

Writing Curriculum Overview



“A caring community: Serious about learning.”

Our Approach

At Old Fletton we believe that the study of English develops children's abilities to listen, speak, read and write for a wide range of audiences and purposes. Using language helps children to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Through our writing curriculum, children will gain an understanding of how language works by looking at its patterns, structures and origins, whilst also using their growing knowledge, skills and understanding of speaking and listening to support the development and articulation of their ideas.

Our writing curriculum is **broad and ambitious** and will enable children at our school to become confident writers, who are able to adapt their writing to match an intended audience and purpose. We use the **Statutory Framework for EYFS** and the **National Curriculum** to inform all elements of our curriculum, which is further enhanced through our use of **Read Write Inc** for phonics, **Letter Join** for handwriting and **Spelling Shed** for spelling, punctuation and grammar (launching 2025/2026). We ensure that all of the statutory content is included within our curriculum, and are aware of the non-statutory elements, including these when appropriate. We expose children to a variety of text types in 4 broad categories, which our pupils revisit as part of our cyclical approach to building on prior learning:

- Writing to **entertain** (narrative)
- Writing to **inform** (non narrative)
- Writing to **persuade** (non narrative)
- **Poetry**

Within our classrooms, children will experience 3 types of writing instruction to support them to be able to become fluent writers who can plan, create and publish their work at the end of each of our taught units:

- **Shared Writing, which** involves the class or small groups. During shared writing, the teacher initiates and models writing, while children contribute their ideas. Teacher and pupils work together to compose messages and stories. The teacher models how writing works, the processes that are involved and draws attention to letters, words, and sounds during the writing. The object of shared writing is to demonstrate and teach the necessary skills and conventions of fluent writing.
- **Guided Writing, which** involves very specific and focused instruction. It can be one-to-one or with small groups of children to focus on a specific aspect. Each child in a group composes an individual piece of writing with the intense support of the teacher. They hold the pen and have ownership over their writing. Mini-inputs are planned to reflect the specific needs of the children that are determined through ongoing assessment. The aim is to support children in becoming independent writers through building on the writing behaviours focused on in modelled and shared writing sessions. Children can usually produce more detailed and complex texts in these sessions than they can on their own.
- **Independent Writing is where** children take responsibility for their own writing. It provides an opportunity for them to exhibit the processes and strategies that have been demonstrated through the other elements of the writing block. It is crucial that sufficient scaffolding of the processes and strategies - required to successfully complete the task - have occurred prior to children working independently. Some children will require more support than others, and may need to be part of a small group constructing a joint text using interactive or an independent piece using guided writing.

Whole School Text Type Overview

We have identified anchor texts for each of our text types (brackets below) to immerse children into high quality literature. These texts will develop pupil's love of reading, provide models to draw from, expand vocabulary and engage them in a range of texts that reflect the diversity within the world in which they live.

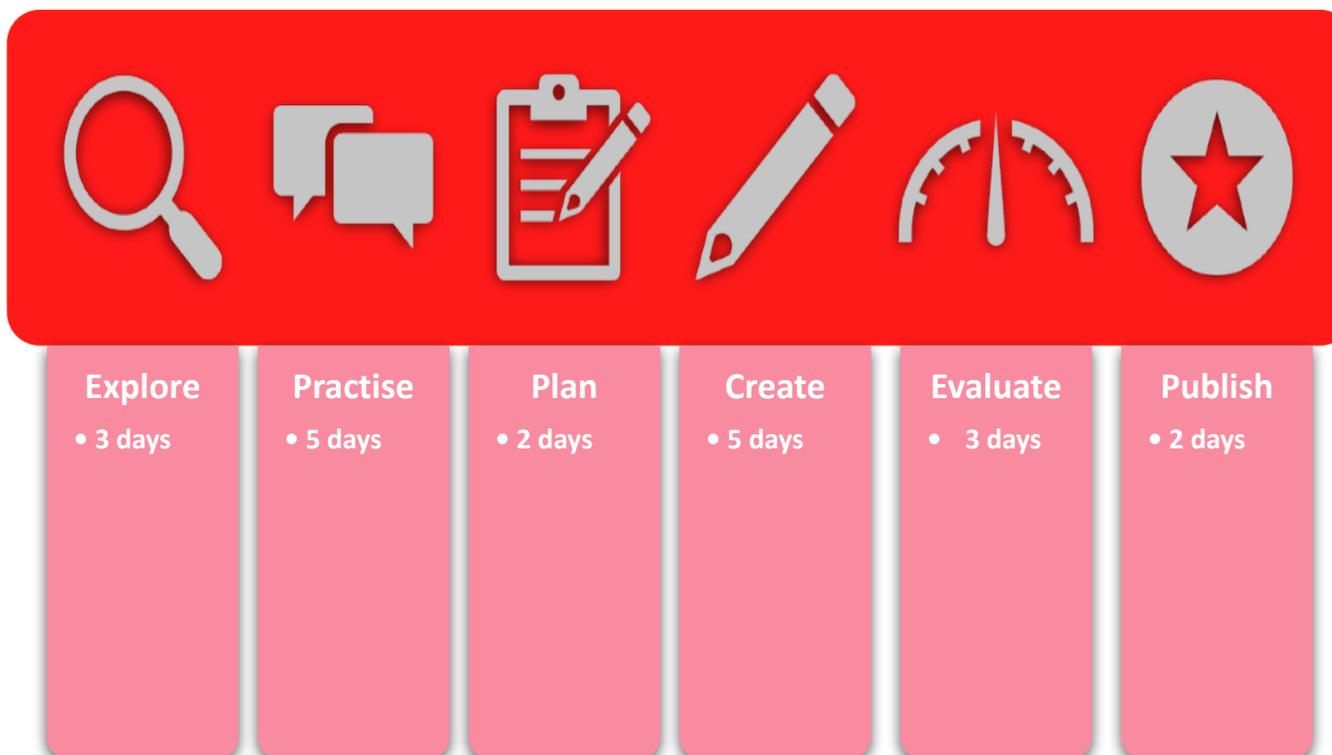
	Autumn (Unit 1 and 2)	Spring (Unit 3 and 4)	Summer (Unit 5 and 6)
EYFS	Talk Through Stories - fiction including rhyming texts		
Y1	Talk Through Stories - fiction including rhyming texts		Traditional tale (The Three Little Pigs)
Narrative			
Non-narrative			Talk Through Stories - fiction including rhyming texts
Poetry			
Y2	Stories with familiar settings (The Tiger Who Came to Tea)	Adventure (Traction man/The pirates next door)	Fantasy (The Magic Faraway Tree)
Narrative			
Non-narrative	Instructional (DT - Structures)	Non-chron report (History - Tudors in Peterborough)	Informal letter (The tear thief)
Poetry		Riddles	Patterns in poetry

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 3						
Narrative	Fantasy (Stone Age Boy)	Character description (The Ironman)	Fantasy (The Boy who Grew Dragons)	Myths and legends (Greek myths and Legends by Marcia Williams, HEP - Persia and Greece Ch.5)	Setting description (The Great Kapok Tree)	Adventure (Bewilderwood)
Non-narrative	Recount (Flag Fen Trip)		Explanation text (The Boy who grew Dragons)			
Poetry		Calligrams			Information text (HEP - Alexander, The Great)	Rhyming couplets
Year 4						
Narrative	Myths and legends (HEP - Romulus and Remus)	Historical - setting description (Escape from Pompeii)	Comedy - characterisation (The Clumsies)	Adventure (Journey to the River Sea)	Adventure (Magic Treehouse, linked to Geography and History Units)	Adventure - setting description (The Last Bear)
Non-narrative	Newspaper report (Roman Soldier)			Non-chron report (Science - Animals inc. Humans)		Formal letter (HEP - Tourism)
Poetry		Creating imagery: personification and similes	Exploring forms of Haiku and Tankas		Performance poetry	

Year 5						
Narrative	Adventure (George and the Big Bang)	Mystery/adventure - setting description (Holes)	Fantasy (Malamader)	Thriller - building suspense (Room 13)	Historical - describing atmosphere (Viking boy)	Adventure (Running Wild)
Non-narrative		Explanation text (HEP - Deserts)		Persuasive text (HEP - Oceans)		Non-chron report (HEP - North and South America)
Poetry	Performance poetry (CLPE - Matt Goodfellow)		Creating imagery: personification, similes and metaphors		Narrative poetry (The Highway Man)	
Year 6						
Narrative		Narrative - characterisation and setting description (Harry Potter and the Philosopher's Stone)		Historical - characterisation (Goodnight Mr Tom)	Quest/Adventure (WING)	
Non-narrative	Formal letter within a recount (The Boy at the Back of the Class)	Explanation text (Fantastic Beasts)	Newspaper report and diary entry (Beowulf)	Informal letter (Goodnight Mr Tom, HEP - WWII)	Biography (Charles Darwin)	Discussion/balanced argument (Greta Thunberg, HEP - Climate Change)
Poetry	Using imagery: personification, similes and metaphors					Performance poetry

Writing Stages (From Year 1, Unit 6)

To enable our pupils to become fluent writers, we have created a set of 6 **writing stages** that our pupils will move through as they visit each of our text types within their daily writing lessons. By working through each stage systematically, pupils will develop the necessary skills to be able to understand the **purpose, audience, language, layout and punctuation (PALLP)** of the text type they are seeking to emulate, within a **common structure** that they are familiar with. The use of the stages across the school ensures that pupils are able to **practise the craft of writing**, understanding **how grammar functions are used** within their writing, whilst also learning about the different processes writers go through to **construct meaningful and cohesive texts**. In addition, we have identified the amount of time teachers will generally spend on each stage, however this is dependent on the needs of each cohort and text type. Staff will **adapt their teaching** according to this.



Below is an overview of what happens at each stage, which will be exemplified on the writing working walls within each classroom, so that the writing process is clear across school, and pupils can use their working walls to support their developing understanding and application of the text type:

**Stage 1
Explore**

Children are presented with exemplars/WAGOLLS, giving them the opportunity to familiarise themselves with the text type through identifying the purpose and audience, observing the layout, and recognising and discussing features and grammatical structures included in the WAGOLL. They are encouraged to think about and discuss the nature of excellence, through exposure to WABOLLS, WAGONs and WAGOLLS. From this, children are able to formulate a success criteria, which will lead them to achieving the unit outcome.

**Stage 2
Practise**

Retrieval and practice is used to check for understanding, but also to help children build confidence and fluency. Children are required to showcase their newly-acquired knowledge within activities which allow them to practise the use of grammatical structures and text feature - through 'The Stages of Practice'.

**Stage 3
Plan**

With the support of live modelling, children construct their own plan. This can be through the use of bullet points, spider diagrams, storyboard and story mapping, story mountains etc to record ideas. Children may also use subheadings to organise a plan which is easy to follow - the plan is dependent on the text type.

**Stage 4
Create**

Using the plan as a guide and application of prior learning, children create their piece over a series of lessons. Adequate support is given in the form of shared write and teacher modelling (explicit model of thought process). Guided write succeeds this phase, so that children can internalise and implement what has been modelled, supporting them through to the next step - independent write, where the expectation is that the learner exhibits knowledge and understanding of earlier demonstrations.

**Stage 5
Evaluate**

With the audience and purpose in mind, a blend of teacher assessment, peer and self-assessment is essential: feedback is given with reference to the earlier shared exemplars/WAGOLL, as comparisons between the child's work and the WAGOLL develops and sets the standard, subsequently developing the capacity for self improvement. During this stage, children revise their writing moves, ensuring they are purposeful, before progressing onto ensuring their work is accurate and coherent (editing). Live modelling is essential here.

**Stage 6
Publish**

Children publish their finished piece in their 'Golden Book'. These books allow teachers to review a collection of written pieces and accurately assess their work against a set of criteria (see 'Writing Progression' and 'Writing End Points'). In line with the CARE values, a selection of published pieces are put on display.

Unit Plan

For each taught text type, we have developed a consistent 'Unit Plan' that is used to map out:

- The name of the anchor text chosen.
- The intended purpose and audience of the text type being explored.
- The key features of the text that pupils will be utilising in their own writing.
- The final writing product that will be created and published by pupils..
- The elements of the National Curriculum covered in terms of Transcription, Composition, Spelling and Handwriting that pupils will practise.
- A snapshot overview of what will be covered within each of the 6 writing stages, with links to the WalkThrus

These unit plans support class teachers and additional adults to have a clear overview of what is taught.

text type, genre, name	Recount Adventure story based on the short film 'Broken: Rock, Paper, Scissors' available at: https://youtu.be/Gytrapez27Jk	
Purpose	To retell a series of events for entertainment purposes	
Audience	Primary school aged children familiar with the game of 'rock, paper, scissors'.	
Week	1	2
Writing		
Grammar	<ul style="list-style-type: none"> • contractions • tense - past • pronouns • parenthesis 	<ul style="list-style-type: none"> • expanded noun phrase • relative clause • subordinate clauses
Overview	<p>Stage one: explore</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • Explain what a recount is. • Show the features of a recount: past tense, contractions, first person, informal language, SWs, chronological order, adverbials of time (TS 1) (P&G 1) • Present examples of recounts and identify the similarities between them. Encourage ctn to look for patterns. <p>Stage one and 2: explore and practise</p> <p>Lesson 2</p> <ul style="list-style-type: none"> • Review of text features • Ctn to annotate a recount, identifying the features discussed in previous sessions. • Efficiency: Ctn to start thinking about the purpose of each feature. • Task: to create a table of features, purpose and an example of each <p>Stage three: plan</p> <p>Lesson 3</p> <ul style="list-style-type: none"> • Review: Why is this recount an example of 'Excellence'? From this ctn begin to co-construct a success criteria. • Stages of Practice: summarise the short film, 'Broken - Rock, Paper, Scissors'. • Use a storyboard to sequence the events. Ctn to input short description of what is happening in each frame (detailed planning). <p>Stage four: create</p> <p>Lesson 4</p> <ul style="list-style-type: none"> • Review: Which grammatical structure would be suitable for your recount? Ctn to discuss and add to their plan (storyboard descriptions). • Stages of Practice: writing an introduction that responds to the 5 Ws. Focus: points of view, then use Pitch It Up to create more ambitious sentences (TS 5) <p>Stage four: create</p> <p>Lesson 5</p> <ul style="list-style-type: none"> • Review: text features and purpose (TS 1). Steps to excellence • Live modelling - CT to use storyboard to model using plan as a guide to write first paragraph of main body • Task: ctn to begin constructing the main body of their recount - using their storyboards and plan as a guide (TS 5). 	<p>Stage four: create</p> <p>Lesson 6</p> <ul style="list-style-type: none"> • Review (cold calling): what is a recount? Can you recall the features and the purpose of each feature? Share an example. • Stages of Practice: clause (TS 10) • Shared write: using the plan as a guide, write a section of the recount. Apply new learning (clause) (V 2, 6) • Task: ctn to continue drafting their recount (TS 5) <p>Stage four: create</p> <p>Lesson 7</p> <ul style="list-style-type: none"> • Review: clause • Stages of Practice: expanded noun phrase • Shared write: using the plan as a guide, write a section of the recount. Apply new learning (expanded noun phrase) • Task: ctn to conclude their recount (TS 5) <p>Stage five: evaluate</p> <p>Lesson 8</p> <ul style="list-style-type: none"> • Review: WABOLL or WAGOLL, how do you know? • Live modelling - how to review your content • Author's chair (once ctn (V 3, 7)) • Task: ctn to review their recount, applying feedback and advice from peers and CT (P&G 10, 11) <p>Stage five: evaluate</p> <p>Lesson 9</p> <ul style="list-style-type: none"> • Review: WAGOLL - ctn to add 'ingredients' to transform a WABOLL to a WAGOLL. • CT to review punctuation covered in this unit. • Task 1: ctn to assess their use of punctuation (P&G 4) • CT to address common spelling errors by revisiting spelling rules 1' before 'l' except after 'r' and double consonants. • Task 2: ctn to spend time going through their recount, identifying words which they are unsure of the spelling, then consult the dictionary (Sp 1, 2, 3, 4, 7) <p>Stage six: publish</p> <p>Lesson 10</p> <ul style="list-style-type: none"> • Setting the tone/expectation: CT to go through some of the common mistakes that occur when copying from one place to the other. Discussions centred around how to avoid/reduce this. Linked to TAF - a talk regarding presentation (word, legible handwriting) • Task: ctn to draft their piece into their golden books (H 2)
Implementation of Walkthrus		
Punctuation	apostrophe for omission, brackets, dashes and commas (P&G 4)	commas
Spelling & Handwriting Practice		
Year 5/6 word list	<ol style="list-style-type: none"> 1. accommodate 2. accompany 3. according 4. achieve 5. aggressive 6. architect 7. ancient 8. apparent 9. appreciate 10. attached (H) <p>Focus: ascenders, descenders, using diagonal and horizontal strokes, height of 'i' (twice letter formation - where necessary)</p>	<ol style="list-style-type: none"> 1. available 2. average 3. achieved 4. bargain 5. battle 6. category 7. cemetery 8. committee 9. communicate 10. community (H) <p>Focus: ascenders, descenders, using diagonal and horizontal strokes, height of 'i' (twice letter formation - where necessary)</p>

EYFS Writing Progression

DEVELOPMENT MATTERS		FINE MOTOR ELG
FINE MOTOR 3-4 YEAR OLDS	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. 	<p>Children hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases. They use a range of small tools, including scissors, paint brushes and cutlery. Children begin to show accuracy and care when drawing.</p>
FINE MOTOR in RECEPTION	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	
WRITING 3-4 YEAR OLDS	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	WRITING ELG
WRITING in RECEPTION	<ul style="list-style-type: none"> • 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 sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<p>Children will write recognisable letters, most of which are correctly formed. They will spell words by identifying sounds in them and representing sounds with a letter or letters. Children write simple phrases and sentences that can be read by others.</p>

KS1 Writing Progression

	COMPOSITION			TRANSCRIPTION	
	Text Structure (TS)	Punctuation & Grammar (P & G)	Vocabulary (V)	Spelling (Sp)	Handwriting (H)
Year 1 Key Content	<ul style="list-style-type: none"> Simple story maps are used to plan narratives and non-fiction text types are orally planned in simple sections. Sequenced simple sentences to form a short narrative with a start, middle and end are apparent. (Fairy Tales, Fantasy Worlds & Familiar Settings) Sentences are in chronological order to recount an event or experience. (Recounts & Information Texts) Instructions set out a process using numbers and clearly marked sections. Sentences start through use of time openers such as then, next, after and later etc. Some compound sentences using and, then or but are evident or used consistently. Evidence of an ability to comment both orally and in writing on the different features of fiction and non-fiction text types covered. 	<ul style="list-style-type: none"> Sentences are composed orally before writing down and written from memory. Writing is reread to check it makes sense. Most sentences are grammatically accurate and this is consistent in longer pieces. Capital letters and full stops are used with accuracy to demarcate some sentences. Capital letters for the names of people, places, days of the week and the personal pronoun "I" are becoming evident. Question or exclamation marks in independent writing are sometimes used. Makes simple changes to sentences where needed after discussion or without prompting. 	<ul style="list-style-type: none"> Story language from shared stories is used, such as once upon a time, in the end, it was a, one sunny day etc. Use of some adjectives to modify nouns or some expanded noun phrases. Discusses word choices with the teacher or other children. Uses and explains of the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, capital, question mark, exclamation mark 	<p>Letters and Sounds Independent application of Phonics Phase 3/4</p> <ul style="list-style-type: none"> Usually correct spelling of most HFW words in the year 1 list. Phonetically plausible attempts at words with digraphs and double letters Sufficient number of recognisable words for writing to be readable. Usually segments and spells adjacent consonants for spelling. <p>Working securely in phase 5 (only a few errors within all writing)</p> <ul style="list-style-type: none"> Uses knowledge of alternative phonemes to narrow down possibilities for accurate spelling. <p>National Curriculum (only a few errors in ambitious vocabulary)</p> <ul style="list-style-type: none"> Writes band appropriate dictated simple sentences from memory. Knows how the prefix un can be added to change words meaning. Starts to use the suffixes: s, es, ed, er and ing within independent writing. Starts to use syllables to divide words when spelling Days of the week are spelt accurately and say the alphabet in order Applies most spelling conventions from the year 1 list or the full range accurately and spells some the year 1 common exception words. 	<ul style="list-style-type: none"> Holds a pencil comfortably and correctly. Forms most/all letters consistently in both upper and lowercase in the right direction in some writing. The digits 0-9 are formed correctly. Understands which letters belong to which family (long, tall and small) Sits all letters on the line with correct orientation and spacing that reflects the size of the letters.

		COMPOSITION			TRANSCRIPTION	
		Text Structure (TS)	Punctuation & Grammar (P & G)	Vocabulary (V)	Spelling (Sp)	Handwriting (H)
Year 2 Key Content	<ul style="list-style-type: none"> Written planning outlines the content of writing and is referenced to across a variety. Ability to write a sequenced short story with a clearly defined start, middle and end. (Adventure, Fantasy & Traditional) Sequenced instructions using modal verbs and numbers to order. Related ideas are grouped together in sections in non-fiction texts, which begins to develop into an awareness of paragraphs. (Non-chronological Reports, Recounts and Information Texts) Developing use of subordination (when, if, that or because) and secure coordination (or, and or but) to link words and phrases Fluency in changes in sentence openers, such as variations between pronouns, subjects and prepositions with a variety of time openers. Explains the features/differences of instructions, information texts and recounts, within English books or orally in discussion. Evidence of redrafting to make revisions or additions and evaluation according to purpose. 	<ul style="list-style-type: none"> Demonstrates consistent confident use of past and present tenses within all forms of writing. (has/had, was/were) Use of the progressive form of verbs to mark actions in progress (she is drumming or he was shouting). Controlled use of statements, questions, exclamations or commands. Consistent use of full stops, capital letters (including proper nouns), question marks and exclamation marks in all writing. Evidence of commas within a list. Use of the apostrophe to mark where letters are missing in spelling and mark singular possession in nouns. Experimentation with inverted commas. A growing ability to accurately proofread to check for errors in grammar and punctuation or consistent use of tense is evident, without prompting. A variety of sentences with different structures/functions correctly punctuated. 	<ul style="list-style-type: none"> Use of some technical words in non-fiction text types. Use of simple/comparative adjectives and well-chosen verbs in narratives. Expanded noun phrases for description and specification (the blue butterfly or the man in the moon) Writing uses both description and dialogue for characters and setting to engage the reader. Some use of adverbs. Evaluates word choice through discussion and uses technical terms. Makes use of new vocabulary drawn from reading. 	<p>Letters and Sounds (all phases embedded in a variety of writing)</p> <p>Independent application of Phonics Phase 5</p> <ul style="list-style-type: none"> Spells almost all HFW words in the year 1 & 2 list. 40+ phonemes taught in Band 1 are mostly secure. <p>Working Securely in Phase 6</p> <ul style="list-style-type: none"> Uses a range of spelling strategies to spell unknown words including the use of spelling patterns, syllables and early dictionary skills. Competent growing application of prefix and suffix rules in independent writing. (ed, ing, s, es, er, est, ly, ful and ness) <p>National Curriculum (only a few errors in ambitious vocabulary)</p> <ul style="list-style-type: none"> Writes band appropriate dictated sentences from memory. Spells a few common homophones and near homophones (there/their/they're, hear/here, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew and night/knight). Usually spells most of the common contractions can't, hasn't, didn't, it's, I'll and couldn't correctly. Spells many/most common exception words on the year 2 list. 	<ul style="list-style-type: none"> Forms most or all lowercase letters cursorily with correct size and direction in relation to each other. Understands not to join capital letters to other letters. Begins to join some letters with a continuous cursive style. A consistent joined style is evident. 	

Lower KS2 Writing Progression

		COMPOSITION			TRANSCRIPTION	
		Text Structure (TS)	Punctuation & Grammar (P&G)	Vocabulary (V)	Spelling (Sp)	Handwriting (H)
Year 3 Key Content		<p>Through the collection of ideas orally, planning is sequenced with a clear structure linked to the text type in developed story maps or under paragraph headings.</p> <p>Ability to write a generally well balanced 5 part narrative where the main conflict/ problem is solved. (Adventure, Mystery and Familiar Settings)</p> <ul style="list-style-type: none"> Endings of narratives are carefully thought out. Settings, characters and plot are developed through description. Consistent use of paragraphs in narrative and which link information together in non-fiction text types. Headings, subheadings, photographs and illustrations are used to aid presentation in reports, recounts and instructions. Conjunctions to express time, place and cause (when, before, after, while, so or because). Use of Adverbs (then, next, soon, therefore) or prepositions (before, after, during in, because of) within compound sentences. Evidence of an ability to independently use the features of the text types covered to this point to write for real purposes and audiences across the curriculum. Procedural texts make use of detailed information about how, where and when steps take place. Imperatives are used directly or indirectly. 	<ul style="list-style-type: none"> Consistent use of the first and third person. Use of the present perfect form of verbs instead of the past. (He has gone out to play instead of He went out to play) Accurate use of inverted commas for direct speech. Correct use of the possessive apostrophe. Evidence of improvements made through editing to make changes to grammar and vocabulary. Proofreading eliminates simple errors and is an embedded part of the writing process. Secure use of the forms a or an when writing a sentence. (I would like <u>an</u> apple, not I would like <u>a</u> apple) Use of embedded clauses (The pirate, with his cutlass clenched in his teeth, swung onto the ship) Variation of long and short sentences for description. 	<ul style="list-style-type: none"> Growing awareness of language choices that grip the reader's interest. Use of specific nouns (terrier instead of dog) Adverbs are used carefully to detail actions. Action verbs provide interest, such as cackled instead of laughed. Use of phrases and words that take time to describe characters and events without moving on abruptly. Some evidence of words chosen to introduce opinion or add clarity. Technical or scientific terms are controlled and expanded in non-fiction texts. Descriptive language that is factual rather than imaginative is used. 	<p>National Curriculum</p> <p>In most writing:</p> <ul style="list-style-type: none"> Spell words as accurately as possible using phonics. Use of a dictionary to check for unknown or new spellings by using the first two or three letters. Formation of nouns using a range of prefixes. To spell words using a range of prefixes and suffixes. <ul style="list-style-type: none"> Prefixes-dis, mis, il, im, re and in. Suffixes ing, er, en, ation, ly and tion. Spell words with the u phoneme as the grapheme ou, such as young, trouble and country. Apply the i phoneme in the middle of words as represented by the grapheme y, such as gym, myth and pyramid. Spell words with additional prefixes and suffixes and understand how to add them to root words. Accurately spells words ending in ture, sure and tch with an er suffix, such as treasure, creature, furniture and catcher. Spell correctly word families based on common words for example solve, solution, and solver. Spell all year 3 words identified from the spelling list. (learn, build, continue, material, guard, actually, busy, decide, experiment, guide, address, calendar, describe, minute, heard, answer, caught, different, famous, heart, appear, centre, difficult, favourite, history, arrive, century, thought, February, imagine, believe, certain, early, forwards, increase, bicycle, circle, earth, fruit, important, thought, complete, enough, grammar, interest, often, through, exercise, group and Island) 	<p>All diagonal and horizontal strokes are formed correctly.</p> <p>A fluent continuous cursive handwriting style is developing through increased legibility, consistency and quality of presentation.</p>

		COMPOSITION			TRANSCRIPTION	
		Text Structure (TS)	Punctuation & Grammar (P & G)	Vocabulary (V)	Spelling (Sp)	Handwriting (H)
Year 4 Key Content	<ul style="list-style-type: none"> Produce carefully thought out plans that match finished independent pieces. Narratives (historical, imaginary worlds and dilemmas are well paced, with a build up and complication that lead to a defined ending. Descriptions in narratives are made up of detail to help the reader gain a better understanding about the way the narrative is unfolding. Through character and setting. Characters are created with interaction to reveal feelings. A variety of sentences are used made up of phrases and different clause types. Paragraphs organise ideas around a theme or open with topic sentences in recounts, reports and explanations. In non-fiction texts the layout attempts to organise key elements through controlled use of the specific features. Recounts have three clear parts made up of the setting, events in order and a concluding comment. Subordination connectives are used between, at the beginning and within sentences. (We wore our wellies <u>when</u> we played in the puddles) Cohesion in sentences is achieved through using appropriate nouns and pronouns. Non chronological reports make controlled use of linking verbs to give coherence. (is, are, has, have and belong to) 	<ul style="list-style-type: none"> Accurate tense and person is employed across different text types. Noun phrases are expanded by the addition of modifying adjectives, nouns and preposition phrases (the teacher becomes the strict maths teacher with curly hair). Fronted adverbials are evident with correct use of the comma (<u>later that day</u>, I heard the bad news) Verb inflections are secured (we were instead of we was or I did instead of I done) Direct speech is punctuated with inverted commas and other punctuation accurately.* Apostrophes accurately mark plural possession (the girl's name or the girls' names) Editing makes changes to whole paragraphs, precise vocabulary or errors in tense or person. Evidence of a growing ability to comment on sound effects (repetition/alliteration) visual effects (simile, personification and metaphor) and surprising word combinations is evident. 	<ul style="list-style-type: none"> Confident use of adjectives and adverbs and an attempt to think of different ones to use in different situations. Use of fronted adverbials for effect. (<u>Majestically</u> the swan glided onto the river) Words are chosen carefully to describe events, characters and feelings. Powerful verbs add impact. Word use is lively and imaginative, intended to amuse, entertain or inform. Pronouns and nouns are carefully chosen across sentences to aid cohesion and avoid repetition. In stories with historical settings vocabulary is chosen to describe in detail. 	<p>Across a range of writing:</p> <ul style="list-style-type: none"> Use of a dictionary and thesaurus to spell increasingly complex words of to make choices of words. Consolidates spelling words with prefixes and suffixes. <ul style="list-style-type: none"> Prefixes-re, sub, inter, super, anti and auto. Suffixes-ous Spells words with the g phoneme spelt as gue, such as league and tongue. Spells words with the s phoneme as sc, such as scene and discipline Spells words with ei, eigh or ey, such as weigh, vein or neighbour. Spells plural words with a possessive apostrophe, such as girls', boys', men's, babies', childrens' and mices's Recognise and spell additional homophones from the year 4 list. (accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether and whose/who's) Spell all year 4 words identified from the spelling list. (accident, answer, breath, breathe, business, weight, disappear, eight, forward, height, knowledge, woman, length, library, medicine, mention, natural, women, naughty, notice, occasion, often, opposite, eighth, ordinary, particular, peculiar, perhaps, popular, although, position, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though and various) 	<ul style="list-style-type: none"> A fluent continuous cursive handwriting style is secure. Handwriting is consistent and different effects for different text types are started to be experimented with, such as capitalisation, bold or printing etc. 	

Upper KS2 Writing Progression

	COMPOSITION			TRANSCRIPTION	
	Text Structure (TS)	Punctuation & Grammar (P & G)	Vocabulary (V)	Spelling (Sp)	Handwriting (H)
Year 5 Key Content	<ul style="list-style-type: none"> Planning takes account of the audience and purpose of the writing. Narratives (Significant authors, myths and stories from other cultures) effectively develop characters, settings and atmosphere through detailed description. Paragraphing is controlled to organise writing into different information or events. Evidence of the application of specific features to ensure a text types matches its intention. Causal and logical connectives are used in addition to time openers (however or therefore). Some cohesion in paragraphs is built up through the use of then, after, that, this or firstly or varying the length. Adverbials of time (later), place (nearby) or number (secondly) are used to link ideas across paragraphs or tense choices may do this (he had seen her before) Short sentences are used to speed up action in narratives. Dialogue and reactions from other characters is used to add interest to a character. Writing shows evidence of the writer's viewpoint through comments about the characters and/or events. Controlled conclusions summarise non-fiction texts. (Procedural, explanation and persuasion) 	<ul style="list-style-type: none"> Evidence of the varied use of pronouns to refer to the first, second and third person both singularly and in plural form. There is correct subject and verb agreement when using singular and plural. Brackets, dashes or commas are used to indicate parenthesis. Commas are used to clarify meaning or avoid ambiguity. Editing attempts to reorganise sentences to give writing a greater impact or to clarify meaning. Evidence of an ability to perform own compositions using appropriate intonation, volume and movement so that meaning is clear. Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. 	<ul style="list-style-type: none"> Adverbs (perhaps or surely) and modal verbs (might, should, will or must) are used to indicate degrees of possibility. Evidence of the use of stylistic devices such as similes, metaphors and personification to create effects. Precise detail adds interest and engages the reader. Modal verbs indicate degrees of possibility. (might, may, must & could) Adverbs and adverbials are used to make links within paragraphs. Distinguishes between the formal and informal spoken and written language. Some expanded noun phrases may be used to add well thought out detail to writing. 	<p>Across a range of writing:</p> <ul style="list-style-type: none"> Nouns or adjectives are converted into verbs using suffixes ate, ise or ify. Makes independent choices about when it is best to use a thesaurus or dictionary as an aid to check a spelling or meaning, using the first three or four letters of a word. Spells words with the endings <ul style="list-style-type: none"> able, ible and ibly Spells words with i phoneme represented as ei after c, such as deceive, conceive or receive. Spells words containing the letter string ough, such as bought, rough, cough, though or thorough. Spells words with silent letters, such as Island, lamb, solemn or knight. Spells some/most of the year 5 words from the spelling list. (accompany, according, achieve, aggressive, attached, available, average, bargain, bruise, communicate, community, determined, develop, embarrass, environment, equipment, especially, exaggerate, excellent, explanation, forty, frequently, identity, immediately, language, leisure, lightning, muscle, neighbour, occupy, occur, persuade, programme, queue, recognise, recommend, rhyme, rhythm, sacrifice, shoulder, sincerely, soldier, stomach, suggest, symbol, system, thorough, twelfth, variety, vegetable, vehicle and yacht) 	<ul style="list-style-type: none"> Handwriting is joined consistently and different effects for different text types are evident, such as capitalisation, bold or printing etc. The writers own style is evident and may change for different text types.

		COMPOSITION			TRANSCRIPTION	
		Text Structure (TS)	Punctuation & Grammar (P&G)	Vocabulary (V)	Spelling (Sp)	Handwriting (H)
Year 6 Key Content		<ul style="list-style-type: none"> The appropriate form and register are apparent for a range of text types for different audiences. Main ideas in both fiction and non-fiction are sustained and developed logically. Planning uses paragraphs to structure the plot in narrative (Suspense, flashbacks and quest) showing changes in time, place and events. In non-fiction (biographies, newspapers, persuasions and arguments) paragraphs organise information logically. Cohesion across paragraphs is clear using repetition of a word or phrase, adverbials (on the other hand, in contrast or as a consequence) or ellipsis. Controlled use of a wide range of organisational and presentational devices, such as headings, subheadings, columns, bullets and tables is evident. Newspaper reports make frequent use of words or phrases to link events in time, such as at the same time, as soon as or late in the afternoon) Uses a wide range of sentence starters to create specific effects or developed noun phrases to add detail. (participles, conversations/dialogue, adverbs or adjectives) Characters, settings, atmosphere, dialogue and action advances narrative writing. Complex sentences are controlled to manipulate clauses for specific effects. Some sentences start with conjunctions although, despite, as, since or whenever. 	<ul style="list-style-type: none"> Evident use of the passive to affect the presentation of information in a sentence (I broke the window in the green house versus The window in the green house was broken (by me) Identify the word class of a word (noun, verb, adjective, conjunction, pronoun, adverb, preposition & determiner) Clear application of the differences between informal speech and formal speech when writing. The full range of punctuation is controlled. Use of the semi-colon, colon and dash to mark boundaries between independent clauses (It's raining; I'm fed up) Use of the colon to introduce a list and use of the semi-colon within a list. Correctly punctuated bullet points to list information. Use of hyphens to avoid ambiguity (recover versus re-cover or man eating shark versus man-eating shark. Use of fronted adverbial phrases Proof reading and editing is embedded as a process to further develop compositions. Evidence of evaluating writing to ensure appropriate use of tense, subject/verb agreement and register. The perfect form of verbs. 	<ul style="list-style-type: none"> Use of synonyms and antonyms Expanded noun phrases add well thought-out detail to writing. Vocabulary is chosen to match the audience and purpose of the writing and to ensure the correct degree of formality. Personal comments, flash backs and hooks may be used to engage the reader. Connectives chosen relate to the text type. Adverbials of place are evident (walked wearily into the deep dark forest). Ability to use a variety of linguistic terms, to confidently discuss their writing. Both adjectives and adverbs provide detailed description and information. Figurative language is evident, such as The wind wrapped me like a cloak. Select verb forms for meaning and effect. 	<p>Fluency across a range of text types:</p> <ul style="list-style-type: none"> Revision of work done throughout KS2. Applies a range of taught spelling strategies independently when spelling words. Independently uses dictionaries to check the spelling and meaning of words or a thesaurus to clarify/enhance meaning. Spells words with the endings <ul style="list-style-type: none"> cious and tious cial and tial ance and ancy ent ence and ency Adds suffixes beginning with vowel letters to words ending in fer, such as referring, referral or transferring. Makes the correct spelling choice between homophones in the Y6 list such as isle/aisle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/complement, desert/dessert, draft/draught, principal/principle, profit/prophet and stationary/stationery. Spells some/most of the year 6 words from the spelling list. (accommodate, amateur, ancient, apparent, appreciate, awkward, category, cemetery, committee, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, dictionary, disastrous, existence, familiar, foreign, government, guarantee, harass, hindrance, individual, interfere, interrupt, marvellous, mischievous, necessary, nuisance, opportunity, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sufficient and temperature). 	<ul style="list-style-type: none"> Handwriting is consistent and different effects for different text types is evident, such as capitalisation, bold or printing etc. The writers own style is evident and may change for different text types.

Writing End Points

At the end of each academic year, the key criteria below form the end points we have defined for children to be working at their Age-Related Expectation (ARE). The below statements are taken from National guidance documents for EYFS, Y2 and Y6 and will be updated when National changes are made.

End of Reception

Fine Motor ELG

- Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Writing ELG

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

End of Year 1

- Write sentences that are sequenced to form a short narrative (real or fictional).
- Demarcate some sentences with capital letters and full stops.
- Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others.
- Spell **some** common mis conception words.
- Form lowercase letters in the correct direction, starting and finishing in the right place.
- Form lower case letters of the correct size relative to one another in some of their writing.
- Use spacing between words.

End of Year 2

- Write simple coherent narratives about personal experiences and those of others (real or fictional).
- Write about real events, recording these simply and clearly.
- Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.
- Use present and past tense mostly correctly and consistently.
- Use coordination (or/and/but) and some subordination (when/if/that/because) to join clauses.
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- Spell **many** common exception words.
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters.
- Use spacing between words that reflects the size of letters.

End of Y3

- Write for a range of purpose, using paragraphs to group ideas around a theme.
- In non-fiction writing use headings and subheadings.
- In fictional writing experiment with adjectives to create impact and use inverted commas for direct speech.
- Correctly use verbs in the 1st, 2nd and 3rd person.
- Make use of conjunctions (when, so, before, after, while, because) and prepositions (before, after, during, in, because of) when writing.
- Spell correctly **most** common exception words from KS1 and spell some words from the year 3 & 4 spelling list.
- Use legible, joined handwriting.

End of Y4

- Write for a range of purposes.
- Use paragraphs to organise ideas.
- In narratives describe settings and characters.
- In non-narrative writing use simple devices to structure writing and support the reader (headings, sub heading and bullet points)
- Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.
- Spell correctly most words from the year 3 & 4 spelling list.
- Use legible, joined handwriting.

End of Y5

- Write for a range of purposes and audiences, adding phrases to make sentences more precise and detailed.
- In writing use a range of openers to create a desired effect and adapt sentence structures for a given text type.
- Link clauses in sentences using a range of subordinating and coordinating conjunctions.
- Use adverbials of time (later), place (nearby) and ordinal (secondly) to link ideas across paragraphs.
- Use pronouns to avoid repetition.
- Use brackets, dashes and commas to clarify meaning.
- Spell correctly most words from the year 3 & 4 spelling list.
- Spell correctly some words from the year 5 & 6 spelling list.
- Use legible, joined handwriting consistently.

End of Y6

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).
- In narratives, describe settings, characters and atmosphere.
- Integrate dialogue in narratives to convey character and advance the action.
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- Use verb tenses consistently and correctly throughout their writing.
- Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).
- Spell correctly most words from the year 5/year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- Maintain legibility in joined handwriting when writing at speed.