

Dodworth St John the Baptist C of E Primary Academy



Writing Curriculum

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Rationale & Intent

Intent

‘English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.’

National Curriculum, 2014

Our Rationale for Writing

At Dodworth St John, we teach the [National Curriculum for English](#) and ensure our curriculum includes advice, underpinned by research, from the [2025 DfE Writing Framework](#). Alongside this, we ensure that all pupils:

- See themselves as effective writers who can write for a range of audiences and purposes.
- Are excited and enthused by writing opportunities.
- Draw on their writing skills to make links with other curriculum areas.
- Develop their imagination, creativity and expressive language through writing.
- Understand the importance of writing grammatically accurately as a communication tool.

Aims for Writing

At Dodworth St John, our overarching aims support our school's values:

We are kind and honest:

- We have high expectations of all children in English and want them to see themselves as successful writers.
- We encourage, promote and celebrate high levels of literacy and vocabulary, promoting thoughtful and considerate word choices and the impact they have on others.
- Our curriculum uses precise, informative feedback to develop the key grammatical and writing skills that children are able to apply to their learning and move learning forward.

We learn about life in all its fullness:

- Children at Dodworth St John love reading and therefore our English units are always based around the study of a high-quality book.
- Children immerse themselves in these books and explore them in a variety of ways using drama, video and audio clips. This broadens their experiences and leads to better writing as a result.
- We study a range of diverse texts to encourage children to consider lives beyond their own.
- Our curriculum offers opportunities to develop an understanding of real-world issues and how they could respond thoughtfully to these.
- Writing is used as a means of making sense of the world, expressing identity, and contributing meaningfully to the community.
- Through purposeful writing, reflection, and collaboration, children develop the skills, empathy, and confidence needed to participate fully in life.
- Through drafting, revising, and reflecting, students develop resilience and understand that growth comes through effort and thoughtful reflection.

We work, play, and live as a team:

- We provide children with frequent opportunities to collaborate, share ideas, and support one another throughout the writing process.
- Through careful, purposeful group planning, peer feedback sessions and shared creative experiences, children learn that writing is both a collective and joyful venture. This approach builds a strong sense of belonging and reinforces the importance of working together.

Through this, we are confident that our writing curriculum ensures that children achieve our school vision: **preparing our pupils for life's big adventures.**

What will the children learn?

As pupils progress through the year groups, they develop increasing confidence in their use of grammar and punctuation. Alongside this, they are taught to identify strengths and areas for development in their own writing. At Dodworth St John, this supports the development of editing and revising skills within a creative and supportive environment that values and encourages children's ideas. Group and whole-class discussions enable pupils to develop their oracy skills and speak with confidence, communicate their thoughts clearly and recognise themes in texts that connect to wider contexts and the communities in which they live.

A strong emphasis is placed on careful presentation and pride in written work, helping children to value and take ownership of what they produce. Pupils are also taught the importance of structure, enabling them to express ideas effectively across a range of fiction and non-fiction genres. High-quality texts are used as the starting point for our English units, as we recognise the importance of engaging and immersing children in rich language and quality writing, inspiring them to create written work they can be proud of.

Long term sequence:

At Dodworth St John, we deliver a rich, skills-focused English curriculum. Writing units are carefully planned around high-quality texts selected to engage and inspire pupils, enabling them to produce high-quality written work. Across each year group, children are taught a wide range of narrative and non-fiction genres, ensuring clear progression in writing skills and features. Children have regular writing opportunities that allow them to revisit and apply previously taught text types, strengthening their understanding and confidence as writers.

Progression of text types:

Children cover a range of fiction and non-fiction text types during their time at Dodworth St John which are built on each year and revisited through regular writing opportunities.

Progression of key skills:

Teachers use a well sequenced progression of knowledge and skills assessment matrix to assess and ensure coverage of the key skills needed in each year group. These are progressive and ensure National Curriculum coverage for each year group.

What will the children learn: Handwriting

At Dodworth St John, we follow the Read Write Inc. handwriting programme which is structured into four clear stages designed to build accuracy, confidence and fluency.

Reception – Stage 1:

Stage 1 is aimed at children in Reception and focuses on correct letter formation, including pencil grip and posture, using the same mnemonics as phonics. There is a dedicated handwriting lesson in Reception in addition to the phonics programme.

Year 1 and Above – Stage 2 - 4:

Stage 2 begins at the start of Year 1. Teaching introduces pupils to the 'Letter Village' which builds on the teaching from Reception. There is a continued focus on letter orientation but introduces the importance of sizing, including ascenders and descenders. This is taught through a 'jam sponge cake'. Stage 2 also introduces capital letters once all lower-case letters are secure, helping children develop a more mature written style – pupils do not move on to Stage 3 until they are fully secure at Stage 2. Stage 3 is where pupils begin to learn to join, using the 'hill' and 'bridge' joins. Stage 4 focuses on teaching fluent joined writing and aims to build speed, stamina and automaticity so handwriting supports composition rather than hindering it.

Implementation – How will we deliver the curriculum?

Writing is taught daily across the school through carefully planned sequences of learning, with clear outcomes and skills identified for each unit. Teaching and learning are centred on a high-quality text which forms the foundation for writing activities.

Our curriculum meets the requirements of the National Curriculum for England (2014) and is designed to support the needs of all pupils across every year group. We are committed to providing all children with a creative, engaging, and progressive approach to writing. Teaching ensures a balanced focus on word-level, sentence-level, and text-level skills, enabling pupils to develop as confident and capable writers.

What does an English lesson look like in Nursery and Reception?

In our Nursery and EYFS unit, the children are encouraged to mark make from Nursery into Reception. Children in EYFS are taught to read and write using the Read Write Inc. phonics programme, which is delivered daily. In our Nursery, children learn through nursery rhymes and stories. Children in Reception write in their English books every week. The children will construct their own words and sentences and they make attempts to spell the words through their phonic knowledge. Children write for a range of purposes and the continuous provision offers opportunities for them to write freely. Staff will encourage identified children to partake in writing provision to develop the love of writing from a young age.

What does an English lesson look like in Key Stage 1 and Key Stage 2?

In Key Stage 1 and Key Stage 2, our English lessons are delivered from a three-part approach: the reading phase, the skills phase and the writing phase. Through these phases, children are explicitly taught new skills and techniques which they can they apply to their own work.

Starting with the reading phase, children are hooked into the core text and identify an audience and purpose to their writing. They develop their skills in reading as a reader and reading as a writer. They are exposed to a variety of model texts to inspire and encourage their creativity. This phase may also include aspects of research to develop their understanding of the theme or features within the text.

Through the skills phase, children ‘connect ideas’ and practise the skills within the model texts they have studied in the reading phase. This phase includes explicit grammar, punctuation and spelling skills being taught with clear expectations for every year group, building and developing on skills taught previously.

When ready to progress to the writing phase, children complete a writing sequence in the form of planning, drafting, proofreading, editing and, where appropriate and required, publishing. This is where children can then apply these taught skills to their own writing and create a final piece of work which meets and includes the criteria and features they had previously studied in the other phases.

Writing unit design

All our English writing units are based around a high-quality text or video, which has been chosen to reflect pupil interest, reading level and exposure to different authors, themes and diversity. The text is used to inspire their writing so that the children are able to write creatively and with accuracy. Where appropriate, books used in our Reading lessons may be used as a stimulus for writing units.

Reading phase: This phase would usually last between one to three lessons. Children will read chapters and sections of the core text and model texts. Whilst reading as a writer, they will look for structural and language features of the piece of writing. When reading as a reader, they will consider the language, grammar and punctuation choices and how they have been chosen for effect. This phase can also include the opportunity to watch clips and partake in drama when it is appropriate. Throughout this phase, pupils have opportunities to develop their oracy skills through discussions and rehearsal of language. Teachers at this point will model elements of the writing process and build a learning wall that children can refer to throughout the unit of writing.

Skills phase: This phase would typically last between four and six lessons. Within this phase, children will develop their oral composition and be exposed to expert modelling during the explanation stage of our learning sequence (the 'I do' element of teaching pedagogy). Once the skill has been modelled, pupils will have the opportunity to rehearse and practice. They will receive purposeful feedback to develop their understanding and confidence. At this moment, there will be plenty of opportunities for lots of repeated practise (the 'We do' element of teaching pedagogy). Finally, children will move onto independent practise and will receive effective, purposeful feedback.

Writing phase: This phase would typically last between four and six lessons and is an accumulation of the previous two phases. Children have the opportunity to plan their writing to ensure they include the features that they have previously studied. They will then complete the cycle of drafting, proofreading and editing. Children will publish their writing if there is a specific reason to.

Throughout the unit of work, we encourage children to edit their writing. This is done using a purple pen and may focus on a particular word, sentence, paragraph or section.

Assessment and Impact

Assessment is an integral part of teaching and learning at Dodworth St John and is an ongoing process. Continuous assessment enables teachers to ensure that learning activities are appropriately challenging and support pupils' progress, while also identifying children who may require additional support and responding to this proactively, rather than reactively.

Formative assessment takes place daily through teaching and learning activities. This informs planning, allows for timely adaptations within lessons, and helps teachers monitor pupils' understanding and progress. Where children have not yet securely grasped a skill, this learning may be revisited in subsequent units. Ongoing dialogue with pupils, teacher observations, feedback during the learning process, and opportunities for self- and peer-assessment are all used effectively across the school.

Pupils' writing progress is reviewed three times a year using a well sequenced progression of knowledge and skills assessment matrix. This process supports accurate assessment of writing across the school and informs teachers of pupils' next steps for learning in the following term or writing unit.

Pupil voice:

We understand that pupils are the best way to show how effective our curriculum is. Pupil voice will demonstrate:

- That pupils can explain the teaching approach to English clearly.
- The consistent use of Reading, Skills and Writing phases across all classes ensures that the pupils can talk about their learning and that they are clear on what they are working towards in each unit of work.
- That pupils are engaged with English lessons, enjoy writing and enjoy using the books as a stimulus.
- They can construct effective written pieces and are clear on how their learning builds on the skills that have been taught.
- That they are proud of their pieces of work and want to willingly talk about their learning.

High quality outcomes:

We will monitor our curriculum through book studies and discussions with pupils. Alongside this, we will ensure that:






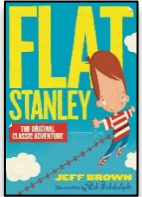
- Children's books show that children can write at length and in a variety of genres.
- Books show a clear writing cycle has been followed and rehearsed knowledge and skills have been used.
- Children are encouraged to replicate and magpie successful examples of writing from high quality authors.
- Writing outcomes are good and showed a marked improvement in our End of Key Stage 2 outcomes.

EYFS

		Autumn Term		Spring Term		Summer Term	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book focus	<p>Super Duper You</p> <p>The Same But Different</p>	<p>The Rabbit, the Dark and the Biscuit Tin</p> <p>The Christmas Story</p>	<p>Lost and Found</p> <p>The Emperor's Egg</p>	<p>What the Ladybird Heard</p> <p>Mad about Minibeasts</p>	<p>Emma Jane's Aeroplane</p> <p>Amelia Earhart (Little People, Big Dreams)</p>	<p>Down the Back of the Chair</p> <p>There's no such thing as Dragons</p>	
							
Writing to... (Nursery)	<p>Mark making</p> <p>Drawing freely</p> <p>Hold a pencil correctly</p> <p>Use core muscle strength to achieve a good posture when sitting at the table to write</p>	<p>Mark making</p> <p>Drawing freely</p> <p>Hold a pencil correctly</p> <p>Use core muscle strength to achieve a good posture when sitting at the table to write</p> <p>Knowing print has meaning</p> <p>Write some letters of their name</p>	<p>Mark making</p> <p>Drawing freely, making meaningful marks</p> <p>Hold a pencil correctly</p> <p>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</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p>				

<p>Writing to... (Reception)</p>	<p>Mark making. Hold a pencil correctly. Letter formation and orientation. Record initial sounds of words. Write and record their name.</p>	<p>Mark making. Hold a pencil correctly. Letter formation and orientation. Record initial sounds of words. Write and record their name. Write CVC words with sounds they already know.</p>	<p>Mark making. Hold a pencil correctly. Letter formation and orientation. Write and record their name. Write CVC words with sounds they already know. Write one simple, dictated captions (2-3 words) with sounds they already know. Know that words are individual units with finger spaces.</p>	<p>Mark making. Hold a pencil correctly. Letter formation and orientation. Write CVC words with sounds they already know. Know that words are individual units with finger spaces. Write one simple dictated sentence (3-4 words) with sounds they already know with adult support. To be able to compose a sentence and record this using the sounds they know with adult support</p>	<p>Mark making. Hold a pencil correctly. Letter formation and orientation. Write words with sounds they already know. Write one simple, dictated captions (3-4 words) with sounds they already know. Know that words are individual units with finger spaces. To be able to compose an independent sentence and record this using the sounds they know.</p>	<p>Mark making. Hold a pencil correctly. Letter formation and orientation. Write words with sounds they already know. Know that words are individual units with finger spaces. To be able to compose an independent sentence and record this using the sounds they know. Write two simple, dictated sentences (5-6 words) with sounds they already know.</p>
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Key Stage One - Year 1 and 2 – Writing Progression: Year A

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book focus	<p>You Choose</p> <p>Can I Build Another Me?</p> <p>If I Were Prime Minister</p>	<p>The Man on the Moon</p> <p>The Darkest Dark</p>	<p>If Winter Comes, Tell It I'm Not Here</p> <p>The Leaf Thief</p>	<p>Traction Man is here</p> <p>Sunshine at Bedtime</p>	<p>Saint George and the Dragon</p> <p>Dragon Post</p>	<p>Flat Stanley – The Original Adventure</p>
						
Writing to... (Year 1)	<p>Sentence/word level – “I will pick a cat/dog/rat etc” (NF)</p> <p>Sentence level – “I can sleep, I can jump etc”(NF)</p> <p>Phrases/ sentences linked with poetry focus</p>	<p>Sentence/word level linked with story (F)</p> <p>Sentence/word level – instructions (NF)</p> <p>Sentence/word level – simple sentences (F)</p>	<p>Sentence/word level to simply recount (F)</p> <p>Sentence/word level to describe seasons (NF)</p>	<p>Sentence/word level to describe (F)</p> <p>Sentence/word level to simply recount (F)</p> <p>Sentence/word level to simply recount (F)</p>	<p>Sentence/word level to describe (F)</p> <p>Sentence/word level to retell (F)</p> <p>Sentence/word level to retell (F)</p>	<p>Sentence/word level to describe (F)</p> <p>Sentence/word level to retell a simple narrative (F)</p> <p>Poetry (perform + potential dictated sentences)</p>



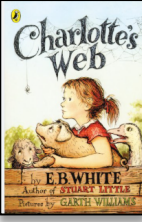
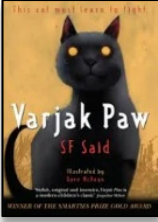

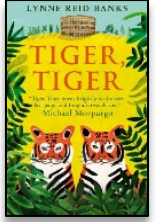
<p>Writing to... (Year 2)</p>	<p>Sentence level – non-fiction (I will choose...) (F)</p> <p>A letter to the robot (F)</p> <p>Poetry - Acrostic Poems</p>	<p>Re-tell traditional story (F)</p> <p>A set of instructions (NF)</p> <p>A letter to a character (F)</p>	<p>An adventure story (F)</p> <p>An explanation text – linked to Seasons (NF)</p>	<p>A character description (F)</p> <p>Retell the narrative (F)</p> <p>Retell the narrative (F)</p>	<p>A character description (F)</p> <p>Sentence/word level to retell (F)</p> <p><i>KS1 SATS week</i></p> <p>A first-person recount of the story.</p>	<p>A diary entry – Stanley’s POV</p> <p>An adventure story – Stanley’s next adventure</p> <p>Poetry - riddles</p>
<p>Phonics progression (Y1)</p>	<p>Speedy recall of Set 1 sounds and consolidate first 6 Set 2 sounds (including any gaps from assessments)</p> <p>Red words</p> <p>Review: I the of my he for put</p> <p>New: your said you be are (green)</p> <p>to me go baby (purple)</p>	<p>Speedy recall of Set 1 sounds and first 6 Set 2 sounds (including any gaps from assessments)</p> <p>Teach: ar, or, air, ir, ou, oy</p> <p>Red words</p> <p>Review: I the of my he for put your said you be are to me go baby</p> <p>New: I’ve like all we want her call some</p>	<p>Speedy recall of all Set 1 sounds and Set 2 sounds (including any gaps from assessments)</p> <p>Teach: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur</p> <p>Red words</p> <p>Review: I the of my he for put your said you be are to me go baby I’ve like all we want her call some</p> <p>New: what do they old was</p>	<p>Speedy recall of all previous sounds taught (including any gaps from assessments)</p> <p>Teach: er, ow, ai, oa, ew, ire, ear, ure</p> <p>Red words</p> <p>Review: I the of my he for put your said you be are to me go baby I’ve like all we want her call some what do they old was</p> <p>New: saw watch school small their were one who tall</p>	<p>Speedy recall of all previous sounds taught (including any gaps from assessments)</p> <p>Teach: additional set 3 sounds tious, tion, sious, au, e-e, ue, ie, ph, wh, kn</p> <p>Red words</p> <p>Review: I the of my he for put your said you be are to me go baby I’ve like all we want her call some what do they old was saw watch school small their were one who tall</p> <p>New: brother I’m there any fall where wall</p>	<p>Speedy recall of all previous sounds taught (including any gaps from assessments)</p> <p>Red words</p> <p>Review: I the of my he for put your said you be are to me go baby I’ve like all we want her call some what do they old was saw watch school small their were one who tall brother I’m there any fall where wall</p> <p>New: does other two could ball would water wash anyone over wasn’t through once son whole people</p>
<p>Oral composition (Y1)</p>	<p>Teacher modelling 2-3 simple sentences in the right order. Echo recall</p> <p>Teacher modelling prosody and</p>	<p>Teacher modelling 2-3 simple sentences in the right order. Echo recall</p> <p>Teacher model a range of “command”</p>	<p>Teacher modelling 2-4 simple sentences in the right order. Echo recall. Begin to expose children to a compound sentence.</p>	<p>Teacher modelling 2-4 simple/compound sentences in the right order. Echo recall.</p>	<p>Teacher modelling a mixture of simple and compound sentences in the right order. Echo recall.</p>	<p>Teacher modelling a mixture of simple and compound sentences in the right order. Echo recall.</p>

	expression during poetry recitation.	sentences in the right order		Teacher model a range of “question” sentences		
Oral composition (Y2)	(Teacher modelling a mixture of 3-5 compound and simple sentences in the right order.) Teacher modelling prosody and expression during poetry recitation.	(Teacher modelling a mixture of 3-5 compound and simple sentences in the right order.) Teacher model a range of “command” sentences in the right order	(Teacher modelling a mixture of 3-5 sentences including: subordination, compound and simple) Teacher modelling a range of sentences in the simple and progressive tenses.	(Teacher modelling a mixture of 3-5 sentences including: subordination, compound and simple) Teacher model a range of “question” sentences	(Teacher modelling a mixture of 3-5 sentences including: subordination, compound and simple)	(Teacher modelling a mixture of 3-5 sentences including: subordination, compound and simple)
Writing transcription (skills): New skills	Write 3-4 sound words using sounds taught so far. Hear sounds in words using Fred Fingers to help with writing 3 and 4 sound words. Dictate 1-2 simple sentences using sounds taught so far. Dictate 1-2 simple/compound sentences using sounds taught so far. (Y2) Record sentences with a capital letter and full stop. Know that words are individual units with finger spaces.	Write 3-4 sound words using sounds taught so far. Hear sounds in words using Fred Fingers to help with writing 3 and 4 sound words. Use personal pronoun “I” Dictate 1-2 simple sentences using sounds taught so far. Dictate 1-2 simple/compound sentences using sounds taught so far. (Y2) Know that words are individual units with finger spaces.	Write 3-5 sound words using sounds taught so far. Hear sounds in words using Fred Fingers to help with writing 3-5 sound words. Dictate 2-3 simple sentences using sounds taught so far. Dictate 2-3 simple/compound sentences using sounds taught so far. (Y2) Record sentences with a capital letter and full stop. Know that words are individual units with finger spaces.	Write short, medium and multisyllabic words using sounds taught so far. Hear sounds in words using Fred Fingers to help with writing words. Use conjunction “and.” (Y1) Subord. ‘when’ ‘if’ ‘that’ ‘because’ (Y2) Commas in a list. (Y2) Dictate 3-5 simple/compound sentences using sounds taught so far. Record sentences with a capital letter and full stop.	Independently, orally rehearse and sequence sentences. Write short, medium and multisyllabic words using sounds taught so far. Apostrophes for contraction (Y2) Hear sounds in words using Fred Fingers to help with writing words. Re-read what they have written to check it makes sense. Read aloud their writing clearly enough to be heard by their peers/adult	Independently, orally rehearse and sequence sentences. Independently writing a range of sentence structures broadly accurately (Y2) Write short, medium and multisyllabic words using sounds taught so far. Read aloud their writing clearly enough to be heard by their peers/adult. Hear sounds in words using Fred Fingers to help with writing words. Dictate 3-5 simple/compound

	<p>Letters formed correctly and orientated correctly.</p> <p>Independently orally rehearse and sequence sentences to form short narratives (Y2)</p> <p>Recap simple and compound sentences taught in Y1 (Y2)</p>	<p>Introduce conjunction "and." (Y1)</p> <p>Recap coordination 'and' begin to use 'or' and 'but' (Y2)</p> <p>Letters formed correctly and orientated correctly.</p> <p>Record sentences with a capital letter and full stop.</p>	<p>Letters formed correctly and orientated correctly.</p> <p>Record a sentence independently.</p> <p>Use conjunction "and." (Y1) Subord. 'because' 'when' (Y2)</p> <p>Use personal pronoun "I"</p> <p>Read aloud their writing clearly enough to be heard by their peers/adult (Y2)</p> <p>Adjectives/nouns (Y1) Expanded noun phrases (Y2)</p> <p>Tense verbs (simple & progressive) (Y2)</p>	<p>Know that words are individual units with finger spaces.</p> <p>Letters formed correctly and orientated correctly.</p> <p>Record a sentence independently.</p> <p>Use a question mark. (Y1) Introduce different sentence types: focus on questions (Y2)</p> <p>Capital letters for people and places.</p>	<p>Apostrophes for possession (Y2)</p> <p>Dictate 3-5 simple/compound sentences using sounds taught so far.</p> <p>Record sentences with a capital letter and full stop.</p> <p>Know that words are individual units with finger spaces.</p> <p>Letters formed correctly and orientated correctly.</p> <p>Conjunctions</p> <p>Record sentences independently.</p> <p>Capital letters for people and places.</p> <p>Use an exclamation mark (Y1) Use an exclamation sentence (Y2)</p> <p>Introduce different sentence types: questions, statements and commands (Y2)</p>	<p>sentences using sounds taught so far.</p> <p>Record sentences with a capital letter and full stop.</p> <p>Know that words are individual units with finger spaces.</p> <p>Letters formed correctly and orientated correctly.</p> <p>Record sentences independently.</p> <p>Use question marks and exclamation marks</p> <p>Capital letters for people and places.</p> <p>Conjunctions</p> <p>Commas in a list (Y2)</p>
<p>Checking work (Y1)</p>	<p>Children in Y1 should:</p> <ul style="list-style-type: none"> re-read what they have written to check it makes sense be encouraged to make simple revisions such as: correcting letter reversals, adding missing full stops or capital letters etc. 					
<p>Editing (Y2)</p>	<p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils 					

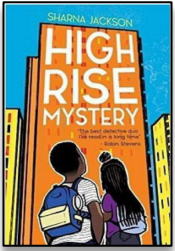
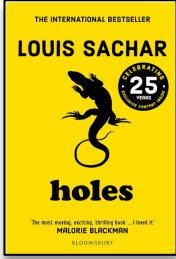
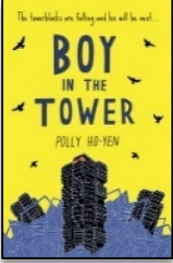
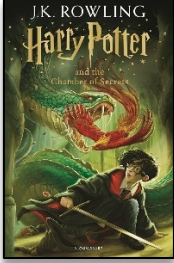
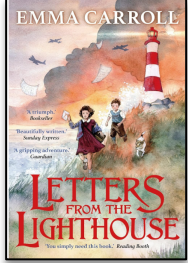

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- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
 - read aloud what they have written with appropriate intonation to make the meaning clear

Lower Key Stage Two – Year 3 and 4 – Writing Progression: Year A

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book focus	The Wild Robot by Peter Brown 	The Boy Who Grew Dragons by Andy Shepherd 	Charlotte's Web By E.B White 	Varjak Paw 	How to Train Your Dragon by Cressida Cowell 	Tiger, Tiger by Lynne Banks (9+) 
Writing to...	A non-chronological report (fact file about Roz) A narrative (retell a key chapter)	A character description (of a dragon) A piece of instructional writing	A narrative A diary entry	Retell a story with a flashback / dream / shared memory A diary recount A persuasive speech	A story with a modern setting A Non-Chronological Report (creating their own dragon)	An animal adventure story An informal letter (writing back home)
Oral composition	Prepare to write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures					
Writing transcription (skills): New skills	Write from memory simple sentences, dictated by the teacher, that include words and punctuation (.,!?'") taught so far. Revisit sentence structures taught at KS1 (simple, compound, complex) Review noun phrases from KS1 Building on expanded noun phrases (the strict maths teacher with curly hair) (Y4)	Write from memory simple sentences, dictated by the teacher, that include words and punctuation (.,!?'") taught so far. Introduce paragraphs as a way of grouping material. (Y3) Expressing time, place and cause	Write from memory simple sentences, dictated by the teacher, that include words and punctuation (.,!?'") taught so far. Use of paragraphs to organise ideas around a theme (Y4) Expressing time, place and cause using subordinating conjunctions ISAWAWABUB	Write from memory simple sentences, dictated by the teacher, that include words and punctuation (.,!?'") taught so far. The use of present perfect form of verbs instead of simple past. Expressing time, place and cause	Write from memory simple sentences, dictated by the teacher, that include words and punctuation(.,!?'") taught so far. Headings a subheading to aid presentation Using pronouns for cohesion and avoid repetition. (Y4)	Write from memory simple sentences, dictated by the teacher, that include words and punctuation(.,!?'") taught so far. Use of inverted commas and other punctuation to indicate direct speech. (Y4) Expressing time, place and cause

	<p>Expressing time, place and cause using conjunctions taught from KS1.</p> <p>Using pronouns for cohesion and avoid repetition. (Y4)</p> <p>Introduce prepositions</p> <p>Introduce adverbs.</p> <p>Headings and subheadings to present information</p>	<p>using subordinating conjunctions ISAWAWABUB</p> <p>Headings and subheadings to present information</p> <p>Using pronouns for cohesion and avoid repetition. (Y4)</p> <p>Prepositions</p> <p>Identify the determiner (Y4)</p> <p>Adverbs</p> <p>Fronted adverbials including the comma that comes after (Y4)</p> <p>Use a or an depending on whether the word begins with a consonant or vowel</p>	<p>Introduce inverted commas to punctuate direct speech (recap for Y4)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. (Y4)</p> <p>Fronted adverbials (Y4)</p> <p>Build an increasing range of sentence structures (Y4)</p>	<p>using subordinating conjunctions ISAWAWABUB</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. (Y4)</p> <p>Apostrophes for single (Y3) and plural (including irregular) possession (Y4)</p> <p>Fronted adverbials (Y4)</p> <p>Use of inverted commas and other punctuation to indicate direct speech. (Y4)</p> <p>Using pronouns for cohesion and avoid repetition. (Y4)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. (Y4)</p> <p>Fronted Adverbials (Y4)</p> <p>Expressing time, place and cause using subordinating conjunctions ISAWAWABUB</p> <p>Verb inflections (were/was did/done) (Y4)</p> <p>Paragraphs</p>	<p>using subordinating conjunctions ISAWAWABUB</p> <p>Fronted adverbials</p> <p>Using pronouns for cohesion and avoid repetition. (Y4)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. (Y4)</p> <p>Paragraphs</p>
<p>Editing</p>	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • 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. 					

Upper Key Stage Two – Year 5 and 6 – Writing: Year A

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book focus	High Rise Mystery	Holes	The Boy in the Tower	Harry Potter and the Chamber of Secrets	Letters from the Lighthouse Beyond the Lines (Literacy Shed)	Murder in Midwinter
						
Writing to...	A diary entry An adventure story A radio news script	A story with a modern setting A pair of contrasting diary entries A persuasive brochure/leaflet	A suspense narrative – first person A formal letter of complaint	A setting description A non-chronological report A persuasive speech	A story with a flashback An informal letter Suspense narrative SATS	A diary entry An interview A balanced argument
	Using and applying punctuation taught so far: (.,!?'“") Revisit sentence structures taught so far New skills Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	Using and applying punctuation taught so far: (.,!?'“...:) Devices to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time, place and number or tense choices Use of the passive to affect the	Using and applying punctuation taught so far: (.,!?'“-()...:) The difference between structures typical of informal speech and structures appropriate for formal speech and writing. (Y6) Relative clauses beginning with who which, where, when, whose, that, or an	Using and applying punctuation taught so far: (.,!?'“-()...:) Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connection and ellipsis. (Y6) Subjunctive from (If I were to come home...) (Y6)	Using and applying punctuation taught so far: (.,!?'“-()...:) Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connection and ellipsis. (Y6) Linking ideas across paragraphs using a wider range of	Using and applying punctuation taught so far: (.,!?'“-()...:) Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connection and ellipsis. (Y6) Using expanded noun phrases to convey complicated

	<p>Fronted Adverbials</p> <p>Expressing time, place and cause using subordinating conjunctions ISAWAWABUB</p> <p>Using pronouns for cohesion and avoid repetition.</p> <p>Verb tenses recap</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>presentation of information in a sentence. (Y6)</p> <p>Building on expanded noun phrases (using show not tell).</p> <p>Suspense devices (ellipsis) (Y6)</p> <p>Layout devices (headings, columns, bullets or tables) (Y6)</p> <p>Use of the colon to introduce lists. (Y6)</p> <p>Modal verbs</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Inverted commas and speech punctuation within dialogue</p>	<p>omitted relative pronoun.</p> <p>Inverted commas to integrate dialogue and move the action on</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices.</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis. (Y6)</p> <p>Relative clauses.</p> <p>Use commas to avoid ambiguity.</p>	<p>Indicating degrees of possibility using adverbs (for example, perhaps, surely)</p> <p>Relative clauses</p> <p>Modal verbs</p> <p>Using expanded noun phrases to convey complicated information concisely (Y6)</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing. (Y6)</p> <p>Use of semi colon, colon and dash to mark the boundary between independent clauses. (Y6)</p>	<p>cohesive devices: repetition of a word or phrase, grammatical connection and ellipsis. (Y6)</p> <p>Use of semi colon, colon and dash to mark the boundary between independent clauses. (Y6)</p> <p>Hyphens to avoid ambiguity. (Y6)</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>information concisely (Y6)</p> <p>Subjunctive from (If I were to come home...) (Y6)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p>Use of the passive to affect the presentation of information in a sentence. (Y6)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. (Y6)</p> <p>Subjunctive from (If I were to come home...) (Y6)</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Use commas and hyphens to avoid ambiguity (Y6)</p>
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Editing

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation error