **Teach + Practise** -Inverted triangle structure with 5 Ws: what, where, when, who, why -Group related material (C) - Orally rehearse selecting language appropriate for audience and purpose.	

	Apply Structured leaflet to persuade relevant audience		structures, using fronted adverbials and varied clause placement is there?	**Apply** Short newspaper article documenting non-fiction events	

Presentation should be focused on throughout every teaching sequence.

Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught

Writing Framework July 2025. **Exemplification Sentences.** **Expected End of Year 4**	• Finally, Jack arrived at the castle on top of the clouds. • Carefully, Jack climbed the beanstalk so that he could satisfy his curiosity. After saying farewell to his mother, Jack carefully climbed the gigantic beanstalk until he reached the magnificent castle in the clouds. • When he eventually reached the top of the gigantic beanstalk, Jack was exhausted. Teachers teach control over complex sentence structures. Children can use fronted adverbials and varied clause placement.

Year 5 Writing progression (Autumn)

- **Spelling to be taught in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf**

- **Technical grammatical terms used in the programmes of study for English are referenced in the glossary in English programmes of study: key stages 1 and 2**

A1 – Week 1 & 2	A1 – Week 3 & 4	A1 – Week 5 & 6 *National Poetry Day*	A1 – Week 6 & 7	A2 – Week 1 & 2	A2 – Week 3 & 4	A2 – Week 5 & 6
Purpose/Genre: Sentence Work **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, who, where, while what. if, that, because, although until (G)	**Purpose/Genre:** Entertain- Character Description **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Relative clauses(G) -Pronouns across sentences and paragraphs for cohesion (G) -Commas to show parenthesis (P) -Commas for clarity (P) -Colon for more	**Purpose/Genre:** Entertain – Poetry (Imagery – simile, word play, rhyme, metaphor) **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition (G) -Rich vocabulary (C) -Complex sentence structures with varied clause placement and fronted adverbials **Teach + Practise** -Effective Similes	**Purpose/Genre:** Entertain: Narrative – Story re-tell **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Relative clauses(G) -Pronouns across sentences and paragraphs for cohesion (G) -Commas to show parenthesis (P) -Commas for clarity (P) -Colon for more	**Purpose/Genre:** Persuade: letter **Key Skills:** **Revisit + Practise** -Relative clauses(G) -Pronouns across sentences and paragraphs for cohesion (G) -Commas to show parenthesis (P) -Commas for clarity (P) -Colon for more detail (P) -subordinating conjunctions: when, who, where, while what. if, that, because, although	**Purpose/Genre:** Entertain: setting description **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Relative clauses(G) -Pronouns across sentences and paragraphs for cohesion (G) -Commas to show parenthesis (P) -Commas for clarity (P)	**Purpose/Genre:** Inform: non-chronological report/ **Key Skills:** **Revisit + Practise** -Relative clauses(G) -Pronouns across sentences and paragraphs for cohesion (G) -Commas to show parenthesis (P) -Commas for clarity (P) -Colon for more detail (P) -subordinating conjunctions: when, who, where, while what. if, that,

before and after as conjunctions and prepositions (G) -control over complex sentence structures, using fronted adverbials and varied clause placement (G) -adverbials of time and place (G) -Commas for clarity (P) -Pronouns across sentences for cohesion (G) oral rehearsal **Teach + Practise** -Colon to make independent clauses for more detail (P) -Commas to show parenthesis (P)	detail (P) -Group related material in a paragraph (C) -Sub- headings (C) **Teach + Practise** Range of sentences with coordinating and subordinating conjunctions(G) Complex sentence structures with varied clause placement and fronted adverbials, with accurate punctuation: *Although it was raining, the children continued playing.* **Apply** Organise a paragraph/s around a theme e.g. facial features/ personality/ habitat with sub-headings	and personification. Basic metaphor -Range of adverbials (G) -Semi- colon for list (P) **Apply** Organise a stanza/s around a theme	detail (P) -subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) -before and after as conjunctions and prepositions (G) -Complex sentence structures with varied clause placement and fronted adverbials -adverbials of time and place (G) **Teach + Practise** Range of sentences with clause variation Use relative clauses, expanded noun phrases and modal verbs effectively(G) Identify and use active voice for clarity and impact. Recognise passive constructions. Maintain consistent	until (G) -control over complex sentence structures, using fronted adverbials and varied clause placement (G) -apostrophes for possession and contraction -possessive pronouns **Teach + Practise** -modal verbs e.g. might, should, will, must -To orally rehearse using a range of persuasive techniques, including facts, reasons and emotive language. **Apply** Formal or informal letter to execute relevant skills	-Colon for more detail (P) •subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) -before and after as conjunctions and prepositions (G) - control over complex sentence structures, using fronted adverbials and varied clause placement (G) -adverbials of time and place (G) -colon for more detail (P) **Teach + Practise** -sentences to support understanding of adverbials of manner (G) to depict sensitive and specific detail **Apply** Paragraph/s depicting setting	because, although until (G) -before and after as conjunctions and prepositions (G) -control over complex sentence structures, using fronted adverbials and varied clause placement (G) -possessive pronouns -apostrophes for possession -adverbials of time and place (G) -group related content in paragraphs -sub-headings -bullet points **Teach + Practise** -parenthesis with brackets, commas and dashes. - Begin to use passive voice in formal writing ("The artefacts were discovered..."). Maintain consistency between past and

			tense within a piece of writing. **Apply** Extended piece: retell of a chapter with structured paragraphs with related content		detail of place, weather and atmosphere	present tense when writing across paragraphs. -Orally rehearse using a wide range of subject-specific vocabulary. **Apply** Extended piece with full paragraphs of content to inform in detail about a subject/person
Presentation should be focused on throughout every teaching sequence. *Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught*						

Year 5 Writing progression (Spring)

- **Spelling to be taught in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf**

- **Technical grammatical terms used in the programmes of study for English are referenced in the glossary in English programmes of study: key stages 1 and 2**

Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4	Sp2 – Week 5 & 6	Sp2 – Week 7
Purpose/Genre: Character in Setting Description **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Relative clauses(G) -Pronouns across sentences and paragraphs for cohesion (G) -control over complex sentence structures, using fronted adverbials and varied clause	**Purpose/Genre:** Entertain: Narrative **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Relative clauses(G) -Pronouns across sentences and paragraphs for cohesion (G) -Commas to show parenthesis (P) -Commas for clarity (P) -Colon for more detail (P)	**Purpose/Genre:** Inform: Inform-Explanation **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) -Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G)	**Purpose/Genre:** Persuade: letter **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Relative clauses(G) -Pronouns across sentences and paragraphs for cohesion (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) -Use subordinating	**Purpose/Genre**: Persuade: balanced argument **Key Skills:** **Revisit + Practise** -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) -Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) - control over complex sentence	**Purpose/Genre:** Inform: non-chronological or chronological report/ Inform: biography **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) -Use subordinating conjunctions: when, where, who,	Consolidate

placement (G) -Commas to show parenthesis (P) -Commas for clarity (P) -Colon for more detail (P) -Group related material in a paragraph (C) -Sub- headings (C) **Teach + Practise** -Effective adverbials for time, place and manner - **Apply** Developed paragraph with rich detail about senses within a setting	-subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) -before and after as -conjunctions and prepositions (G) control over complex sentence structures, using fronted adverbials and varied clause placement (G) -adverbials of time, place and manner (G) -commas after fronted adverbials (P) **Teach + Practise** -Devices to aid cohesion: pronouns and conjunctions -Repetition of key words (synonyms) - Use passive voice in appropriate contexts, particularly to create an impersonal or formal tone. Compare the effect of active and	before and after as conjunctions and prepositions (G) -control over complex sentence structures, using fronted adverbials and varied clause placement (G) -Fronted adverbials of time, place and manner (G) -Commas after fronted adverbials (P) -Commas for clarity (P) -Colon for more detail: to mark independent clause (P) -Semi-colon for list (P) -Brackets and commas to indicate parenthesis (P) -Relative clauses (G) -Group related material in a paragraph (C) -Sub-headings and titles	conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) -control over complex sentence structures, using fronted adverbials and varied clause placement (G) -Fronted adverbials of time, place and manner (G) -Commas after fronted adverbials (P) -Commas to show parenthesis (P) -Brackets, commas and dashes for parenthesis (P) -Commas for clarity (P) -Colon and semi-colon for independent clause (P) -Semi-colon for list -subordinating conjunctions: when, who, where,	structures, using fronted adverbials and varied clause placement (G) -Fronted adverbials of time, place and manner (G) -Commas after fronted adverbials (P) -Commas for clarity (P) -Colon for more detail: to mark independent clause (P) -Semi-colon for independent clause (P) -Brackets and commas to indicate parenthesis (P) -Relative clauses (G) -Group related material in a paragraph (C) -Sub-headings and titles **Teach + Practise** -Conjunctive	while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) - control over complex sentence structures, using fronted adverbials and varied clause placement (G) -Fronted adverbials of time, place and manner (G) -Commas after fronted adverbials (P) -Commas for clarity (P) -Colon for more detail: to mark -Semi-colon for list (P) -Brackets and commas to indicate parenthesis (P) -Relative clauses (G) -Group related material in a paragraph (C) -Sub-headings, bullet points and titles	

	passive constructions **Apply** Extended narrative to present beginning/build up/dilemma/resolution/ending	**Teach + Practise** -Pronouns across sentences and paragraphs for cohesion(G) -Synonyms for repetition (S) -Causal conjunctions to develop explanation: because, since, so therefore, as a result, thus, even though, for this reason, as -Semi-colon to mark independent clause (P) - Orally rehearse using a wide range of subject-specific vocabulary. **Apply** Developed explanation of process/ context in paragraph/s as a cohesive layout	while what. if, that, because, although until (G) -apostrophes for possession and contraction -possessive pronouns -present perfect e.g. he has tried..) (G) **Teach + Practise** -Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs such as might, should, will, must - Use passive voice in appropriate contexts, particularly to create an impersonal or formal tone. Compare the effect of active and passive constructions. **Apply** Formal or informal letter to execute	adverbs: after all, as a result, consequently, finally, for example, furthermore, hence however, in addition, in fact incidentally, indeed, instead likewise, meanwhile, on the contrary, on the other hand, otherwise, still, therefore Thus -Develop and sustain reasoned arguments orally to aid writing. Speak using increasingly sophisticated sentence structures **Apply** • Extended piece with paragraphs around a supporting view	**Teach + Practise** - Use devices to build cohesion within a paragraph e.g then, after that, this, firstly -Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly, -Link ideas across paragraphs using pronouns and repetition of key words - Use passive voice in appropriate contexts, particularly to create an impersonal or formal tone. Compare the effect of active and passive constructions. **Apply** Present information around a topic in a layout	

			relevant skills			
Presentation should be focused on throughout every teaching sequence. *Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught*						

Year 5 Writing progression (Summer)

- **Spelling to be taught in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf**

- **Technical grammatical terms used in the programmes of study for English are referenced in the glossary in English programmes of study: key stages 1 and 2**

Su1 – Week 1 & 2	Su1 – Week 3 & 4	Su2 – Week 1 & 2	Su2 – Week 3 & 4	Su2 – Week 5 & 6	Su2 – Week 7 & 8
Purpose/Genre: Entertain- character dialogue **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Relative clauses(G) -Pronouns across sentences and dialogue for cohesion (G) control over complex sentence structures, using fronted adverbials and varied clause placement (G) - -Commas and dashes to	**Purpose/Genre:** Entertain- narrative (short story) **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Relative clauses(G) -Pronouns across sentences and paragraphs for cohesion (G) -Commas and to show parenthesis (P) -Commas for clarity (P) -Colon and semi-colon for independent clause	**Purpose/Genre:** Persuade- leaflet **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Relative clauses(G) -Pronouns across sentences and paragraphs for cohesion (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) -Use subordinating	**Purpose/Genre:** Inform- newspaper article *based on current factual events, not fiction **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) -Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G)	**Purpose/Genre:** Entertain – Poetry (Imagery – simile, word play, rhyme, metaphor) **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition (G) -Rich vocabulary (C) **Teach + Practise** -Effective Similes and personification. More advanced metaphor -Range of adverbials (G) -Semi- colon for list (P) -Style of poet	**Purpose/Genre:** Persuade- letter (to year group coming up) **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Relative clauses(G) -Pronouns across sentences and paragraphs for cohesion (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet)

show parenthesis (P) -Commas for clarity (P) -Colon for more detail (P) -Apostrophes for possession and contraction (P) -Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs such as might, should, will, must -Present perfect (G) **Teach + Practise** -Effective punctuation for effect and meaning within inverted commas: exclamation marks, question marks, ellipsis, commas, semi-colon -Advancing action in dialogue (C) **Apply** Developed dialogue executing technical punctuation skills	(P) -subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) -before and after as conjunctions and prepositions (G) control over complex sentence structures, using fronted adverbials and varied clause placement (G) - -adverbials of time, place and manner (G) -commas after fronted adverbials (P) -inverted commas (P) **Teach + Practise** -Devices to aid cohesion: pronouns and conjunctions (G) -Advancing action through dialogue (C) **Apply** Extended narrative to include character dialogue	conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) - control over complex sentence structures, using fronted adverbials and varied clause placement (G) -Fronted adverbials of time, place and manner (G) -Commas after fronted adverbials (P) -Brackets, commas and dashes for parenthesis (P) -Commas for clarity (P) -Colon and semi-colon for independent clause (P) -Semi-colon for list -subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) -apostrophes for possession and contraction -possessive pronouns -imperative verbs (G)	before and after as conjunctions and prepositions (G) - control over complex sentence structures, using fronted adverbials and varied clause placement (G) -Fronted adverbials of time, place, number and manner which is context specific (G) -Commas after fronted adverbials (P) -Indicate degrees of possibility using modal verbs such as might, should, will, must -Commas for clarity (P) -Colon for more detail: to mark -Commas to indicate parenthesis (P) -Relative clauses (G) -Group related material in a paragraph (C) -Sub-headings and headline **Teach + Practise** -Inverted triangle structure with 5 Ws: what, where, when, who, why	-Control tone, pace and emphasis for impact when reading poetry -Use body language naturally and effectively when performing. **Apply** Organise a stanza/s around a theme	-Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) -before and after as conjunctions and prepositions (G) - control over complex sentence structures, using fronted adverbials and varied clause placement (G) -Fronted adverbials of time, place, number and manner (G) -Commas after fronted adverbials (P) -Brackets, commas and dashes for parenthesis (P) -Commas for clarity (P) -Colon and semi-colon for independent clause (P) -Semi-colon for list -subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) -apostrophes for possession and contraction -possessive pronouns

		-sub-headings, headings and bullet points (C) **Teach + Practise** -Effective punctuation for effect: exclamation marks, question marks (rhetorical questions), ellipsis, commas, semi-colon, colon (P) -Rule of 3 for description (G) - Select between active and passive voice with increasing independence. Explain the impact of grammatical choices on the reader. **Apply** Short or extended paragraphs based on themed content	-Group related material (C) **Apply** Short newspaper article documenting non- fiction events		-imperative verbs (G) -sub-headings, headings and bullet points (C) -punctuation for effect: question marks/ exclamation marks/ ellipsis/ dashes for parenthesis -Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs such as might, should, will, must -Present perfect (G) **Teach + Practise** -Range of punctuation for meaning and effect -Choose sentence structures deliberately for effect. Vary sentence length and complexity for audience and purpose - Select between active and passive voice with increasing independence. Explain the impact of grammatical choices on the reader. **Apply** Informal letter format

					with content related paragraphs

Presentation should be focused on throughout every teaching sequence.

Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught

Writing Framework July 2025. Exemplification Sentences **Expected End of Year 5**	• Through the small crack in the castle door, Jack could see the enormous giant who was asleep in the kitchen. • A magnificent castle, which had a huge front door, stood on top of the clouds. • Tiptoeing past the sleeping giant, Jack wondered whether he could make it out of the castle alive. • The giant was certainly going to be angry when he noticed his harp was missing. Teachers support children to choose sentence structures deliberately for effect. Children vary sentence length and complexity for audience and purpose. Demonstrate mastery of sentence construction.

Year 6 Writing progression (Autumn)

- **Spelling to be taught in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf**

- **Technical grammatical terms used in the programmes of study for English are referenced in the glossary in English programmes of study: key stages 1 and 2**

A1 – Week 1 & 2	A1 – Week 3 & 4	A1 – Week 5 & 6 *National Poetry Day*	A1 – Week 6 & 7	A2 – Week 1 & 2	A2 – Week 3 & 4	A2 – Week 5 & 6
Purpose/Genre: Sentence Work **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, who, where, while what. if, that, because, although until (G)	**Purpose/Genre:** Entertain- Character Description (analysis) **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) - Choose sentence structures deliberately for effect. Vary sentence length and complexity for audience and purpose (G) -Pronouns across	**Purpose/Genre:** Entertain – Poetry (Imagery – simile, word play, rhyme, metaphor) **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition (G) -Rich vocabulary (C) -Fronted adverbials (G) **Teach + Practise** -Effective Similes, personification and metaphor -Semi- colon for list	**Purpose/Genre:** Narrative – Story re-tell **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, who, where, while what. if, that, because, although until (G)	**Purpose/Genre:** Persuade: letter **Key Skills:** **Revisit + Practise** -Relative clauses(G) -Pronouns across sentences and paragraphs for cohesion (G) - Manipulate sentence structures for cohesion, emphasis and impact. (G) -Commas to show parenthesis (P) -Commas for clarity (P) -Colon and semi-colon to mark independent clauses	**Purpose/Genre:** Entertain: setting description **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, who, where, while what. if, that, because, although	**Purpose/Genre:** Inform: non-chronological report/ Inform: biography **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, who, where, while what. if, that,

before and after as conjunctions and prepositions (G) - Choose sentence structures deliberately for effect. Vary sentence length and complexity for audience and purpose (G) -adverbials of time/place/manner (G) -Commas to show parenthesis (P) -Commas for clarity (P) -Pronouns across sentences for cohesion (G) -Punctuation for parenthesis (P) -oral rehearsal	sentences and paragraphs for cohesion (G) -Commas to show parenthesis (P) -Commas for clarity and ambiguity (P) -Colon for more detail (P) -Group related material in a paragraph (C) -Sub- headings (C) **Teach + Practise** -Colon and Semi-colon to mark independent clauses (P) -Causal conjunctions (G) -Orally rehearse select vocabulary precisely and deliberately. - Consolidate active and passive voice. Evaluate which voice is most effective according to purpose and audience. **Apply** Organise a paragraph around a	(P) **Apply** Organise a stanzas around a theme	before and after as conjunctions and prepositions (G) - Choose sentence structures deliberately for effect. Vary sentence length and complexity for audience and purpose (G) -adverbials of time/place/manner (G) -Commas to show parenthesis (P) -Commas for clarity (P) -Pronouns across sentences for cohesion (G) -Punctuation for parenthesis (P) -Colon and semi-colon to mark independent clauses for more detail (P) -oral rehearsal -Commas to clarify and avoid ambiguity (P) **Teach + Practise** -Manipulate sentence structures	for more detail (P) -subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) -apostrophes for possession and contraction -possessive pronouns **Teach + Practise** -Informal and formal vocabulary -Structures typical of informal/ formal speech e.g. subjunctive or question tags Orally rehearse using rhetorical devices, such as rhetorical questions, repetition and the rule of three, effectively to engage and persuade an audience. **Apply** Full letter (informal or formal)	until (G) before and after as conjunctions and prepositions (G) - Manipulate sentence structures for cohesion, emphasis and impact (G) -adverbials of time/place/manner (G) -Commas to show parenthesis (P) -Commas for clarity (P) -Pronouns across sentences for cohesion (G) -Punctuation for parenthesis (P) -Colon and semi-colon to mark independent clauses for more detail (P) -oral rehearsal -Commas to clarify and avoid ambiguity (P) **Teach + Practise** Cohesion across sentences: conjunctions; repetition of key	because, although until (G) before and after as conjunctions and prepositions (G) - Manipulate sentence structures for cohesion, emphasis and impact. (G) -adverbials of time/place/manner (G) -Commas to show parenthesis (P) -Commas for clarity (P) -Pronouns across sentences for cohesion (G) -Punctuation for parenthesis (P) -Colon and semi-colon to mark independent clauses for more detail (P) -oral rehearsal -Commas to clarify and avoid ambiguity (P) **Teach + Practise** - Consolidate explicitly active and

	theme e.g. facial features/ personality/ habitat with sub-headings		for cohesion, emphasis and impact. - Consolidate active and passive voice. Evaluate which voice is most effective according to purpose and audience. **Apply** Extended piece: retell of a chapter with structured paragraphs with related content	demonstrating relevant technical skills	words; pronouns; adverbials of place (G) **Apply** Paragraph/s to depict place, weather and atmosphere	passive voice. Evaluate which voice is most effective according to purpose and audience. **Apply** Extended piece with full paragraphs of content to inform in detail about a subject/person
Presentation should be focused on throughout every teaching sequence. *Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught*						

Year 6 Writing progression (Spring)

- **Spelling to be taught in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf**

- **Technical grammatical terms used in the programmes of study for English are referenced in the glossary in English programmes of study: key stages 1 and 2**

Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4	Sp2 – Week 5 & 6	Sp2 – Week 7
Purpose/Genre: Character in Setting Description **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Relative clauses(G) -Commas for parentheses (P) -Pronouns across sentences and paragraphs for cohesion (G) -Commas to show parenthesis (P) -Commas for clarity	**Purpose/ genre:** Entertain: Narrative **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Relative clauses(G) -Commas for parentheses (P) -Pronouns across sentences and paragraphs for cohesion (G) -Commas to show parenthesis (P) -Commas for clarity (P)	**Purpose/Genre**: Inform: Inform-Explanation **Key Skills:** **Revisit + Practise** Use expanded noun phrases to convey complicated information concisely (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) -Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G)	**Purpose/Genre**: Persuade: letter **Key Skills:** **Revisit + Practise** -Use expanded noun phrases to convey complicated information concisely (G) -Relative clauses(G) -Pronouns across sentences and paragraphs for cohesion (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) -Use subordinating conjunctions:	**Purpose/Genre:** Persuade: balanced argument **Key Skills:** **Revisit + Practise** -Use expanded noun phrases to convey complicated information concisely (G) -Relative clauses(G -Use of adverbials such as 'on the other hand', 'in contrast' or 'as a consequence' and ellipsis -Pronouns across sentences and paragraphs for	**Purpose/Genre:** Inform: non-chronological or chronological report/ Inform: biography **Key Skills:** **Revisit + Practise** -Use layout devices e.g. headings, sub-headings, columns, bullets or tables to structure text -Use bullet points to list information -Use expanded noun phrases to convey complicated information concisely (G)	Consolidate

(P) -Colon and semi-colon for independent clauses (P) -subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) -before and after as conjunctions and prepositions (G) - Manipulate sentence structures for cohesion, emphasis and impact. (G) -adverbials of time and place (G) -colon for more detail (P) -sentences to support understanding of adverbials of manner (G) to depict sensitive and specific detail **Teach + Practise** -devices to build cohesion within and across sentences and paragraphs:	-Colon and semi-colon for independent clauses (P) -subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) -before and after as conjunctions and prepositions (G) - Manipulate sentence structures for cohesion, emphasis and impact. (G) -adverbials of time and place (G) -colon for more detail (P) -sentences to support understanding of adverbials of manner (G) to depict sensitive and specific detail **Teach + Practise** -advancing action across sentences and paragraphs using: conjunctions, adverbials, passage	before and after as conjunctions and prepositions (G) - Manipulate sentence structures for cohesion, emphasis and impact. (G) -Fronted adverbials of time, place and manner (G) -Commas after fronted adverbials (P) -Commas for clarity (P) -Colon for more detail: to mark -independent clause (P) -Semi-colon for list (P) -Brackets and commas to indicate parenthesis (P) -Relative clauses (G) -Group related material in a paragraph (C) -Sub-headings and titles (C) -Pronouns across sentences and paragraphs for cohesion(G) -Synonyms for	when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) - Manipulate sentence structures for cohesion, emphasis and impact. (G) -Fronted adverbials of time, place and manner (G) -Commas after fronted adverbials (P) -Brackets, commas and dashes for parenthesis (P) -Commas for clarity (P) -Colon and semi-colon for independent clause (P) -Semi-colon for list -apostrophes for possession and contraction (if informal) -possessive pronouns (G) -present perfect e.g. he has tried..) (G)	cohesion (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) -Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) - Manipulate sentence structures for cohesion, emphasis and impact. (G) -Fronted adverbials of time, place and manner (G) -Brackets, commas and dashes for parenthesis (P) Commas for clarity (P) -Colon and semi-colon for independent clause (P) -Semi-colon for list -Apostrophes for possession (P) -Possessive pronouns (G)	-Relative clauses(G) -Pronouns across sentences and paragraphs for cohesion (G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) -Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) - Manipulate sentence structures for cohesion, emphasis and impact. (G) -Fronted adverbials of time, place and manner (G) -Brackets, commas and dashes for parenthesis (P) -Commas for clarity (P) -Semi-colon for list -Apostrophes for possession (P) -Possessive	

repetition of a word or a phrase, ellipsis -dialogue for advancing action **Apply** Paragraph/s depicting character motivation, setting detail of place, weather and atmosphere	of time techniques **Apply** Extended narrative to present beginning/build up/dilemma/resolution/ending	repetition (S) **Teach + Practise** -Causal conjunctions to develop explanation: because, since, so therefore, as a result, thus, even though, for this reason, as -Semi-colon to mark independent clause (P) -Understand how hyphens can be used to avoid ambiguity - Deliberately manipulate active and passive voice to emphasise information and control viewpoint. -Orally rehearse select vocabulary precisely and deliberately. **Apply** Developed explanation of the processes/ context in paragraph/s as a cohesive layout	**Teach + Practise** •Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing - Deliberately manipulate active and passive voice to emphasise information and control viewpoint. **Apply** Formal or informal letter to execute relevant skills	**Teach + Practise** -Use of the semi-colon, dash and colon to indicate a stronger subdivision of a sentence than a comma •Conjunctive adverbs: after all, as a result, consequently, finally, for example, furthermore, hence however, in addition, in fact incidentally, indeed, instead likewise, meanwhile, on the contrary, on the other hand, otherwise, still, therefore thus -Use the passive to affect the presentation of information in a sentence -Orally practise constructing balanced and well-	pronouns (G) -Use the semi- colon, colon and dash to mark the boundary between independent clauses **Teach + Practise** -Use the colon to introduce a list and use of semi- colons within lists -Use the passive to affect the presentation of information in a sentence **Apply** Present information around a topic in an ambitious layout	

				reasoned arguments. **Apply** Extended piece with paragraphs around a supporting view		
Presentation should be focused on throughout every teaching sequence. *Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught*						

Year 6 Writing progression (Summer)

- **Spelling to be taught in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf**

- **Technical grammatical terms used in the programmes of study for English are referenced in the glossary in English programmes of study: key stages 1 and 2**

Su1 – Week 1 & 2	Su1 – Week 3 & 4	Su2 – Week 1 & 2	Su2 – Week 3 & 4	Su2 – Week 5 & 6	Su2 – Week 7 & 8
Purpose/Genre: Entertain- character dialogue **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Relative clauses(G) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) -Use subordinating conjunctions: when, who, where, while what. if, that, because, although until (G)	**Purpose/Genre:** Entertain- narrative (short story) **Key Skills:** **Revisit + Practise** -Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) -Relative clauses(G) -Commas for parentheses (P) -Pronouns across sentences and paragraphs for cohesion (G) -Commas to show parenthesis (P) -Commas for clarity (P)	**Purpose/Genre:** Persuade- leaflet **Key Skills:** **Revisit + Practise** -Use expanded noun phrases to convey complicated information concisely (G) -Relative clauses(G) -Commas for parentheses (P) -Pronouns across sentences and paragraphs for cohesion (G) -Commas to show parenthesis (P) -Commas for clarity (P) -Colon and semi-colon for independent clauses (P)	**Purpose/Genre:** Inform- newspaper article *based on current factual events, not fiction **Key Skills:** **Revisit + Practise** •-Use expanded noun phrases to convey complicated information concisely (G) -Relative clauses(G) -Commas for parentheses (P) -Pronouns across sentences and paragraphs for cohesion (G) -Commas to show parenthesis (P) -Commas for clarity (P) -Colon and semi-colon	**Purpose/Genre**: Entertain – Poetry (Imagery – simile, word play, rhyme, metaphor) **Key Skills:** **Revisit + Practise** -Use expanded noun phrases to convey complicated information concisely (G) -Semi-colons for list (P) -Rich vocabulary (C) **Teach + Practise** -Effective similes and personification and metaphor **Apply** Organise a stanza/s	**Purpose/Genre:** Persuade- letter (to year group coming up) **Key Skills:** **Revisit + Practise** -Use expanded noun phrases to convey complicated information concisely (G) -Relative clauses(G) -Commas for parentheses (P) -Pronouns across sentences and paragraphs for cohesion (G) -Commas to show parenthesis (P) -Commas for clarity (P) -Colon and semi-colon

=Manipulate sentence structures for cohesion, emphasis and impact. (G) -Pronouns across sentences and dialogue for cohesion (G) -Commas, brackets and dashes to show parenthesis (P) -Commas for clarity (P) -Colon and semi-colon to mark independent clauses (P) -Apostrophes for possession and contraction (P) -Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs such as might, should, will, must -Present perfect (G) -Passive (G) **Teach + Practise** -Effective punctuation for effect and meaning within inverted commas: exclamation marks, question marks, ellipsis, commas, semi-colon and colon -Present progressive (G)	-Colon and semi-colon for independent clauses (P) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) -Use subordinating -subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) -before and after as conjunctions and prepositions (G) - Manipulate sentence structures for cohesion, emphasis and impact. (G) -adverbials of time, place and manner (G) -Colon and semi-colon to mark independent clauses (P) -sentences to support understanding of adverbials of manner (G) to depict sensitive and specific detail -inverted commas (P) **Teach + Practise** -advancing action across	-Use coordinating conjunctions (and/so/but/or/ for/nor/yet) -Use subordinating subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) -before and after as conjunctions and prepositions (G) -adverbials of time, place and manner (G) - Manipulate sentence structures for cohesion, emphasis and impact. (G) -Colon and semi-colon to mark independent clauses (P) -apostrophes for possession and contraction -possessive pronouns -imperative verbs (G) -sub-headings, headings and bullet points (C) -Passive (G) **Teach + Practise** -Subjunctive (G) - Choose active or	for independent clauses (P) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) -Use subordinating conjunctions: when, where, who, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) - Manipulate sentence structures for cohesion, emphasis and impact. (G) -Fronted adverbials of time, place, number and manner which is context specific (G) -Commas after fronted adverbials (P) -Indicate degrees of possibility using modal verbs such as might, should, will, must -Commas for clarity (P) -Commas to indicate parenthesis (P) -Group related material in a paragraph (C) -Sub-headings and headline	around a theme	for independent clauses (P) -Use coordinating conjunctions (and/so/but/or/ for/nor/yet) -Use subordinating -subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) -before and after as conjunctions and prepositions (G) - Manipulate sentence structures for cohesion, emphasis and impact. (G) -adverbials of time, place and manner (G) -Colon and semi-colon to mark independent clauses (P) -apostrophes for possession and contraction -possessive pronouns -imperative verbs (G) -sub-headings, headings and bullet points (C) -punctuation for effect: question marks/ exclamation marks/ ellipsis/ dashes for

-Advancing action in dialogue (C) **Apply** Developed dialogue executing technical punctuation skills	sentences and paragraphs using: conjunctions, adverbials, passage of time techniques and repetition -past progressive (G) -Orally rehearse select vocabulary precisely and deliberately. **Apply** Extended narrative to present beginning/build up/dilemma/resolution/ending	passive voice confidently and independently to achieve specific effects. -Effective punctuation for effect: exclamation marks, question marks (rhetorical questions), ellipsis, commas, semi-colon, colon (P) -Rule of 3 for description (G) -Hyphens to avoid ambiguity (P) -Orally rehearse using rhetorical devices, such as rhetorical questions, repetition and the rule of three, effectively to engage and persuade an audience. **Apply** Short or extended paragraphs based on themed content	-Perfect and passive tense (G) **Teach + Practise** -Inverted triangle structure with 5 Ws: what, where, when, who, why -Group related material (C) **Apply** -Short newspaper article documenting non- fiction events Have they manipulated sentence structures confidently for cohesion, emphasis and impact?		parenthesis -Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs such as might, should, will, must -Present perfect (G) **Teach + Practise** -Range of punctuation for meaning and effect - Manipulate sentence structures for cohesion, emphasis and impact. (G) -Range of tenses (G) - Choose active or passive voice confidently and independently to achieve specific effects. **Apply** Informal letter format with content related paragraphs

Presentation should be focused on throughout every teaching sequence.

Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught

Writing Framework July 2025. Exemplification Sentences	• The enraged giant chased Jack down the gigantic beanstalk. (active) • Jack was chased down the gigantic beanstalk by the enraged giant.(passive) • Having prowled through the garden all night, the cat finally settled beside the fire, waiting for his owner, who

Expected End of Year 6	was long overdue. Teachers support children to manipulate sentence structures confidently for cohesion, emphasis and impact. Children can use a wide repertoire of sentence structures including: passive constructions, multiple clauses and deliberate sentence fragments for effect where appropriate.

Appendices

Writing Fluency indicators for Key Stage 1	
End of Reception	• Forms most letters correctly • Writes simple captions • Encodes taught sounds • Says sentence before writing
End of Year 1	• Writes a simple sentence independently • Uses capital letters and full stops consistently • Can write dictated sentence accurately
End of Year 2	• Writes several linked sentences • Coordinates ideas with conjunctions • Writes increasingly automatically

Editing Progression	
Reception	Reread orally
Year 1	Check capital letters/full stops
Year 2	Check sentence demarcation
Year 3	Improve vocabulary
Year 4	Improve cohesion
Year 5	Revise for audience
Year 6	Evaluate effect and precision