



# Writing

## Knowledge Progression

**We want our children to learn more and remember more. This is how our children's writing knowledge builds from Year 2 to Year 6.**

In order for pupils to become confident and effective writers, they need to have acquired a secure knowledge of grammatical structure and application (see Grammar Knowledge Progression). We want our children to experience a wide range of high-quality fiction and non-fiction texts that are engaging, creative and promote a long-lasting love of writing. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style of writing for a range of contexts, purposes and audiences. We believe that the knowledge taught within writing lessons is essential for all children to speak and write fluently as writing underpins the work undertaken in all areas of the curriculum and will support children with their further education and within our rapidly developing and ever-changing society.

The progression plan will inform planning to ensure that learning is built within the lesson sequence, within the unit, within the year and over time.

We want our children to develop a lifelong love of writing and use secure knowledge of grammatical structure to move from being a novice to becoming an accomplished writer.

### **National Curriculum KS2**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language.

The National curriculum for writing aims to ensure that all pupils:

- plan their writing by taking account of structure, vocabulary and grammar
- Identify the audience and purpose of writing
- discuss and record ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - Use paragraphs effectively
  - in non-narrative material, using organisational devices to structure text and to guide the reader
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing

## **Writing purposes**

### **Writing to entertain**

The purpose of narrative can be defined simply as to tell a story. However, that does not convey the many purposes of stories and the way that they work at different levels. The purpose of a narrator is to make the listener or reader respond in a particular way. Stories are written or told to entertain and enthrall an audience. Stories can make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the things around us and take us beyond our own experience.

### **Writing to inform**

#### **Instructional/procedural texts**

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

The purpose is to ensure something is done effectively and /or correctly with a successful outcome for participants.

#### **Exploratory texts**

Explanatory texts generally go beyond simple 'description' in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how and why. Although some children's dictionaries do include an encyclopaedia-like explanation, others are inaccurately categorised as explanation texts when they simply define a word's meaning.

The purpose is to explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is or how something works.

#### **Report texts**

Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense.

The purpose of a report is to provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.

#### **Recount texts**

Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.

The purpose is to provide an accurate account of events.

**Writing to persuade**

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving images and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

The purpose of writing to persuade is to argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

**Writing to discuss**

Discussion texts are not limited to controversial issues but polarised views are generally used to teach this text type as this makes it easier to teach children how to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. Like all text types, discussion texts vary widely and elements of discussion writing are often found within other text types.

The purpose of writing to discuss is to present a reasoned and balanced overview of an issue or controversial topic. It usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.

| Area of Study                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 2                                                                                                                                                                                                                                                                                                                                          | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 4                                                                                                                                                                                                                                                                                                                                                                                 | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Key features</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Writing to entertain</b></p> <p>Stories set in historical contexts<br/>                     Fairy tales<br/>                     Myths and Legends<br/>                     Stories set in fantasy worlds<br/>                     Stories from different cultures<br/>                     Adventure stories<br/>                     Stories with morals<br/>                     Science fiction stories<br/>                     Stories told as play scripts</p> | <p>Know that narratives and retellings are told/ written in first or third person</p> <p>Know that narratives and retellings are told/ written in past tense</p> <p>Know that events are sequenced to create texts that make sense</p> <p>Know that simple narratives use typical characters, settings and events whether imagined or real.</p> | <p>Know that narratives and retellings are written in first or third person.</p> <p>Know that narratives and retellings are written in past tense</p> <p>Know that events are sequenced to create chronological plots and starting to use adverbials and prepositions to demonstrate this</p> <p>Know that descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</p> | <p>Know that narratives and retellings are written in the past tense, occasionally these are told in the present tense.</p> <p>Know that events are sequenced to create chronology through the use of adverbials and prepositions</p> <p>Know that descriptions, including those of settings, are developed through the use of stacking adverbials, e.g. in the deep dark woods...</p> | <p>Know that narratives and retellings are starting to be written in past tense and present tense.</p> <p>Know that narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions.</p> <p>Know that descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language</p> | <p>Know that narratives and retellings are confidently written in both past tense and present tense.</p> <p>Know that narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of a variety of higher-level adverbials and prepositions</p> <p>Know that descriptions of characters, setting, and atmosphere are developed through precise and higher-level vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language and suspense</p> |

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|  | Know that language choices help create realistic sounding narratives. | Know that dialogue begins to be used to convey characters' thoughts and to move the narrative forward<br><br>Know that language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns | Know that dialogue is used to convey characters' thoughts and to move the narrative forward<br><br>Know that language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns and pronouns, expressive verbs and synonyms to stop repetition | Know that dialogue is used to convey characters' thoughts and feelings to move the narrative forward | Know that dialogue is used to convey characters' thoughts and feelings to move the narrative forward and build suspense |
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**Key features**

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| <p><b>Writing to inform (instructional/ procedure texts)</b></p> <p>How to make a salad- year 3</p> <p><b>Other types of instructions</b><br/>Writing rules for behaviour<br/>Timetables<br/>Technical manuals</p> |  | <p>Know how to start by defining the goal or desired outcome in a way that appeals to the reader.</p> <p>Know how to list any material or equipment needed, in order.</p> <p>Know how to provide simple, clear instructions.<br/>Know how to write in chronological order If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal.</p> <p>Know that diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.)</p> <p>Know how to write a final evaluative statement that can be used to wrap up the process.</p> |  |  |  |
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**Key features**

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| <p><b>Writing to inform (exploration texts)</b></p> |  |  | <p>Know how to write a general question to introduce a dilemma</p> <p>Know how to explain in a clear and informal way what steps the</p> | <p>Know how to write a general statement to introduce the topic being explained. E.g. In the winter some animals hibernate.</p> |  |
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| <p>Agony Aunt question and answer article- year 4<br/>An encyclopaedia entry about automata's- year 5</p> <p><b>Other types of explanations-</b><br/>Technical manuals<br/>Science write-ups</p> |  |  | <p>reader should take to overcome their problem</p> | <p>Know how to explain the history and background information of topic</p> <p>Know that the steps or phases in a process are explained logically, in order.</p> |  |
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| <p><b>Writing to inform (report texts)</b></p> <p>Describing a volcano/earthquake- year 3</p> <p><b>Other types of reports</b><br/>Tourist guide books<br/>Information leaflets</p> |  | <p>Know that non-chronological reports have a logical structure.</p> <p>Know that they tend to group information, often moving from general to more specific detail and examples or elaborations.</p> <p>Know how to write an opening statement, often a general classification (Sparrows are birds);</p> <p>Know that an opening statement is sometimes followed by a more detailed or technical classification (Their Latin name is...);</p> <p>Know how to write a description of the subject of the report, e.g. it's qualities, it's parts and their functions.</p> |  |  |  |
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| <p><b>Writing to inform (recounts)</b></p> <p>Magazine article- year 4<br/>Newspaper reports- year 5</p> <p><b>Other types of recounts</b><br/>Letters and postcards</p> |  |  | <p>Know how to write an introductory paragraph including the 5w's for the special person</p> <p>Know how to write an account of events that took place for the special person</p> |  | <p>Know how to write an introductory paragraph including the 5 w's for the event</p> <p>Know how to write the account of the events that took place</p> <p>Know how to write in chronological order detailing the event that took place</p> |
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| Journals<br>Biographies and autobiographies |  |  | <p>Know how to write in chronological order detailing the achievements in their life</p> <p>Know how to include some additional detail about the special person</p> <p>Know how to write a closing paragraph concluding the special persons achievements</p> <p>Know how to write in an informal manner</p> |  | <p>Know how to include additional detail- eye witness direct/indirect (reported) speech</p> <p>Know how to write a closing paragraph re-capping the events/stating what could happen next</p> <p>Know how to write in a formal manner</p> <p>Know how flashbacks can be used to move the focus backwards and forwards in time</p> |
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| <p><b>Writing to persuade (persuasive texts)</b></p> <p>Poster- year 3<br/>A job CV- year 4<br/>Leaflet- year 5<br/>Letter- year 6</p> <p><b>Other types of persuasion</b></p> <p>Book reviews<br/>Tourist brochure<br/>Pamphlets</p> |  | <p>Know how to write an opening statement that sums up the viewpoint being presented on a poster</p> <p>To know that facts will support a viewpoint</p> <p>Know how to write attention grabbing statements with key facts that support the viewpoint</p> <p>To know that the tense may change to reflect what could happen</p> <p>To know how to write informally within a poster</p> | <p>Know how to write an opening statement that states why they are right for a job</p> <p>Know how to write a list of key skills and experience relating to the job</p> <p>Know how to write a personal statement that presents and then elaborates on the desired outcome</p> <p>Know that references can support the statement being made</p> <p>Know that a closing statement repeats and reinforces the original request</p> <p>To know how to write formally within a job CV</p> | <p>Know how to write an opening paragraph that sums up the viewpoint being presented in a leaflet</p> <p>Know how to list the key attributes of a significant person.</p> <p>Know how to write a detailed paragraph that expands on one point by including facts and evidence to support their viewpoint</p> <p>Know that a closing statement repeats and reinforces the original viewpoint</p> <p>To know that write informally within a leaflet</p> | <p>Know how to write an opening paragraph that sums up the viewpoint being presented in a letter</p> <p>Know how to present evidence in a persuasive manner to support their view point.</p> <p>Know how to write a detailed paragraph that expands on more than one point by including facts and evidence to support their viewpoint</p> <p>Know that a closing paragraph repeats and uses emotive language to reinforces the original viewpoint</p> <p>To know how to write formally within a letter</p> |
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| <p><b>Writing to discuss (Discussion texts)</b></p> <p>Write up a debate- year 5</p> |  |  |  | <p>Know how to plan and take part in a debate for one viewpoint and take on board views from the opposing side</p> <p>Know how to write formally to express both view points</p> | <p>Know how to identify two different viewpoints and develop support facts for both sides</p> <p>Know how to write informally to express both view points</p> |
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| <p>Writing an essay giving opinions about a character- Year 6</p> <p><b>Other types of discussion</b><br/> Leaflets giving a balanced argument<br/> Letters discussing different viewpoints</p> |  |  |  | <p>Know how to write an opening paragraph of the issues involved and a preview of the main arguments</p> <p>Know how to write arguments for, with supporting evidence/examples;</p> <p>Know how to write arguments against or alternative views, with supporting evidence/examples.</p> <p>Know how to write arguments 'for' and 'against' in separate paragraphs</p> <p>Know how to write a conclusion and a statement of recommendation</p> <p>Know how to express their own personal view in the conclusion</p> | <p>Know how to write an opening paragraph of the issues involved and a preview of the main arguments</p> <p>Know how to write detailed and emotive arguments for, with supporting evidence/examples;</p> <p>Know how to write detailed and emotive arguments against or alternative views, with supporting evidence/examples.</p> <p>Know how to write contrasting arguments within the same paragraph</p> <p>Know how to write a conclusion and a statement of recommendation</p> <p>Know that the conclusion may develop one particular viewpoint and be able to back this up with evidence/examples previously stated</p> |
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