



**Fir Tree Junior School**  
**Curriculum Knowledge and Skills Progression**  
**Writing: Non-Fiction**

|                              | Y3                                                                                                             | Y4                                                                                                             | Y5                                                                                                                                                                                                     | Y6                                                                                                                                                                                                     |
|------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Instructional writing</b> | Read and discuss a variety of instructions that are structured in different ways and have different purposes   | Read and discuss a variety of instructions that are structured in different ways and have different purposes   | Read and discuss a wider range of instructions with different structures and purposes                                                                                                                  | Read and discuss a wider range of instructions with different structures and purposes                                                                                                                  |
|                              | Ask questions to develop understanding                                                                         | Explore and discuss vocabulary and grammar used                                                                | Recommend instructions, giving reasons for their choices                                                                                                                                               | Recommend instructions, giving reasons for their choices                                                                                                                                               |
|                              | Discuss and record ideas in advance of writing                                                                 | Ask questions to develop understanding                                                                         | Compare instructions: This one has... so that..., but this one doesn't... because...                                                                                                                   | Compare instructions: This one has... so that..., but this one doesn't... because...                                                                                                                   |
|                              | Increase range of sentence structures                                                                          | Discuss how language, structure and presentation support meaning                                               | Identify how language, structure and presentation contribute to meaning                                                                                                                                | Identify how language, structure and presentation contribute to meaning                                                                                                                                |
|                              | Use a wider range of conjunctions to explain (when, if, because, although, etc.)                               | Discuss and record ideas in advance of writing                                                                 | Note initial ideas                                                                                                                                                                                     | Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own                                                                      |
|                              | Select nouns and pronouns for clarity and cohesion                                                             | Increase range of sentence structures                                                                          | Select appropriate grammar and vocabulary, giving attention to enhancing meaning                                                                                                                       | Note initial ideas                                                                                                                                                                                     |
|                              | Adverbs and prepositions to express time and cause (meanwhile, after a while, with, before, until, onto, etc.) | Use a wider range of conjunctions to explain (when, if, because, although, etc.)                               | Use modal verbs or adverbs to indicate degrees of possibility (you could..., this will certainly...)                                                                                                   | Select appropriate grammar and vocabulary, giving attention to enhancing meaning                                                                                                                       |
|                              | Use simple organisational devices such as headings and sub-headings                                            | Select nouns and pronouns for clarity and cohesion                                                             | 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 | Use modal verbs or adverbs to indicate degrees of possibility (you could..., this will certainly...)                                                                                                   |
|                              | Evaluate own writing by suggesting improvements                                                                | Adverbs and prepositions to express time and cause (meanwhile, after a while, with, before, until, onto, etc.) | Colons to introduce a list                                                                                                                                                                             | 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 |
|                              | Suggest changes to grammar and vocabulary to improve consistency                                               | Use simple organisational devices such as headings and sub-headings                                            | Punctuating bullet points consistently                                                                                                                                                                 | Colons to introduce a list                                                                                                                                                                             |
|                              | Proof-read for spelling and punctuation errors                                                                 | Evaluate own and other's writing by suggesting improvements                                                    | Using further organisational and presentational devices to structure and guide the reader: headings, bullet points, underlining could be used                                                          | Punctuating bullet points consistently                                                                                                                                                                 |
|                              | Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear            | Suggest changes to grammar and vocabulary to improve consistency                                               | Evaluate how effective their own writing is                                                                                                                                                            | Using further organisational and presentational devices to structure and guide the reader: headings, bullet points, underlining could be used                                                          |
|                              |                                                                                                                | Proof-read for spelling and punctuation errors                                                                 | Propose changes to vocabulary, grammar and punctuation to clarify meaning                                                                                                                              | Evaluate how effective their own and others' writing is                                                                                                                                                |

|                   |                                     |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------|-------------------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Discussion</b> | Text to be studied in Years 5 and 6 | Text to be studied in Years 5 and 6 | <p>Listen to what others have to say</p> <p>Ask questions to develop understanding</p> <p>Orally summarise key points</p> <p>Discuss how language, structure and presentation support meaning</p> <p>Discuss and record ideas in advance of writing</p> <p>Increase range of sentence structures</p> <p>As appropriate: use the present perfect form of verbs; fronted adverbials; conjunctions, adverbs and prepositions to express time and cause</p> <p>Organise paragraphs around a theme</p> <p>Use a wider range of conjunctions to explain (when, if, because, although)</p> <p>Select nouns and pronouns for clarity and cohesion</p> <p>Use simple organisational devices such as headings and sub-headings</p> <p>Evaluate own writing by suggesting improvements</p> <p>Suggest changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear</p> | <p>Continue to read and discuss a wide range</p> <p>Summarise main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identify how language structure and presentation contribute to meaning</p> <p>Distinguish between statements of fact and opinion</p> <p>In discussion build on their own and others' ideas and challenge views courteously and provide reasoned justifications for their views</p> <p>Explain and discuss what they have read</p> <p>Identify audience and purpose for writing, selecting the appropriate form</p> <p>Note initial ideas, drawing on reading and research where necessary</p> <p>Select appropriate grammar and vocabulary, giving attention to enhancing meaning</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>As appropriate: modal verbs or adverbs to indicate degrees of possibility; the perfect form of verbs to mark relationship of time and cause; expanded noun phrases to convey complicated information concisely; relative clauses</p> <p>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</p> <p>Using further organisational and presentational devices to structure and guide the reader: headings, bullet points, underlining could be used</p> <p>Evaluate how effective their own writing is</p> <p>Propose changes to vocabulary, grammar and punctuation to clarify meaning</p> |
|                   |                                     |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                   |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Ensure consistent and correct use of tense throughout</p> <p>Ensure appropriate register for writing</p> <p>Proof-read for spelling and punctuation errors</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Persuasion</b> | Text to be studied in Years 4, 5 and 6 | <p>Read and discuss a range of persuasive texts</p> <p>Explore and discuss how vocabulary and grammar capture the reader's interest/persuade</p> <p>Ask questions to develop understanding</p> <p>Draw inferences</p> <p>Discuss how language, structure and presentation are used to persuade</p> <p>Discuss and record ideas in advance of writing</p> <p>Increase range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>Use a wider range of conjunctions (when, if, because, although)</p> <p>Select nouns and pronouns for clarity and cohesion</p> <p>Use conjunctions, adverbs and prepositions to express cause</p> <p>Use simple organisational devices such as headings and sub-headings</p> <p>Evaluate own writing by suggesting improvements</p> <p>Suggest changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear</p> | <p>Read and discuss a wider range of persuasive texts</p> <p>Comment on how effective a persuasive text is, giving reasons for their choices.</p> <p>Draw inferences</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Distinguish between statements of fact and opinion</p> <p>Identify audience and purpose for writing</p> <p>Note initial ideas, drawing on reading and research where necessary</p> <p>Select appropriate grammar and vocabulary, giving attention to enhancing meaning</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>As appropriate: expanded noun phrases to convey complicated information concisely; relative clauses</p> <p>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; colons to introduce a list</p> <p>Punctuating bullet points consistently</p> <p>Using further organisational and presentational devices to structure and guide the reader: headings, bullet points, underlining could be used</p> <p>Evaluate how effective their own writing is</p> <p>Propose changes to vocabulary, grammar and punctuation to clarify meaning</p> | <p>Comment on how effective a persuasive text is, giving reasons for their choices.</p> <p>Draw inferences</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note initial ideas, drawing on reading and research where necessary</p> <p>Select appropriate grammar and vocabulary, giving attention to enhancing meaning</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>As appropriate: expanded noun phrases to convey complicated information concisely; relative clauses</p> <p>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; colons to introduce a list</p> <p>Punctuating bullet points consistently</p> <p>Using further organisational and presentational devices to structure and guide the reader: headings, bullet points, underlining could be used</p> <p>Evaluate how effective their own and others' writing is</p> |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Ensure consistent and correct use of tense throughout</p> <p>Ensure appropriate register for writing</p> <p>Proof-read for spelling and punctuation errors</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Propose changes to vocabulary, grammar and punctuation to clarify meaning</p> <p>Ensure consistent and correct use of tense throughout</p> <p>Ensure appropriate register for writing</p> <p>Proof-read for spelling and punctuation errors</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Recount</b> | <p>Read and discuss a variety of recounts</p> <p>Explore and discuss vocabulary and grammar used</p> <p>Discuss how language, structure and presentation support meaning</p> <p>Discuss and record ideas in advance of writing</p> <p>Increase range of sentence structures</p> <p>Use a range of conjunctions to explain and expand</p> <p>Select nouns and pronouns for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear</p> | <p>Read and discuss a variety of recounts</p> <p>Explore and discuss vocabulary and grammar used</p> <p>Ask questions to develop understanding</p> <p>Discuss how language, structure and presentation support meaning</p> <p>Discuss and record ideas in advance of writing</p> <p>Increase range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>Use simple organisational devices such as headings and sub-headings</p> <p>Use a wider range of conjunctions to explain and expand (when, if, because, although)</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Select nouns and pronouns for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use fronted adverbials</p> <p>Evaluate own and other's writing by suggesting improvements</p> <p>Suggest changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> | <p>Read and discuss a wider range of recounts with different structures and purposes</p> <p>Recommend and compare recounts: this one is clear because....</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Distinguish between statements of facts and opinion</p> <p>Identify audience and purpose for writing</p> <p>Note initial ideas</p> <p>Select appropriate grammar and vocabulary, giving attention to enhancing meaning</p> <p>Use a wide range of cohesive devices within and across paragraphs</p> <p>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</p> <p>Evaluate how effective their own writing is</p> <p>Propose changes to vocabulary, grammar and punctuation to clarify meaning</p> <p>Ensure consistent and correct use of tense throughout</p> <p>Ensure appropriate register for writing</p> <p>Proof-read for spelling and punctuation errors</p> | <p>Identify how language, structure and presentation contribute to meaning</p> <p>Distinguish between statements of facts and opinion</p> <p>Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note initial ideas</p> <p>Select appropriate grammar and vocabulary, giving attention to enhancing meaning</p> <p>Use a wide range of cohesive devices within and across paragraphs</p> <p>Further organisational and presentational devices to structure text and guide the reader</p> <p>Passive verbs, perfect form of verbs, expanded noun phrases, relative clauses, modal verbs and adverbs</p> <p>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</p> <p>Evaluate how effective their own and others' writing is</p> <p>Propose changes to vocabulary, grammar and punctuation to clarify meaning</p> <p>Ensure consistent and correct use of tense throughout</p> <p>Ensure appropriate register for writing</p> <p>Proof-read for spelling and punctuation errors</p> |

|                           |                                                                                                               |                                                                                                               |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                            |
|---------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           |                                                                                                               | Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear           |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                            |
| Non-chronological reports | Read and discuss a wide range of non-fiction that is structured in different ways and for a range of purposes | Read and discuss a wide range of non-fiction that is structured in different ways and for a range of purposes | Read and discuss a wider range of non-fiction and reference books with different structures and purposes                                                                                                                                       | Read and discuss a wider range of non-fiction and reference books with different structures and purposes                                                                                                                                                                   |
|                           | Explore and discuss vocabulary and grammar used                                                               | Explore and discuss vocabulary and grammar used                                                               | Compare non-fiction texts: This one has... so that..., but this one doesn't... because...                                                                                                                                                      | Recommend non-fiction texts, giving reasons for their choices: This one would be helpful for someone who....                                                                                                                                                               |
|                           | Ask questions to develop understanding                                                                        | Ask questions to develop understanding                                                                        | Identify how language, structure and presentation contribute to meaning                                                                                                                                                                        | Compare non-fiction texts: This one has... so that..., but this one doesn't... because...                                                                                                                                                                                  |
|                           | Identify how language, structure and presentation support meaning                                             | Identifying main ideas from more than one paragraph and summarising these                                     | Retrieve, record and present information from non-fiction                                                                                                                                                                                      | Identify how language, structure and presentation contribute to meaning                                                                                                                                                                                                    |
|                           | Discuss and record ideas in advance of writing                                                                | Identify how language, structure and presentation support meaning                                             | Explain and discuss their understanding of what has been read, including through formal presentations, using notes where necessary                                                                                                             | Retrieve, record and present information from non-fiction                                                                                                                                                                                                                  |
|                           | Increase range of sentence structures                                                                         | Retrieve and record information from non-fiction                                                              | Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own                                                                                                              | Explain and discuss their understanding of what has been read, including through formal presentations, using notes where necessary                                                                                                                                         |
|                           | Organise paragraphs around a theme                                                                            | Discuss and record ideas in advance of writing                                                                | Note initial ideas drawing on reading and research where necessary                                                                                                                                                                             | Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own                                                                                                                                          |
|                           | Use a wider range of conjunctions to explain (when, if, because, although, etc.)                              | Increase range of sentence structures                                                                         | Select appropriate grammar and vocabulary, giving attention to enhancing meaning                                                                                                                                                               | Note initial ideas drawing on reading and research where necessary                                                                                                                                                                                                         |
|                           | Use adverbs and prepositions to express time and cause (for example, during, because of, before, until, etc.) | Organise paragraphs around a theme                                                                            | Using a wide range of devices to build cohesion within and across paragraphs: adverbials of time, place and number (later in the year, nearby, secondly); adverbials (in contrast, as a consequence)                                           | Select appropriate grammar and vocabulary, giving attention to enhancing meaning                                                                                                                                                                                           |
|                           | Use simple organisational devices such as headings and sub-headings                                           | Use a wider range of conjunctions to explain (when, if, because, although, etc.)                              | As appropriate, relative clauses                                                                                                                                                                                                               | Precising longer passages                                                                                                                                                                                                                                                  |
|                           | Evaluate own and other's writing by suggesting improvements                                                   | Select nouns and pronouns for clarity and cohesion                                                            | As appropriate: commas to clarify meaning; bracket, dashes or commas to indicate parenthesis, semi-colons, colons or dashes to mark boundaries between independent clauses; colons to introduce a list; punctuating bullet points consistently | Using a wide range of devices to build cohesion within and across paragraphs: adverbials of time, place and number (later in the year, nearby, secondly); adverbials (in contrast, as a consequence)                                                                       |
|                           | Suggest changes to grammar and vocabulary to improve consistency                                              | Use adverbs and prepositions to express time and cause (for example, during, because of, before, until, etc.) |                                                                                                                                                                                                                                                | Use passive verbs to affect the information in a sentence                                                                                                                                                                                                                  |
|                           | Proof-read for spelling and punctuation errors                                                                | Use simple organisational devices such as headings and sub-headings                                           | Using further organisational and presentational devices to structure and guide the reader: headings, bullet points, underlining could be used                                                                                                  | As appropriate, relative clauses                                                                                                                                                                                                                                           |
|                           | Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear           | Evaluate own and other's writing by suggesting improvements                                                   | Ensure consistent and correct use of tense throughout,                                                                                                                                                                                         | 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; colons to introduce a list; punctuating bullet points consistently |
|                           |                                                                                                               | Suggest changes to grammar and vocabulary to improve consistency                                              |                                                                                                                                                                                                                                                | Using further organisational and presentational devices to structure                                                                                                                                                                                                       |
|                           |                                                                                                               | Proof-read for spelling and punctuation errors                                                                |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                            |
|                           |                                                                                                               | Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear           |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                            |

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>subject verb agreement, appropriate register for writing</p> <p>Proof-read for spelling and punctuation errors</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>and guide the reader: headings, bullet points, underlining could be used</p> <p>Evaluate how effective their own and others' writing is and propose changes to vocabulary, grammar and punctuation to clarify meaning</p> <p>Ensure consistent and correct use of tense throughout, subject verb agreement, appropriate register for writing</p> <p>Proof-read for spelling and punctuation errors</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Explanation</b> | <p>Read and discuss a variety of explanations that are structured in different ways and have different purposes (Who is this for? Why might you read this?)</p> <p>Ask questions to develop understanding</p> <p>Discuss how language, structure and presentation support meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Discuss and record ideas in advance of writing</p> <p>Increase range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>Use a wider range of conjunctions to explain (when, if, because, although, etc.)</p> <p>Select nouns and pronouns for clarity and cohesion</p> <p>Adverbs and prepositions to express time and cause</p> <p>Use simple organisational devices such as headings and sub-headings</p> <p>Read aloud with appropriate intonation controlling the tone</p> | <p>Read and discuss a variety of explanations that are structured in different ways and have different purposes (Who is this for? Why might you read this?)</p> <p>Explore and discuss vocabulary and grammar used</p> <p>Ask questions to develop understanding</p> <p>Discuss how language, structure and presentation support meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Discuss and record ideas in advance of writing</p> <p>Increase range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>Use a wider range of conjunctions to explain (when, if, because, although, etc.)</p> <p>Select nouns and pronouns for clarity and cohesion</p> <p>Adverbs and prepositions to express time and cause (meanwhile, after a while, with, before, until, onto, etc.)</p> <p>Use simple organisational devices such as headings and sub-headings</p> <p>Evaluate own and other's writing by suggesting improvements</p> | <p>Read and discuss a wider range of explanations with different structures and purposes</p> <p>Recommend explanations, giving reasons for their choices: This one is clear because...</p> <p>Compare explanations: This one has... so that..., but this one doesn't... because...</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Note initial ideas, drawing upon reading and research where necessary</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>As appropriate, relative clauses</p> <p>As appropriate: commas to clarify meaning; bracket, dashes or commas to indicate parenthesis, semi-colons, colons or dashes to mark boundaries between independent clauses; colons to introduce a list</p> <p>Using further organisational and presentational devices to structure and guide the reader: headings, bullet points, underlining could be used</p> <p>Evaluate how effective their own and others' writing is</p> <p>Ensure consistent and correct use of tense throughout</p> | <p>Read and discuss a wider range of explanations with different structures and purposes</p> <p>Recommend explanations, giving reasons for their choices: This one is clear because...</p> <p>Compare explanations: This one has... so that..., but this one doesn't... because...</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note initial ideas, drawing upon reading and research where necessary</p> <p>Select appropriate grammar and vocabulary, giving attention to enhancing meaning</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>As appropriate, passive verbs to affect the presentation of information; modal verbs or adverbs to indicate degrees of possibility</p> <p>As appropriate, relative clauses</p> <p>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; colons to introduce a list</p> |

|  |                                         |                                                                                                                                                                                                                                          |                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | and volume so that the meaning is clear | <p>Suggest changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear</p> | <p>Ensure appropriate register for writing</p> <p>Proof-read for spelling and punctuation errors</p> | <p>Using further organisational and presentational devices to structure and guide the reader: headings, bullet points, underlining could be used</p> <p>Evaluate how effective their own and others' writing is</p> <p>Propose changes to vocabulary, grammar and punctuation to clarify meaning</p> <p>Ensure consistent and correct use of tense throughout</p> <p>Ensure appropriate register for writing</p> <p>Proof-read for spelling and punctuation errors</p> |
|--|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|