

Explanation and Instruction –Component knowledge and skill progression map

Year 1

Imperative verbs
Concept of a sentence
Basic sequencing of instructions
Capital letters and end marks
Use of present tense
Question marks used to denote questions
Correct use of appropriate contextual vocabulary
Relevant headings

Year 2

As Year 1 plus:
Developed sequencing with subordinating and coordinating conjunctions to join information and give reasons
Adverbs of time to sequence and to add detail
Commas to separate items in a list
Correct use of present tense
Relevant sub-headings

Year 3

As Year 2 plus:
sequenced parts – title; instructions; equipment list.
Introduction to paragraphs as a way to group related material
Consistent correct use of present tense
Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions

Year 4

As Year 3 plus:
Cohesion through the use of nouns and pronouns
Fronted adverbials
paragraphs to organise ideas

Year 5

As Year 4 plus:
Parenthesis can be used to add additional advice
Relative clauses to add further information
Modal verbs to suggest degrees of possibility

Year 6

As Year 5 plus:
Parenthesis used to add additional advice
Sequenced parts – title; opening paragraph to introduce instructions; equipment list; closing paragraph with ‘top tip’
Cohesion through a wider variety of devices
Passive voice
Appropriate levels of formality
Advanced sequential and causal language

Narratives—Component knowledge and skills progression map

Year 1

Generic Text Structure

Simple narratives and retellings are told/ written in first or third person

simple narratives are told/ written in past tense

events are sequenced to create texts that make sense

main participants are human or animal

simple narratives use typical characters, settings and events whether imagined or real

'story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing

Retell and invent narrative

concept of a sentence

basic sequencing of sentences

capital letters and end marks

correct past tense form

written in the third person

conjunctions to join ideas

Year 2

Generic Text Structure

As Year 1, plus:

they are simply developed as either good or bad characters

language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.

Simple narrative and description

past tense and introduction to progressive past tense

adverbs of time to sequence events

adverbs for additional detail

basic noun phrases

singular possessive apostrophe

apostrophe for contraction

simple co-ordinating and subordinating conjunctions

exclamation sentences

comparable adjectives

commas to separate items in a list

verbs chosen for effect

Year 3

Generic Text Structure

As Year 2, plus:

narratives and retellings written in first or third person

narratives and retellings written in past tense, and occasionally in the present tense

events sequenced to create chronological plots through the use of adverbials and prepositions

descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...

dialogue begins to be used to convey characters' thoughts and to move the narrative forward

language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc.

Developed narrative with focus on paragraphing

conjunctions, adverbs and prepositions to sequence events or to mark changes in setting

dialogue including direct speech

past perfect tense

prepositional phrases for settings

noun phrases

verbs and adverbs chosen for effect

cohesion created, and repetition avoided through the use of nouns and pronouns

Narratives—Component knowledge and skills progression map

Year 4

Generic language structure

As Year 3, plus:

dialogue is used to convey characters' thoughts and to move the narrative forward

language choices help create realistic

sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language etc.

Developed narrative with focus on sequence

sequence organised into paragraphs using fronted adverbials to indicate changes in time or place

different orders of sequences

fronted adverbials as single words, phrases and clauses to create cohesion

expanded noun phrases

dialogue including direct speech to show character

develop characters through dialogue and action

standard forms of verb inflections used instead of local spoken forms

apostrophes for plural possession

past progressive and present perfect

Year 5

NC Objectives

Generic language structure

As Year 4, plus:

narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and preposition

descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language

Developed narrative with focus on cohesion

cohesion through a variety of devices

links within and between paragraphs with adverbials

past perfect tense to link events

action, dialogue and description used to move events forward

relative clauses with commas and dashes used for additional detail including omitted relative pronouns

modal verbs to suggest degrees of possibility

adverbs of possibility

Year 6

Generic language structure

As Year 5, plus:

assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this

Developed narrative with focus on atmosphere and shifts

cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis)

sustained register with well-rounded ending

atmosphere and mood created through effective word choice, sentence structure and literary devices

shifts in formality

past perfect tense to link events, including past perfect progressive

action, dialogue and description used to move events forward

subjunctive form to hypothesise

colons, semi-colons and dashes used to separate and link ideas

Persuasion—Component knowledge and skills progression map

Year 1

written in present tense
beginning to use rhetorical questions
some use of noun phrases

Year 2

As Year 1, plus:
written in present tense
rhetorical questions
effective use of noun phrases

Year 3

As Year 2, plus:
introduction to paragraphs as a way to group related material
express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions
use of present perfect form of verbs

Year 4

As Year 3, plus:
cohesion through choice of pronouns or nouns within and across sentences, avoiding repetition
expanded noun phrases
persuasive writing features
modal verbs to indicate degrees of possibility

Year 5

As Year 4, plus:
evaluating the contrast between formal and informal persuasive texts
cohesion through choice of techniques
expanded noun phrases
persuasive writing features
modal verbs and adverbs to position the argument
structured paragraphs linked with adverbials
commas to avoid ambiguity

Year 6

As Year 5, plus:
adapting degrees of formality and informality, inc. vocabulary choices, to suit the form of the text
passive voice
subjunctive form to hypothesise
cohesion across paragraphs using a wider range of cohesive devices including conjunctive adverbs
persuasive writing features
hyphens to avoid ambiguity

Recounts—Component knowledge and skills progression map

Year 1

Concept of a sentence
Capital letters and end marks
Correct past tense form of regular verbs
Written in the first person
Evidence of chronological order
Headlines in newspaper writing

Year 2

As Year 1 plus:
Correct and consistent use of the past tense
Progressive forms of verbs
Exclamatory sentences to make personal comments
Subordinating and coordinating conjunctions to join information and give reasons
Use of expanded noun phrases
Chronological order
Subtitles in newspaper writing

Year 3

As Year 2 plus:
Written in sections using conjunctions, adverbs and prepositions to sequence events
Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions
Inverted commas used to punctuate direct speech, if appropriate
Use of emotive language to express feeling
Pictures with captions in newspaper writing

Year 4

As Year 3 plus :
Developed sequential language organised into paragraphs
Adverbs, adverbials and prepositions to sequence events
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases noun phrases
Inverted commas used to punctuate direct speech.
Use of rhetorical questions in newspaper writing

Year 5

As Year 4 plus:
Focus on journalistic vocab and sentence structures
Cohesion through choice of techniques within and across paragraphs
Conclusion paragraph included in newspaper writing
Use of the past perfect

Year 6

As Year 5 plus:
Cohesion through a wider variety of devices
Passive voice
Shifts in formality using the subjunctive form
Use of semi-colons, colons and dashes to mark boundaries between independent clauses

Report —Component knowledge and skill progression map

Year 1

concept of a sentence
capital letters and end marks
word choices
labels and captions

Year 2

As Year 1, plus:
present tense
opening questions
concluding exclamatory sentence
subordinating and coordinating conjunctions to join information and give reasons
adverbs

Year 3

As Year 2, plus:
planned into sections
headings
sub-headings
conjunctions to join information and give reasons
present perfect tense

Year 4

As Year 3, plus:
organised into sections with appropriate headings and text type features
range of conjunctions and appropriate word choices
beginning to explore levels of formality and able to demonstrate this through word and sentence choices

Year 5

As Year 4, plus:
cohesion through a variety of devices within and across paragraphs
relative clauses with commas and brackets to add information
structured paragraphs linked with adverbials

Year 6

As Year 5, plus:
cohesion through a wider variety of devices
layout devices including headings, sub-headings, columns, bullets and tables to structure texts
semi-colons for items in a list and colons to introduce lists
sustained levels of formality demonstrated through sentence and word choices in different pieces of different levels of formality
the identification of different structures typical of informal and formal writing e.g. the use of the subjunctive and the use of question tags
hyphens used to avoid ambiguity

Poetry—Component knowledge and skills progression map

Year 1—Earth Day

Shape poems / calligrams

Descriptive poem about an object

Presented in the shape of the object which it is describing

May either be with the words inside a shape or around the outline of the shape

NC Objectives

Write sentences by saying out loud what they are going to write about

Compose a sentence orally before writing it

Read aloud their writing clearly enough to be heard by their peers and the teacher

Discuss what they have written with the teacher or other pupils

Year 2—Spring

Diamantes

The poem is presented in the shape of a diamond

The line structure is as follows:

Line 1: Beginning subject

Line 2: Two adjectives about line 1

Line 3: Three verbs or words ending ‘-ing’ about line 1

Line 4: A short phrase about line 1, a short phrase about line 7

Line 5: Three verbs or words ending ‘-ing’ about line 7

Line 6: Two adjectives about line 7

Line 7: End subject

Precise verbs and adjectives are used in the relevant lines indicated above

NC Objectives

Develop positive attitudes towards and stamina for writing by writing poetry

Consider what they are going to write before beginning by planning or saying out loud what they are going to write about

Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils

Read aloud what they have written with appropriate intonation to make the meaning clear

Year 3—Sports!

Kennings

A kenning is a two word phrase which describes an object or person

Each line consists of one kenning. There is no set number of lines in each verse

Ordered within the poem with consideration of the impact on the reader

NC Objectives

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Plan their writing by discussing and recording ideas

Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Poetry—Component knowledge and skills progression map

Year 4—Lunar New Year

Renga

Renga poems are written by more than one poet

Poet A would write three lines following the structure below. Poet B would then write the last two lines of the verse following the given structure. This is repeated within a pair or small group until the poem is complete

The line structure is as follows:

Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables
Line 4: 7 syllables Line 5: 7 syllables

There is no set rhyme scheme

The themes within a verse need to be consistent

Each line starts with a capital letter and the last line of each verse ends with a full stop

NC Objectives

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Plan their writing by discussing and recording ideas

Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Year 5—Black History Celebration

Tetractys

The poem is five lines in length

The line structure is as follows:

Line 1: 1 syllable Line 2: 2 syllables Line 3: 3 syllables

Line 4: 4 syllables Line 5: 10 syllables

There is no set rhyme scheme

Each line starts with a capital letter and only the last line ends with a full stop

NC Objectives

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Plan their writing by 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 structures

Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements

Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Year 6—Remembrance

Free Verse

Free verse does not follow a set syllable pattern or rhyme scheme

It may be written on a range of themes

NC Objectives

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Plan their writing by 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 structures

Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements

Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Year 1

Shape poems / calligrams

"Rain,
 Rain. Go away.
 Come again another day."
 Rain, Rain. Go away! Rain, Rain.
 You make me sad. Rain, Rain. You make
 Me mad. Rain, Rain. You make the roads slick and wet.
 Rain, Rain. You make my hair a big mess. Rain, Rain. You
 tend to make me quite upset. Rain, Rain. I like you less and less.
 Its.
 A.
 Go
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 I. KS!
 Li In.
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Year 2—

Diamantes



Year 3—Sports!

Kenning

- Ball catcher
- Muddy scrambler
- Fast diver
- Long kicker
- Expert thrower
- Ace defender
- Goal saver
- Game winner

Poetry—Component knowledge and curriculum progression map

Year 4—Lunar New Year

Renga

- 1-
Some snow still remains
as haze moves low on the slopes
toward evening
- 2-
Flowing water, far away—
and a plum-scented village.

Year 5—Black History Celebration

Tetractys

I
 Am four
 And I go
 To big school
 Where I learn to read and write and spell my name.

Year 6—Remembrance

Free Verse

Why do you droop, willows? We remember the roll of hills, the whole of roads filled with soldiers – soldiers – soldiers.	Why do you weep, willows? We remember the surging smashing thumping thrashing losing lashing.
Why are you silent, willows? We remember the burst of shells, the burn of skin, the boil of rage bubbling – bubbling.	We remember the yearning writing searing slicing sacrificing. We remember the pounding quaking bombing breaking hoping aching.
Why do you groan, willows? We remember the ooze of wounds, the stench of death, the stains of war hating – hating.	We remember all too clearly, all too often. We weep because others forget.
Why do you creak, willows? We remember the weight of grief, the wail of loss, the wait for peace, waiting – waiting	

Discussion—Component knowledge and skill progression map

Year 4

consistent use of present tense – recap from Y2
present perfect form of verbs – recap from Y3
effective use of noun phrases
paragraphs to organise ideas
adverbials e.g. therefore, however...

Year 5

As Year 4, plus:
cohesion within paragraphs using adverbials
layout devices to provide additional information and guide the reader
modal verbs to indicate degrees of possibility

Year 6

As Year 5, plus:
cohesion through a wider variety of devices
adverbials for cohesion
modal verbs and adverbs to position the arguments
advanced language chosen to represent both arguments
appropriate levels of formality applied
well-structured arguments
language involved with evaluation and viewpoints included
use of semi-colons and colons to control sentence structure
passive voice