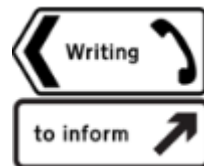


**Easingwold Community Primary School - Writing Purpose Progression**



<u>Year 1</u>	Short narrative - sequencing sentences			
<u>Year 2</u>	Narrative - personal experiences and those of others.  Poetry	Recount - writing about real events.  Instruction		
<u>Year 3 &amp; 4</u>	Narrative - creating settings, character and plot.  Poetry  Description	Non-chronological report using simple organisational devices (paragraphs, headings and sub-headings).  Recount	Letter  Reviews	
<u>Year 5 &amp; 6</u>	Narrative - describing settings, character and atmosphere. Integrating dialogue to convey character and advance action.  Description  Poetry	Non-chronological report - further organisation and presentational devices (bullet points and underlining).  Biography  Newspaper	Speech  Letter  Brochures	Balanced argument

NC content highlighted

## National Curriculum KS3:

### Writing

Pupils should be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
  - writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
  - summarising and organising material, and supporting ideas and arguments with any necessary factual detail
  - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
  - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- plan, draft, edit and proofread through:
  - considering how their writing reflects the audiences and purposes for which it was intended
  - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
  - paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in [English appendix 1](#) to the key stage 1 and 2 programmes of study for English