

Year 3 Text Genres:

George's Marvellous Medicine narrative, informal letters/postcards linked to When the Giant Stirred, Stone Age Boy narrative and setting descriptions, Tadeo Jones 1st person diary entry, persuasive letter linked to The Lorax, non-fiction reports on snakes, Greek myth news reports

Year 4 Text Genres:

Escape from Pompeii narrative, Roman Gods non-chronological report, Sword in the Stone narrative, The Day the Crayons Quit persuasive letter, spy stories, Sutton Hoo news report, The Flood narrative, the water cycle non-chronological reports, The Greta Kapok Tree diary, animal fact-files, instructions, poetry



	Context for Writing	Planning	Drafting	Editing	Performing
By the end of Lower Key Stage 2, we would expect pupils to demonstrate these skills.	I can: <ul style="list-style-type: none"> discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar 	I can: <ul style="list-style-type: none"> discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	I can: <ul style="list-style-type: none"> organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings) 	I can: <ul style="list-style-type: none"> assess the effectiveness of my own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors 	I can: <ul style="list-style-type: none"> read my 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.

Progression in Writing skills at Banks Lane Junior School

Aims of the KS2 Writing National Curriculum:

<p>In LKS2 pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 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 	<p>In UKS2 pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
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	Context for Writing	Planning	Drafting	Editing	Performing
By the end of Upper Key Stage 2, we would expect pupils to demonstrate these skills.	I can: <ul style="list-style-type: none"> identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed 	I can: <ul style="list-style-type: none"> note and develop initial ideas, drawing on reading and research where necessary use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes 	I can: <ul style="list-style-type: none"> select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action precise longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader 	I can: <ul style="list-style-type: none"> assess the effectiveness of my 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 	I can: <ul style="list-style-type: none"> perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Year 6 Text Genres:

Diary entry linked to Malorie Blackman's Cloudbusting, explanation for the Journey of a River, Pandora non-chronological report, WW2 evacuee informal letter, WW2 formal letter, narrative linked to Dunkirk, persuasive adverts, discussion texts, poetry, biographies, non-chronological reports on America

Year 5 Text Genres:

Science fiction narrative, Children in Need persuasive letters, Firework Maker's Daughter narrative, Viking sagas, Viking diaries, Viking news reports, character descriptions, life cycles non-chronological reports, narrative linked to The Piano, explanation texts, poetry

