



## Henock 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 split 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.

<b>English sequences</b>	<b>Target setting</b>	<b>Guided writing</b>	<b>Shared writing</b>
English teaching is underpinned through the use of Devon's Book Writes. Texts are selected primarily to address focused learning needs, including SPaG but should be engaging and 'hook' pupils into learning. Purpose for writing is an essential feature. Pupils start and end each sequence with an independent writing task to generate targets and measure progress.	Targets are set in a number of ways. Cohort-based targets identify focused teaching and learning within the next sequence of English. Personal targets identify specific gaps in learning – the 'thing' that will moving their learning on next. They are approached in a fluid way and updated regularly through teacher/pupil collaboration and conferencing.	Guided writing is the time where the teacher really gets to unpick and move children's learning on. Children will work in a focused way on specific learning outcomes or targets. GW may be undertaken as a whole class, in small groups or at times individually based on need and context. GW may also be used to address year-group specific learning within our mixed classes.	Teachers and children collaborate to write a text together, led by the teacher. They may focus on specific features, such as: author intent, vocabulary choices, grammatical devices, shades of meaning, composition, effect, impact of writing on the reader and SPaG. They rehearse 'writing as a reader' so that they can 'read as a writer'.
<b>SPaG</b>	<b>Progression in editing</b>	<b>Writing across the curriculum</b>	<b>Feedback and marking</b>
Spelling, punctuation and grammar is taught with the support of EdShed spelling. This supports a progressive approach particularly within our mixed-age classes. Application of phonics is a key feature of early spelling.	We take a meticulous approach to editing, ensuring that we teach specific editing skills visibly and progressively, alongside SPAG and vocabulary expectations. Pupils develop independence in editing in an age (or stage) appropriate way.	Writing is not restricted to English lessons or writing books. You should expect to see good quality writing across all curriculum subjects where standards and expectations of writing are the same as in English lessons.	Feedback is given verbally and in written form, based on visible learning. It is timely and designed to move learning on at speed. All feedback is designed to support and underpin independent learning. Conferencing is used as a tool to support individual pupil progress.
<b>Vocabulary</b>	<b>Purpose for Writing</b>	<b>Phonics</b>	<b>Handwriting</b>
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 be more selective about their choice of graphemes as they learn to spell accurately.	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 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

<p>Children talk positively about writing; editing and improving confidently to achieve quality outcomes.</p>	<p>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 and ideas in their writing.</p>	<p>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 pupils and builds on their skills.</p>	<p>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 those not meeting ARE will receive specific interventions.</p>
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## Assessment Evidence – a guide

<b>EYFS</b>	<b>KS1</b>	<b>Years 3-5</b>	<b>Year 6</b>
<p>Writing moderations.</p> <p>Teacher assessment - observations of writing behaviour including through Tapestry.</p> <p>SIMs – in-house data and progress tracking</p> <p>Talking to pupils and parents.</p> <p>Writing books/evidence</p> <p>Ongoing phonics assessments and checks for application of segmenting to spell.</p>	<p>Writing moderations.</p> <p>Non-statutory writing evidence gathering grids for moderation (DES)</p> <p>SIMs – in-house data and progress tracking</p> <p>Teacher assessment - observations of writing behaviour and discussion</p> <p>English/writing books</p> <p>Ongoing phonics assessments and checks for application of segmenting to spell.</p> <p>Written responses to activities across the curriculum</p>	<p>Writing moderations.</p> <p>Non-statutory writing evidence gathering grids for moderation (DES)</p> <p>SIMs – in-house data and progress tracking</p> <p>Teacher assessment - observations of writing behaviour and discussion</p> <p>English/writing books</p> <p>Weekly spelling tests</p> <p>Written responses to activities across the curriculum</p>	<p>Writing moderations.</p> <p>Statutory writing evidence for Year 6 SATs – evidence gathering grids for moderation (DES)</p> <p>SIMs – in-house data and progress tracking</p> <p>Teacher assessment - observations of writing behaviour and discussion</p> <p>English/writing books</p> <p>Weekly spelling tests</p> <p>Written responses to activities across the curriculum</p>

## 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

Writing Progression Curriculum Plan Year B																			
Year B	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2			
Progression of Core Texts	People Who Help Us	The Little Red Hen	Dear Zoo	Brown Bear Brown Bear What Do You See	Whatever Next	The Gingerbread Man	How To Catch A Star	Little Kids First Book of Dinosaurs	Owl Babies	Goldilocks and the Three Bears	Lost and Found	From Tadpole to Frog	Dear Dinosaur	Bears Don't Eat Egg Sandwiches	Sam Plants us a Sunflower	The Ugly Vegetables	The Lighthouse Keeper's Lunch	Do You Love Bugs?	
<b>Writing Objectives and Skills Progression</b>	To hear and say the initial sound in words.  To begin to write the initial sound in a word.  To begin to segment the sounds in words.  To orally segment the sounds in words.  Letter-join: Pre-writing patterns on Letter-join module			To segment the sounds in words to spell/write (with a pencil/paper or magnetic boards)  Letter-join: easy letters and words introduced in families: i l t u w e c o a d n m h			To begin to make phonetically plausible attempts at spelling words.  Letter-join: Harder letters and words j y g q b p k v s r f x z			To make phonetically plausible attempts at spelling words including the use of some digraphs and trigraphs.  To write short captions with words with known GPC's and common exception words.  Letter-join: Module one			To write short sentences with words with known GPC's and common exception words.  Letter-join: Module one			Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.			
<b>Literacy</b>																			
<b>Writing ELG</b>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>																		
<b>Comprehension ELG</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>																		
<b>Word Reading ELG</b>	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>																		
<b>Communication and Language</b>																			
<b>Listening, attention and understanding ELG</b>	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>																		
<b>Speaking ELG</b>	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>																		
<b>Physical Development</b>																			

<b>Fine Motor Skills ELG</b>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
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## Year 1 & 2

Writing Progression 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			Key Outcome			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 (Year 1)	<p>Leaving spaces between words (Y1)</p> <p>Combining words to make sentences (Y1)</p> <p>Joining words and clauses/sentences using <i>and</i> (Y1)</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1)</p>	<p>Leaving spaces between words (Y1)</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</p> <p>Using a capital letter for names of people, places, the days of the week, and the</p>	<p>Combining words to make sentences (Y1)</p> <p>Joining words and clauses/sentences using <i>and</i> (Y1)</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1)</p> <p>Use the grammar terminology in English Appendix 2 in discussing their writing (Y1)</p> <p>Use the grammar terminology in English Appendix</p>	<p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1)</p> <p>Use the grammar terminology in English Appendix 2 in discussing their writing (Y1)</p>	<p>Leaving spaces between words (Y1)</p> <p>Combining words to make sentences (Y1)</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1)</p>	<p>Leaving spaces between words (Y1)</p> <p>Combining words to make sentences (Y1)</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1)</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</p>	<p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1)</p> <p>Using a capital letter for names of people, places, the days of</p>	<p>Combining words to make sentences (Y1)</p> <p>Joining words and clauses/sentences using <i>and</i> (Y1)</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1)</p> <p>Using a capital letter for names of people, places, the days of</p>	<p>Leaving spaces between words (Y1)</p> <p>Combining words to make sentences (Y1)</p> <p>Joining words and clauses/sentences using <i>and</i> (Y1)</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1)</p>	<p>Leaving spaces between words (Y1)</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1)</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</p>

	<p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</p> <p>Use the grammar terminology in English Appendix 2 in discussing their writing (Y1)</p>	<p>personal pronoun 'I' (Y1)</p> <p>Use the grammar terminology in English Appendix 2 in discussing their writing (Y1)</p>	<p>2 in discussing their writing (Y1)</p>		<p>Using a capital letter for names of people (Y1)</p> <p>Use the grammar terminology in English Appendix 2 in discussing their writing (Y1)</p>	<p>Use the grammar terminology in English Appendix 2 in discussing their writing (Y1)</p>	<p>the week, and the personal pronoun 'I' (Y1)</p> <p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, question marks (Y2)</p> <p>Using commas to separate items in a list (Y2)</p> <p>Expanded noun phrases to describe and specify (Y2)</p> <p>The present tense correctly and consistently (Y2)</p> <p>Subordination and coordination (Y2)</p> <p>Some features of written standard English (Y2)</p> <p>Use the grammar terminology in English Appendix 2 in discussing their writing (Y1)</p>	<p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</p> <p>Use the grammar terminology in English Appendix 2 in discussing their writing (Y1)</p>	
<p><b>Possible Grammar and Punctuation Coverage (Year 2)</b></p>	<p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, question marks (Y2)</p> <p>Sentences with different forms: question</p> <p>Subordination and coordination (Y2)</p> <p>Use and understand the</p>	<p>Expanded noun phrases to describe and specify (Y2)</p> <p>The present and past tense correctly and consistently (Y2)</p> <p>Use and understand the grammar terminology in English Appendix 2 in discussing their writing (Y2)</p>	<p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks (Y2)</p> <p>Sentences with different forms: statement, question, exclamation, command (Y2)</p>	<p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks (Y2)</p> <p>Using commas to separate items in a list (Y2)</p>	<p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, question marks (Y2)</p> <p>Expanded noun phrases to describe and specify (Y2)</p> <p>The present and past tenses correctly and</p>	<p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2)</p> <p>Expanded noun phrases to</p>	<p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, question marks (Y2)</p> <p>Using commas to separate items in a list (Y2)</p> <p>Expanded noun phrases to describe and specify (Y2)</p> <p>The present tense correctly and consistently (Y2)</p>	<p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, question marks (Y2)</p> <p>Expanded noun phrases to describe and specify (Y2)</p> <p>Subordination and coordination (Y2)</p>	<p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, question marks, commas for lists and apostrophes for the contracted forms and the possessive (Y2)</p> <p>Expanded noun phrases to describe and specify (Y2)</p>

	grammar terminology in English Appendix 2 in discussing their writing (Y2)		Expanded noun phrases to describe and specify (Y2)  Subordination and coordination (Y2)  Use and understand the grammar terminology in English Appendix 2 in discussing their writing (Y2)	Expanded noun phrases to describe and specify (Y2)  Use and understand the grammar terminology in English Appendix 2 in discussing their writing (Y2)	consistently throughout writing (Y2)  Some features of written standard English (Y2)  Use and understand the grammar terminology in English Appendix 2 in discussing their writing (Y2)	describe and specify (Y2)  The present tense correctly and consistently (Y2)  Use and understand the grammar terminology in English Appendix 2 in discussing their writing (Y2)	Subordination and coordination (Y2)  Some features of written standard English (Y2)  Use and understand the grammar terminology in English Appendix 2 in discussing their writing (Y2)	Use and understand the grammar terminology in English Appendix 2 in discussing their writing (Y2)	
<b>Greater Depth</b>	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 he/she did and what they actually did – and so let the reader in on the 'joke'	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	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
<b>Spoken Language</b>	Listen and respond appropriately to adults and their peers  Participate in discussions, presentations, performances,	Listen and respond appropriately to adults and their peers  Use relevant strategies to build their vocabulary	Use relevant strategies to build their vocabulary	Listen appropriately to adults and their peers  Use relevant strategies to build their vocabulary	Listen and respond appropriately to adults and their peers  Articulate and justify answers, arguments and opinions	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	Listen and respond appropriately to adults and their peers  Use relevant strategies to build their vocabulary	Use relevant strategies to build their vocabulary  Use spoken language to develop understanding through



	role play, improvisations and debates	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		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	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	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	Use relevant strategies to build their vocabulary  Speak audibly and fluently with an increasing command of Standard English	Participate in discussions, role play	speculating, hypothesising, imagining and exploring ideas  Participate in discussions, presentations, performances, role play, improvisations and debates
<b>Handwriting</b>	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. 10-12mm lined books will be used to support writing. Handwriting to be implicitly taught at least once a week using handwriting books.								

Writing Progression Curriculum Plan Year B									
Year B	Autumn			Spring			Summer		
<b>Progression of Core Texts</b>	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
<b>Text Genre</b>	Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Fiction	Poetry	Fiction	Non-fiction	Poetry
	<b>Key Outcome</b>			<b>Key Outcome</b>			<b>Key Outcome</b>		



	Narrative	Historical Information Page	Instruction Text	Recount	Narrative	Poem	Narrative	Information Text/Instructions /Glossary	Poem
<b>Year 1</b>	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 <i>Augustus and His Smile</i> .	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'.
<b>Year 2</b>	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 <i>Augustus and His Smile</i> . 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.
<b>Possible Grammar and Punctuation Coverage (Year 1)</b>	<p>Leaving spaces between words (Y1)</p> <p>Combining words to make sentences (Y1)</p> <p>Joining words and clauses/sentences using <i>and</i> (Y1)</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</p>	<p>Leaving spaces between words (Y1)</p> <p>Combining words to make sentences (Y1)</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</p> <p>Use the grammar terminology in English Appendix 2 in discussing (Y1)</p>	<p>Leaving spaces between words (Y1)</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1)</p> <p>Use the grammar terminology in English Appendix 2 in discussing their writing (Y1)</p>	<p>Combining words to make sentences (Y1)</p> <p>Joining words and clauses/sentences using <i>and</i> (Y1)</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1)</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</p>	<p>Joining words and clauses/sentences using <i>and</i> (Y1)</p> <p>Beginning to punctuate sentences (Y1)</p> <p>Use a capital letter for names of people (Y1)</p>	<p>Joining words and clauses/sentences using <i>and</i> (Y1)</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1)</p>	<p>Joining words and clauses/sentences using <i>and</i> (Y1)</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</p>	<p>Leaving spaces between words (Y1)</p> <p>Combining words to make sentences (Y1)</p> <p>Joining words and clauses/sentences using <i>and</i> (Y1)</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or an exclamation mark (Y1)</p> <p>Use the grammar terminology in English Appendix 2 in</p>	<p>Beginning to punctuate sentences using a capital letter and a full stop (Y1)</p>

		their writing (Y1)						discussing their writing (Y1)	
<b>Possible Grammar and Punctuation Coverage (Year 2)</b>	<p>Revision of Year 1 grammar coverage:</p> <p>Leaving spaces between words (Y1)</p> <p>Combining words to make sentences (Y1)</p> <p>Joining words and clauses/sentences using <i>and</i> (Y1)</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</p>	<p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks (Y2)</p> <p>Sentences with different forms: statement, questions, exclamation, command (Y2)</p> <p>The present and past tense correctly and consistently throughout writing (Y2)</p> <p>The progressive form of verbs in the present and past tense to mark actions in progress (Y2)</p> <p>Some features of written standard English (Y2)</p> <p>Use and understand the grammar terminology in English Appendix 2 in discussing</p>	<p>Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks (Y2)</p> <p>Sentences with different forms: statement, question, exclamation, command (Y2)</p> <p>Use and understand the grammar terminology in English Appendix 2 in discussing their writing (Y2)</p>	<p>Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks (Y2)</p> <p>Sentences with different forms: statement, question, exclamation, command (Y2)</p> <p>The present and past tenses correctly and consistently throughout writing (Y2)</p> <p>The progressive form of verbs in the present and past tense to mark actions in progress (Y2)</p> <p>Some features of written standard English (Y2)</p>	<p>Use of question marks and exclamation marks (Y2)</p> <p>Learning how to use expanded noun phrases (Y2)</p>	<p>Learn how to use expanded noun phrases to describe and specify (Y2)</p>	<p>Learning how to use both familiar and new punctuation correctly including commas for lists and apostrophes for contracted forms (Y2)</p> <p>Learn how to use expanded noun phrases to describe and specify (Y2)</p> <p>Learn how to use co-ordination (Y2)</p>	<p>Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks (Y2)</p> <p>Subordination and coordination (Y2)</p> <p>Use and understand the grammar terminology in English Appendix 2 in discussing their writing (Y2)</p>	<p>Learning how to use both familiar and new punctuation correctly (Y2)</p> <p>Expand noun phrases for description (Y2)</p>

		their writing (Y2)							
<b>Greater Depth</b>	<p>Understand different types of sentences (statements, commands, questions)</p> <p>Use expanded noun phrases</p> <p>Use and, but or so to join clauses</p>		<p>Use an ellipsis to add interest for the reader</p> <p>Include humour in own composition</p> <p>Plan and write about a completely different process than washing a pet using the structure of the original text</p>	<p>Make choices about which details to include to add to the entertainment for the reader</p> <p>Use the past progressive tense to add detail about the trip/event</p> <p>Use the range of punctuation mostly accurately</p>	<p>Expand the nouns to describe (Y1)</p> <p>Use expanded noun phrases to build a picture in the reader's mind (Y2)</p> <p>Punctuate sentences accurately (Y2)</p>	<p>To use alliteration and rhyme where possible to create a powerful description</p>	<p>Choose adjectives for effect</p> <p>Present text and illustrations to enhance the meaning</p> <p>Choose verbs carefully for meaning</p> <p>Resolve the narrative with a message/moral that makes logical sense</p>	<p>Write a hybrid non-fiction text (Y2) including for example:</p> <ul style="list-style-type: none"> <li>• 2 sections of factual information</li> <li>• A set of instructions</li> <li>• A glossary of terms</li> </ul> <p>Use questions to introduce some of the writing (Y1/2)</p> <p>Make simple links between sentences using repeated nouns or conjunctions (Y1/2)</p> <p>Present the text to attract the reader and to help them read it easily (Y2)</p>	<p>Extend noun phrases by using 'with...'</p> <p>Use adventurous and imaginative word choices</p>
<b>Spoken Language</b>	<p>Listen and respond appropriately to adults and their peers</p>		<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Use relevant strategies to build vocabulary</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Ask relevant questions to extend their understanding and build vocabulary and knowledge</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Give well-structured descriptions</p>

							expressing feelings		
<b>Handwriting</b>	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. 10-12mm lined books will be used to support writing. Handwriting to be implicitly taught at least once a week using handwriting books.								

## Year 3 & 4

Writing Progression Curriculum Plan Year A									
Year A	Autumn			Spring			Summer		
<b>Progression of Core Texts</b>	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
<b>Text Genre</b>	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Non-Fiction	Fiction	Non-Fiction	Poetry
	<b>Key Outcome</b>			<b>Key Outcome</b>			<b>Key Outcome</b>		
	Narrative	Explanation Text	Poem	Narrative & Oral Retelling	Information Text	Biography	Narrative	Persuasive Letter	Poem
	To write own voyage and return fantasy story based on <i>Jack and the Dreamsack</i>	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	<b>Speaking:</b> Orally retell a fairy tale speaking audibly and gaining and maintaining the interest of the listener  <b>Writing:</b> To write an alternative ending to a fairy tale ( <i>Tom Thumb</i> ) 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
<b>Possible Grammar and Punctuation Coverage</b>	Using conjunctions, adverbs and prepositions to express time, place and cause (Y3)  Using fronted adverbials (Y4)  Using commas after fronted adverbials (Y4)	Choosing nouns or pronouns accurately within and across sentences for clarity and cohesion and to avoid repetition (Y4)  Using conjunctions, adverbs and prepositions to	Using conjunctions, adverbs and prepositions to express time, place and cause (Y3)	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,	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	Prepositions to express time, place and cause (Y3)  Using fronted adverbials (Y4)  Using commas after fronted adverbials (Y4)  Noun phrases expanded by the	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	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)

	<p>Using and punctuating direct speech (Y3/4)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)</p> <p>Inverted commas to punctuate direct speech (Y3)</p> <p>Inverted commas and other punctuation to indicate direct speech (Y4)</p>	<p>express time, place and cause (Y3)</p> <p>Using fronted adverbials (Y4)</p> <p>Using commas after fronted adverbials (Y4)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)</p> <p>Paragraphs as a way to group related material (Y3)</p> <p>Paragraphs to organise ideas around a theme (Y4)</p> <p>Headings and subheadings to aid presentation (Y3)</p>		<p>Indicating possession by using the possessive apostrophe with singular and plural nouns (Y4)</p> <p>Using and punctuating direct speech (Y3/4)</p> <p>Inverted commas to punctuate direct speech (Y3)</p> <p>Inverted commas and other punctuation to indicate direct speech (Y4)</p>	<p>place and cause (Y3)</p> <p>Using fronted adverbials (Y4)</p> <p>Using commas after fronted adverbials (Y4)</p> <p>Headings and subheadings to aid presentation (Y3)</p>	<p>addition of modifying adjectives, nouns and preposition phrases (Y4)</p> <p>Paragraphs as a way to group related material (Y3)</p> <p>Paragraphs to organise ideas around a theme (Y4)</p> <p>Headings and subheadings to aid presentation (Y3)</p> <p>Standard English for verb inflections (Y4)</p>	<p>addition of modifying adjectives, nouns and preposition phrases (Y4)</p> <p>Choosing nouns or pronouns accurately within and across sentences for clarity and cohesion and to avoid repetition (Y4)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)</p> <p>Paragraphs to organise ideas around a theme (Y4)</p>		
Greater Depth	<p>Create a repeated refrain.</p> <p>Use alliteration, onomatopoeia and figurative language to create a poetic style.</p>	<p>Maintain the style of the text model throughout: balancing an authoritative voice with humour and accessibility</p>	<p>Make considered choices about the layout and devices chosen in the poem</p>	<p><b>Speaking:</b> Deliberately change tone, volume and body language to interest the listener</p> <p>Maintain plot coherence by using phrases to structure the story telling e.g. At midnight</p> <p>Use language from the original story to describe a scene or</p>	<p>Attempt humour by describing absurd potential incidents, or include funny</p> <p>Use commas in complex sentences, especially when beginning with a subordinate clause or fronted adverbial</p>	<p>Design layout of information thinking about the reader and visual pathways.</p> <p>Position adverbials in sentences for emphasis and clarity.</p> <p>Summarise biographical achievement/character using a strapline or well-chosen quotation.</p>	<p>Build a clear atmosphere</p>	<p>Choose the audience for the letter and adapt vocabulary and grammatical structures to suit the register and formality.</p>	

				<p>create a character</p> <p><b>Writing:</b> Make specific vocabulary choices to create a particular image for the reader, especially for the setting</p> <p>Use dialogue and reporting verbs to show characters' thoughts and feelings</p>					
<b>Spoken Language</b>	<p>Use relevant strategies to build their vocabulary</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Give well-structured descriptions and explanations</p>	<p>Participate in discussions, presentations, performances, role play/improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions and explanations, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating,</p>

				the interest of the listener(s)  Select and use appropriate registers for effective communication		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			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
<b>Handwriting</b>	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.								

Writing Progression Curriculum Plan Year B									
Year B	Autumn			Spring			Summer		
<b>Progression of Core Texts</b>	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
<b>Text Genre</b>	Non-Fiction	Non-Fiction	Fiction	Fiction	Poetry	Non-Fiction	Fiction	Non-Fiction	Poetry
	<b>Key Outcome</b>			<b>Key Outcome</b>			<b>Key Outcome</b>		
	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
<b>Possible Grammar and</b>	Revision: Learning how to use both	Choosing nouns or pronouns appropriately	Revision:	Extending the range of sentences	Extending the range of sentences with more than one	Extending the range of sentences with more than one	Extend the range of sentences	Extend the range of sentences with	Noun phrases expanded by the addition of



<p><b>Punctuation Coverage</b></p>	<p>familiar and new punctuation correctly (Y2)</p> <p>Using commas to separate items in a list (Y2)</p> <p>Using apostrophes for contracted form and the possessive (Y2)</p> <p>Sentences with different forms (Y2)</p> <p>Subordination (Y2)</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions (Y3/4)</p> <p>Using conjunctions, adverbs and prepositions to express time, place and cause (Y3)</p> <p>Heading and subheading (Y3)</p>	<p>within and across sentences for clarity and cohesion and to avoid repetition (Y4)</p> <p>Using conjunctions, adverbs and prepositions to express time, place and cause (Y3)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)</p>	<p>Using commas to separate items in a list (Y2)</p> <p>The progressive form of verbs in the present and past tense to mark actions in progress (Y2)</p> <p>Using conjunctions, adverbs and prepositions to express time, place and cause (Y3)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)</p> <p>Paragraphs as a way to group related material (Y3)</p> <p>Paragraphs to organise ideas around a theme (Y4)</p> <p>Standard English for verb inflections (Y4)</p>	<p>with more than one clause by using a wider range of conjunctions (Y3/4)</p> <p>Using conjunctions, adverbs and prepositions to express time, place and cause (Y3)</p> <p>Using fronted adverbials (Y4)</p> <p>Using commas after fronted adverbials (Y4)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)</p>	<p>clause by using a wider range of conjunctions (Y3/4)</p> <p>Choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition (Y4)</p> <p>Using conjunctions, adverbs and prepositions to express time, place and cause (Y3)</p> <p>Using fronted adverbials (Y4)</p> <p>Using commas after fronted adverbials (Y4)</p>	<p>clause by using a wider range of conjunctions (Y3/4)</p> <p>Using conjunctions, adverbs and prepositions to express time, place and cause (Y3)</p> <p>Using fronted adverbials (Y4)</p> <p>Using commas after fronted adverbials (Y4)</p>	<p>with more than one clause (Y3/4)</p> <p>Use and punctuate direct speech (Y3/4)</p>	<p>more than one clause (Y3/4)</p> <p>Using the present perfect form of verbs (Y3)</p> <p>Choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition (Y4)</p> <p>Using conjunctions, adverbs and prepositions to express time, place and cause (Y3)</p> <p>Paragraphs as a way to group related material (Y3)</p> <p>Paragraphs to organise ideas around a theme (Y4)</p> <p>Standard English for verb inflections (Y4)</p> <p>Headings and subheading to aid presentation (Y3)</p>	<p>modifying adjectives, nouns and preposition phrases (Y4)</p>
<p><b>Greater Depth</b></p>	<p>Use a range of sentence types appropriately: statements, questions, commands.</p>	<p>Create humour in a variety of ways.</p> <p>Vary sentence structure to reflect the character's personality.</p>	<p>Use a range of punctuation, including commas for lists, mostly correctly.</p>	<p>Punctuate sentences accurately, both at the boundaries and within the sentence.</p>	<p>Pattern the sentences to show the commotion at the end of the journey (or elsewhere in the journey)</p>	<p>Create humour through the imaginary explanation</p> <p>Vary the register significantly between</p>	<p>Develop paragraphs to use more than one at points in the story that need more detail</p>	<p>Extend paragraphs with greater detail</p> <p>Create effective cohesion</p>	

	Punctuate sentences accurately throughout.		Include adverbial phrases for details of <i>where</i> .		Use commas in sentences mostly accurately	the two explanations.	Use adverbs in the narrative and after speech	through the use of nouns and pronouns and determiners	
<b>Spoken Language</b>	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	
<b>Handwriting</b>	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		
<b>Progression of Core Texts</b>	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
<b>Text Genre</b>	Non-Fiction	Fiction	Poetry	Non-Fiction	Fiction	Non-Fiction	Poetry	Non-Fiction	Fiction
	<b>Key Outcome</b>			<b>Key Outcome</b>			<b>Key Outcome</b>		
	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
<b>Possible Grammar and Punctuation Coverage</b>	<p>Verbs: variation in tense and form (including perfect form) (Y5/6)</p> <p>Brackets, dashes or commas for parenthesis (Y5)</p> <p>Linking ideas across paragraphs, especially through tense/verb form choices (Y5)</p> <p>Layout and organisation (Y6)</p>	<p>Using expanded noun phrases to convey complicated information precisely (Y5/6)</p> <p>Relative clauses (Y5)</p> <p>Using commas to clarify meaning or avoid ambiguity (Y5)</p> <p>Using brackets, dashes or commas to indicate parenthesis (Y5)</p> <p>Devices to build cohesion within a paragraph (Y5)</p> <p>Linking of ideas across paragraphs using adverbials</p>	<p>Revision:</p> <p>Using conjunctions, adverbs and prepositions to express time, place and cause (Y3)</p> <p>Using commas to clarify meaning or avoid ambiguity (Y5)</p> <p>Use a colon to introduce a list and use of semi-colons within a list (Y6)</p> <p>Linking ideas across paragraphs using adverbials of</p>	<p>Formal and informal speech (Y6)</p> <p>Relative clauses (Y5)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices (Y6)</p>	<p>Passive voice (Y6)</p> <p>Perfect form of verbs to mark relationships of time and cause (Y5/6)</p> <p>Modal verbs (Y5)</p> <p>Brackets, dashes or commas to indicate parenthesis (Y5)</p> <p>Devices to build cohesion within a paragraph (Y5)</p> <p>Linking ideas across paragraphs using adverbials of</p>	<p>Devices to build cohesion within a paragraph (Y5)</p> <p>Linking ideas across paragraphs using adverbials of time, place and number (Y5)</p> <p>Brackets, dashes or commas to indicate parenthesis (Y5)</p> <p>Use of commas to clarify meaning or avoid ambiguity (Y5)</p> <p>Synonyms and antonyms (Y6)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices (Y6)</p> <p>Layout devices (Y6)</p>	<p>Using expanded noun phrases to convey complicated information precisely (Y5/6)</p> <p>Using commas to clarify meaning or avoid ambiguity (Y5)</p> <p>Use hyphens to avoid ambiguity (Y6)</p> <p>Brackets, dashes or commas to indicate parenthesis (Y5)</p> <p>Using a colon to introduce a list (Y6)</p> <p>Linking ideas across paragraphs using a wider range of</p>	<p>Formal and informal speech using the subjunctive (Y6)</p> <p>Passive voice (Y6)</p> <p>Expanded noun phrases to convey complicated information concisely (Y5/6)</p> <p>Brackets, dashes or commas to indicate parenthesis (Y5)</p>	<p>Formal and informal speech using the subjunctive (Y6)</p> <p>Using commas to clarify meaning or avoid ambiguity (Y5)</p> <p>Linking ideas across paragraphs using adverbials of time, place and number (Y5)</p>

		of time, place and number (Y5)  Linking ideas across paragraphs using a wider range of cohesive devices (Y6)	time, place and number (Y5)  Layout and organisation (Y6)		time, place and number (Y5)  Linking ideas across paragraphs using a wider range of cohesive devices (Y6)	Dash to mark the boundary between independent clauses (Y6)	cohesive devices (Y6)		
<b>Greater Depth</b>	Combine prose and other elements to complement one another and provide supplementary information to offer the reader a breadth of facts (and some writer's opinions).  Use a selection of a range of verb forms to sustain cohesion throughout.  Write with an expert yet friendly and encouraging register.	Invent a new fairy tale whose plot is satisfying and has some similarities with the models explored.  Try to mimic Neil Gaiman's style of storytelling, e.g. by... <ul style="list-style-type: none"> <li>sequencing sentences of varying lengths to achieve similar effects to his using repetition of words, phrases, topics and sentence patterns to emphasise particular ideas, and to create cohesive links within and across paragraphs and sections of the story.</li> </ul> Maintain this style throughout the narrative	Use a wider range of poetic devices to contrast the two atmospheres.  Use a range of sensory images to convey sights, sounds and smells.  Bring the two contrasting elements of the poem together with a final connecting image.	Organise paragraphs effectively, with some evidence of text shaping  Use a wide range of cohesive devices, including deliberate repetition, precisely chosen adverbials and consistent and correct choice of tense sustained throughout.	Write an effective story linked with a different element.  Control the variation in verb tenses and forms to maintain a consistent story telling voice effectively.  Convey a cultural context plausibly.	Create and maintain 2 distinctive styles of writing: one very informal and one more formal and precise for the 2 main parts of text.  Choose language appropriately and in different parts of the text for precision and for an emotive response.	Further refine vocabulary choices and ways of combining words, paying attention to the development of sound effects, e.g. assonance, rhyme, rhythm, to add nuances of meaning  Make conscious use of appropriate punctuation such as dashes and colons to clarify and emphasise meaning  Explain how choice of poetic structure intentionally contributes to meaning and emphasises a particular effect	Use more formal and technical vocabulary in multi-clause sentences, making choices to aid precision.  Show a difference in formality between the text and the diagram of the invention, or humorous comments within brackets, etc.  Be very selective about what information is introduced in brackets, and recognise where it is not as appropriate to use them.	Use a range of punctuation to clarify meaning, particularly commas.  Make appropriate changes to language and sentence structure when writing speech to create a character's 'voice'.  Draw on Ted Hughes' style in the original text to similarly vary sentence/paragraph starts (and lengths).
<b>Spoken Language</b>	Listen and respond appropriately to adults and their peers  Articulate and justify answers,	Listen and respond appropriately to adults and their peers  Articulate and justify answers,	Listen and respond appropriately to adults and their peers  Use relevant strategies to	Gain, maintain and monitor the interest of the listener(s)	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	Use relevant strategies to build their vocabulary  Articulate and justify answers, arguments and opinions	Listen and respond appropriately to adults and their peers  Use relevant strategies to	

	<p>arguments and opinions</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>arguments and opinions</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>build their vocabulary</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p>		<p>Gain, maintain and monitor the interest of the listener(s)</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>build their vocabulary</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	
<b>Handwriting</b>	<p>Pupils will follow the Letterjoin progression from year R to 6 to develop print then cursive handwriting.</p> <p>All Pupils will be expected to join their writing in a cursive and legible style that sits on a line.</p> <p>All pupils will use a handwriting pen.</p> <p>8mm lined books will be used to support writing.</p> <p>Handwriting to be implicitly taught at least once a week using handwriting books.</p>								

**Writing Progression Curriculum Plan Year B**

Year B	Autumn			Spring			Summer		
<b>Progression of Core Texts</b>	101 Things to Do to Become a Superhero...or 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
<b>Text Genre</b>	Non-Fiction	Fiction	Poetry	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Poetry
	<b>Key Outcome</b>			<b>Key Outcome</b>			<b>Key Outcome</b>		
	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 to Do to Become a Superhero...or Evil Genius</i>	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
<b>Possible Grammar and Punctuation Coverage</b>	<p>Informal &amp; formal speech using the subjunctive form of verbs (Y6)</p> <p>Modal verbs (Y5)</p> <p>Commas to clarify meaning or avoid ambiguity in writing (Y5)</p> <p>Hyphens to avoid ambiguity (Y6)</p> <p>Punctuating bullet points consistently to list information (Y6)</p>	<p>Revision:</p> <p>Present perfect form of verbs (Y3)</p> <p>Adverbs to express time, place and cause (Y3)</p> <p>Fronted adverbials (Y4)</p> <p>Inverted commas and other punctuation to indicate direct speech (Y4)</p> <p>Expanding noun phrases by the addition of modifying adjectives, nouns and preposition phrases (Y4)</p>	<p>Commas to clarify meaning or avoid ambiguity (Y5)</p> <p>Layout devices (Y6)</p> <p>Words related by meaning as synonyms and antonyms (Y6)</p>	<p>Passive voice (Y6)</p> <p>Perfect form of verbs (Y5/6)</p> <p>Modal verbs (Y5)</p> <p>Relative clauses (Y5)</p> <p>Commas to clarify meaning or avoid ambiguity (Y5)</p> <p>Brackets, dashes or commas to indicate parenthesis (Y5)</p>	<p>Modal verbs (Y5)</p> <p>Brackets, dashes or commas to indicate parenthesis (Y5)</p> <p>Dashes to indicate boundaries between independent clauses (Y6)</p> <p>Colons (Y6)</p> <p>Devices to build cohesion within a paragraph (Y5)</p> <p>Linking of ideas across paragraphs</p>	<p>Formal speech (Y6)</p> <p>Passive verbs (Y6)</p> <p>Expanded noun phrases to convey complicated information concisely (Y5/6)</p> <p>Modal verbs/adverbs (Y5)</p> <p>Commas to clarify meaning or avoid ambiguity (Y5)</p> <p>Colons (Y6)</p>	<p>Passive verbs (Y6)</p> <p>Expanded noun phrases to convey complicated information concisely (Y5/6)</p> <p>Relative clause (Y5)</p> <p>Commas to clarify meaning or avoid ambiguity (Y5)</p> <p>Hyphens to avoid ambiguity (Y6)</p>	<p>Informal and formal speech using the subjunctive form of verbs (Y6)</p> <p>Modal verbs (Y5)</p> <p>Commas to clarify meaning or avoid ambiguity (Y5)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices (Y6)</p> <p>Layout devices (Y6)</p>	<p>Expanded noun phrases to convey complicated information concisely (Y5/6)</p> <p>Relative clause (Y5)</p> <p>Express time, place and cause using conjunctions, adverbs or prepositions (revision from Y3/4)</p> <p>Using hyphens to avoid ambiguity (Y6)</p> <p>Devices to build cohesion within paragraph (Y5)</p>

	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)				
<b>Greater Depth</b>	<p>Add humour to your guidance without losing the authoritative tone</p> <p>Use a range of punctuation for avoid ambiguity and make meaning clear for the reader</p>	<p>Make clear writerly choices about the voice/tense/person and structure of the narrative.</p> <p>Manipulate grammatical features to create appropriate impact on the reader in different ways.</p> <p>Integrate dialogue effectively to enhance characterisation.</p>	<p>Refine choices of vocabulary and structure, describing how decisions made by poets studied and in their own writing contribute to meaning and effect</p> <p>Make playful use of appropriate punctuation to clarify and emphasise meaning</p>	<p>Make effective choices about form for the different text elements (research and include a Great Minds section).</p> <p>Use a wide range of punctuation to enhance the meaning.</p>	<p>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</p> <p>Choose words and phrases to create settings which closely and deliberately relate to the character's feelings</p> <p>Use brackets judiciously for asides to the reader and dashes for additional information</p> <p>Use adverbials and modals to express shades of doubt and possibility that the character feels at different points in the story</p>	<p>Create the sense of the writer as knowledgeable expert but one with personal experience (and fond memories) of the phenomenon being described.</p> <p>Choose which details should be more fully explained and described in order to lead the reader to experience an almost overwhelming sense of wonder.</p> <p>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.</p>	<p>Use dashes to demarcate independent clauses.</p> <p>Manage shifts in formality between the narrative and the dialogue.</p>	<p>Use a range of devices to create cohesion across the speech as a whole to draw the listener towards the key messages.</p> <p>Maintain an appropriate register ('voice') including elements of formality.</p>	<p><b>Haiku</b> 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</p> <p>Use pairs of images in haikus</p> <p><b>Non-Fiction</b> 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.</p>



<p><b>Spoken Language</b></p>	<p>Use relevant strategies to build their vocabulary</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions and explanations for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p>	<p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Use spoken language to develop understanding through... imagining and exploring ideas</p>
<p><b>Handwriting</b></p>	<p>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.</p>								

## 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	
<b>G</b>	KS2 Guided support (Teacher or Teaching Assistant)
<b>I</b>	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: <ul style="list-style-type: none"> <li>• Word/letter underlined – incorrect spelling or letter formation.</li> <li>• Wavy underlined – grammatical mistake/check it makes sense.</li> <li>• Circle – punctuation error.</li> </ul>
	Yellow highlights indicate an area that a pupil is proud of and wishes to draw attention to.