

St Mark's Writing Outcomes – Annual Overview and Expectations



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recount	x	X	x	X	X	
Story Writing		X	X			X
Instructional	X		X	X	X	
Non-Chron	X		x	X	X	X
Diary		x		X	X	X
Informal Letter	X	X	x			
Poetry		X		X		X

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recount	X	X	X	x	X	
Story Writing		X	X	X		X
Instructional	X		X			X
Non-Chron			X	X	X	
Diary	X		X	X	X	X
Informal Letter	X	X				
Poetry		X		X	X	X

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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recount	X		X	X	X	
Story Writing	X		X	X	X	
Instructional		X	X		X	
Non-Chron	X	X	X	X		X
Diary	X	X		X	X	X
Informal Letter	X		X			X
Persuasive		X	X			X
Poetry		X			X	X

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recount	X	X	X			X
Story Writing	X				X	X
Instructional	X	X				
Non-Chron	X		X	X		
Diary	X			X		X
Informal Letter			X		X	
Persuasive			X		X	
Poetry		X			X	

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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recount	X	X				X
Story Writing	X		X		X	X
Instructional						
Non-Chron	X	X	X	X	X	X
Diary	X	X	X		X	
Informal Letter	X	X	X	X		
Persuasive					X	
Poetry		X	X	X	X	

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recount	X		X		X	X
Story Writing	X				X	
Instructional		X	X		X	X
Non-Chron	X		X	X		
Diary	X	X				X
Informal Letter		X	X	X	X	
Persuasive	X					X
Poetry		X		X		

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This maps are to be used in conjunction with progression map for each year group.	
Year 1	
Recount	<ul style="list-style-type: none"> • who, what, when, where and why in a few sentences • time adverbials (first, firstly, next, after, later) • written in the past tense • first person • chronological order • use coordinating and subordinating conjunctions
Story Writing	<ul style="list-style-type: none"> • include an opening paragraph which describes the characters and setting • include a problem or dilemma • begin to describe the character's feelings and emotions • include simple adjectives and verbs • use noun phrases which add detail to the description • use coordinating conjunctions to link two main ideas • use exclamation sentences where appropriate (What big eyes you have, Grandma!) • begin to use inverted commas to mark direct speech, where appropriate
Instructional Writing	<ul style="list-style-type: none"> • title • simple, easy vocabulary (using FFT Success for All phonics scheme red and green words and year 1 and 2 word list) • time adverbials • bossy (imperative) verbs • numbered points • written in the correct order and makes sense • use commas to separate items in a list
Non-Chronological Report	<ul style="list-style-type: none"> • written in the past tense and third person • use coordinating conjunctions to link two main ideas • use subordinating conjunctions in the middle of sentences • information which is factual and accurate • picture/ diagrams • subheadings

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	<ul style="list-style-type: none"> • technical vocabulary • use noun phrases which inform • use apostrophes to mark possession 								
Diary Entry	<ul style="list-style-type: none"> • written in first person • retell the important events that have taken place • simple adjectives to describe feelings • written in chronological order • time adverbials • written in the past tense 								
Informal Letter	<ul style="list-style-type: none"> • sender's address at the top right • Dear ... • first person • chatty language • informal ending, Best wishes 								
Poetry	<table border="1"> <thead> <tr> <th>Features</th> <th>Challenge</th> </tr> </thead> <tbody> <tr> <td>Acrostic</td> <td> <ul style="list-style-type: none"> • Ask pupils to spell out a word using the last letter of each line. • Ask pupils to include a rhyme. • Ask pupils to add a further description within their poem. </td> </tr> <tr> <td>Shape Poetry</td> <td> <ul style="list-style-type: none"> • Ask pupils to have a consistent number of syllables in each line. • Ask pupils to include language devices, such as similes, metaphors and alliterations. </td> </tr> <tr> <td>Riddles</td> <td> <ul style="list-style-type: none"> • Ask pupils to write a riddle in either the first or third person. • Ask pupils to use rhyming couplets. </td> </tr> </tbody> </table>	Features	Challenge	Acrostic	<ul style="list-style-type: none"> • Ask pupils to spell out a word using the last letter of each line. • Ask pupils to include a rhyme. • Ask pupils to add a further description within their poem. 	Shape Poetry	<ul style="list-style-type: none"> • Ask pupils to have a consistent number of syllables in each line. • Ask pupils to include language devices, such as similes, metaphors and alliterations. 	Riddles	<ul style="list-style-type: none"> • Ask pupils to write a riddle in either the first or third person. • Ask pupils to use rhyming couplets.
Features	Challenge								
Acrostic	<ul style="list-style-type: none"> • Ask pupils to spell out a word using the last letter of each line. • Ask pupils to include a rhyme. • Ask pupils to add a further description within their poem. 								
Shape Poetry	<ul style="list-style-type: none"> • Ask pupils to have a consistent number of syllables in each line. • Ask pupils to include language devices, such as similes, metaphors and alliterations. 								
Riddles	<ul style="list-style-type: none"> • Ask pupils to write a riddle in either the first or third person. • Ask pupils to use rhyming couplets. 								
	<ul style="list-style-type: none"> • The first or the last letter in each line spells out a word. Most commonly, it is the first letter that spells out the word. • The acrostic links to a given theme, e.g., winter. • Lines usually end with commas. 								
	<ul style="list-style-type: none"> • The poem usually describes an object. • The poem is presented in the shape of the object it describes. • The layout may either be with the words inside a shape or around the outline of the shape. 								
	<ul style="list-style-type: none"> • The poem describes a noun (usually an object) but does not name it, i.e., it may describe a tiger as striped and furry. • The last line usually directly addresses the reader and uses a question, e.g., 'What is it?' or Can you guess what I could be?' • The mood of the poem is light-hearted. 								

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Spoken Language

Year 1		Example or exemplification
Listening	Listen carefully and follow instructions.	Listens carefully to what others have to say in a group.
Questioning	Know the difference between a question and a statement.	Knows that many questions start with 'why', 'what', 'when' or 'who'.
Vocabulary	Use new vocabulary associated with the topic or when new words have been introduced.	'I know many countries with hot climates are close to the Equator.'
Standard English	Improve their own Standard English when inaccuracies are pointed out.	Consistently says, 'I need to go to the toilet' rather than 'I go toilet'.
Communicating	Initiate conversation.	Starts a conversation with an adult they know well.
Fluency	Use complete sentences when explaining ideas.	Uses complete sentences when speaking to others rather than phrases or two words.
Describing or Articulating	Regularly use adjectives when talking about something they are interested in.	'The blue lorry was carrying heavy pipes.'
Exaggerating or Emphasising	Use exaggeration as a way of making a point.	'There were millions of them.'

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Year 2	
Recount	<ul style="list-style-type: none"> • an introduction which answers who, what, when, where and why • time adverbials (first, firstly, next, after, later) • written in the past tense • use exclamation sentences, where appropriate • use coordinating and subordinating conjunctions
Story Writing	<ul style="list-style-type: none"> • include an opening paragraph which describes the characters and setting • include a problem or dilemma • begin to describe the character's feelings and emotions • include powerful adjectives, verbs and adverbs • include some synonyms, similes, metaphors and alliteration • write in paragraphs and include multi-clause sentences • use coordinating a conjunction to link two main ideas • use noun phrases which add detail to the description • use the progressive form of verbs (Goldilocks was walking through the woods) • use coordinating conjunctions to link two main ideas • use exclamation sentences where appropriate (What big eyes you have, Grandma!) • use nouns and pronouns for clarity and cohesion • begin to use inverted commas to mark direct speech, where appropriate
Instructional Writing	<ul style="list-style-type: none"> • title • time adverbials • imperative verbs • simple, easy vocabulary • numbered/ bullet points • labelled diagrams • written in the correct order and make sense • use commas to separate items in a list

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<p>Non-Chronological Report</p>	<ul style="list-style-type: none"> • appropriate use of past and present tense • paragraphs used to group related ideas • subheadings to label content • opening paragraph to describe what the report is about • written in the present tense and the third person • use coordinating conjunctions to link two main ideas • use subordinating conjunctions in the middle of sentences • information which is factual and accurate • picture/ diagrams • subheadings • technical vocabulary • use noun phrases which inform • use apostrophes to mark possession 	
<p>Diary Entry</p>	<ul style="list-style-type: none"> • write in the first person • describe the important events that have taken place • emotive language • use exclamation sentences, where appropriate (What a fantastic time we had!) • written in chronological order • time adverbials • informal language/ chatty style • written in past tense 	
<p>Informal Letter</p>	<ul style="list-style-type: none"> • senders address at the top right • Dear ... • writing a greeting • chatty language • write details • informal ending, from, Best wishes • use question marks and exclamation marks 	
<p>Poetry</p>	<p>Features</p>	<p>Challenge</p>

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<p>Diamantes</p>	<p>Example:</p> <p style="text-align: center;"> Bike Shiny, quiet Pedalling, spinning, weaving Whizzing around corners, zooming along roads Racing, roaring, speeding Fast, loud Car </p> <p>The poem is presented in the shape of a diamond.</p> <ul style="list-style-type: none"> - Line 1: Beginning subject - Line 2: Two adjectives reflecting the subject - Line 3: Three verbs or words ending with 'ing' about the subject - Line 4: A short phrase about the subject, a short phrase about the end subject - Line 5: Three verbs or words ending with 'ing' about the end subject - Line 6: Two adjectives about the end subject - Line 7: End subject 	<ul style="list-style-type: none"> • Precise verbs and adjectives are used in the relevant lines. • Each line starts with a capital letter. • Commas are used between verbs and adjectives. • No punctuation at the end of lines. • Pupils use increasingly precise adjectives and verbs in their verse.
<p>Haiku</p>	<p>Example:</p> <ul style="list-style-type: none"> • The sky is blue (5) • The sun is so warm up high (7) • I love summer (5) <ul style="list-style-type: none"> • The Haiku originates from Japan and is similar in structure to a Tanka poem. • The mood of a Haiku is generally serious and can relate to many themes, including nature or love. <ul style="list-style-type: none"> • The line structure is as follows: • Line 1: 5 syllables • Line 2: 7 syllables • Line 3: 5 syllables 	<ul style="list-style-type: none"> • Ask children to select rhyming words to end lines 1 and 3.

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Free Verse	<ul style="list-style-type: none">• Free verse does not follow a set syllable pattern or rhyme scheme.	
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	Year 2		Example or exemplification
Spoken Language	Listening	Listen to a 2-part instruction. Remember and follow what is asked.	Respond to, 'Line up at the door and wait for the bell.'
	Questioning	Ask questions to clarify their understanding.	Ask questions such as, 'Why did all dinosaurs die out if some were far more fierce than others?'
	Vocabulary	Know when it is appropriate to use specific vocabulary.	Acknowledging the need for precise vocabulary when discussing historical, geographical or scientific events.
	Standard English	Be aware that formal and informal situations require different codes.	Recognise that they are expected to use different codes of talk when speaking to unknown adults rather than their friends.
	Communicating	Hold the attention of the people they are speaking to by adapting their talk.	Raising their voice at points of excitement when describing something they have seen.
	Fluency	Understand how to talk for different purposes, including to an audience	Knows that when talking to younger children, they may need to adapt their talk accordingly.
	Describing or Articulating	Be clear and concise about an incident they are describing.	Use adjectives and adverbs in proportion when describing an incident they have witnessed.
	Exaggerating or Emphasising	Emphasise points when communicating to indicate importance.	Raises voice at appropriate points when explaining where they had seen something that is being discussed.

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Year 3

<p>Recount</p>	<ul style="list-style-type: none"> • an introduction which answers who, what, when, where and why • time adverbials • written in the past tense • first person • describes clearly what has happened • chronological order • begin to use present perfect tense to place events in time (This week we have visited the science museum) • use relative clauses to add further detail (We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament) • end the recount with a closing statement
<p>Story Writing</p>	<ul style="list-style-type: none"> • planning stage – story map/boxedup • interesting start which hooks the reader • include an opening paragraph which describes the characters and settings • include a build-up to a problem which increases tension • include a problem and a dilemma • describe a character's emotions and feelings • include speech to move the events of the story forward • use inverted commas for speech • include powerful adjectives, verbs and adverbs • include a range of synonyms, similes, metaphors and alliteration • write in paragraphs and include multi-clause sentences • use fronted adverbials to show how/ when an event occurs • use subordinate clauses to add detail or context • use nouns and pronouns for clarity and cohesion

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<p>Instructional Writing</p>	<ul style="list-style-type: none"> • paragraphs used to group related ideas • subheadings to label content • opening paragraph that explains what the report is about • written in the present tense and the third person • range of adverbials and conjunctions • technical vocabulary • information which is factual and accurate • pictures/ diagrams • use of subordinate conjunctions to join clauses, including as openers
<p>Non-Chronological Report</p>	<ul style="list-style-type: none"> • written in the first person • describe the important events that have taken place • emotive language • thoughts and feelings • written in chronological order • time adverbials • informal language/ chatty style • written in the past tense • include a date at the beginning
<p>Diary Entry</p>	<ul style="list-style-type: none"> • write in the first person • describe the important events that have taken place • emotive language • use exclamation sentences, where appropriate (What a fantastic time we had!) • written in chronological order • time adverbials • informal language/ chatty style • written in past tense
<p>Informal Letter</p>	<ul style="list-style-type: none"> • senders address at the top right • date under the address • Dear ... • write a greeting • chatty, friendly language • ask questions • write details • informal ending – from, Best wishes • use question marks and exclamation marks • use paragraphs

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<p>Advert</p>	<ul style="list-style-type: none"> • include a snappy slogan to make the product sound interesting or exciting • describe the benefits of the product fully – specific and key information • include persuasive language – exaggerate to make the product sound appealing • use the second person • include noun phrases to add detail and adjectives for positive description • use imperative verbs to convey urgency (Buy it today! Listen very carefully!) • use rhetorical questions to engage the reader • include an informative diagram or picture 	
<p>Persuasive Writing</p>	<ul style="list-style-type: none"> • Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports • Their primary purpose is to persuade the reader to see an argument from the writer's point of view and change their mind, buy or support something • an introductory paragraph that states the argument • words like: some believe that; in my opinion, therefore; moreover; for this reason; I feel that; surely; I am sure that. Firstly, Secondly, It is certain • each paragraph states a reason or opinion and then is followed by two or three pieces of evidence to support it • points out the for and against • facts and statistics • has facts that support the evidence given • rhetorical questions • a strong concluding paragraph that sums up the main argument 	
<p>Poetry</p>	<p>Features</p>	<p>Challenge</p>
<p>Clerihews</p>	<ul style="list-style-type: none"> • Example: <p>Mr Smith wears a wig But for his head, it's rather big In windy weather, he was careless Now Mr Smith's head is hairless</p> <ul style="list-style-type: none"> • A clerihew has four lines and includes a rhyming couplet • The subject of the poem is typically a character who is named in the poem. • The mood of this type of poem is comic. 	

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Limericks	<ul style="list-style-type: none">• Example <p>There was an old man with a beard Who said, 'It's just what I feared', Two owls and a hen, A lark and a wren, Have all built their nests in my beard</p> <ul style="list-style-type: none">• The poem has 5 lines and follows a rhyme scheme.• Lines 1, 2 and 5 have 7 to 10 syllables, and lines 3 and 4 have 5-7 syllables.• The first line usually begins with 'There was a ... and ends with the name of a person or place.• Each line starts with a capital letter and usually ends with a comma.• The mood of this poem is comic and sometimes even nonsense.	<ul style="list-style-type: none">• Provide scaffolding with gaps for lower attainers.• Ask children to write in a nonsense style, considering how their nonsense words could be similar to real word. to suggest meaning• Ask children to create a limerick around a given theme.
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Year 3		Example or exemplification
Listening	Listen carefully and follow instructions.	Follow a 3-step instruction such as: Open to the correct page, write the date, and stick in steps to success.
Questioning	Ask questions that are relevant to the ongoing learning in the class.	Why did the cotton industry come to Oldham?
Vocabulary	Use new topic vocabulary when communicating and in written work.	I know that Stone-Age people were hunter-gathers
Standard English	Use past/present tenses correctly in their spoken language.	I went to the mosque yesterday with my family.
Communicating	Know when to listen and when to speak when communicating.	Taking turns and not interrupting when involved in a discussion.
Fluency	Say polysyllabic words clearly.	Did you see that “helicopter” in the sky?
Describing or Articulating	Justify reasoning to others.	I threw the ball because I was playing cricket.
Exaggerating or Emphasising	Exaggerate to emphasise a point being made.	The car flew down the road.

Spoken Language

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Year 4	
Recount	<ul style="list-style-type: none"> • an introduction which answers who, what, when, where and why • time adverbials • written in the past tense • first person • describes clearly what has happened • chronological order • begin to use present perfect tense to place events in time (This week we have visited the science museum) • use relative clauses to add further detail (We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament) • end the recount with a closing statement
Story Writing	<ul style="list-style-type: none"> • planning stage – story map/boxed - up • interesting start which hooks the reader • include an opening paragraph which describes the characters and settings • include a build-up to a problem which increases tension • include a problem and a dilemma • describe a character's emotions and feelings • include speech to move the events of the story forward • use inverted commas for speech • include powerful adjectives, verbs and adverbs • include a range of synonyms, similes, metaphors and alliteration • write in paragraphs and include multi-clause sentences • use fronted adverbials to show how/ when an event occurs • use subordinate clauses to add detail or context • use nouns and pronouns for clarity and cohesion
Instructional Writing	<ul style="list-style-type: none"> • title • time adverbials • imperative verbs • numbered/ bullet points • labelled diagrams (GD) • written in second person • written in the correct order and make sense • adverbs

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	<ul style="list-style-type: none"> • only necessary detail • appropriate vocabulary related to the subject
Non-Chronological Report	<ul style="list-style-type: none"> • title • paragraphs used to group related ideas • subheadings to label content • opening paragraph that explains what the report is about • written in the present tense and the third person • range of adverbials and conjunctions • technical vocabulary • information which is factual and accurate • pictures/ diagrams • use of subordinate conjunctions to join clauses, including as openers
Diary Entry	<ul style="list-style-type: none"> • written in the first person • describe the important events that have taken place • emotive language • thoughts and feelings • written in chronological order • time adverbials • informal language/ chatty style • written in the past tense • include a date at the beginning • appropriate beginning and sign-off
Informal Letter	<ul style="list-style-type: none"> • senders address at the top right • date under the address • Dear ... • write a greeting • chatty, friendly language (informal) • ask questions • write details • informal ending – from, Best wishes • use question marks and exclamation marks • use paragraphs

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Advert	<ul style="list-style-type: none"> • include a snappy slogan to make the product sound interesting or exciting • describe the benefits of the product fully – specific and key information • include persuasive language – exaggerate to make the product sound appealing • use the second person • include noun phrases to add detail and adjectives for positive description • use imperative verbs to convey urgency (Buy it today! Listen very carefully!) • use rhetorical questions to engage the reader • include an informative diagram or picture • Add the price – if selling something? 	
Persuasive Writing	<p><u>Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports. Their primary purpose is to persuade the reader to see an argument from the writer's point of view and change their mind, buy or support something</u></p> <ul style="list-style-type: none"> • an introductory paragraph that states the argument • words like: some believe that; in my opinion, therefore; moreover; for this reason; I feel that; surely; I am sure that. Firstly, Secondly, It is certain • each paragraph states a reason or opinion and then is followed by two or three pieces of evidence to support it • points out the for and against • facts and statistics • has facts that support the evidence given • rhetorical questions • a strong concluding paragraph that sums up the main argument 	
Poetry	Features	Challenge
Kenning Poems	<ul style="list-style-type: none"> • Example: <p>My sister Dummy-sucker Teddy-thrower Anything-chewer Kiss-giver Slave-employer Dolly-hugger Calm-destroyer Milk-drinker Nappy-leaker Peace-breaker</p>	<ul style="list-style-type: none"> • Ask children to make precise word choices. • Encourage children to use language devices, such as metaphor and alliteration.

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	<p>Scream-shrieker Unlike any other My sister</p> <ul style="list-style-type: none"> • A keening is a two-word phrase which describes an object, often using a metaphor to do so. • Kenning poems are a type of riddle which uses kennings to describe something or someone. • Each line consists of one kenning. There is no set number of lines in each verse. • The kenning should be ordered within the poem with consideration of the impact on the reader. 	
<p>Tetractys</p>	<ul style="list-style-type: none"> • Example <p>I (1) Am four (2) And I go (3) To big school where (4) I learn to read and write and spell my name (10)</p> <p>The poem is five lines in length</p> <ul style="list-style-type: none"> • The line structure is as follows: <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> • Ask children to write a double tetractys which follows the following structure: <ul style="list-style-type: none"> ○ Line 1: 1 syllable ○ Line 2: 2 syllables ○ Line 3: 3 syllables ○ Line 4: 4 syllables ○ Line 5: 10 syllables ○ Line 6: 10 syllables ○ Line 7: 4 syllables ○ Line 8: 3 syllables ○ Line 9: 2 syllables ○ Line 10: 1 syllable
<p>Free Verse</p>	<ul style="list-style-type: none"> • Free verse does not follow a set syllable pattern or rhyme scheme • It may be written on a range of themes 	

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Spoken
Language

Year 4		Example or exemplification
Listening	Listen and summarise what has been asked.	Children know they must finish their work and put their books in a neat pile on the desk.
Questioning	Ask questions to clarify or develop understanding.	What did the Romans do after they arrived in Britain?
Vocabulary	Use learnt vocabulary in day-to-day talk.	I know Picasso was an abstract artist.
Standard English	Work at eliminating common errors in their day-to-day speech.	Instead of “I do my maths”, “I am doing my maths work.”
Communicating	Listen carefully and add to a conversation.	I agree with you; it was a great game, and I particularly enjoyed the last goal.
Fluency	Confident to join in a group discussion without being prompted.	I believe that earthquakes can cause more damage than volcanos.
Describing or Articulating	Explain the response to a given situation.	I think people who don't recycle should be made to pay a fine.
Exaggerating or Emphasising	Making it clear if they agree or disagree with a given point.	I agree that Hitler was a dictator of the worst kind.

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Year 5

Recount	<ul style="list-style-type: none"> • an introduction which answers who, what, when, where and why • time adverbials • written in the past tense • first person • describes clearly what has happened • chronological order • begin to use present perfect tense to place events in time (This week we have visited the science museum) • use relative clauses to add further detail (We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament) • end the recount with a closing statement
Story Writing	<ul style="list-style-type: none"> • planning stage – story map/boxed - up • interesting start which hooks the reader • include an opening paragraph which describes the characters and settings • include a build-up to a problem which increases tension • include a problem and a dilemma • describe a character's emotions and feelings • include speech to move the events of the story forward • use inverted commas for speech • include powerful adjectives, verbs and adverbs • include a range of synonyms, similes, metaphors and alliteration • write in paragraphs and include multi-clause sentences • use fronted adverbials to show how/ when an event occurs • use subordinate clauses to add detail or context • use nouns and pronouns for clarity and cohesion
Instructional Writing	<ul style="list-style-type: none"> • title • subheadings: equipment; ingredients; instructions/ method • time adverbials • imperative verbs • numbered/ bullet points • labelled diagrams (GD) • adverbs

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	<ul style="list-style-type: none"> • range of conjunctions to write longer sentences • written in the correct order and make sense
Non-Chronological Report	<ul style="list-style-type: none"> • title • paragraphs used to group related ideas • subheadings to label content • opening paragraph that explains what the report is about • written in the appropriate tense and the third person • range of adverbials and conjunctions • technical vocabulary • information which is factual and accurate • modal verbs • pictures/ diagrams • use of subordinate conjunctions to join clauses, including as openers • formal style, sometimes using passive voice (GD)
Diary Entry	<ul style="list-style-type: none"> • written in the first person • describe the important events that have taken place • emotive language • thoughts and feelings • written in chronological order • time and fronted adverbials • informal language/ chatty style • written in the past tense • include a date at the beginning • appropriate beginning and sign-off • paragraphs • commas to separate subordinate conjunctions
Newspaper	<ul style="list-style-type: none"> • catchy heading, which may include a pun or alliteration • written in the past tense and the third person • chronological order • orientation – opening paragraph, which answers the questions who, what, when and where • Paragraphs that answer the questions why and how • reorientation – final paragraph which looks ahead to the future • quotes from eye-witness/ key person in the report

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	<ul style="list-style-type: none"> • a picture with a caption • include unbiased and descriptive language • direct and indirect speech – inverted commas, where appropriate • use of relative clauses • use of expanded noun phrases to inform • use of subordinating conjunctions 	
Advert	<ul style="list-style-type: none"> • include a snappy slogan to make the product sound interesting or exciting • describe the benefits of the product fully – specific and key information • modal verbs • include persuasive language – exaggerate to make the product sound appealing • use the second person • include noun phrases to add detail and adjectives for positive description • use imperative verbs to convey urgency (Buy it today! Listen very carefully!) • use rhetorical questions to engage the reader • include an informative diagram or picture • price (if selling something) 	
Persuasive Writing	<p><u>Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports. Their primary purpose is to persuade the reader to see an argument from the writer's point of view and change their mind, buy or support something</u></p> <ul style="list-style-type: none"> • an introductory paragraph that states the argument • words like: some believe that; in my opinion, therefore; moreover; for this reason; I feel that; surely; I am sure that. Firstly, Secondly, It is certain • each paragraph states a reason or opinion and then is followed by two or three pieces of evidence to support it • points out the for and against • facts and statistics • has facts that support the evidence given • rhetorical questions • a strong concluding paragraph that sums up the main argument 	
Poetry	Features	Challenge
Senryu	<ul style="list-style-type: none"> • Example: <p>She waited for me By the secret garden wall Looks like I'll be late!</p>	<ul style="list-style-type: none"> • Ask children to write on about an abstract concept

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	<p>The structure of Senryu is identical to a Haiku.</p> <ul style="list-style-type: none"> • It is three lines in length. • The line structure is as follows: <ul style="list-style-type: none"> ○ Line 1: 5 syllables ○ Line 2: 7 syllables ○ Line 3: 5 syllables • Each line starts with a capital letter and the last line ends with a full stop. No other punctuation is necessary. • Where Senryu differs from a Haiku is in the subject. Senryu are typically about humans not a concept like nature or love. 	
<p>Renga</p>	<ul style="list-style-type: none"> • Example <p>The final leaf falls (5) The tree branches are so bare (7) Autumn has arrived (5) Remember summer's warm kiss (7) So gentle, it will be missed (7)</p> <ul style="list-style-type: none"> • Ranga poems are written by more than one poet. Poet A would write three lines following the structure outlined. Poet B would then write the last two lines. • This is repeated within a pair or small group until the poem is complete. • There is no set rhyme scheme. • The themes within a poem must be consistent. • Each line starts with a capital letter, and each line ends with a full stop. 	<ul style="list-style-type: none"> • Ask children to approach a range of themes with different opinions. i.e. a verse from someone who likes autumn and a verse from someone who dislikes autumn. • Ask children to mirror the structure with a syllable pattern of their choosing, e.g. 6, 8, 6, 8, 8.
<p>Free Verse</p>	<ul style="list-style-type: none"> • Free verse does not follow a set syllable pattern or rhyme scheme • It may be written on a range of themes 	

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Year 5		Example or exemplification
Spoken Language	Listening	Listen to complicated information, know the important parts and respond to it.
	Questioning	Ask questions that are responsive to other ideas and views.
	Vocabulary	They are happy to use new vocabulary regularly in their everyday speech.
	Standard English	Know that they should use correct standard English when writing and answering questions.
	Communicating	Know how to engage the listener by varying expression and vocabulary.
	Fluency	Happy to talk at length about a topic being looked at in class.
	Describing or Articulating	Use descriptive language to talk about their ideas.
	Exaggerating or Emphasising	Use persuasive language when presenting their thoughts and ideas.
		<p>I know that when I bake a cake, I will not be able to regain the original ingredients, which is known as irreversible change.</p> <p>Are you suggesting that there are other stars that have the same type of planets as we have in the solar system?</p> <p>I know that the Earth orbits the Sun.</p> <p>Instead of “I watched the telly last night” in my writing, I would write “I watched the television last night”.</p> <p>Showing excitement or disappointment in their tone of voice.</p> <p>Confidently offers opinions about a given topic without being prompted.</p> <p>I think the vicious Vikings would have terrorised people if they were alive today</p> <p>In my opinion, evacuating children during WW2 was the correct thing to do.</p>

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Year 6	
Recount	<ul style="list-style-type: none"> • an introduction which answers who, what, when, where and why • time adverbials • written in the past tense • first person • describes clearly what has happened • chronological order • begin to use present perfect tense to place events in time (This week we have visited the science museum) • use relative clauses to add further detail (We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament) • end the recount with a closing statement
Story Writing	<ul style="list-style-type: none"> • planning stage – story map/boxed - up • interesting start which hooks the reader • include an opening paragraph which describes the characters and settings • include a build-up to a problem which increases tension • include a problem and a dilemma • describe a character's emotions and feelings • include speech to move the events of the story forward • use inverted commas for speech • include powerful adjectives, verbs and adverbs • include a range of synonyms, similes, metaphors and alliteration • write in paragraphs and include multi-clause sentences • use fronted adverbials to show how/ when an event occurs • use subordinate clauses to add detail or context • use nouns and pronouns for clarity and cohesion
Instructional Writing	<ul style="list-style-type: none"> • title • subheadings: equipment; ingredients; instructions/ method • time adverbials • imperative verbs • numbered/ bullet points • labelled diagrams (GD)

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Year 6	
	<ul style="list-style-type: none"> • adverbs • range of conjunctions to write longer sentences • written in the correct order and make sense
Non-Chronological Report	<ul style="list-style-type: none"> • title • paragraphs used to group related ideas • subheadings to label content • opening paragraph that explains what the report is about • written in the appropriate tense and the third person • range of adverbials and conjunctions • technical vocabulary • information which is factual and accurate • modal verbs • pictures/ diagrams • use of subordinate conjunctions to join clauses, including as openers • formal style, sometimes using passive voice (GD)
Diary Entry	<ul style="list-style-type: none"> • written in the first person • describe the important events that have taken place • emotive language • thoughts and feelings • written in chronological order • time and fronted adverbials • informal language/ chatty style • written in the past tense • include a date at the beginning • appropriate beginning and sign-off • paragraphs • commas to separate subordinate conjunctions

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Year 6

Newspaper	<ul style="list-style-type: none"> • catchy heading, which may include a pun or alliteration • written in the past tense and the third person • chronological order • orientation – opening paragraph, which answers the questions who, what, when and where • paragraphs that answer the questions why and how • reorientation – final paragraph which looks ahead to the future • quotes from eye-witness/ key person in the report • a picture with a caption • include unbiased and descriptive language • direct and indirect speech – inverted commas, where appropriate • use of relative clauses • use of expanded noun phrases to inform • use of subordinating conjunctions
Advert	<ul style="list-style-type: none"> • include a snappy slogan to make the product sound interesting or exciting • describe the benefits of the product fully – specific and key information • modal verbs • include persuasive language – exaggerate to make the product sound appealing • use the second person • include noun phrases to add detail and adjectives for positive description • use imperative verbs to convey urgency (Buy it today! Listen very carefully!) • use rhetorical questions to engage the reader • include an informative diagram or picture • price (if selling something)
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Year 6

	<ul style="list-style-type: none"> • points out the for and against • facts and statistics • has facts that support the evidence given • rhetorical questions • a strong concluding paragraph that sums up the main argument 	
Poetry	Features	Challenge
Ottava Rime	<ul style="list-style-type: none"> • Example: Quickly did the tiger begin his fast run Over hilly ground you see him fly and leap The passive prey laying grazing in the sun Suddenly it's life that it wanted to keep Tiger pounces, quickly getting the job done The prey collapses in a really big heap Tiger sleeps as night takes over from day Will we ever see the hunter become the prey? • It is an Italian style of poetry. • It has eight lines in length; each line consists of eleven syllables. • The rhyme scheme is ABABABCC. • Each line opens with a capital letter. • It is optional whether each line closes with a comma or not. • A poem may consist of several verses following the same structure as outlined. • The last line may end with a question mark or full stop. 	<ul style="list-style-type: none"> • Ask children to consider the precision of their vocabulary choices (They should use a thesaurus to develop this - linked to Year 5 and Year 6 writing curriculum objectives).

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Year 6

<p>Iambic Pentameter</p>	<ul style="list-style-type: none"> • Example <p>Two households both alike in dignity, In fair Verona, where we lay our scene, From ancient grudge break to new mutiny, Where civil blood makes civil hands unclean, From forth the fatal loins of these two foes A pair of star-cross'd lovers take their life</p> <ul style="list-style-type: none"> • Unlike other taught styles, Iambic Pentameter refers to how individual lines are constructed. There are no particular rules above verse length. • It is a sequence of ten alternating unstressed and stressed syllables. • Children should be encouraged to hear the effect of lines being constructed in this style. 	<ul style="list-style-type: none"> • Ask children to consider why characters such as the witches in Macbeth do not deliver their lines following this meter: What does this suggest about the presentation of character?
<p>Free Verse</p>	<ul style="list-style-type: none"> • Free verse does not follow a set syllable pattern or rhyme scheme • It may be written on a range of themes 	

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