



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Purpose and Impact	<p>Arrange writing from left to right</p> <p>Add detail orally to a story or event</p> <p>Talk about a part of a story/event that is interesting</p> <p>Write labels and lists</p>	<p>Form short narratives/retell short recounts.</p> <p>Use relevant words about a topic or story.</p> <p>Know the purpose and forms of some simple writing: message, label invitation.</p>	<p>Ideas are suitable for a narrative and some non-fiction: recount, non-chronological report, instructions.</p> <p>Main features of text are included.</p>	<p>Develop multiple ideas in a story or enriching with descriptive detail.</p> <p>Develop multiple ideas in non-fiction (instructions, reports, non-chronological reports, explanations and persuasive texts) that are factual precise.</p> <p>Maintain main features of text type.</p> <p>Content makes sense throughout the piece.</p>	<p>Include all features of genre: narrative, plays, poetry, recount/newspaper report, instructions, explanations, persuasive texts and non-chronological reports.</p> <p>Create narratives that create intrigue and non-fiction which is detailed.</p> <p>Point of view is maintained throughout the work.</p>	<p>Have developed ideas in both fiction and non-fiction.</p> <p>Point of view is clear and controlled with some elaboration.</p> <p>Execute a text type by including or adapting all features when required.</p> <p>Create more complicated narratives: flashbacks, parody, and parallel plot.</p> <p>And controlled non-fiction.</p>	<p>Manipulates reader through the telling of a narrative eg uses humour or controls the direction of a non-fiction eg persuasive devices.</p> <p>Convey a convincing viewpoint.</p> <p>Choose a style/genre features to maintain readers interest.</p> <p>Adapt well-known genres to create a different effect.</p>
Structure and shape	<p>Include characters names in fiction and basic topic words in non-fiction</p>	<p>Use storytelling language.</p> <p>Order some events.</p> <p>Repeat key words to show meaning.</p>	<p>Enough information is given to interest the reader.</p> <p>Group ideas together.</p> <p>Use line breaks, subheadings or numbers to show new ideas.</p>	<p>Begin to write in paragraphs. Use headings and subheadings. Use strategies to create flow. Have clear openings and closings.</p>	<p>Ensure writing has a clear beginning, middle and ending.</p> <p>Use paragraphs to structure writing.</p>	<p>Organise narrative with pace and non-fiction with supporting evidence.</p> <p>Use devices within paragraphs to build cohesion.</p> <p>Link ideas across paragraphs.</p> <p>Start new paragraphs to</p>	<p>Navigate a reader through a text in a logical, chronological way or subvert this.</p> <p>Link ideas across paragraphs using a wider range of devices eg ellipses as a cliffhanger, repetition of a word or phrase.</p>

						show changes in: time, place, person or event.	Apply paragraphs across the whole text. Use a range of layout devices eg headings, subheadings, bullet points, tables, columns.
Planning, drafting and editing.	Think of, say and write a simple sentence.	Compose a sentence orally before writing it. Re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils	Plan what they are going to write about by writing down key ideas or saying out loud. Evaluate their writing with the teacher and other pupils. Re-read to check that their writing makes sense and to check for errors in spelling, grammar and punctuation	Write down ideas on a plan suited to the structure of text type. Assess the effectiveness of their own and others' writing and suggest improvements. Proofread for spelling, grammar and punctuation errors	Write down ideas on a plan suited to the structure of text type. Assess the effectiveness of their own and others' writing and suggest improvements. Proofread for spelling, grammar and punctuation errors	Develop initial ideas on own plan, drawing on reading and research where necessary. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing	Develop initial ideas on own plan, drawing on reading and research where necessary. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing

						between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors.	between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors.
Vocabulary	Use words from Jane Considine's Yellow Ambitious Words list.	Use words from Jane Considine's Blue Ambitious Words list.	Use words from Jane Considine's Purple Ambitious Words list.	Use words from Jane Considine's Red Ambitious Words list. Develop vocabulary through Word of the week.	Use words from Jane Considine's Orange Ambitious Words list. Develop vocabulary through Word of the week.	Use words from Jane Considine's Green Ambitious Words list. Develop vocabulary through Word of the day.	Use words from Jane Considine's Pink Ambitious Words list. Develop vocabulary through Word of the day.
Writerly Techniques	Add onomatopoeic sounds to pictures.	Use onomatopoeia and alliteration.	Use rhyme and repetition.	Use repetition and similes formed using like.	Use a metaphor. Use as to build a simile.	Use pathetic fallacy. Use pun.	Use personification and symbolism.