



Hennock Community Primary School Writing Curriculum

Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes.

Our core purpose is for children to develop a love for writing and become independent, fluent writers who cultivate personal style throughout their time in school. Through the design of our curriculum, underpinned by the principles Babcock Book Writes, we aim to create a writing culture where children: see themselves as writers; become inspired by high quality texts and authors; apply rich and varied vocabular discerningly; edit with skill, accuracy and purpose; develop stamina and resilience; are ready for their next stage in learning. With clarity of purpose and audience, we structure the teaching of writing progressively and sequentially in order that pupils see and reflect on their progress from elicitation to final piece. We celebrate writing!

A writer at our school will:

- Take pride in their writing and presentation
- Reflect on the use of language to write with purpose and effect
- Consider author voice and intent through shared, quality texts
- Articulate and talk their writing confidently
- Select vocabulary deliberately
- Adjust writing appropriately to a range of genres and across the curriculum
- Apply spelling, punctuation and grammar conventions accurately and independently
- Respond effectively to feedback, co-construct and take ownership of writing targets
- Take risks to write creatively

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

English sequences	Target setting	Guided writing	Shared writing
English teaching is underpinned	Targets are set in a number of ways.	Guided writing is the time where the	Teachers and children collaborate to
through the use of Devon's Book	Cohort-based targets identify focused	teacher really gets to unpick and move	write a text together, led by the
Writes. Texts are selected primarily to	teaching and learning within the next	children's learning on. Children will	teacher. They may focus on specific
address focused learning needs,	sequence of English. Personal targets	work in a focused way on specific	features, such as: author intent,
including SPaG but should be engaging	identify specific gaps in learning – the	learning outcomes or targets. GW may	vocabulary choices, grammatical
and 'hook' pupils into learning. Purpose	'thing' that will moving their learning	be undertaken as a whole class, in	devices, shades of meaning,
for writing is an essential feature.	on next. They are approached in a fluid	small groups or at times individually	composition, effect, impact of writing
Pupils start and end each sequence	way and updated regularly through	based on need and context. GW may	on the reader and SPaG. They rehearse
with an independent writing task to	teacher/pupil collaboration and	also be used to address year-group	'writing as a reader' so that they can
generate targets and measure	conferencing.	specific learning within our mixed	'read as a writer'.
progress.		classes.	
SPaG	Progression in editing	Writing across the curriculum	Feedback and marking
Spelling, punctuation and grammar is	We take a meticulous approach to	Writing is not restricted to English	Feedback is given verbally and in
taught with the support of EdShed	editing, ensuring that we teach specific	lessons or writing books. You should	written form, based on visible learning.
spelling. This supports a progressive	editing skills visibly and progressively,	expect to see good quality writing	It is timely and designed to move
approach particularly within our mixed-	alongside SPAG and vocabulary	across all curriculum subjects where	learning on at speed. All feedback is
age classes. Application of phonics is a	expectations. Pupils develop	standards and expectations of writing	designed to support and underpin
key feature of early spelling.	independence in editing in an age (or	are the same as in English lessons.	independent learning. Conferencing is
	stage) appropriate way.		used as a tool to support individual
			pupil progress.
Vocabulary	Purpose for Writing	Phonics	Handwriting
By utilising a tiered-approach, children are exposed to a wide range of new, more ambitious words, which can then be explored further. It helps to define, understand and contextualise new vocabulary in order to then apply it to their writing.	Writing with purpose is an essential part of teaching and learning. Giving pupils an authentic audience and clear purpose, such as to express, persuade or entertain, helps to develop motivation and skill.	Early spelling is taught through phonics. Phonics starts with our youngest learners. It is taught systematically. Children are encouraged to use their developing knowledge of graphemes to segment to spell so that they have the tools to try to write anything. Children are then taught to	Handwriting is taught progressively, using the Letter-join programme to support the development of a joined, neat handwriting style. Children start their writing journey by learning how individual letters are formed in print
withing.		be more selective about their choice of graphemes as they learn to spell accurately.	and by practising the patterns and actions and activities needed to develop the correct muscles to write. As children progress into KS1, they begin to learn cursive writing which they then learn to join when they are ready.

Assessment – in order to assess impact

Children talk positively about writing; editing and improving confidently to achieve quality outcomes.	By investigating high quality, engaging texts, children understand what it means to be a writer and how to appeal to the right audience. They apply their ever-growing vocabulary, grammatical patterns	Writing is taught progressively and covers National Curriculum objectives. English NC appendices and our 'writing progression' document support a structured approach to ensure that learning makes sense to	Attainment is measured using the Trust's termly data collection points. Class teacher's also use Babcock Writing Assessment sheets to support with assessment. Each year, children are expected to have made good progress and meet ARE. Some will achieve greater depth and
	and ideas in their writing.	pupils and builds on their skills.	those not meeting ARE will receive specific interventions.
	Asses	ssment Evidence – a guide	
EYFS	KS1	Years 3-5	Year 6
	1.02		
Writing moderations.	Writing moderations.	Writing moderations.	Writing moderations.
Teacher assessment -	Non-statutory writing evidence	Non-statutory writing evidence	Statutory writing evidence for Year 6 SATs –
observations of writing behaviour including	gathering grids for moderation (DES)	gathering grids for moderation (DES)	evidence gathering grids for moderation (DES)
through Tapestry.	SIMs – in-house data and progress tracking	SIMs – in-house data and progress tracking	SIMs – in-house data and progress tracking
SIMs – in-house data			Teacher assessment - observations of writing
and progress tracking	Teacher assessment - observations of writing behaviour and discussion	Teacher assessment - observations of writing behaviour and discussion	behaviour and discussion
Talking to pupils and			English/writing books
parents.	English/writing books	English/writing books	
Writing books/evidence	Ongoing phonics assessments and	Weekly spelling tests	Weekly spelling tests
	checks for application of segmenting		Written responses to activities across the
Ongoing phonics	to spell.	Written responses to activities across the curriculum	curriculum
assessments and checks	Written responses to activities	the curriculum	
for application of segmenting to spell.	across the curriculum		

Suggested Texts

Texts will be selected to support the teaching and learning of specific writing skills appropriate to the needs of pupils - links to topic may then be made if the text does so.

Selected texts should 'hook' pupils into learning, be engaging and high quality. This list is not definitive and may need supplementing or replacing with alternative units, including to ensure that content is taught in a timely manner.

EYFS

						V	Vriting Pro	ogression	Curricul	ım Plan Y	ear B							
Year B		Autumn 1			Autumn 2			Spring 1			Spring 2			Summer '	1		Summer 2	2
Progressio n of Core Texts	People Who Help Us	The Little Red Hen	Dear Zoo	Brown Bear Brown Bear What Do You See	Whateve r Next	The Gingerbr ead Man	How To Catch A Star	Little Kids First Book of Dinosaur S	Owl Babies	Goldilock s and the Three Bears	Lost and Found	From Tadpole to Frog	Dear Dinosaur	Bears Don't Eat Egg Sandwic hes	Sam Plants us a Sunflowe r	The Ugly Vegetabl es	The Lighthou se Keeper's Lunch	Do You Love Bugs?
Writing Objectives and Skills Progressio n	To begin to write the word. To begin sounds in To orally segment Letter-join	ne initial sou	nd in a the in words. g patterns	words to s pencil/par boards) Letter-joir words intr	ent the soun spell/write (ver or magn a: easy lette oduced in f o a d n m h	vith a etic rs and	at spelling Letter-joir words	lly plausible	tters and	attempts a including digraphs a To write s words with common of the state of the st	phonetically at spelling value of seand trigraph short caption h known Glexception value.	words some ns. ns with PC's and vords.	words wit	short senten th known Gf exception w n: Module o	PC's and ords.	letters con Spell won sounds at sound wit Write sho words wit correspor capital let Re-read v	ds by identif nd then writi	fying the ing the s with ter-sound ng a stop.
	Literacy																	
Writing ELG	•	Spell wo	ords by ide	e letters, mentifying so ses and se	unds in th	em and re	presenting	ed. g the soun		etter or let	ters							
Comprehen sion ELG	•	Anticipat	te (where	appropriat	e) key eve	nts in stor	ies.	•	•			their own		•		d vocabula	ry.	
Word Reading ELG	•	Say a so Read wo	ound for ea	ach letter i	n the alpha	abet and a c knowled	it least 10 lge by sou	digraphs. nd-blendir	ng.			some com						
										n and Lan								
Listening, attention and understand ing ELG	group in	teractions. Make co Hold cor	omments a	about wha when eng	t they have aged in ba	e heard ar ack-and-fo	nd ask que orth exchar	stions to o	clarify their their teach	understar er and pee	nding. ers.	· ·		J	hole class	discussion	ns and sm	all
Speaking ELG	 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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. 																	
			" "						Developn									
Fine Motor Skills ELG	 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 																	

Year 1 & 2

			W	riting Progression	n Curriculum Plan	Year A			
Year A		Autumn			Spring			Summer	
Progression of Core Texts	Dear Mother Goose	Book of Hopes	'Pretty Paper Lanterns' from Snow in the Garden	'Cold' from Snow in the Garden	The Three Little Pigs	This is How We Do It	Penguins	Sylvia and Bird	Ellesworth's Extraordinary Electric Ears
Text Genre	Fiction	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Non-Fiction	Fiction	Poetry
		Key Outcome	T		Key Outcome	1		Key Outcome	
	Letter	Narrative	Instructions	Poem	Narrative	Recount	Information Text	Narrative	Poem
Year 1	To write a letter in reply to a problem raised by a nursery rhyme character.	To write Little's Big Adventure.	To write a set of instructions for a decoration linked to a winter festival.	To write a poem in two stanzas on a familiar theme with some elements of rhyme.	To write the story of The Three Little Pigs	To add yourself to the seven children in the book and write about how you live. Include at least four pieces of information.	To write their own information page about another animal, using key features of the model text.	To write a similar simple story of two friends in a series of sequenced sentences.	To write alternative sentences for one of the pictures in the book.
Year 2	To write a letter to Mother Goose with a problem and a reply in response.	To write Little's Big Adventure. To extend their sentences with expanded noun phrases and simple conjunctions.	To write a set of instructions for a decoration linked to a winter festival with clearly labelled diagrams.	To write a poem in two stanzas on a familiar theme including rhyme and rhythm.	To write the story changing some key details such as the characters and/or setting	To add yourself to the seven children in the book and write about how you live. Include at least six pieces of information.	To write their own information book in sections about another animal/group of animals, using key features of the model text.	To write a similar complete and coherent narrative about an unusual friendship with different characters, adventure and resolution.	To write their own alphabet book.
Possible Grammar and Punctuation Coverage	Leaving spaces between words (Y1) Combining words to make sentences (Y1) Joining words and clauses/sentences using and (Y1) Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1) Using a capital letter for names of people, places,	Leaving spaces between words (Y1) Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1) Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1) Expanded noun phrases to	Combining words to make sentences (Y1) Joining words and clauses/sentences using and (Y1) Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1) Learning how to use both familiar and new punctuation correctly, including full stops, capital	Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1) Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks (Y2)	Leaving spaces between words (Y1) Combining words to make sentences (Y1) Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1) Using a capital letter for names of people (Y1) Learning how to use both	Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1) Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1) Learning how to use both familiar and new punctuation	Combining words to make sentences (Y1) Joining words and clauses/sentences using and (Y1) Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1) Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)	Leaving spaces between words (Y1) Combining words to make sentences (Y1) Joining words and clauses/sentences using and (Y1) Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1) Using a capital letter for names of people, places,	Leaving spaces between words (Y1) Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1) Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1) Learning how to use both familiar and new
	the days of the week, and the	describe and specify (Y2)	letters, exclamation	Using commas to separate	familiar and new	correctly, including full	Learning how to use both familiar and	the days of the week, and the	punctuation correctly,

	personal pronoun 'I' (Y1) Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, question marks (Y2) Sentences with different forms: question Subordination and coordination (Y2) Use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their writing (Y1)	The present and past tense correctly and consistently (Y2) Use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their writing (Y1)	marks, question marks (Y2) Sentences with different forms: statement, question, exclamation, command (Y2) Expanded noun phrases to describe and specify (Y2) Subordination and coordination (Y2) Use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their writing (Y1)	items in a list (Y2) Expanded noun phrases to describe and specify (Y2) Use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their writing (Y1)	punctuation correctly, including full stops, capital letters, question marks (Y2) Expanded noun phrases to describe and specify (Y2) The present and past tenses correctly and consistently throughout writing (Y2) Some features of written standard English (Y2) Use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their	stops, capital letters, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2) Expanded noun phrases to describe and specify (Y2) The present tense correctly and consistently (Y2) Use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their writing (Y1)	new punctuation correctly, including full stops, capital letters, question marks (Y2) Using commas to separate items in a list (Y2) Expanded noun phrases to describe and specify (Y2) The present tense correctly and consistently (Y2) Subordination and coordination (Y2) Some features of written standard English (Y2) Use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their writing (Y1)	personal pronoun 'I' (Y1) Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, question marks (Y2) Expanded noun phrases to describe and specify (Y2) Subordination and coordination (Y2) Use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their writing (Y1)	including full stops, capital letters, question marks, commas for lists and apostrophes for the contracted forms and the possessive (Y2) Expanded noun phrases to describe and specify (Y2)
Greater Depth	Devise a quirky address for their character and include some humour Use a variety of ways to ask questions and start sentences	Use the present tense when introducing the character and the past tense when recounting their adventure Make thoughtful and more ambitious vocabulary choices, e.g. when expanding noun phrases Combine words and pictures to tell a dual story — what the toy imagines	Design layout carefully so that it enhances the clarity of the instructions Include an introductory sentence, a picture/photo and clearly labelled diagrams	Use rhyme in the abcb pattern as in the original text Maintain in the rhythm throughout Create links between the different idea in the poem	writing (Y1) Choose verbs carefully to give precise information to the reader Use a range of past tense verbs (both regular and irregular) and spell them mostly correctly (Y2)	Use well- chosen expanded noun phrases to build a picture of your life (Y1) Effectively adopt the style of the book: write for children in other cultures to read and get a good understanding of the detail of your life (Y2) Extend vocabulary to be precise but ambitious (Y2)	Punctuate most sentences correctly (Y1/2), including commas in lists (Y2) Choose words and verbs to describe precisely (Y1/2) Provide extra detail to inform and interest the reader (Y2) Chose how to present writing and pictures/photographs to make a visual impact	Draw on the vocabulary of the book and make ambitious choices to engage the reader in the story Use a range of punctuation mostly correctly in their own version of the story	Demonstrate ambition in vocabulary choices

performances, role play, miprovisations and debates and initiating and responding to comments understanding through speculating, hypothesising, magning and exploring ideas exploring ideas and initiating and responding to comments with an increasing command of develop understanding through speculating, hypothesising, magning and exploring ideas exploring ideas and debates and depote and descriptions, accoplancy and an arratives and arratives and an arratives and an arratives and arrati			he/she did and what they actually did – and so let the reader in on the 'joke'							
Handwriting Pupils will follow the Letterjoin progression from year R to 6 to develop print then cursive handwriting.	Language	respond appropriately to adults and their peers Participate in discussions, presentations, performances, role play, improvisations and debates	respond appropriately to adults and their peers Use relevant strategies to build their vocabulary Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	strategies to build their vocabulary	appropriately to adults and their peers Use relevant strategies to build their vocabulary Use spoken language to develop understanding through speculating, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates	respond appropriately to adults and their peers Articulate and justify answers, arguments and opinions Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Participate in discussions, presentations, performances, role play, improvisations and debates	questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others	appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Speak audibly and fluently with an increasing command	respond appropriately to adults and their peers Use relevant strategies to build their vocabulary Participate in discussions, role	strategies to build their vocabulary Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations

				Writing Progressi	on Curriculum Plan	Year B			
Year B		Autumn			Spring			Summer	
Progression of Core Texts	Oi Frog!	Playing with Friends	How to Wash a Woolly Mammoth	My Day at the Zoo	Fatou, Fetch the Water	I Love Bugs	Augustus and His Smile	Weather	Tell Me a Dragon
Text Genre	Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Fiction	Poetry	Fiction	Non-fiction	Poetry
		Key Outcome			Key Outcome			Key Outcome	
	Narrative	Historical Information Page	Instruction Text	Recount	Narrative	Poem	Narrative	Information Text/Instructions /Glossary	Poem
Year 1	To write your own silly rhyming sentences.	To write a historical information page with a heading and two sentences which draw comparisons between the past and today.	To write a simple set of instructions about caring for an imaginary pet.	To write a recount of a school trip or event. To include at least two episodes.	To write own version of the story using the pattern and a familiar setting. Include at least two episodes.	To write a descriptive poem in the style of 'I Love Bugs'.	To write their own story based on the structure of Augustus and His Smile.	To write another double page spread for the book <i>Weather</i> or another similar book.	Write about a new dragon in the style of 'Tell Me a Dragon'.
Year 2	To write your own silly rhyming story based on the pattern of the text.	To write a historical information page with a heading and four sentences which draw comparisons between the past and today. To include a glossary.	To write an introduction and your own set of instructions about caring for an imaginary pet. Include subordination to provide specific detail for certain situations.	To write a recount of a school trip or event. To include at least four episodes.	To write own version of the story using the pattern and a familiar setting. Include at least three episodes.	To write a descriptive poem with a fun ending in the style of 'I Love Bugs'.	To write their own story based on the structure of Augustus and His Smile. Turn it into a book with text and illustrations that enhance the meaning e.g. writing that goes up and down the mountains.	To write a simple hybrid text incorporating 2 short information texts, a set of instructions and a glossary.	Make individual 'Tell Me a Dragon' Books.
Possible Grammar and Punctuation Coverage	Leaving spaces between words (Y1) Combining words to make	Leaving spaces between words (Y1) Combining words to make	Leaving spaces between words (Y1) Beginning to punctuate sentences using a capital letter	Combining words to make sentences (Y1) Joining words and clauses/sentence s using and (Y1)	Joining words and clauses/sentence s using and (Y1) Beginning to punctuate sentences (Y1)	Joining words and clauses/sentenc es using and (Y1) Beginning to punctuate	Joining words and clauses/sentence s using and (Y1) Using a capital letter for names of people, places, the days of the	Leaving spaces between words (Y1) Combining words to make sentences (Y1)	Beginning to punctuate sentences using a capital letter and a full stop (Y1)

Joining words adjusted to the control of the contro	sentences	sentences	and a full stop,	Reginning to		sentences using	week, and the	Joining words	Learning how to
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punctuaties exclamation mark (Y1) letter for names of people, places the people, places the days of the places the days of the people, places the people,	Beginning to			Using a capital	(12)				docop.t.c (12)
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Greater Depth	Understand different types of sentences (statements, commands, questions) Use expanded noun phrases Use and, but or so to join clauses	written standard English (Y2) Use (and understand (Y2) the grammar terminology in English Appendix 2 in discussing their writing (Y1)	Use an ellipsis to add interest for the reader Include humour in own composition Plan and write about a completely different process than washing a pet using the structure of the original text	Make choices about which details to include to add to the entertainment for the reader Use the past progressive tense to add detail about the trip/event Use the range of punctuation mostly accurately	Expand the nouns to describe (Y1) Use expanded noun phrases to build a picture in the reader's mind (Y2) Punctuate sentences accurately (Y2)	To use alliteration and rhyme where possible to create a powerful description	Choose adjectives for effect Present text and illustrations to enhance the meaning Choose verbs carefully for meaning Resolve the narrative with a message/moral that makes logical sense	Write a hybrid non-fiction text (Y2) including for example: • 2 sections of factual information • A set of instructions • A glossary of terms Use questions to introduce some of the writing (Y1/2) Make simple links between sentences using repeated nouns or conjunctions (Y1/2) Present the text to attract the reader and to help them read it easily (Y2)	Extend noun phrases by using 'with' Use adventurous and imaginative word choices
Spoken Language	Listen and respond appropriately to adults and their peers		Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Use relevant strategies to build vocabulary Speak audibly and fluently with an increasing command of Standard English	Ask relevant questions to extend their understanding and build vocabulary and knowledge	Participate in discussions, presentations, performances, role play, improvisations and debates	Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge	Use relevant strategies to build their vocabulary Give well- structured descriptions

		Participate in	Participate in			Articulate and		
		discussions,	discussions,			justify answers,	Use relevant	1
		presentations,	presentations,			arguments and	strategies to	1
		performances,	performances,			opinions	build their	1
		role play,	role play,			,	vocabulary	
		improvisations	improvisations			Give well-structed		
		and debates	and debates			descriptions,		
						explanations and		
						narratives for		1
						different		
						purposes,		1
						including for		1
						expressing		
						feelings		
Handwriting	Pupils will follow the Letterjoin	progression from year	R to 6 to develop prin	nt then cursive handwi	riting.			
	All Pupils will be expected to jo	oin their writing in a cur	sive and legible style	that sits on a line.				
	10-12mm lined books will be ι	sed to support writing.						
	Handwriting to be implicitly tau	ght at least once a wee	ek using handwriting b	oooks.				

Year 3 & 4

			Wı	riting Progressior	Curriculum Plan	Year A			
Year A		Autumn			Spring			Summer	
Progression of Core Texts	Jack and the Dreamsack	Rocks	A Good Weekend	Usborne Illustrated Grimm's Fairy Tales	Dare to Care: Pet Dragon	Fantastically Great Women	Leon and the Place Between	Persuasive Letter RSPB	Carry Me Away
Text Genre	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Non-Fiction	Fiction	Non-Fiction	Poetry
		Key Outcome			Key Outcon	ne		Key Outcome	
	Narrative	Explanation Text	Poem	Narrative & Oral Retelling	Information Text	Biography	Narrative	Persuasive Letter	Poem
	To write own voyage and return fantasy story based on Jack and the Dreamsack	Write your own version of two of the pages in the book: What are Sedimentary Rocks? What are Fossils?	To write recount of a weekend in poetry form	Speaking: Orally retell a fairy tale speaking audibly and gaining and maintaining the interest of the listener Writing: To write an alternative ending to a fairy tale (Tom Thumb) in the style of the model text and using key characteristics of the genre	To write own page(s) of advice on looking after a creature or object	To write a biography of a famous person, choosing elements of layout, presentation and language to match the chosen personality and their achievements	To create a different world beyond the portal	To write own persuasive letter about an issue of importance to each child	To write a poem about a chosen animal using some of the poetical devices explored

Possible	Heina	Choosing nouns	Using	Using	Extending the	Using conjunctions,	Prepositions to	Extending the	Noun phrases
Grammar and	Using conjunctions,	or pronouns	conjunctions,	conjunctions,	range of	adverbs and	express time,		expanded by the
Punctuation	adverbs and	accurately within	adverbs and	adverbs and	sentences with	prepositions to	place and cause	range of sentences with	addition of
Coverage	prepositions to	and across	prepositions to	prepositions to	more than one	express time, place	(Y3)	more than one	modifying
Coverage	express time,	sentences for	express time,	express time,	clause by using	and cause (Y3)	(13)	clause by	adjectives, nouns
	place and	clarity and	place and cause	place and	a wider range	and cause (13)	Using fronted	using a wider	and preposition
	cause (Y3)	cohesion and to	(Y3)	cause (Y3)	of conjunctions	Using fronted	adverbials (Y4)	range of	phrases (Y4)
	cause (13)	avoid repetition	(13)	cause (13)	(Y3/4)	adverbials (Y4)	adverbiais (14)	conjunctions	prirases (14)
	Using fronted	(Y4)		Using fronted	(13/4)	adverbiais (14)	Using commas	(Y3/4)	
	adverbials (Y4)	(14)		adverbials (Y4)	Using	Using commas after	after fronted	(13/4)	
	adverbiais (14)	Using		adverbiais (14)	conjunctions,	fronted adverbials (Y4)	adverbials (Y4)	Using	
	Using commas	conjunctions,		Using commas	adverbs and	Honted adverbiais (14)	adverbiais (14)	conjunctions,	
	after fronted	adverbs and		after fronted	prepositions to	Noun phrases	Noun phrases	adverbs and	
	adverbials (Y4)	prepositions to		adverbials (Y4)	express time,	expanded by the	expanded by the	prepositions to	
	advorbialo (14)	express time,		advorbiaio (14)	place and	addition of modifying	addition of	express time,	
	Using and	place and cause		Indicating	cause (Y3)	adjectives, nouns and	modifying	place and	
	punctuating	(Y3)		possession by	04450 (10)	preposition phrases	adjectives, nouns	cause (Y3)	
	direct speech	(10)		using the	Using fronted	(Y4)	and preposition	04400 (10)	
	(Y3/4)	Using fronted		possessive	adverbials (Y4)	(14)	phrases (Y4)	Choosing	
	(10/1)	adverbials (Y4)		apostrophe		Paragraphs as a way	principo (1 1)	nouns or	
	Noun phrases	daverbiale (1 1)		with singular	Using commas	to group related		pronouns	
	expanded by	Using commas		and plural	after fronted	material (Y3)		accurately	
	the addition of	after fronted		nouns (Y4)	adverbials (Y4)	material (10)		within and	
	modifying	adverbials (Y4)				Paragraphs to		across	
	adjectives,			Using and	Headings and	organise ideas around		sentences for	
	nouns and	Noun phrases		punctuating	subheadings to	a theme (Y4)		clarity and	
	preposition	expanded by the		direct speech	aid			cohesion and	
	phrases (Y4)	addition of		(Y3/4)	presentation	Headings and		to avoid	
	p	modifying		(10,1)	(Y3)	subheadings to aid		repetition (Y4)	
	Inverted	adjectives, nouns		Inverted		presentation (Y3)		()	
	commas to	and preposition		commas to		`		Noun phrases	
	punctuate direct	phrases (Y4)		punctuate		Standard English for		expanded by	
	speech (Y3)			direct speech		verb inflections (Y4)		the addition of	
		Paragraphs as a		(Y3)		` '		modifying	
	Inverted	way to group		, ,				adjectives,	
	commas and	related material		Inverted				nouns and	
	other	(Y3)		commas and				preposition	
	punctuation to			other				phrases (Y4)	
	indicate direct	Paragraphs to		punctuation to					
	speech (Y4)	organise ideas		indicate direct				Paragraphs to	
		around a theme		speech (Y4)				organise ideas	
		(Y4)						around a	
								theme (Y4)	
		Headings and							
		subheadings to							
		aid presentation							
		(Y3)							
Greater	Create a	Maintain the style	Make considered	Speaking:	Attempt	Design layout of	Build a clear	Choose the	
Depth	repeated	Maintain the style of the text model	choices about the	Speaking: Deliberately	humour by	information thinking	atmosphere	audience for	
Deptii	refrain.		layout and devices	,	describing	about the reader and	autiospilete	the letter and	
	iciialii.	throughout:	chosen in the	change tone, volume and	absurd	visual pathways.		adapt	
	Use alliteration,	balancing an authoritative voice	poem	body language	potential	visuai pailiways.		vocabulary	
	onomatopoeia	with humour and	Poem	to interest the	incidents, or	Position adverbials in		and	
	and figurative	accessibility		listener	include funny	sentences for		grammatical	
	language to	accessibility		113101101	include fullity	emphasis and clarity.		structures to	
	ianguage to			l	1	emphasis and cianty.		รแนะเนเ ย ร์ เบ	

	create a poetic			Maintain plot	Use commas in			suit the	
	style.			coherence by using phrases to structure the story telling e.g. At midnight Use language from the original story to describe a scene or create a character Writing: Make specific vocabulary choices to create a particular image for the reader, especially for the setting Use dialogue and reporting verbs to show characters' thoughts and	complex sentences, especially when beginning with a subordinate clause or fronted adverbial	Summarise biographical achievement/character using a strapline or well-chosen quotation.		register and formality.	
Spoken Language	Use relevant strategies to build their vocabulary Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Give well-structured descriptions and explanations	Participate in discussions, presentations, performances, role play/improvisations and debates Gain, maintain and monitor the interest of the listener(s)	feelings Use relevant strategies to build their vocabulary Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Speak audibly and fluently with an increasing command of	Listen and respond appropriately to adults and their peers Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Use spoken language to develop understanding through speculating,	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and	Give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions,	Use relevant strategies to build their vocabulary Consider and evaluate different viewpoints, attending to and building on the contributions of others	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured

Handwriting	Pupils will follow t	he Letterjoin progress	ion from year R to 6 to	Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication	hypothesising, imagining and exploring ideas	initiating and responding to comments Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication	presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s)	descriptions and explanations, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances Consider and evaluate different viewpoints, attending to and building on the contributions of others
	All pupils will use 8mm lined books	a handwriting pen. will be used to suppor	riting in a cursive and t writing. st once a week using					

	Writing Progression Curriculum Plan Year B									
Year B	Autumn				Spring			Summer		
Progression of Core Texts	Outdoor Wonderland	Interview with a Tiger and Other Clawed Beasts Too	The Snowman	The Beasties	A River	Until I Met Dudley	Paddington Goes to Town	Rainforest Rough Guide	Beachcomber	
Text Genre	Non-Fiction	Non-Fiction	Fiction	Fiction	Poetry	Non-Fiction	Fiction	Non-Fiction	Poetry	
	Key Outcome			Key Outcome			Key Outcome			
	Instruction Text	Interview	Narrative	Narrative	Poem	Explanation Text	Narrative	Diary, Email and Fact File	Poem	

	To write a page that contains a set of instructions for an information book	To create your own 'Interview with…'	To write an episode from the film that could be included in the book	To individually write their own 'Beastie' story to go in a class book	To write about a journey through different landscapes	To write your own imaginary (and real) explanation of how an everyday item works	To write own Paddington Bear story based on one of the old films	To create a class 'Rough Guide' to another endangered habitat	To write a poem about found objects, real or imagined, and express some feelings about them from the perspective of an autobiographical or fictional narrator
Possible Grammar and Punctuation Coverage	Revision: Learning how to use both familiar and new punctuation correctly (Y2) Using commas to separate items in a list (Y2) Using apostrophes for contracted form and the possessive (Y2) Sentences with different forms (Y2) Subordination (Y2) Extending the range of sentences with more than one clause by using a wider range of conjunctions (Y3/4) Using conjunctions, adverbs and prepositions to express time, place and cause (Y3) Heading and subheading (Y3)	Choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition (Y4) Using conjunctions, adverbs and prepositions to express time, place and cause (Y3) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)	Revision: Using comas to separate items in a list (Y2) The progressive form of verbs in the present and past tense to mark actions in progress (Y2) Using conjunctions, adverbs and prepositions to express time, place and cause (Y3) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4) Paragraphs as a way to group related material (Y3) Paragraphs to organise ideas around a theme (Y4) Standard English for verb inflections (Y4)	Extending the range of sentences with more than one clause by using a wider range of conjunctions (Y3/4) Using conjunctions, adverbs and prepositions to express time, place and cause (Y3) Using fronted adverbials (Y4) Using commas after fronted adverbials (Y4) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)	Extending the range of sentences with more than one clause by using a wider range of conjunctions (Y3/4) Choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition (Y4) Using conjunctions, adverbs and prepositions to express time, place and cause (Y3) Using fronted adverbials (Y4) Using commas after fronted adverbials (Y4)	Extending the range of sentences with more than one clause by using a wider range of conjunctions (Y3/4) Using conjunctions, adverbs and prepositions to express time, place and cause (Y3) Using fronted adverbials (Y4) Using commas after fronted adverbials (Y4)	Extend the range of sentences with more than one clause (Y3/4) Use and punctuate direct speech (Y3/4)	Extend the range of sentences with more than one clause (Y3/4) Using the present perfect form of verbs (Y3) Choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition (Y4) Using conjunctions, adverbs and prepositions to express time, place and cause (Y3) Paragraphs as a way to group related material (Y3) Paragraphs to organise ideas around a theme (Y4) Standard English for verb inflections (Y4)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)

Greater Depth	Use a range of sentence types appropriately: statements, questions, commands. Punctuate sentences accurately throughout.	Create humour in a variety of ways. Vary sentence structure to reflect the character's personality.	Use a range of punctuation, including commas for lists, mostly correctly. Include adverbial phrases for details of where.	Punctuate sentences accurately, both at the boundaries and within the sentence.	Pattern the sentences to show the commotion at the end of the journey (or elsewhere in the journey) Use commas in sentences mostly accurately	Create humour through the imaginary explanation Vary the register significantly between the two explanations.	Develop paragraphs to use more than one at points in the story that need more detail Use adverbs in the narrative and after speech	Headings and subheading to aid presentation (Y3) Extend paragraphs with greater detail Create effective cohesion through the use of nouns and pronouns and determiners	
Spoken Language	Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary	Ask relevant questions to extend their understanding and knowledge Participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication	Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions	Use relevant strategies to build their vocabulary Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play/improvisations and debates	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication	Ask relevant questions to extend their understanding and knowledge	Ask relevant questions to extend their understanding and knowledge Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Select and use appropriate registers for effective communication	
Handwriting	Pupils will follow the Letterjoin progression from year R to 6 to develop print then cursive handwriting. All Pupils will be expected to join their writing in a cursive and legible style that sits on a line. All pupils will use a handwriting pen. 8mm lined books will be used to support writing. Handwriting to be implicitly taught at least once a week using handwriting books.								

Year 5 & 6

	Writing Progression Curriculum Plan Year A								
Year A		Autumn			Spring			Summer	
Progression of Core Texts	Alistair Humphrey's Great Adventures	Hansel and Getel	Bethlehem – A Christmas Poem	Where My Wellies Take Me Part 1	River Stories	Incredible Edibles	The Lost Words	Wallace and Gromit's Contraptions	How the Whale Became
Text Genre	Non-Fiction	Fiction	Poetry	Non-Fiction	Fiction	Non-Fiction	Poetry	Non-Fiction	Fiction
		Key Outcome			Key Outcom	е	_	Key Outcome	
	Non- chronological Report	Narrative	Poem	Recount	Narrative	Instruction Text	Poem	Explanation Text	Narrative
	To write about an imagined (or real-life) expedition and the person that undertook it, presenting the information in more than one way.	To write a fairy tale from its 'bare bones'	To write a poem building the picture of a place preparing for a special event over a day/evening, with a clear contrast between busyness and tranquillity	To write about a local walk in detail	To write a story in the style of the River of Stories collection	To create their own revolting recipe, disgusting decoration or hideous head-dress	To write a poem about something from the natural world to accompany a (watercolour) picture and contribute these pages to a class book	To devise and write about your own cracking contraption to create a class Haynes Manual	To write a new 'How the' story
Possible	Verbs: variation	Using expanded	Revision:	Formal and	Passive voice	Devices to build	Using expanded	Formal and	Formal and informal
Grammar and	in tense and	noun phrases to		informal	(Y6)	cohesion within a	noun phrases to	informal	speech using the
Punctuation	form (including	convey	Using	speech (Y6)	,	paragraph (Y5)	convey	speech using	subjunctive (Y6)
Coverage	perfect form)	complicated	conjunctions,		Perfect form of		complicated	the subjunctive	, , ,
	(Y5/6)	information	adverbs and	Relative	verbs to mark	Linking ideas	information	(Y6)	Using commas to
		precisely (Y5/6)	prepositions to	clauses (Y5)	relationships of	across paragraphs	precisely (Y5/6)		clarify meaning or
	Brackets,		express time,		time and cause	using adverbials of		Passive voice	avoid ambiguity
	dashes or	Relative clauses	place and	Linking ideas	(Y5/6)	time, place and	Using commas to	(Y6)	(Y5)
	commas for	(Y5)	cause (Y3)	across		number (Y5)	clarify meaning or		
	parenthesis			paragraphs	Modal verbs		avoid ambiguity	Expanded	Linking ideas
	(Y5)	Using commas to	Using commas	using a wider	(Y5)	Brackets, dashes or	(Y5)	noun phrases	across paragraphs
		clarify meaning or	to clarify	range of		commas to indicate		to convey	using adverbials of
	Linking ideas	avoid ambiguity	meaning or	cohesive	Brackets,	parenthesis (Y5)	Use hyphens to	complicated	time, place and
	across	(Y5)	avoid ambiguity	devices (Y6)	dashes or	Use of severe to	avoid ambiguity	information	number (Y5)
	paragraphs,	Using brackets,	(Y5)		commas to indicate	Use of commas to clarify meaning or	(Y6)	concisely (Y5/6)	
	especially through	dashes or	Use a colon to		parenthesis	avoid ambiguity	Brackets, dashes	(10/6)	
	tense/verb form	commas to	introduce a list		(Y5)	(Y5)	or commas to	Brackets.	
	choices (Y5)	indicate	and use of		(13)	(13)	indicate	dashes or	
	01101003 (10)	parenthesis (Y5)	semi-colons		Devices to	Synonyms and	parenthesis (Y5)	commas to	
	Lavout and	paroritricolo (10)	within a list		build cohesion	antonyms (Y6)	paroninolo (10)	indicate	
	organisation	Devices to build	(Y6)		within a		Using a colon to	parenthesis	
	(Y6)	cohesion within a	(/		paragraph (Y5)	Linking ideas	introduce a list	(Y5)	
		paragraph (Y5)			1 33 31 (19)	across paragraphs	(Y6)	(-/	
		1 = 3 = 1 = (+ +)	Linking ideas		Linking ideas	using a wider range	X =7		
		Linking of ideas	across		across	of cohesive devices	Linking ideas		
		across paragraphs	paragraphs		paragraphs	(Y6)	across		
		using adverbials	using		using		paragraphs using		
			adverbials of		adverbials of	Layout devices (Y6)	a wider range of		

				•	1			•	
		of time, place and	time, place and		time, place and		cohesive devices		
		number (Y5)	number (Y5)		number (Y5)	Dash to mark the	(Y6)		
						boundary between			
		Linking ideas	Layout and		Linking ideas	independent			
		across paragraphs	organisation		across	clauses (Y6)			
		using a wider	(Y6)		paragraphs				
		range of cohesive			using a wider				
		devices (Y6)			range of				
					cohesive				
					devices (Y6)				
Greater Depth	Combine prose and other elements to	Invent a new fairy tale whose plot is satisfying and has	Use a wider range of poetic devices to	Organise paragraphs effectively,	Write an effective story linked with a	Create and maintain 2 distinctive styles of	Further refine vocabulary choices and ways	Use more formal and technical	Use a range of punctuation to clarify meaning,
	complement	some similarities	contrast the	with some	different	writing: one very	of combining	vocabulary in	particularly
	one another	with the models	two	evidence of	element.	informal and one	words, paying	multi-clause	commas.
	and provide	explored.	atmospheres.	text shaping	Cicilicit.	more formal and	attention to the	sentences,	commas.
		explored.	aunospheres.	text snaping	Control the				Make appropriate
	supplementary information to	Tru to mimio Noil	Use a range of	Use a wide	variation in	precise for the 2 main parts of text.	development of sound effects,	making choices to aid	Make appropriate
		Try to mimic Neil	•			main parts or text.			changes to
	offer the reader a breadth of	Gaiman's style of	sensory images to	range of cohesive	verb tenses and forms to	Choose language	e.g. assonance, rhyme, rhythm, to	precision.	language and sentence structure
		storytelling, e.g.	•					Chau	
	facts (and some writer's	by	convey sights, sounds and	devices, including	maintain a consistent story	appropriately and in different parts of the	add nuances of meaning	Show a difference in	when writing speech to create a
		sequencing september of	smells.	deliberate	,	text for precision	Ineaning	formality	character's 'voice'.
	opinions).	sentences of	smeils.	repetition,	telling voice effectively.	and for an emotive	Make conscious	between the	character's voice.
	Lloo o coloction	varying	Dring the two		enectively.			text and the	Draw on Ted
	Use a selection	lengths to	Bring the two contrasting	precisely chosen	Convey a	response.	use of	diagram of the	Hughes' style in the
	of a range of verb forms to	achieve	elements of the	adverbials	cultural context		appropriate punctuation such	invention, or	original text to
	sustain	similar	poem together	and	plausibly.		as dashes and	humorous	similarly vary
	cohesion	effects to his	with a final	consistent	plausibly.		colons to clarify	comments	sentence/paragraph
	throughout.	• using	connecting	and correct			and emphasise	within	starts (and lengths).
	illioughout.	repetition of		choice of			meaning		starts (and lengths).
	Write with an	words,	image.	tense			meaning	brackets, etc.	
		phrases,					Evaloia how	Davoni	
	expert yet	topics and		sustained			Explain how	Be very	
	friendly and	sentence		throughout.			choice of poetic	selective about	
	encouraging	patterns to					structure	what	
	register.	emphasise					intentionally	information is	
		particular					contributes to	introduced in	
		ideas, and to					meaning and	brackets, and	
		create					emphasises a	recognise	
		cohesive					particular effect	where it is not	
		links within						as appropriate	
		and across						to use them.	
		paragraphs							
		and sections							
		of the story.							
		Maintain this style							
		throughout the							
Cmalas	Listan and	narrative	Listan sort	Cain	Dantisia - t - t-	A als malasses of	Han malay :- :- t	Lintan en d	
Spoken	Listen and	Listen and	Listen and	Gain,	Participate in	Ask relevant	Use relevant	Listen and	
Language	respond	respond	respond	maintain and	discussions,	questions to extend	strategies to build	respond	
	appropriately to	appropriately to	appropriately to	monitor the	presentations,	their understanding	their vocabulary	appropriately	
	adults and their	adults and their	adults and their	interest of the	performances,	and knowledge	Authoritate	to adults and	
	peers	peers	peers	listener(s)	role play,	Han malau	Articulate and	their peers	
	Authoritate end	Authoritate	lla a male: :=::t		improvisations	Use relevant	justify answers,	llaa maleeeest	
	Articulate and	Articulate and	Use relevant		and debates	strategies to build	arguments and	Use relevant	
	justify answers,	justify answers,	strategies to			their vocabulary	opinions	strategies to	

	arguments and opinions Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates	arguments and opinions Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	build their vocabulary Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s)		Gain, maintain and monitor the interest of the listener(s)	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	build their vocabulary Give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	
Handwriting	All Pupils will be a All pupils will use 8mm lined books	he Letterjoin progress expected to join their v a handwriting pen. will be used to suppor implicitly taught at lea	vriting in a cursive a	and legible style th	nat sits on a line.	writing.			

			Wr	iting Progression	Curriculum Plan	Year B			
Year B		Autumn			Spring			Summer	
Progression of Core Texts	101 Things to Do to Become a Superheroor Evil Genius	Paraphernalia	Is This a Poem?	Inspiring Inventors Who Are Changing Our Future	Kensuke's Kingdom	'The Nameless Holiday' from Tales from Outer Suburbia	Flood	Talking History: 150 Years of Speakers and Speeches	Earth Verse
Text Genre	Non-Fiction	Fiction	Poetry	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Poetry
		Key Outcome	l		Key Outcom	е		Key Outcome	
	Instruction Text	Narrative	Poem	Explanation Text	Narrative	Non-chronological Report	Narrative	Speech	Poem/Information Text
	To write their own page for a book of <i>Things</i> to Do to Become a Superheroor Evil Genius	To write the story of the film	To write an original poem, making choices and decisions about form and content	To create a double page spread about a modern inventor	To write an extended story based on their own version of Chapter 4	To write a non- chronological report about a holiday celebration, rite or ritual either invented or from learning in another subject area	To write the story of <i>Flood</i>	To write and deliver a speech about an issue of great importance, including some contextual information for the issue	To write haiku poetry about a natural event/process including technical vocabulary and poetic imagery To write a short information text about a natural event/process
Possible Grammar and Punctuation Coverage	Informal & formal speech using the subjunctive form of verbs (Y6) Modal verbs (Y5) Commas to clarify meaning or avoid ambiguity in writing (Y5) Hyphens to avoid ambiguity (Y6) Punctuating bullet points consistently to list information (Y6)	Revision: Present perfect form of verbs (Y3) Adverbs to express time, place and cause (Y3) Fronted adverbials (Y4) Inverted commas and other punctuation to indicate direct speech (Y4) Expanding noun phrases by the addition of modifying adjectives, nouns and preposition phrases (Y4)	Commas to clarify meaning or avoid ambiguity (Y5) Layout devices (Y6) Words related by meaning as synonyms and antonyms (Y6)	Passive voice (Y6) Perfect form of verbs (Y5/6) Modal verbs (Y5) Relative clauses (Y5) Commas to clarify meaning or avoid ambiguity (Y5) Brackets, dashes or commas to indicate parenthesis (Y5)	Modal verbs (Y5) Brackets, dashes or commas to indicate parenthesis (Y5) Dashes to indicate boundaries between independent clauses (Y6) Colons (Y6) Devices to build cohesion within a paragraph (Y5) Linking of ideas across	Formal speech (Y6) Passive verbs (Y6) Expanded noun phrases to convey complicated information concisely (Y5/6) Modal verbs/adverbs (Y5) Commas to clarify meaning or avoid ambiguity (Y5) Colons (Y6)	Passive verbs (Y6) Expanded noun phrases to convey complicated information concisely (Y5/6) Relative clause (Y5) Commas to clarify meaning or avoid ambiguity (Y5) Hyphens to avoid ambiguity (Y6)	Informal and formal speech using the subjunctive form of verbs (Y6) Modal verbs (Y5) Commas to clarify meaning or avoid ambiguity (Y5) Linking ideas across paragraphs using a wider range of cohesive devices (Y6) Layout devices (Y6)	Expanded noun phrases to convey complicated information concisely (Y5/6) Relative clause (Y5) Express time, place and cause using conjunctions, adverbs or prepositions (revision from Y3/4) Using hyphens to avoid ambiguity (Y6) Devices to build cohesion within paragraph (Y5)

	Layout devices (Y6)	Relative clauses (Y5)		Semi-colons, colons or dashes (Y6) Layout devices (Y6)	using adverbials or tense choices (Y5) Linking ideas across paragraphs using a wider range of cohesive devices (Y6)				
Greater Depth	Add humour to your guidance without losing the authoritative tone Use a range of punctuation for avoid ambiguity and make meaning clear for the reader	Make clear writerly choices about the voice/tense/person and structure of the narrative. Manipulate grammatical features to create appropriate impact on the reader in different ways. Integrate dialogue effectively to enhance characterisation.	Refine choices of vocabulary and structure, describing how decisions made by poets studied and in their own writing contribute to meaning and effect Make playful use of appropriate punctuation to clarify and emphasise meaning	Make effective choices about form for the different text elements (research and include a Great Minds section). Use a wide range of punctuation to enhance the meaning.	Deliberately choose when to pre and post-modify nouns in order to build layered descriptions to slow the pace and create particular images in the reader's mind Choose words and phrases to create settings which closely and deliberately relate to the character's feelings Use brackets judiciously for asides to the reader and dashes for additional information Use adverbials and modals to express shades of doubt and possibility that the character feels at different points in the story	Create the sense of the writer as knowledgeable expert but one with personal experience (and fond memories) of the phenomenon being described. Choose which details should be more fully explained and described in order to lead the reader to experience an almost overwhelming sense of wonder. To avoid ambiguity, to aid the reader in navigating complex information and to indicate differing degrees of importance of additional details, make accurate and well-considered punctuation choices, particularly for parenthesis.	Use dashes to demarcate independent clauses. Manage shifts in formality between the narrative and the dialogue.	Use a range of devices to create cohesion across the speech as a whole to draw the listener towards the key messages. Maintain an appropriate register ('voice') including elements of formality.	Haiku Create poetic images in haikus (with personification if appropriate) combining technical and poetic vocabulary to give the reader a better understanding of a natural event/phenomenon Use pairs of images in haikus Non-Fiction Establish and control an authoritative but relatively informal register using the devices described left and through comparing with known objects or concepts as in the original text e.g. Earth as a hard- boiled egg.

Spoken	Use relevant	Ask relevant	Use relevant	Give well-	Ask relevant	Use relevant	Ask relevant	Speak audibly	Use relevant
Language	strategies to	questions to	strategies to	structured	questions to	strategies to build	questions to	and fluently	strategies to build
	build their	extend their	build their	descriptions,	extend their	their vocabulary	extend their	with an	their vocabulary
	vocabulary	understanding and	vocabulary	explanations	understanding	1	understanding	increasing	·
		knowledge		and narratives	and knowledge	Articulate and justify	and	command of	Use spoken
	Maintain		Articulate and	for different	_	answers, arguments	knowledge	Standard	language to
	attention and	Use relevant	justify answers,	purposes,	Use relevant	and opinions	_	English	develop
	participate	strategies to build	arguments and	including for	strategies to		Use relevant		understanding
	actively in	their vocabulary	opinions	expressing	build their	Give well-structured	strategies to	Participate in	through
	collaborative			feelings	vocabulary	descriptions,	build their	discussions,	imagining and
	conversations,	Articulate and	Give well-			explanations and	vocabulary	presentations,	exploring ideas
	staying on topic	justify answers,	structured	Speak audibly	Give well-	narratives for		performances,	
	and initiating	arguments and	descriptions	and fluently	structured	different purposes,	Participate in	role play,	
	and responding	opinions	and	with an	descriptions,	including for	discussions,	improvisations	
	to comments		explanations	increasing	explanations	expressing feelings	presentations,	and debates	
		Give well-	for different	command of	and narratives		performances,		
		structured	purposes,	Standard	for different	Use spoken	role play,	Gain, maintain	
		descriptions,	including for	English	purposes,	language to develop	improvisations	and monitor	
		explanations and	expressing		including for	understanding	and debates	the interest of	
		narratives for	feelings	Participate in	expressing	through speculating,		the listener(s)	
		different purposes,		discussions,	feelings	hypothesising,			
		including for	Use spoken	presentations,		imagining and		Consider and	
		expressing	language to	performances,	Consider and	exploring ideas		evaluate	
		feelings	develop	role play,	evaluate			different	
			understanding	improvisations	different			viewpoints,	
		Use spoken	through	and debates	viewpoints,			attending to	
		language to	speculating,		attending to			and building	
		develop	hypothesising,	Gain,	and building on			on the	
		understanding	imagining and	maintain and	the			contributions	
		through	exploring ideas	monitor the	contributions of			of others	
		speculating,		interest of the	others				
		hypothesising,	Participate in	listener(s)				Select and use	
		imagining	discussions,					appropriate	
		and exploring	presentations,					registers for	
		ideas	performances,					effective	
		Deuth-beete to	consider and					communication	
		Participate in	evaluate						
		discussions,	different						
		presentations,	viewpoints,						
		performances, role	attending to						
		play,	and building on						
		improvisations and debates	the contributions of						
		debates	others						
Handwriting	Punils will follow t	L he Letterjoin progressi		S to develop print:	then cursive handy	vriting			
nanuwitting		expected to join their w				viiuilg.			
		a handwriting pen.	many in a cursive a	ina iegibie style til	at sits on a line.				
		will be used to suppor	t writing						
		implicitly taught at lea		ng handwriting bo	nks				
	I randwilling to be	implicitly taught at lea	or office a Meek asi	ing manawining bu	ONG.				

Feedback Policy

English Marking

Elicitations will be marked using a Learning Target Sheet and will identify individual targets for that unit of working.

Final Write will show progress reflected on the **Learning Target Sheet.** Leading up to this the teacher will provide the pupil with written or oral feedback, offering guidance with a view to improving or enhancing their future performance. It will also celebrate what the pupil has achieved in relation to the unit outcomes and their individual targets.

Any comment written by the teacher should be to consolidate thinking, move learning on or encourage deeper understanding and requires a response from the child. Where peer/self-assessment is required, a blue pen/pencil is used to indicate this.

Marking and Feedback Symbols:

	Marking and Feedback Symbols
G	KS2 Guided support (Teacher or Teaching Assistant)
1	KS1 Independent work completed by child
	Boxing up – children use boxing up to correct their own mistakes.
	Key words/letters identified as spelt or formed incorrectly should be written out three times in blue pen.
	Green highlights indicate the child has met the learning objective.
	Pink highlights indicate areas to improve on:
	Word/letter underlined – incorrect spelling or letter formation.
	Wavy underlined – grammatical mistake/check it makes sense.
	Circle – punctuation error.
	Yellow highlights indicate an area that a pupil is proud of and wishes to draw attention to.