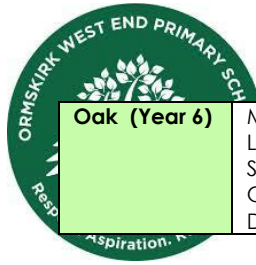




# Respect, Resilience, Aspiration

## OWE Writing Progression

<p><b>Acorns (EYFS)</b></p>	<p>In EYFS we use the Birth to 5 Matters document to support the teaching for children to reach Early Learning Goals. In Writing Birth to 5 Matters: Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to their drawings and paintings</li> <li>• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>• Includes mark making and early writing in their play</li> <li>• Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>• Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> <li>• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul>		
	<p><b>Fiction</b></p>	<p><b>Non-fiction</b></p>	<p><b>Poetry</b></p>
<p><b>Beech (Year 1)</b></p>	<p>Stories in Familiar settings Stories with repetitive patterns Classic stories on a theme Traditional Tales Stories in Familiar settings Stories with Fantasy settings</p>	<p>Information book Instructions Recounts</p>	<p>Poetry- songs and rhymes Traditional Rhymes Learn Poems by Heart</p>
<p><b>Elm (Year 2)</b></p>	<p>Narrative based on a model Traditional Tales with a twist Stories by the same author Stories with familiar settings Animal Adventure Stories Story as a theme</p>	<p>Page for an information book Instructions Non-chronological reports Persuasion Explanation Recount</p>	<p>Classic Poems Learn poems by heart</p>
<p><b>Maple (Year 3)</b></p>	<p>Innovated narrative based on a structure Fairy Tales Stories with dilemmas Novel as a theme Stories with a theme Folk Tales</p>	<p>Recount- newspapers Persuasion Non-chronological reports Debate</p>	<p>Traditional Rhymes Kennings poems Classic Poetry Poems on a theme</p>
<p><b>Willow (Year 4/5)</b></p>	<p>Stories with fantasy settings Fairy tales Stories with issues and dilemmas Novel as a theme Folk tales</p>	<p>Explanations Film and playscript Recount-newspapers Persuasion Non chron reports Information booklets</p>	<p>Classic poetry Poems with structure Poems on a theme</p>



<b>Oak (Year 6)</b>	Myths Legends Stories in historical settings Older literature- Macbeth Detective/ crime fiction	Discussion and debate Explanations Recount: autobiography	Poems with imagery Poetry-songs and lyrics Classic narrative poetry
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## OWE Grammar Progression

	<b>KS1</b>
<b>Beech (Year 1)</b>	<p>Say, and hold in memory whilst writing, simple sentences which make sense.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write simple sentences that can be read by themselves and others.</li> <li><input type="checkbox"/> Separate words with spaces.</li> <li><input type="checkbox"/> Use punctuation to demarcate simple sentences (capital letters and full stops).</li> <li><input type="checkbox"/> Use capital letter for the personal pronoun I.</li> <li><input type="checkbox"/> Use capital letters for names of people, places and days of the week.</li> <li><input type="checkbox"/> Identify and use question marks and exclamation marks.</li> <li><input type="checkbox"/> Use the joining word and to link words and clauses.</li> <li><input type="checkbox"/> Extend range of joining words to link words and clauses using but and or.</li> <li><input type="checkbox"/> Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes.</li> <li><input type="checkbox"/> Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper.</li> <li><input type="checkbox"/> Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.</li> </ul>
<b>Elm (Year 2)</b>	<p>Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use sentences with different forms: statement, question, command, exclamation.</li> <li><input type="checkbox"/> Secure the use of full stops, capital letters, exclamation marks and question marks.</li> <li><input type="checkbox"/> Use commas to separate items in a list.</li> <li><input type="checkbox"/> Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.</li> <li><input type="checkbox"/> Use apostrophes for singular possession in nouns, e.g. the girl's name.</li> <li><input type="checkbox"/> Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</li> <li><input type="checkbox"/> Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.</li> <li><input type="checkbox"/> Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day.</li> <li><input type="checkbox"/> Select, generate and effectively use verbs.</li> <li><input type="checkbox"/> Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress.</li> <li><input type="checkbox"/> Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports.</li> </ul>



	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use present tense for non-chronological reports and persuasive adverts.</li> <li><input type="checkbox"/> Select, generate and effectively use nouns.</li> <li><input type="checkbox"/> Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. happiness, sadness, teacher, baker.</li> <li>Create compound words using nouns, e.g. whiteboard and football.</li> <li><input type="checkbox"/> Select, generate and effectively use adjectives.</li> <li><input type="checkbox"/> Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</li> <li><input type="checkbox"/> Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. playful, careful, careless, hopeless.</li> <li><input type="checkbox"/> Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. faster, fastest, smaller, smallest.</li> <li><input type="checkbox"/> Select, generate and effectively use adverbs.</li> <li>Use suffix <i>ly</i> to turn adjectives into adverbs e.g. slowly, gently, carefully.</li> </ul>
	<b>LKS2</b>
<b>Maple (Year 3)</b>	<p>Identify clauses in sentences.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore and identify main and subordinate clauses in complex sentences.</li> <li><input type="checkbox"/> Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so.</li> <li><input type="checkbox"/> Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats.</li> <li><input type="checkbox"/> Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</li> <li><input type="checkbox"/> Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually.</li> <li><input type="checkbox"/> Use inverted commas to punctuate direct speech (speech marks).</li> <li><input type="checkbox"/> Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past).</li> <li><input type="checkbox"/> Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. a rock, an open box.</li> <li><input type="checkbox"/> Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary.</li> <li><input type="checkbox"/> Explore and collect nouns with prefixes <i>super</i>, <i>anti</i>, <i>auto</i>.</li> </ul>
<b>Willow (Year 4)</b>	<p>Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use commas to mark clauses in complex sentences.</li> <li><input type="checkbox"/> Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.</li> <li><input type="checkbox"/> Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.</li> <li><input type="checkbox"/> Use commas after fronted adverbials.</li> <li><input type="checkbox"/> Identify, select and use determiners including: <ul style="list-style-type: none"> <li>- articles: <i>a/an, the</i></li> <li>- demonstratives : <i>this/that; these/those</i></li> <li>- possessives: <i>my/your/his/her/its/our/their</i></li> <li>- quantifiers: <i>some, any, no, many, much, every</i></li> </ul> </li> <li><input type="checkbox"/> Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."</li> <li><input type="checkbox"/> Identify, select and effectively use pronouns.</li> <li><input type="checkbox"/> Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.</li> <li><input type="checkbox"/> Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.</li> <li><input type="checkbox"/> Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</li> <li><input type="checkbox"/> Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.</li> </ul>
	<b>UKS2</b>



<b>Willow (Year 5)</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that</li><li><input type="checkbox"/> Create complex sentences where the relative pronoun is omitted</li><li><input type="checkbox"/> Create and punctuate complex sentences using ed opening clauses</li><li><input type="checkbox"/> Create and punctuate complex sentences using ing opening clauses,</li><li><input type="checkbox"/> Create and punctuate sentences using simile Starters.</li></ul> <p>Demarcate complex sentences using commas in order to clarify meaning.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Use commas to avoid ambiguity</li><li><input type="checkbox"/> Identify and use commas to indicate parenthesis,</li><li><input type="checkbox"/> Identify and use brackets to indicate parenthesis</li><li><input type="checkbox"/> Identify and use dashes to indicate parenthesis,</li><li><input type="checkbox"/> Link ideas across paragraphs using adverbials for time, place and numbers.</li></ul> <p>Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth.</li><li><input type="checkbox"/> Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.</li><li><input type="checkbox"/> Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably.</li><li><input type="checkbox"/> Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs.</li></ul> <p>Investigate verb prefixes e.g. dis-, de-, re-, pre-,mis-, over-.</p>
<b>Oak (Year 6)</b>	<p>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, possibility, alternatively, as a consequence.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then.</li><li><input type="checkbox"/> Use ellipsis to link ideas between paragraphs.</li><li><input type="checkbox"/> Use repetition of a word or phrase to link ideas between paragraphs.</li><li><input type="checkbox"/> Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.</li><li><input type="checkbox"/> Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.</li><li><input type="checkbox"/> Identify the subject and object of a sentence.</li><li><input type="checkbox"/> Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.</li><li><input type="checkbox"/> Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</li><li><input type="checkbox"/> Punctuate bullet points consistently.</li><li><input type="checkbox"/> Identify and use colons to introduce a list.</li><li><input type="checkbox"/> Identify and use semi-colons within lists.</li><li><input type="checkbox"/> Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark.</li></ul> <p>Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – enter.</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Explore, collect and use question tags typical of informal speech and writing e.g. "He's your friend, isn't he?"</li><li><input type="checkbox"/> Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would; The school requires that all pupils be honest.</li></ul>



**\*Although we use Birth to 5 Matters to support our teaching in EYFS, these are the DfE statutory ELG we are working towards in English:**



	<b><u>EYFS Statutory ELG for Literacy (EYFS Framework)</u></b>
<b>Statutory ELG: Communication and Language</b>	<p>Listening, Attention and Understanding ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul>
<b>Statutory ELG: Speaking</b>	<ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
<b>Statutory ELG: Comprehension</b>	<ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
<b>Statutory ELG: Word reading</b>	<p>Word Reading ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<b>Statutory ELG: Writing</b>	<p>Writing ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>