

Writing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery & Reception	Following EYFS curriculum standards.					
Year 1	Narrative: with a focus on prepositions and setting	Narrative: with a focus on setting. -descriptive sentences -inference from pictures -character thoughts	Narrative: character description. Non-fiction: about Emperor penguins. -writing questions and answering them. -fact sheet	Postcard: from the Moon. Persuasive poster: encouraging tourists to visit the Moon. Non-fiction:	Letter: in response to an invitation. Narrative: retelling a story.	Non-fiction: Narrative: character description of Traction Man. Comic strip: based on Traction Man.
Year 2	Diary entry: Based on Toby and the Great Fire of London (writing in first person) Writing about real events: (Chronological report about school trip to London) Poem: fire	Narrative: Retelling a known story (Katie Morag in London) Non Fiction: non-chronological report about a London landmark	Non-chronological report: Meerkats Narrative: Retell a known story from another perspective; Based on Meerkat Mail. Letter: Based on Meerkat Mail	Narrative: focus on character description and story setting based on 'The Secret Sky Garden' Leaflet: How to grow a plant	Informal letter: message in a bottle Narrative (Diary entry): A day in the life of a pirate Poster: Wanted poster for Pirate	Brochure: for the seaside Instructions: How to make ice-cream Poem: the Seaside
Year 3	Narrative: conversation between characters/setting description (Stone Age Boy) Diary: Shen's point of view Information text: Skara Brae	Letter: from Shen, describing the dramatic events and asking for rescue Narrative: Slow reveal description of the Kraken Letter: writing to Santa	Diary: Escape from Pompeii Narrative: write an opening (Escape from Pompeii) Poetry: Calligrams	Narrative: character description (George's Marvellous Medicine) Instructions: based on George's Marvellous Medicine	Narrative from the point of view of the boy Narrative: writing an extract linked to The Boy Who Grew Dragons. Non-chronological report: Focused on plants.	Narrative: Write an adventure story Information: What did the Egyptians invent? Poetry: Personification about plants
Year 4	Balanced argument: around Oliver and the Sea Wigs Narrative: with a focus on describing a setting from Oliver and the Seawigs. Instructions: how to care for a sea monkey.	Narrative: Rewrite from Hogarth's father's point of view. Newspaper report: The Iron Man vs Space Bat Poetry: Junkyard poems	Narrative: Describe entering the dragon's cave Recount from a character's perspective: Stealing a dragon Non-chronological report: Invent a dragon based on the dragons in the story	Narrative: Entering Valhalla based on The Saga of Bjorn film Formal letter writing: Invite Thor to Thor's day Thursday Poetry: Viking Poem	Playscript: Rewrite a scene from <i>The Boy at the Back of the Class</i> Newspaper report: Recount the scene meeting the Queen Diary writing: Writing from a refugee's point of view	Narrative: Character description of Grendel from Beowulf Persuasive writing: Job application for a hero Biography: Beowulf
Year 5	Narrative: Rewriting a chapter from a different point of view. Diary entry: from a character's perspective. Narrative: a Greek myth	Magazine interview: with a Greek God. Non-fiction: Information text about Ancient Greece.	Non-fiction text: Biography - Dorothy Vaughan Persuasive writing: Informal letter of persuasion between Liam and Florida	Narrative: Florida's viewpoint Newspaper report: Missing children Poetry: Space poem	Narrative: Setting and character description of HWM Formal letter: From Stanley's mum to the judge Diary entry: Stanley's viewpoint	Narrative: Setting description of Camp Green Lake Balanced argument: If you take a bad boy and make him dig a hole... Persuasive writing: Brochure for Camp Green Lake
Year 6	Narrative: rewriting a scene from the Jungle Book. Information text: Layers of the rainforest. Non-chronological report: Carl Linnaeus	Persuasive writing: Speech about deforestation of the rainforests. Diary entry: from the perspective of a character from The Explorer. Narrative: writing a narrative around the 'Christmas Truce' advert	Narrative: writing a sequel for the short film 'Alma' Explanation: the causes of WW2. Poetry: personified he/she poem about The Blitz	Persuasive letter as Olive (lft) to the Ministry of Defence Narrative: Twisted fairytale (Red Riding Hood) Report: writing a passive voice report about the end of WW2.	Narrative (first person): writing a scene based on The Woman in Black. Balanced argument: should Cameron (Pig Heart Boy) have the operation? Non-chronological report: about the Circulatory system.	Narrative: The Hero Twins (Maya) Formal letter: to Mrs Sheekey about memories of Hook Lane.

Writing Progression of skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p align="center">Spelling</p>	<p>Children will be able to spell: Words containing each of the 40+ phonemes already taught Common exception words The days of the week Children will be taught to add prefixes and suffixes: Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Using the prefix un- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Writing from memory, short and simple dictated sentences that include phonemes and common exception words learnt. Attempting phonetically plausible spellings.</p>	<p>Children will learn to spell by: Segmenting spoken words into phonemes and representing these by graphemes (mostly correctly) Learning new ways of spelling phonemes for which one or more spellings are already known Learning a few common homophones Learning to spell common exception words (y2) Learning to spell more words with contracted forms (can't, didn't etc) Learning the possessive apostrophe (singular) [for example, the girl's book] Distinguishing between homophones and near-homophones Adding suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Writing from memory, simple dictated sentences that include words and spelling rules/patterns learnt. Attempting phonetically plausible spellings.</p>	<p>Children will be taught to: Use further prefixes and suffixes and understand how to add them such as: -ly, -al, mis-, bi-, re- and revisiting -er, -ed and -ing with a focus on doubling consonants Spell further homophones Spell words that are often misspelt Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first two or three letters of a word to check its spelling in a dictionary Use correct technologies to spell check words where appropriate Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Children will be taught to: Understand rules around when and how to add the prefixes: In, im, il, sub, super, inter, anti, auto, ex and non. Spell a wide variety of homophones and near homophones. Spell common sounds in different ways (e.g. /aw/ as augh, /o/ as ough, /s/ as sc) Spell the sound /shun/ as -sion, -ssion, -tion and -cian Spell nouns with the -ation word ending. Use common word families to aide spelling when prefixes and suffixes are added. Understand the difference between words ending in -ar and -er Understand when and how to add -ous Use correct technologies to spell check words where appropriate Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Children will be taught to: Continue to spell homophones and near homophones for more complex words Understand how to turn nouns or adjectives into verbs using the suffixes: -ate, -ise, -ify, -en, -ful, -ive and -al Recognise and spell words with silent letters Spell the /shuhs/ sound as -cious, -tious and -ious Recognise and spell the short vowel 'i' as as 'y' Recognise and spell the long vowel 'i' as 'y' Use the suffix -ment Spell the /or/ sound as 'or' and 'au' Creating nouns using the suffixes '-ity', '-ness' and '-ship' Spell the /ear/ sound as 'ere' Spell a variety of words with the letter string 'ough' Add to verbs with the prefixes de-, re- and over- Use correct technologies to spell check words where appropriate Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Children will be taught to: Continue to expand their knowledge of complex homophones and near homophones Turn adjectives ending in '-ant' into nouns ending in '-ance' or '-ancy' Turn adjectives ending in '-ent' into nouns ending in '-ence' or '-ency' Recognise the difference in nouns spelt with '-ce' and '-cy' Recognise the difference in verbs spelt with '-se' and '-sy' Use a hyphen to join prefixes that end in vowels (re, co etc) to root words that start with the same vowel Use the suffixes -able, -ible, -ibly and -ably Create diminutives using the prefixes 'mini' and 'micro' Add suffixes beginning with vowels to words ending in -fer Understand the difference between the long 'e' sound being spelt with 'ie' or 'ei' after c Spell the soft 'c' sound as 'ce' Spell the long 'o' sound as 'ou' or 'ow' Build on their knowledge of word families to improve spellings across root words Use correct technologies to spell check words where appropriate Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>

Handwriting	Children will learn to: Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Children will build upon basic skills learned in year 1 by: Forming lower-case letters of the correct size relative to one another. Starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Using spacing between words that reflects the size of the letters.	Children will build upon previous practise by: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Children will build upon previous practise by: Choosing which shape of a letter to use when given choices. Choosing whether or not to join specific letters. Choosing the right writing implement best suited to a task (pencil, handwriting pen or black biro - year 6 only). Understanding that standards of handwriting may differ depending on the task (taking notes, filling in forms, publishing work etc). Writing legibly and fluently with increasing speed.
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Composition	Children will be taught to write whole sentences by:	Children will be taught to compose sentences and whole pieces by:	Children will continue to compose more detailed and complex sentences through:	Children will continue to compose more detailed and complex sentences through:
	<p>Saying out loud what they are going to write about; composing a sentence orally before writing it.</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Sequencing sentences to form <i>short</i> narratives</p>	<p><i>Developing enjoyment and stamina across pieces such as:</i></p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes</p> <p><i>Considering what they are going to write before beginning by:</i></p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or keywords, including new vocabulary encapsulating what they want to say, sentence by sentence</p> <p><i>Making simple additions, revisions and corrections to their own writing by:</i></p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Reading aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Children will continue to compose more detailed and complex sentences through:</p> <p><i>Planning:</i></p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p><i>Drafting and writing by:</i></p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, including simple subordinate clauses (year 3) and fronted adverbials (year 4).</p> <p>Beginning to organise paragraphs around a common theme (introducing paragraphs in year 3 and building on their use in year 4).</p> <p>In narratives creating settings, characters and plot.</p> <p>In non-narrative material, using simple organisational devices [for example, headings and subheadings]</p> <p><i>Evaluating and editing by:</i></p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Children will continue to compose more detailed and complex sentences through:</p> <p><i>Planning:</i></p> <p>Identifying the audience for and purpose of the writing</p> <p>Selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><i>Drafting and writing by:</i></p> <p>Selecting appropriate grammar and vocabulary and understanding how these choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><i>Evaluating and editing by:</i></p> <p>Assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>

<p>Vocabulary, grammar and punctuation</p>	<p>Children will be taught to: Leaving spaces between words Joining words using 'and' Joining main clauses using 'and' Beginning to punctuate sentences using: a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Children will be taught to: Use new and familiar punctuation correctly (full stops, capital letters, exclamation and question marks, commas for lists and apostrophes for singular possession and contraction. Write sentences with different forms: statement, question, exclamation, command Use expanded noun phrases to describe and specify [for example, the blue butterfly] Use the present and past tenses correctly and consistently including the progressive form Use simple subordination (using when, if, that, or because) and co-ordination (using or, and, or but) within sentences. Understand some features of written Standard English.</p>	<p>Children will be taught to: Extend main clauses using a range of subordinate conjunctions (when, although, because, if) to create subordinate clauses. Use the present perfect (have followed by a past tense verb) tense. Distinguish between using 'a' or 'an' before a word. Use common word families to understand how prefixes and suffixes can alter meaning. Using adverbs to show time, place or cause. Use inverted commas to punctuate direct speech.</p>	<p>Children will be taught to: Understand the difference between plural and possessive '-s' Use correct subject/verb agreement (was/were, is/are, did/done) Expand noun phrases using modifying adjectives and prepositional phrases Use fronted adverbials with commas to follow. Use paragraphs to organise ideas around a theme. Choose the right pronouns and nouns to use within sentences to avoid repetition and create cohesion. Use inverted commas for direct speech, beginning to use other punctuation to do this correctly. Use apostrophes for plural possession.</p>	<p>Children will be taught to: Convert nouns or adjectives into verbs using suffixes Add verb prefixes [for example, dis-, de-, mis-, over- and re-] Understand and create relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicate degrees of possibility using adverbs [perhaps, surely] or modal verbs [might, should, will, must] Use devices to build cohesion within a paragraph Link ideas across paragraphs using adverbials of time, place and number or tense choices Use brackets, dashes or commas to indicate parenthesis Use commas to avoid ambiguity</p>	<p>Children will be taught to: Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Identify words that are related by meaning, as synonyms and antonyms Use the passive voice to affect the presentation of information in a sentence Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing Use subjunctive forms (such as 'If I were') in some very formal writing and speech Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Use layout devices in non-fiction pieces Use semicolons, colons and dashes to mark the boundary between independent clauses Use colons to introduce a list and use semicolons within lists to separate extra information Punctuate bullet point lists correctly Use hyphens to avoid ambiguity</p>
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