

# Battling Brook Writing Progression - Planning

| Stage 1                                                                                                                                                                                                                                  | Stage 2                                                                                                                                                                                                                                                                                                                                                                                           | Stage 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Stage 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Stage 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Stage 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <u>Skills</u>                                                                                                                                                                                                                            | <u>Skills</u>                                                                                                                                                                                                                                                                                                                                                                                     | <u>Skills</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <u>Skills</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <u>Skills</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <u>Skills</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Say out-loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Feed vocabulary into their writing that has been developed and discussed when listening to books, drama and teaching.</p> | <p>Orally rehearse sentences to encapsulate what they want to say within a short narrative.</p> <p>Suggest ideas, keywords and new vocabulary from class discussion, to be written down in word banks (teacher led)</p> <p>Use new vocabulary from their reading, their class discussions and from their wider experiences.</p> <p>Plan, and say outloud, what they are going to write about.</p> | <p>Compose and rehearse sentences orally, including dialogue, to develop vocabulary and sentence structure choices.</p> <p>Plan using model texts as a guide for vocabulary, structure and content, in their own writing.</p> <p>Use plans generated with a teacher for their own writing.</p> <p>Take part in discussions where children generate and exchange ideas for writing.</p> <p>Use planning techniques, suggested by a teacher (skeleton plans) to plan both fiction and non-fiction</p> | <p>Rehearse sentences orally, including dialogue, to experiment with vocabulary and sentence structures.</p> <p>Begin to plan writing by applying their knowledge of texts types, structures, vocabulary and grammar.</p> <p>Begin to plan writing by organising and recording their ideas from class discussions, which will form the basis for their writing. (Making notes of suitable vocabulary or useful information)</p> <p>Use planning techniques, suggested by a teacher (skeleton plans) to plan both</p> | <p>Rehearse sentences orally, making changes to vocabulary and structure, to best suit audience and purpose.</p> <p>Plan writing by identifying the target audience and purpose of their writing, understanding how these factors influence the content and style of their work.</p> <p>Note down initial ideas for their writing, before class discussion, adding to these as lessons progress.</p> <p>When writing narratives, start to consider how they can develop characters and settings in line with what they have read, listened to or</p> | <p>Rehearse writing orally, using a varied and rich vocabulary and an ever-increasing range of sentence structures to best suit the purpose and effect of a text.</p> <p>Plan writing by identifying the target audience and purpose of their writing and use a variety of similar writing as models to inform and guide their own writing process.</p> <p>Develop their initial ideas further by drawing on their reading and research as needed, incorporating relevant information and insights to enhance their writing plans.</p> |

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|  |  | <p>writing with guidance and support.</p> | <p>fiction and non-fiction writing more independently.<br/>Begin to use model texts, thesauri and word banks to acquire suitable vocabulary for their writing.</p> | <p>seen performed.</p> <p>Rehearse orally, using a varied and rich vocabulary and an ever-increasing range of sentence structures to best suit the purpose and effect of a text.</p> <p>Use model texts, thesauri and word banks to acquire suitable vocabulary for their writing, with growing independence.</p> <p>Plan writing by identifying the target audience and purpose of their writing and use a variety of similar writing as models to inform and guide their own writing process.</p> <p>Independently select and apply appropriate planning skeletons, for fiction and non-fiction.</p> | <p>In writing narratives, apply their understanding of character and setting development to their own work, incorporating effective techniques learnt from reading, listening or viewing performances.</p> <p>Apply their knowledge of language from a wide range of literary forms, to include in their own writing.</p> <p>Independently use model texts, thesauri and word banks to acquire suitable vocabulary for their writing.</p> <p>Stage 7: To plan for alternative content to that taught by the teacher, to independently create writing in line with a taught text type.</p> |
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