


## Objective matching grid

This grid is designed to help you with your planning by showing how the *i-learn: writing* focuses match the learning objectives from the *Primary Framework for literacy*.

Unit and focus references in **black** relate to the recommended year for the unit; other unit and focus references are in **grey**.

| Objective   |  Unit and focus   |
|---|---|
| <b>1. Speaking</b>  |   |
| <b>Year 1</b>   |   |
| Tell stories and describe incidents from their own experience in an audible voice   | <b>Instructions:</b> Talking the Text Type<br><b>Y1 Information texts:</b> Model Texts, Talking the Text Type, Stimulus and Shared Planning<br><b>Recounts:</b> Model Texts, Talking the Text Type<br><b>Reports:</b> Model Texts<br><b>Y2 Information texts:</b> Model Texts |
| Retell stories, ordering events using story language  |   |
| Interpret a text by reading aloud with some variety in pace and emphasis  |   |
| Experiment with and build new stores of words to communicate in different contexts  | <b>Reports:</b> Talking the Text Type<br><b>Y2 Information texts:</b> Talking the Text Type, Stimulus and Shared Planning   |
| <b>Year 2</b>   |   |
| Speak with clarity and use appropriate intonation when reading and reciting texts   | <b>Y2 Information texts:</b> Talking the Text Type<br><b>Explanations:</b> Stimulus and Shared Planning, Publishing   |
| Tell real and imagined stories using the conventions of familiar story language   |   |
| Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication                           | <b>Reports:</b> Talking the Text Type<br><b>Explanations:</b> Model Texts<br><b>Y1 Information texts:</b> Talking the Text Type<br><b>Recounts:</b> Talking the Text Type   |
| <b>Year 3</b>   |   |
| Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds            |   |
| Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively | <b>Instructions:</b> Talking the Text Type, Writing Games, Stimulus and Shared Planning<br><b>Reports:</b> Talking the Text Type, Stimulus and Shared Planning<br>Explanations: Stimulus and Shared Planning<br>Recounts: Talking the Text Type                               |
| Sustain conversation, explain or give reasons for their views or choices  |   |
| Develop and use specific vocabulary in different contexts   | <b>Instructions:</b> Talking the Text Type<br><b>Information texts:</b> Talking the Text Type<br><b>Persuasive texts:</b> Talking the Text Type   |

## 1. Speaking (continued)

### Year 4

Offer reasons and evidence for their views, considering alternative opinions

Respond appropriately to the contributions of others in the light of differing viewpoints

Tell stories effectively and convey detailed information coherently for listeners

**Recounts:** Talking the Text Type

Use and reflect on some ground rules for sustaining talk and interactions

### Year 5

Tell a story using notes designed to cue techniques, such as repetition, recap and humour

Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language

**Instructions:** Talking the Text Type, Publishing  
**Persuasive texts:** Talking the Text Type, Stimulus and Shared Planning  
**Biography:** Talking the Text Type

Use and explore different question types and different ways words are used, including in formal and informal contexts

**Instructions:** Model Texts

### Year 6

Use a range of oral techniques to present persuasive arguments and engaging narratives

**Biography:** Talking the Text Type  
**Revision:** Talking the Text Type  
**Recounts:** Talking the Text Type  
**Persuasive texts:** Talking the Text Type

Participate in whole-class debate using the conventions and language of debate

Use the techniques of dialogic talk to explore ideas, topics or issues

**Biography:** Model Texts, Talking the Text Type

## 2. Listening and responding

### Year 1

Listen with sustained concentration, building new stores of words in different contexts

**Instructions:** Talking the Text Type  
**Y1 Information texts:** Model Texts, Talking the Text Type, Stimulus and Shared Planning

Listen to and follow instructions accurately, asking for help and clarification if necessary

**Instructions:** Talking the Text Type

Listen to tapes or video and express views about how a story or information has been presented

**Instructions:** Editing  
**Y1 Information texts:** Model Texts, Editing  
**Recounts:** Editing  
**Reports:** Model Texts, Editing  
**Y2 Information texts:** Model Texts, Editing  
**Explanations:** Model Texts, Editing

### Year 2

Listen to others in class, ask relevant questions and follow instructions

**Reports:** Stimulus and Shared Planning  
**Y2 Information texts:** Model Texts, Talking the Text Type, Stimulus and Shared Planning  
**Instructions:** Talking the Text Type  
**Y1 Information texts:** Model Texts

Listen to talk by an adult, remember some specific points and identify what they have learned

**Reports:** Demonstration and Shared Writing  
**Recounts:** Reading as a Writer

Respond to presentations by describing characters, repeating some highlights and commenting constructively

**Reports:** Model Texts, Editing  
**Y2 Information texts:** Model Texts, Editing  
**Explanations:** Model Texts, Editing  
**Recounts:** Editing

## 2. Listening and responding (continued)

### Year 3

Follow up others' points and show whether they agree or disagree in whole-class discussion

Identify the presentational features used to communicate the main points in a broadcast

Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus

### Year 4

Listen to a speaker, make notes on the talk and use notes to develop a role-play

Compare the different contributions of music, words and images in short extracts from TV programmes

Identify how talk varies with age, familiarity, gender and purpose

### Year 5

Identify different question types and evaluate their impact on the audience

**Instructions:** Reading as a Writer

**Recounts:** Talking the Text Type

**Journalistic writing:** Talking the Text Type

Identify some aspects of talk which vary between formal and informal occasions

**Instructions:** Talking the Text Type

**Recounts:** Demonstration and Shared Writing

Analyse the use of persuasive language

**Persuasive texts:** Model Texts, Reading as a Writer, Talking the Text Type, Writing Games, Demonstration and Shared Writing

**Instructions:** Model Texts, Reading as a Writer

### Year 6

Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose

Analyse and evaluate how speakers present points effectively through use of language and gesture

Listen for language variation in formal and informal contexts

**Recounts:** Model Texts

Identify the ways spoken language varies according to differences in the context and purpose of its use

**Instructions:** Stimulus and Shared Planning

**Persuasive texts:** Talking the Text type

## 3. Group discussion and interaction

### Year 1

Take turns to speak, listen to others' suggestions and talk about what they are going to do

**Instructions:** Stimulus and Shared Planning, Demonstration and Shared Writing

**Y1 Information texts:** Talking the Text Type, Stimulus and Shared Planning

**Recounts:** Talking the Text Type

**Reports:** Talking the Text Type

Ask and answer questions, make relevant contributions, offer suggestions and take turns

**Instructions:** Model texts, Stimulus and Shared Planning, Editing

**Y1 Information texts:** Model Texts, Talking the Text Type, Stimulus and Shared Planning, Editing

**Recounts:** Editing

**Explanations:** Talking the Text Type

Explain their views to others in a small group, decide how to report the group's views to the class

### 3. Group discussion and interaction (continued)

#### Year 2

|  |   |
|--|---|
| Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement                            | <b>Reports:</b> Talking the Text Type<br><b>Explanations:</b> Talking the Text Type |
| Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on           | <b>Reports:</b> Talking the Text Type<br><b>Explanations:</b> Talking the Text Type |
| Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member | <b>Reports:</b> Talking the Text Type<br><b>Explanations:</b> Talking the Text Type |

#### Year 3

|  |  |
|--|--|
| Use talk to organise roles and action  |  |
| Actively include and respond to all members of the group   |  |
| Use the language of possibility to investigate and reflect on feelings, behaviour or relationships |  |

#### Year 4

|   |  |
|---|--|
| Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor | <b>Explanations:</b> Talking the Text Type<br><b>Persuasive texts:</b> Talking the Text Type<br><b>Recounts:</b> Talking the Text Type<br><b>Instructions:</b> Talking the Text Type<br><b>Information texts:</b> Talking the Text Type<br><b>Reports:</b> Talking the Text Type |
| Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans                 |  |
| Identify the main points of each speaker, compare their arguments and how they are presented  |  |

#### Year 5

|   |  |
|---|--|
| Plan and manage a group task over time using different levels of planning | <b>Instructions:</b> Stimulus and Shared Planning                        |
| Understand different ways to take the lead and support others in groups   | <b>Instructions:</b> Talking the Text Type, Stimulus and Shared Planning |
| Understand the process of decision making                                 |  |

#### Year 6

|   |   |
|---|---|
| Consider examples of conflict and resolution, exploring the language used                 |   |
| Understand and use a variety of ways to criticise constructively and respond to criticism | <b>Biography:</b> Editing<br><b>Instructions:</b> Editing |

### 4. Drama

#### Year 1

|  |   |
|--|---|
| Explore familiar themes and characters through improvisation and role-play | <b>Y1 Information texts:</b> Talking the Text Type<br><b>Recounts:</b> Talking the Text Type, Shared Planning<br><b>Reports:</b> Stimulus and Shared Planning<br><b>Y2 Information texts:</b> Talking the Text Type |
| Act out their own and well-known stories using voices for characters       | <b>Explanations:</b> Talking the Text Type  |
| Discuss why they like a performance  | <b>Explanations:</b> Publishing   |

#### Year 2

|   |  |
|---|--|
| Adopt appropriate roles in small or large groups and consider alternative courses of action | <b>Reports:</b> Stimulus and Shared Planning<br><b>Y2 Information texts:</b> Talking the Text Type, Stimulus and Shared Planning |
|---|--|

| 4. Drama (continued)   |  |
|--|--|
| Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class   |  |
| Consider how mood and atmosphere are created in live or recorded performance   | <b>Y2 Information texts:</b> Publishing  |
| Year 3   |  |
| Present events and characters through dialogue to engage the interest of an audience   |  |
| Use some drama strategies to explore stories or issues   | <b>Instructions:</b> Talking the Text Type<br><b>Information texts:</b> Talking the Text Type<br><b>Reports:</b> Talking the Text Type<br><b>Explanations:</b> Talking the Text Type<br><b>Persuasive texts:</b> Talking the Text Type<br><b>Recounts:</b> Talking the Text Type |
| Identify and discuss qualities of others' performances, including gesture, action and costume  |  |
| Year 4   |  |
| Create roles showing how behaviour can be interpreted from different viewpoints  | <b>Recounts:</b> Talking the Text Type   |
| Develop scripts based on improvisation   |  |
| Comment constructively on plays and performances, discussing effects and how they are achieved   |  |
| Year 5   |  |
| Reflect on how working in role helps to explore complex issues   | <b>Recounts:</b> Talking the Text Type, Stimulus and Shared Planning<br><b>Biography:</b> Talking the Text Type<br><b>Journalistic writing:</b> Talking the Text Type, Stimulus and Shared Planning  |
| Perform a scripted scene making use of dramatic conventions  |  |
| Use and recognise the impact of theatrical effects in drama  |  |
| Year 6   |  |
| Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires   | <b>Biography:</b> Stimulus and Shared Planning, Publishing<br><b>Journalistic writing:</b> Talking the Text Type, Stimulus and Shared Planning   |
| Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension   |  |
| Devise a performance considering how to adapt the performance for a specific audience  | <b>Revision:</b> Talking the Text Type<br><b>Instructions:</b> Talking the Text Type, Stimulus and Shared Planning   |
| 5. Word recognition: decoding (reading) and encoding (spelling)  |  |
| Year 1   |  |
| Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show'   | <b>Explanations:</b> Writing Games   |
| Recognise and use alternative ways of spelling the phonemes already taught, for example that the /æ/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives | <b>Explanations:</b> Writing Games   |
| Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills  | <b>Explanations:</b> Writing Games   |
| Recognise automatically an increasing number of familiar high frequency words  |  |

## 5. Word recognition: decoding (reading) and encoding (spelling) (continued)

|   |   |
|---|---|
| Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable                          |   |
| Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words | <b>Recounts:</b> Model Texts  |
| Read and spell phonically decodable two-syllable and three-syllable words   | <b>Instructions:</b> Model texts  |
| <b>Year 2</b>   |   |
| Read independently and with increasing fluency longer and less familiar texts   | <b>Reports:</b> Reading as a Writer<br><b>Y2 Information texts:</b> Reading as a Writer |
| Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns                           | <b>Y2 Information texts:</b> Writing Games  |
| Know how to tackle unfamiliar words that are not completely decodable   |   |
| Read and spell less common alternative graphemes including trigraphs  | <b>Reports:</b> Writing Games   |
| Read high and medium frequency words independently and automatically  | <b>Explanations:</b> Writing Games  |

## 6. Word structure and spelling

|  |  |
|--|--|
| <b>Year 1</b>  |  |
| Spell new words using phonics as the prime approach  |  |
| Segment sounds into their constituent phonemes in order to spell them correctly<br><i>Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch'</i>  |  |
| Recognise and use alternative ways of spelling the graphemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives |  |
| Use knowledge of common inflections in spelling, such as plurals, <i>-ly</i> , <i>-er</i>  |  |
| Read and spell phonically decodable two-syllable and three-syllable words  | <b>Instructions:</b> Model texts   |
| <b>Year 2</b>  |  |
| Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters   | <b>Y2 Information texts:</b> Writing Games<br><b>Explanations:</b> Writing Games |
| Read and spell less common alternative graphemes including trigraphs   | <b>Reports:</b> Writing Games  |
| <b>Year 3</b>  |  |
| Spell high and medium frequency words  |  |
| Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words   |  |
| Spell unfamiliar words using known conventions including grapheme–phoneme correspondences and morphological rules  |  |
| <b>Year 4</b>  |  |
| Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words   |  |
| Distinguish the spelling and meaning of common homophones  |  |
| Know and apply common spelling rules   |  |
| Develop a range of personal strategies for learning new and irregular words  |  |
| <b>Year 5</b>  |  |
| Spell words containing unstressed vowels   |  |
| Know and use less common prefixes and suffixes such as <i>im-</i> , <i>ir-</i> , <i>-cian</i>  |  |

## 6. Word structure and spelling (continued)

|  |  |
|--|--|
| Group and classify words according to their spelling patterns and their meanings   | <b>Instructions:</b> Writing Games   |
| <b>Year 6</b>  |  |
| Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words                          |  |
| Use a range of appropriate strategies to edit, proofread and correct spelling in own work, on paper and on screen                | <b>Biography:</b> Editing<br><b>Revision:</b> Editing  |
| <b>7. Understanding and interpreting texts</b>   |  |
| <b>Year 1</b>  |  |
| Identify the main events and characters in stories, and find specific information in simple texts                                | <b>Y1 Information texts:</b> Model Texts, Reading as a Writer<br><b>Recounts:</b> Model Texts, Reading as a Writer   |
| Use syntax and context when reading for meaning  |  |
| Make predictions showing an understanding of ideas, events and characters  |  |
| Recognise the main elements that shape different texts   | <b>Instructions:</b> Model Texts, Reading as a Writer, Writing Games, Stimulus and Shared Planning, Editing, Publishing<br><b>Y1 Information texts:</b> Reading as a Writer, Writing Games, Editing, Publishing<br><b>Recounts:</b> Reading as a Writer, Writing Games, Stimulus and Shared Planning, Demonstration and Shared Writing, Editing, Publishing<br><b>Reports:</b> Reading as a Writer, Publishing<br><b>Y2 Information texts:</b> Writing Games<br><b>Explanations:</b> Reading as a Writer |
| Explore the effect of patterns of language and repeated words and phrases  |  |
| <b>Year 2</b>  |  |
| Draw together ideas and information from across a whole text, using simple signposts in the text                                 | <b>Reports:</b> Model Texts, Reading as a Writer<br><b>Y2 Information texts:</b> Reading as a Writer<br><b>Explanations:</b> Reading as a Writer, Stimulus and Shared Planning<br><b>Instructions:</b> Model Texts<br><b>Recounts:</b> Model Texts   |
| Give some reasons why things happen or characters change   | <b>Explanations:</b> Model Texts   |
| Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points | <b>Reports:</b> Reading as a Writer, Editing, Publishing<br><b>Y2 Information texts:</b> Reading as a Writer, Editing, Publishing<br><b>Explanations:</b> Reading as a Writer, Editing<br><b>Instructions:</b> Reading as a Writer, Editing, Independent Planning and Writing, Publishing<br><b>Y1 Information texts:</b> Reading as a Writer, Writing Games, Editing<br><b>Recounts:</b> Reading as a Writer  |
| Use syntax and context to build their store of vocabulary when reading for meaning   | <b>Reports:</b> Reading as a Writer<br><b>Y2 Information texts:</b> Model Texts, Writing Games   |
| Explore how particular words are used, including words and expressions with similar meanings                                     | <b>Reports:</b> Editing<br><b>Y2 Information texts:</b> Reading as a Writer, Editing<br><b>Explanations:</b> Reading as a Writer, Editing  |

## 7. Understanding and interpreting texts (continued)

### Year 3

|   |  |
|---|--|
| Identify and make notes of the main points of section(s) of text  | <b>Information texts:</b> Writing Games, Stimulus and Shared Planning<br><b>Reports:</b> Stimulus and Shared Planning  |
| Infer characters' feelings in fiction and consequences in logical explanations  |  |
| Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen | <b>Instructions:</b> Model Texts, Reading as a Writer, Writing Games, Editing, Publishing<br><b>Information texts:</b> Model Texts, Reading as a Writer, Writing Games, Stimulus and Shared Planning, Editing, Publishing<br><b>Reports:</b> Model Texts, Reading as a Writer, Writing Games, Publishing<br><b>Explanations:</b> Model Texts, Reading as a Writer, Publishing<br><b>Persuasive texts:</b> Model Texts, Stimulus and Shared Planning, Editing, Publishing<br><b>Recounts:</b> Model Texts, Reading as a Writer, Writing Games, Publishing |
| Use syntax, context and word structure to build their store of vocabulary as they read for meaning                    |  |
| Explore how different texts appeal to readers using varied sentence structures and descriptive language               | <b>Instructions:</b> Model Texts, Writing Games<br><b>Information texts:</b> Model Texts<br><b>Persuasive texts:</b> Writing Games<br><b>Recounts:</b> Reading as a Writer   |

### Year 4

|  |  |
|--|--|
| Identify and summarise evidence from a text to support a hypothesis  |  |
| Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts | <b>Explanations:</b> Model Texts, Reading as a Writer  |
| Use knowledge of different organisational features of texts to find information effectively                          | <b>Explanations:</b> Model Texts, Publishing<br><b>Persuasive texts:</b> Model Texts, Publishing<br><b>Recounts:</b> Model Texts, Publishing<br><b>Instructions:</b> Writing Games |
| Use knowledge of word structures and origins to develop their understanding of word meanings                         |  |
| Explain how writers use figurative and expressive language to create images and atmosphere                           | <b>Persuasive texts:</b> Writing Games   |

### Year 5

|   |   |
|---|---|
| Make notes on and use evidence from across a text to explain events or ideas                    | <b>Biography:</b> Independent Planning and Writing<br><b>Journalistic writing:</b> Reading as a Writer  |
| Infer writers' perspectives from what is written and from what is implied                       | <b>Recounts:</b> Model Texts, Reading as a Writer, Talking the Text Type, Writing Games<br><b>Persuasive texts:</b> Model Texts, Reading as a Writer<br><b>Biography:</b> Reading as a Writer<br><b>Journalistic writing:</b> Model Texts, Reading as a Writer  |
| Compare different types of narrative and information texts and identify how they are structured | <b>Instructions:</b> Model Texts, Reading as a Writer, Writing Games<br><b>Recounts:</b> Model Texts, Reading as a Writer, Writing Games, Editing, Publishing<br><b>Biography:</b> Model Texts, Writing Games, Editing, Publish<br><b>Journalistic writing:</b> Model Texts, Writing Games, Editing, Publishing |

## 7. Understanding and interpreting texts (continued)

|   |  |
|---|--|
| Distinguish between everyday use of words and their subject-specific use          | <b>Instructions:</b> Demonstration and Shared Writing  |
| Explore how writers use language for comic and dramatic effects                   | <b>Instructions:</b> Demonstration and Shared Writing<br><b>Journalistic writing:</b> Reading as a Writer, Writing Games   |
| <b>Year 6</b>   |  |
| Appraise a text quickly, deciding on its value, quality or usefulness             | <b>Biography:</b> Editing<br><b>Journalistic writing:</b> Editing<br><b>Instructions:</b> Editing  |
| Understand underlying themes, causes and points of view                           | <b>Biography:</b> Model Texts, Reading as a Writer, Stimulus and Shared Planning<br><b>Journalistic writing:</b> Model Texts, Reading as a Writer, Talking the Text Type, Stimulus and Shared Planning<br><b>Revision:</b> Model Texts, Reading as a Writer, Talking the Text Type, Stimulus and Shared Planning<br><b>Recounts:</b> Model Texts, Reading as a Writer, Stimulus and Shared Planning<br><b>Persuasive texts:</b> Model Texts, Reading as a Writer |
| Understand how writers use different structures to create coherence and impact    | <b>Biography:</b> Reading as a Writer, Writing Games<br><b>Journalistic writing:</b> Reading as a Writer<br><b>Revision:</b> Model Texts, Reading as a Writer, Talking the Text Type, Writing Games, Stimulus and Shared Planning<br><b>Instructions:</b> Model Texts, Reading as a Writer<br><b>Recounts:</b> Reading as a Writer<br><b>Persuasive texts:</b> Reading as a Writer, Stimulus and Shared Planning, Demonstration and Shared Writing               |
| Explore how word meanings change when used in different contexts                  |  |
| Recognise rhetorical devices used to argue, persuade, mislead and sway the reader | <b>Biography:</b> Reading as a Writer<br><b>Journalistic writing:</b> Model Texts, Reading as a Writer<br><b>Revision:</b> Model Texts, Reading as a Writer, Talking the Text Type, Writing Games<br><b>Persuasive texts:</b> Model Texts, Reading as a Writer, Writing Games, Stimulus and Shared Planning, Demonstration and Shared Writing  |

## 8. Engaging with and responding to texts

|  |   |
|--|---|
| <b>Year 1</b>  |   |
| Select books for personal reading and give reasons for their choices                                     |   |
| Visualise and comment on events, characters and ideas, making imaginative links to their own experiences | <b>Y2 Information texts:</b> Reading as a Writer<br><b>Explanations:</b> Model Texts  |
| Distinguish fiction and non-fiction texts and the different purposes for reading them                    | <b>Instructions:</b> Reading as a Writer, Writing Games<br><b>Y1 Information texts:</b> Reading as a Writer, Writing Games<br><b>Recounts:</b> Writing Games<br><b>Reports:</b> Reading as a Writer<br><b>Y2 Information texts:</b> Reading as a Writer<br><b>Explanations:</b> Reading as a Writer |
| <b>Year 2</b>  |   |
| Read whole books on their own, choosing and justifying selections  |   |
| Engage with books through exploring and enacting interpretations   |   |
| Explain their reactions to texts, commenting on important aspects  | <b>Reports:</b> Model Texts<br><b>Y2 Information texts:</b> Model Texts   |

## 8. Engaging with and responding to texts (continued)

### Year 3

Share and compare reasons for reading preferences, extending the range of books read

Empathise with characters and debate moral dilemmas portrayed in texts

Identify features that writers use to provoke readers' reactions

**Instructions:** Reading as a Writer

**Information texts:** Reading as a Writer

**Reports:** Model Texts, Reading as a Writer, Editing

**Persuasive texts:** Model Texts, Reading as a Writer

### Year 4

Read extensively favourite authors or genres and experiment with other types of text

Interrogate texts to deepen and clarify understanding and response

**Explanations:** Model Texts, Reading as a Writer, Talking the Text Type

**Persuasive texts:** Model Texts, Reading as a Writer, Talking the Text Type, Publishing

**Recounts:** Model Texts, Reading as a Writer, Publishing

**Instructions:** Model Texts

**Information texts:** Model Texts

**Reports:** Model Texts, Editing

Explore why and how writers write, including through face-to-face and online contact with authors

**Explanations:** Reading as a Writer

**Persuasive texts:** Reading as a Writer

**Recounts:** Reading as a Writer

**Instructions:** Reading as a Writer

**Information texts:** Reading as a Writer

**Reports:** Reading as a Writer

### Year 5

Reflect on reading habits and preferences and plan personal reading goals

Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts

**Biography:** Stimulus and Shared Planning

Compare how a common theme is presented in poetry, prose and other media

### Year 6

Read extensively and discuss personal reading with others, including in reading groups

Sustain engagement with longer texts, using different techniques to make the text come alive

Compare how writers from different times and places present experiences and use language

**Recounts:** Model Texts, Reading as a Writer

## 9. Creating and shaping texts

### Year 1

Independently choose what to write about, plan and follow it through

**Instructions:** Independent Planning and Writing

**Y1 Information texts:** Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing

**Recounts:** Independent Planning and Writing

**Reports:** Independent Planning and Writing

**Y2 Information texts:** Independent Planning and Writing

**Explanations:** Independent Planning and Writing

Use key features of narrative in their own writing

### 9. Creating and shaping texts (continued)

|  |  |
|--|--|
| Convey information and ideas in simple non-narrative forms   | <p><b>Instructions:</b> Writing Games, Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing, Publishing</p> <p><b>Y1 Information texts:</b> Writing Games, Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Recounts:</b> Writing Games, Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing, Publishing</p> <p><b>Y2 Information texts:</b> Stimulus and Shared Planning, Demonstration and Shared Writing</p> <p><b>Explanations:</b> Stimulus and Shared Planning, Demonstration and Shared Writing</p>  |
| Find and use new and interesting words and phrases, including story language                             |  |
| Create short simple texts on paper and on screen that combine words with images (and sounds)             | <p><b>Instructions:</b> Demonstration and Shared Writing, Independent Planning and Writing, Publishing</p> <p><b>Y1 Information texts:</b> Demonstration and Shared Writing, Independent Planning and Writing, Publishing</p> <p><b>Recounts:</b> Demonstration and Shared Writing, Independent Planning and Writing, Publishing</p> <p><b>Reports:</b> Demonstration and Shared Writing, Publishing</p> <p><b>Y2 Information texts:</b> Publishing</p> <p><b>Explanations:</b> Publishing</p>   |
| <b>Year 2</b>  |  |
| Draw on knowledge and experience of texts in deciding and planning what and how to write                 | <p><b>Reports:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Y2 Information texts:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Explanations:</b> Stimulus and Shared Planning, Independent Planning and Writing</p> <p><b>Instructions:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Y1 Information texts:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing, Publishing</p> <p><b>Recounts:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing, Publishing</p> |
| Sustain form in narrative, including use of person and tense   |  |
| Maintain consistency in non-narrative, including purpose and tense                                       | <p><b>Reports:</b> Independent Planning and Writing</p> <p><b>Y2 Information texts:</b> Independent Planning and Writing</p> <p><b>Explanations:</b> Independent Planning and Writing</p> <p><b>Y1 Information texts:</b> Independent Planning and Writing</p> <p><b>Recounts:</b> Writing Games, Independent Planning and Writing</p>   |
| Make adventurous word and language choices appropriate to the style and purpose of the text              | <p><b>Reports:</b> Demonstration and Shared Writing</p> <p><b>Y2 Information texts:</b> Independent Planning and Writing</p>   |
| Select from different presentational features to suit particular writing purposes on paper and on screen | <p><b>Reports:</b> Demonstration and Shared Writing, Publishing</p> <p><b>Y2 Information texts:</b> Demonstration and Shared Writing, Publishing</p> <p><b>Explanations:</b> Demonstration and Shared Writing, Independent Planning and Writing, Publishing</p> <p><b>Instructions:</b> Demonstration and Shared Writing, Publishing</p>   |

Y1 Information texts: Publishing

Recounts: Publishing

## 9. Creating and shaping texts (continued)

### Year 3

|   |   |
|---|---|
| <p>Make decisions about form and purpose, identify success criteria and use them to evaluate their writing</p>          | <p><b>Instructions:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Editing, Independent Planning and Writing</p> <p><b>Information texts:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Editing, Independent Planning and Writing</p> <p><b>Reports:</b> Demonstration and Shared Writing, Editing</p> <p><b>Explanations:</b> Demonstration and Shared Writing, Editing, Independent Planning and Writing</p> <p><b>Persuasive texts:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Editing, Independent Planning and Writing</p> <p><b>Recounts:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Editing</p> |
| <p>Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved</p> |   |
| <p>Write non-narrative texts using structures of different text-types</p>   | <p><b>Instructions:</b> Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Information texts:</b> Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Reports:</b> Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Persuasive texts:</b> Demonstration and Shared Writing</p> <p><b>Recounts:</b> Stimulus and Shared Planning, Demonstration and Shared Writing</p>  |
| <p>Select and use a range of technical and descriptive vocabulary</p>   | <p><b>Instructions:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Information texts:</b> Talking the Text Type, Writing Games, Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Reports:</b> Independent Planning and Writing</p> <p><b>Persuasive texts:</b> Writing Games, Stimulus and Shared Planning, Independent Planning and Writing</p> <p><b>Recounts:</b> Demonstration and Shared Writing</p>   |
| <p>Use layout, format, graphics and illustrations for different purposes</p>  | <p><b>Instructions:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing, Publishing</p> <p><b>Information texts:</b> Demonstration and Shared Writing, Publishing</p> <p><b>Reports:</b> Publishing</p> <p><b>Explanations:</b> Stimulus and Shared Planning, Independent Planning and Writing, Publishing</p> <p><b>Persuasive texts:</b> Publishing</p> <p><b>Recounts:</b> Publishing</p>   |

### Year 4

|  |  |
|--|--|
| <p>Develop and refine ideas in writing using planning and problem-solving strategies</p> | <p><b>Instructions:</b> Stimulus and Shared Planning</p> <p><b>Information texts:</b> Stimulus and Shared Planning</p> <p><b>Reports:</b> Stimulus and Shared Planning</p> <p><b>Explanations:</b> Demonstration and Shared Writing, Editing, Independent Planning and Writing</p> <p><b>Persuasive texts:</b> Writing Games, Stimulus and Shared Planning, Demonstration and Shared Writing, Editing</p> <p><b>Recounts:</b> Stimulus and Shared Planning</p> |
|--|--|

|  |  |
|--|--|
| Use settings and characterisation to engage readers' interest  |  |
| <b>9. Creating and shaping texts (continued)</b>   |  |
| Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts              | <p><b>Explanations:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Persuasive texts:</b> Stimulus and Shared Planning, Demonstration and Shared Writing</p> <p><b>Recounts:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Information texts:</b> Demonstration and Shared Writing</p> <p><b>Reports:</b> Independent Planning and Writing</p> |
| Show imagination through the language used to create emphasis, humour, atmosphere or suspense                                      | <p><b>Persuasive texts:</b> Writing Games, Editing, Independent Planning and Writing</p> <p><b>Recounts:</b> Demonstration and Shared Writing, Editing, Independent Planning and Writing</p>   |
| Choose and combine words, images and other features for particular effects   | <p><b>Explanations:</b> Publishing</p> <p><b>Persuasive texts:</b> Writing Games, Editing, Independent Planning and Writing, Publishing</p> <p><b>Recounts:</b> Publishing</p> <p><b>Instructions:</b> Publishing</p> <p><b>Information texts:</b> Editing, Independent Planning and Writing, Publishing</p> <p><b>Reports:</b> Publishing</p>   |
| <b>Year 5</b>  |  |
| Reflect independently and critically on their own writing and edit and improve it  | <p><b>Instructions:</b> Editing, Independent Planning and Writing</p> <p><b>Recounts:</b> Editing, Independent Planning and Writing</p> <p><b>Persuasive texts:</b> Editing, Independent Planning and Writing</p> <p><b>Journalistic writing:</b> Editing, Independent Planning and Writing</p>  |
| Experiment with different narrative forms and styles to write their own stories  |  |
| Adapt non-narrative forms and styles to write fiction or factual texts, including poems  | <p><b>Instructions:</b> Demonstration and Shared Writing</p> <p><b>Persuasive texts:</b> Independent Planning and Writing</p>  |
| Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail | <p><b>Journalistic writing:</b> Demonstration and Shared Writing, Independent Planning and Writing</p>   |
| Create multi-layered texts, including use of hyperlinks and linked web pages   | <p><b>Instructions:</b> Publishing</p>   |
| <b>Year 6</b>  |  |
| Set their own challenges to extend achievement and experience in writing   | <p><b>Biography:</b> Stimulus and Shared Planning</p> <p><b>Journalistic writing:</b> Stimulus and Shared Planning, Independent Planning and Writing</p> <p><b>Revision:</b> Independent Planning and Writing</p>  |
| Use different narrative techniques to engage and entertain the reader  | <p><b>Journalistic writing:</b> Writing Games, Independent Planning and Writing</p> <p><b>Recounts:</b> Stimulus and Shared Planning, Demonstration and Shared Writing</p>   |
| In non-narrative, establish, balance and maintain viewpoints   | <p><b>Biography:</b> Writing Games, Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Journalistic writing:</b> Writing Games, Stimulus and Shared Planning, Independent Planning and Writing</p> <p><b>Revision:</b> Demonstration and Shared Writing, Editing, Independent Planning and Writing</p> <p><b>Recounts:</b> Stimulus and Shared Planning</p>  |

### 9. Creating and shaping texts (continued)

|   |  |
|---|--|
| Select words and language drawing on their knowledge of literary features and formal and informal writing | <p><b>Biography:</b> Demonstration and Shared Writing, Independent Planning and Writing, Editing</p> <p><b>Journalistic writing:</b> Writing Games, Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Revision:</b> Talking the Text Type, Writing Games, Demonstration and Shared Writing, Editing, Independent Planning and Writing</p> <p><b>Instructions:</b> Writing Games, Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Recounts:</b> Writing Games, Editing, Independent Planning and Writing</p> <p><b>Persuasive texts:</b> Writing Games, Stimulus and Shared Planning, Editing, Independent Planning and Writing</p> |
| Integrate words, images and sounds imaginatively for different purposes                                   | <p><b>Instructions:</b> Publishing</p> <p><b>Recounts:</b> Publishing</p>  |

### 10. Text structure and organisation

#### Year 1

|   |  |
|---|--|
| Write chronological and non-chronological texts using simple structures | <p><b>Y1 Information texts:</b> Demonstration and Shared Writing, Publishing</p> <p><b>Recounts:</b> Demonstration and Shared Writing, Independent Planning and Writing, Publishing</p>  |
| Group written sentences together in chunks of meaning or subject        | <p><b>Instructions:</b> Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Y1 Information texts:</b> Demonstration and Shared Writing, Independent Planning and Writing, Publishing</p> <p><b>Reports:</b> Writing Games, Independent Planning and Writing</p> <p><b>Y2 Information texts:</b> Independent Planning and Writing</p> <p><b>Explanations:</b> Independent Planning and Writing</p> |

#### Year 2

|   |   |
|---|---|
| Use planning to establish clear sections for writing    | <p><b>Reports:</b> Independent Planning and Writing</p> <p><b>Y2 Information texts:</b> Stimulus and Shared Planning, independent Planning and Writing</p> <p><b>Explanations:</b> Demonstration and Shared Writing</p> <p><b>Y1 Information texts:</b> Stimulus and Shared Planning</p> <p><b>Recounts:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing</p> |
| Use appropriate language to make sections hang together | <p><b>Reports:</b> Writing Games</p> <p><b>Explanations:</b> Writing Games, Demonstration and Shared Writing</p> <p><b>Instructions:</b> Writing Games</p>  |

#### Year 3

|   |  |
|---|--|
| Signal sequence, place and time to give coherence | <p><b>Instructions:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Editing, Independent Planning and Writing</p> <p><b>Recounts:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing</p>                             |
| Group related material into paragraphs            | <p><b>Information texts:</b> Demonstration and Shared Writing, Editing, Independent Planning and Writing</p> <p><b>Reports:</b> Stimulus and Shared Planning</p> <p><b>Persuasive texts:</b> Demonstration and Shared Writing</p> <p><b>Recounts:</b> Demonstration and Shared Writing</p> |

## 10. Text structure and organisation (continued)

### Year 4

|   |  |
|---|--|
| Organise text into paragraphs to distinguish between different information, events or processes | <p><b>Explanations:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Editing, Independent Planning and Writing</p> <p><b>Persuasive texts:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Recounts:</b> Writing Games, Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Instructions:</b> Demonstration and Shared Writing, Editing, Independent Planning and Writing</p> <p><b>Information texts:</b> Writing Games, Independent Planning and Writing</p> <p><b>Reports:</b> Writing Games, Demonstration and Shared Writing, Independent Planning and Writing</p> |
| Use adverbs and conjunctions to establish cohesion within paragraphs                            | <p><b>Explanations:</b> Writing Games</p> <p><b>Recounts:</b> Writing Games, Editing</p>   |

### Year 5

|   |   |
|---|---|
| Experiment with the order of sections and paragraphs to achieve different effects | <p><b>Instructions:</b> Stimulus and Shared Planning</p> <p><b>Recounts:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Editing, Independent Planning and Writing</p> <p><b>Persuasive texts:</b> Demonstration and Shared Writing, Editing, Independent Planning and Writing</p> <p><b>Biography:</b> Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Journalistic writing:</b> Demonstration and Shared Writing</p> |
| Change the order of material within a paragraph, moving the topic sentence        | <p><b>Recounts:</b> Independent Planning and Writing</p> <p><b>Persuasive texts:</b> Demonstration and Shared Writing, Editing, Independent Planning and Writing</p>  |

### Year 6

|  |   |
|--|---|
| Use varied structures to shape and organise texts coherently | <p><b>Revision:</b> Writing Games, Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing, Publishing</p> <p><b>Biography:</b> Demonstration and Shared Writing, Independent Planning and Writing, Publishing</p> <p><b>Journalistic Writing:</b> Demonstration and Shared Writing, Editing, Independent Planning and Writing, Publishing</p> <p><b>Instructions:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Independent Planning and Writing</p> <p><b>Recounts:</b> Demonstration and Shared Writing</p> |
| Use paragraphs to achieve pace and emphasis                  | <p><b>Revision:</b> Stimulus and Shared Planning, Demonstration and Shared Writing, Editing, Independent Planning and Writing</p> <p><b>Biography:</b> Independent Planning and Writing</p> <p><b>Journalistic Writing:</b> Demonstration and Shared Writing, Editing, Publishing</p> <p><b>Persuasive texts:</b> Independent Planning and Writing</p>  |

## 11. Sentence structure and punctuation

### Year 1

|   |  |
|---|--|
| Compose and write simple sentences independently to communicate meaning | <b>Instructions:</b> Writing Games, Independent Planning and Writing<br><b>Y1 Information texts:</b> Independent Planning and Writing<br><b>Recounts:</b> Independent Planning and Writing<br><b>Y2 Information texts:</b> Demonstration and Shared Writing<br><b>Explanations:</b> Demonstration and Shared Writing |
| Use capital letters and full stops when punctuating simple sentences    | <b>Instructions:</b> Independent Planning and Writing<br><b>Y1 Information texts:</b> Independent Planning and Writing<br><b>Recounts:</b> Independent Planning and Writing  |

### Year 2

|   |  |
|---|--|
| Write simple and compound sentences and begin to use subordination in relation to time and reason | <b>Y2 Information texts:</b> Demonstration and Shared Writing<br><b>Explanations:</b> Demonstration and Shared Writing, Independent Planning and Writing |
| Compose sentences using tense consistently (present and past)                                     | <b>Reports:</b> Writing Games, Independent Planning and Writing<br><b>Y1 Information texts:</b> Demonstration and Shared Writing                         |
| Use question marks, and use commas to separate items in a list                                    | <b>Y2 Information texts:</b> Writing Games<br><b>Explanations:</b> Demonstration and Shared Writing  |

### Year 3

|   |  |
|---|--|
| Show relationships of time, reason and cause through subordination and connectives    | <b>Instructions:</b> Independent Planning and Writing<br><b>Information texts:</b> Writing Games, Demonstration and Shared Writing, Editing, Independent Planning and Writing<br><b>Reports:</b> Writing Games, Demonstration and Shared Writing<br><b>Explanations:</b> Writing Games<br><b>Recounts:</b> Writing Games |
| Compose sentences using adjectives, verbs and nouns for precision, clarity and impact | <b>Instructions:</b> Independent Planning and Writing<br><b>Information texts:</b> Independent Planning and Writing<br><b>Reports:</b> Independent Planning and Writing<br><b>Persuasive texts:</b> Demonstration and Shared Writing<br><b>Recounts:</b> Independent Planning and Writing                                |
| Clarify meaning through the use of exclamation marks and speech marks                 |  |

### Year 4

|  |   |
|--|---|
| Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials) | <b>Explanations:</b> Writing Games<br><b>Persuasive texts:</b> Demonstration and Shared Writing<br><b>Recounts:</b> Editing |
| Use commas to mark clauses, and use the apostrophe for possession                                      |   |

### Year 5

|  |  |
|--|--|
| Adapt sentence construction to different text-types, purposes and readers    | <b>Instructions:</b> Writing Games, Independent Planning and Writing<br><b>Recounts:</b> Writing Games, Demonstration and Shared Writing, Editing, Independent Planning and Writing<br><b>Persuasive texts:</b> Writing Games, Stimulus and Shared Planning, Demonstration and Shared Writing, Editing, Independent Planning and Writing |
| Punctuate sentences accurately, including using speech marks and apostrophes | <b>Instructions:</b> Editing, Independent Planning and Writing<br><b>Recounts:</b> Independent Planning and Writing  |

**Persuasive texts:** Writing Games, Demonstration and Shared Writing, Editing, Independent Planning & Writing

## 11. Sentence structure and punctuation (continued)

### Year 6

Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways

**Biography:** Writing Games

**Revision:** Writing Games, Stimulus and Shared Planning, Demonstration and Shared Writing, Editing, Independent Planning and Writing

Use punctuation to clarify meaning in complex sentences

**Journalistic writing:** Editing

**Revision:** Demonstration and Shared Writing, Editing, Independent Planning and Writing

## 12. Presentation

### Year 1

Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip

Write with spaces between words accurately

Use the space bar and keyboard to type their name and simple texts

### Year 2

Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words

Form and use the four basic handwriting joins

Wordprocess short narrative and non-narrative texts

**Y2 Information texts:** Publishing  
**Explanations:** Publishing

### Year 3

Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins

Develop accuracy and speed when using keyboard skills to type, edit and redraft

### Year 4

Write consistently with neat, legible and joined handwriting

Use wordprocessing packages to present written work and continue to increase speed and accuracy in typing

### Year 5

Adapt handwriting for specific purposes, for example printing, use of italics

**Instructions:** Publishing  
**Recounts:** Publishing  
**Persuasive texts:** Publishing

Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes

**Instructions:** Publishing  
**Recounts:** Publishing  
**Persuasive texts:** Publishing

### Year 6

Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style

**Revision:** Publishing  
**Persuasive texts:** Publishing

Select from a wide range of ICT programs to present text effectively and communicate information and ideas

**Biography:** Publishing  
**Journalistic writing:** Publishing  
**Revision:** Publishing  
**Persuasive texts:** Publishing