



Brookland Federation - Brookland Junior School
Progression of Knowledge and Skills - Writing

We follow the HfL Writing Essentials Scheme at the Brookland Federation from Reception to Year 6.




These units cover the National Curriculum for writing.

Each unit is taken by our teachers and looked at carefully to ensure that the skills covered match to the current needs of their year group.




The units are adapted to meet the needs of the children, whilst ensuring all skills are covered by the end of each year.

Some texts are also changed depending on the interests of our children.





The texts chosen by HfL and ourselves are diverse, vocabulary-rich and engaging.

YEAR THREE	WRITING TO ENTERTAIN 	WRITING TO INFORM 	WRITING TO PERSUADE 
Compositional choices	<ul style="list-style-type: none"> • Paragraphs break up the writing into manageable chunks for the reader to read and follow • Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense • The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) • The present perfect tense can be used to indicate the something started in the past but is still relevant now 		
Sentence construction	<ul style="list-style-type: none"> • Dialogue can introduce a character and tell the reader more about them • Build upon show not tell techniques: e.g. to develop mood of setting; description of character appearance and behaviour shows the reader how they might be feeling, along with their inner thoughts • Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three) • Zoom in (more detail) & spend longer on the most important moment in the narrative to ensure that the reader is fully involved in this section • Stories or descriptions are usually written in first-person narrative (I went....) or third-person narrative (They/ he/ she/ Bilal went....) • Introduce other story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure • Story openings: usually open with either: action, dialogue or description of setting or character • Story endings: can end with a moral message, happy ending, surprise or cliff-hanger 	<ul style="list-style-type: none"> • Use paragraphs to write about a different topic or sub-topic • Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find • Might include quotes from people to provide more information and add interest for the reader 	<ul style="list-style-type: none"> • Often use 'you' (second-person narrative) to put the reader on the spot and make them think • Use facts to support opinions to make the reader take the writing more seriously • Sometimes use rhetorical questions to make the reader think more deeply about the subject • Use of alliteration helps to make a phrase more memorable and stick in their mind
Vocabulary, grammar and punctuation choices	<ul style="list-style-type: none"> • Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on • Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening • Prepositions and prepositional phrases tell the reader where things are and where and when things happen • Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking 		







YEAR FOUR	WRITING TO ENTERTAIN 	WRITING TO INFORM 	WRITING TO PERSUADE 
Compositional choices	<ul style="list-style-type: none"> • Revise statements from Y3, ensuring that children are confident with irregular verbs when selecting to write in the past tense • Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) • Use a new paragraph to show when a new or different character is speaking or when the setting changes • Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting • Onomatopoeia describes sounds and brings these to life for the reader to use all senses to feel the setting being described, the action or how a character is feeling • Personification brings objects to life so that the reader can connect something to what they know or linger on a particular image that might be unusual • Use of metaphor creates a vivid picture in the reader's mind • Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure • Story openings: usually open with either: action, dialogue or description of setting or character • Story endings: can end with a moral message, happy ending, surprise or cliff-hanger 	<ul style="list-style-type: none"> • Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic • Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find • Might include quotes from people to provide more information and add interest for the reader 	<ul style="list-style-type: none"> • Include anecdotes to support and provide evidence for the point you are trying to make • Use of power of three to make something more memorable for the reader and make them think about it for longer
Sentence construction	<ul style="list-style-type: none"> • Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice • Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description • Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place 		
Vocabulary, grammar and punctuation choices	<ul style="list-style-type: none"> • Use of pronouns in place of a noun to avoid repetition and boring the reader • Punctuating speech – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along • Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next • Use an apostrophe for plural possession – to make it clear to the reader whether the item or thing belongs to an individual or a group (e.g. the girl's bikes/ the girls' bikes) 		



YEAR FIVE	WRITING TO ENTERTAIN 	WRITING TO INFORM 	WRITING TO PERSUADE 	WRITING TO DISCUSS 
Compositional choices	<ul style="list-style-type: none"> • Dialogue can be used to advance the action in a narrative, as well as convey character • Use a new paragraph can also be used to show when the time or mood shifts within a narrative • Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader, and through use of figurative language such as simile and metaphor • Create suspense and tension by varying sentence length (long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during reading • Use of assonance to link to sounds within words and create rhythm (poetry/ rap) • Story endings: can end with a reference to the beginning of the story (feels cyclical) 	<ul style="list-style-type: none"> • Formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing • More formal writing usually avoids contracting words so that it does not mimic everyday speech (e.g. 'do not' instead of 'don't') • More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices 		
		<ul style="list-style-type: none"> • Use bullet points to convey information precisely • Underline important words or phrases that you want to draw reader's attention to 	<ul style="list-style-type: none"> • Use of hyperbole/exaggeration to support the point being made and make the reader pay attention • Use of adverbs and modal verbs to indicate degree of possibility and urge the reader to act 	<ul style="list-style-type: none"> • Very clear points of view presented to show either side of a debate, discussion or argument • Obvious signposts to the reader to signal when they will be encountering a different viewpoint • Avoids confusing facts and opinions and makes this difference very clear for the reader (e.g. Some people might believe that...)
Sentence construction	<ul style="list-style-type: none"> • Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i> • Link ideas across paragraphs using adverbials of time, place, number or tense choices helps the writer to connect to other parts of the writing, to zoom out or shift time or place, without confusing the reader or boring them with unnecessary detail 			
Vocabulary, grammar and punctuation choices	<ul style="list-style-type: none"> • Remove unnecessary adjectives and adverbs for more precise nouns and verbs • Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they can break up the sentence for the reader to manage more easily • Brackets, commas or dashes for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause 			
	<ul style="list-style-type: none"> • Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue • Colons can set up a surprise or dramatic pause 	<ul style="list-style-type: none"> • Colons can direct your reader to pay attention to what's next, and can also set up longer list of items 		



YEAR SIX	WRITING TO ENTERTAIN 	WRITING TO INFORM 	WRITING TO PERSUADE 	WRITING TO DISCUSS 
Compositional choices	<ul style="list-style-type: none"> • Dialogue can be used to convey character (show not tell) or move on the action (plot device) • Use of the past perfect tense in narrative can be useful – if already writing in the simple past tense – to show that something occurred before the time being narrated 	<ul style="list-style-type: none"> • Formality in writing exists on a scale (very informal – very formal) depending on the audience and purpose of the writing • More formal writing usually avoids contracting words so that it does not mimic everyday speech (e.g. 'do not' instead of 'don't') • More formal writing often avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices • Informal speech structures might use a question tag after a statement (for example: He's your friend, <i>isn't he?</i> These are your shoes, <i>aren't they?</i>) 	<ul style="list-style-type: none"> • Use of controlled hyperbole/exaggeration to convince the reader without overdoing it! • Use of passive voice to direct – or deflect – the reader's attention to what they should focus on to suit the agenda, sometimes leaving out who or what was responsible (did the action) • Use of subjunctive & pronoun 'one' to speak to the reader without using 'you' in more formal situations (If one were to.....) 	<ul style="list-style-type: none"> • More formal writing may use the subjunctive to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference) • Careful use of adverbials to maintain cohesion for the reader (e.g. On the other hand.... In contrast....) • Use of modal verbs to indicate possibility in measured and unbiased way (e.g. Some people <i>might</i> argue that..... Others <i>may</i> believe that...)
Sentence construction	<ul style="list-style-type: none"> • Linking ideas across paragraphs using full range of cohesive devices, such as repetition of a word or phrase, linking back to previous points within the writing or moments within a narrative [e.g. use of adverbials such as 'on the other hand' or 'several weeks later'] and ellipsis, to ensure that the reader is engaged, follows and wants to read on 			
Vocabulary, grammar and punctuation choices	<ul style="list-style-type: none"> • Placement of speech tags before, in between speech or after speech to vary how dialogue is presented 	<ul style="list-style-type: none"> • Hyphens used to avoid ambiguity (they are not dashes) and can also be used to make up a new word by putting two words together • Semi-colons can be used to separate longer or more complicated items in a list in order to provide clarity for the reader 		
<ul style="list-style-type: none"> • Semi-colons, colons and dashes to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader 				