



Fir Tree Junior School

Curriculum Knowledge and Skills Progression

Writing: Fiction & Poetry

	Y3	Y4	Y5	Y6
Stories	Listen to, read and discuss a range of adventure stories and retell some orally Discuss words and phrases that capture the reader's imagination Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Identify main ideas and summarising Discuss adventure stories similar to that which they are planning to write Discuss and record ideas in advance of writing Compose and rehearse sentences orally (including dialogue) building a varied and rich vocabulary Increase range of sentence structures Create settings, character and plot Use a wider range of conjunctions (when, if, because, although, etc.) Select nouns and pronouns for clarity and cohesion Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Adverbs and prepositions to express time and cause (meanwhile, after a	Listen to, read and discuss a range of adventure stories and retell some orally Identify themes and conventions Discuss words and phrases that capture the reader's interest and imagination Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Identify main ideas and summarising Discuss how language, vocabulary, structure, and presentation contribute to meaning Discuss adventure stories similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas in advance of writing Compose and rehearse sentences orally (including dialogue) building a varied and rich vocabulary Increase range of sentence structures Organise paragraphs around a theme Create settings, character and plot Use a wider range of conjunctions (when, if, because, although, etc.) As appropriate, using the present perfect form of verbs in contrast to the past tense Select nouns and pronouns for clarity and cohesion	Reading and discuss and increasingly wide range of adventure stories, including different structures and for a range of purposes Recommend adventure stories, giving reasons for their choices Make comparisons with and across books Ask questions to improve understanding Explore meanings of words in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identify how language, structure and presentation contribute to meaning Identify audience and purpose for writing Note and develop initial ideas, drawing on reading and research where necessary Consider how authors have developed characters and settings Describe settings, characters and atmospheres and integrating dialogue to convey character and advance the action Use a range of devices to build cohesion within and across paragraphs: adverbials of time, place and number Select appropriate grammar and vocabulary, giving attention to enhancing meaning Using expanded noun phrases to convey complicated information concisely Use relative clauses	Reading and discuss and increasingly wide range of adventure stories, including different structures and for a range of purposes Recommend adventure stories, giving reasons for their choices Identify and discuss themes and conventions across a wide range of writing Make comparisons with and across books Ask questions to improve understanding Explore meanings of words in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language considering the impact on the reader Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own Note and develop initial ideas, drawing on reading and research where necessary Consider how authors have developed characters and settings from what has been read, listened to or seen performed. Describe settings, characters and atmospheres and integrating dialogue to convey character and advance the action Use a range of devices to build cohesion within and across paragraphs: adverbials of time, place and number Select appropriate grammar and vocabulary, giving attention to enhancing meaning

	while, with, before, until, onto, etc.) Using fronted adverbials (later that day, all of a sudden, completely exhausted) Use commas after fronted adverbials Evaluate own writing by suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Adverbs and prepositions to express time and cause (meanwhile, after a while, with, before, until, onto, etc.) Using fronted adverbials (later that day, all of a sudden, completely exhausted) Using and punctuating direct speech Use commas after fronted adverbials Evaluate own and other's writing by suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns Proof-read for spelling and punctuation errors Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear	As appropriate, question tags As appropriate: commas to clarify meaning; bracket, dashes or commas to indicate parenthesis, semi-colons, colons or dashes to mark boundaries between independent clauses Evaluate how effective their own writing is Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure consistent and correct use of tense throughout Ensure appropriate register for writing Proof-read for spelling and punctuation errors	Using the perfect form of verbs to mark relationships of time and cause Using expanded noun phrases to convey complicated information concisely Use relative clauses As appropriate, question tags As appropriate: commas to clarify meaning; hyphens to avoid ambiguity; bracket, dashes or commas to indicate parenthesis, semi-colons, colons or dashes to mark boundaries between independent clauses Evaluate how effective their own and others' writing is Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure consistent and correct use of tense throughout Ensure appropriate register for writing Proof-read for spelling and punctuation errors
Poetry	Discuss writing (forms of poems) similar to that which they are planning to write Discussing and recording ideas Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures Organising paragraphs (verses) around a theme Assessing the effectiveness of their own and others' writing and suggesting improvements Read aloud their own writing (poem), to a group or the whole	Discuss writing (forms of poems) similar to that which they are planning to write Discussing and recording ideas Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures Organising paragraphs (verses) around a theme Assessing the effectiveness of their own and others' writing and suggesting improvements Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Use a wider range of conjunctions	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 Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors Perform their own compositions, using	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 Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

	class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Use a wider range of conjunctions Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect) Indicate possession by using the possessive apostrophe with plural nouns Paragraphs (verses) as a way to group related material	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect) Indicate possession by using the possessive apostrophe with plural nouns Paragraphs (verses) as a way to group related material	appropriate intonation, volume, and movement so that meaning is clear Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Indicate grammatical and other features (as appropriate) by using commas to clarify meaning or avoid ambiguity in writing, using hyphens to avoid ambiguity, using brackets, dashes or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list Layout devices	Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Indicate grammatical and other features (as appropriate) by using commas to clarify meaning or avoid ambiguity in writing, using hyphens to avoid ambiguity, using brackets, dashes or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list Layout devices
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