

Curriculum Skills and Progression Map Writing Progression Document (Pembroke Park)



- Writing takes place daily and is timetabled for 45-60 minutes per day
(Children in EYFS and Y1 use drawing club and then Y1 transfers to 'Curious quests' in Autumn 2 of Year 1)
- Writing expectations are also applied throughout the curriculum
- The fiction overview is progressive over the course of the year to build up stamina for writing and improve outcomes of a fiction piece over time
- The non-fiction overview is linked to the class high-quality text to ensure an appropriate genre is linked to promote good outcomes
- High quality texts are used to support written outcomes. These texts are stipulated within this document. Where appropriate, these texts are also used for Everyone Reading In Class (ERIC) and Drop Everything And Read (DEAR) sessions as outlined in the Reading progression document
- The focus for each term from Year 2 is one Fiction toolkit and one Non-Fiction genre so that a range of genres are covered over the academic year
- The complexity of written outcomes builds from EYFS to Y6 in line with NC objectives
- Every half term, previously taught skills are built upon and used as appropriate within wider curriculum writing to ensure standards of writing are high in all areas
- Fiction units follow a 3-week cycle and Non-Fiction units follow a 2-week cycle with all linked to a high-quality text for the term
- All written outcomes are marked in accordance with the school's marking and feedback policy and Year Group moderation sheets are completed in the front cover of each book to ensure a range of evidence over time is seen for assessment purposes
- There will be an extended piece of writing for every Fiction and Non-Fiction unit
- Wider curriculum writing application is completed in their English book with at least 5 pieces over the academic year. Teachers are best placed to decide which wider curriculum areas support reduced cognitive load to enable pupils to focus on improving and applying writing standards (not knowledge).
- During terms 4 and 5 children in Year 6 will continue to use the text as a stimulus however they will provide more opportunities for independent and extended writing. Therefore, they may not be following the daily writing progression during these terms.

Year 1 Drawing Club	We're going on a bear hunt. Hansel and Gretel. Bagpuss. The hairy toe.	Goldilocks (Finding story)	Where the wild things are (setting) (Journey story)	Gingerbread man (repetitive story)	Traction man	Beegu?(check)
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Curriculum Skills and Progression Map

	The three little pigs. Trapdoor-breakfast					
	Setting	Character	Suspense	Dialogue	Action	Opener & Endings
Year 2 Fiction	The Snail and the Whale (settings) (Journey story)	Man on the Moon (character) Journey story)	The Storm Whale (action) (Finding story)	The Flower (dialogue) Finding story	Meerkat Mail (action) Journey story	The Day the Crayons Quit (opener and endings)
Year 2 Non Fiction	Recounts - postcards	Persuasive advert -visit the moon	Recounts Instructions How to look after a ...	Instructions How to plant a seed ...	Recounts Information text Meerkats	Persuasive letter
Year 3 Fiction	Hansel and Gretel (ERIC)/The tunnel (Writing)(Anthony Browne)A portal story	The Twits (Character flaw) inc Character description	Arthur and the Golden Rope (Defeating the monster)	The Hodgeheg (warning story)	The Iron Man (Defeating the monster)	The Lion, the Witch and the Wardrobe (Journey story)
Year 3 Non Fiction	Persuasive text – Should the tunnel be blocked up?	Instructions- How to trick Mr Twit	Recount Diary	Information text – Hedgehogs	Recount Newspaper	Explanation text – cross curricular link (DT)
Year 4 Fiction	Leon and the Place Inbetween (portal story)	Bill’s New Frock (Character flaw)	Krindlekrax (Finding story)	Charlotte’s Web (Rags to riches)	The Firework maker’s Daughter (Journey story)	The Last Bear (Warning story)
Year 4 Non Fiction	Recount - diary	Persuasive text – Should boys be able to wear skirts	Recount – newspaper report	Information text – farm animals	Explanation-Rainforest (geography link)	Biography – Eco activist (eg Greta Thumberg)
Year 5 Fiction	The Mysteries of Harris Burdick (Finding story)	Holes (Rags to riches)	Wolf brother (Defeat the monster)	Varjak Paw (Rags to riches)	The Explorer (Journey story)	Tom’s Midnight Garden (portal story)
Year 5 Non Fiction	Biography Who is Harris Burdick?	Recount – letter informal and formal (letters to mum/letter to lawyer)	Discussion Is it safe for Torak to go to Soul Mountain?	Information text on Mesopotamian Blue cats	Recount – Newspaper article	Persuasive letter
Year 6 Fiction	Skellig (Finding story)	The Boy at the Back of the Class (Finding story)	The Nowhere Emporium (Portal story)	There’s a Boy in the Girls Bathroom (Character flaw) (short story)	Stormbreaker (Defeating the monster) (short story)	The Last Wild (Warning story)
Year 6 Non Fiction	Persuasion Advert for house in Falconer Street	Balanced argument Should refugees be allowed to live in the UK?	Newspaper article	Explanation and other writing	Science investigation and other writing	Balanced argument – environmental issues

Fiction lesson overviews KS2

Day	Week 1	Week 2	Week 3	Week 4
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1	<p>Independent assessment piece (Bite-size write)</p> <p>Short burst writing which may be related to text for the term. It should have a picture/object/video as a stimulus. (Once upon a picture/literacy shed)</p> <p>Children should write after discussion with the teacher but it should not be modelled more than first sentence.</p> <p>Use this assessment to focus any feedback/teaching needed over next three days.</p>	<p>Children write own paragraph linked to focus and slow write</p> <p>Children complete independent paragraph (or in Guided Writing group if needed) linked to toolkit and slow write</p> <p>Pause, edit and improve Peer assessment at regular intervals Visualiser to share good examples</p>	<p>Modelled/shared write over 3 days</p> <p>Use boxing up structure and refresh all taught toolkits</p> <p>Modelled and shared write focus paragraphs (eg 1st and 2nd) referring to tools and “think aloud”</p> <p>Children independent/guided write their paragraphs</p>	<p>Responsive Teaching lesson</p> <p>Assess fiction piece and address errors/misconceptions if required.</p>
2	<p>Extracts from the book that demonstrate the fiction focus and other examples</p> <p>Immerse in the text – look for similarities and differences in the extracts you provide – you should be drawing out an understanding of what the focus is rather than looking for grammar features.</p> <p>Vocabulary (should link to ERIC and be displayed)</p> <p>Magpie vocabulary from text that can be worked on over the unit</p> <p>This should be displayed and added to.</p>	<p>Give high quality feedback linking to toolkit (may wish to share a model of the toolkit at this point in books)</p> <p>Responsive teaching lesson</p> <p>Assess paragraphs and teach sentence or word level work linked to GPS or tool as needed</p> <p>Edit and improve own paragraph in response to feedback and teaching.</p>	<p>Modelled/shared write</p> <p>Use boxing up structure and refresh all taught toolkits</p> <p>Modelled and shared write focus paragraph (eg third) referring to tools and “think aloud”</p> <p>Children independent/guided write their paragraphs</p>	<p>Move to Non-fiction focus</p>
3	<p>Sentence level tools for focus and Grammar links</p> <p>Begin to co-construct toolkit with the children</p> <p>Teach a tool and the grammar that supports it. Show examples from ERIC texts read. (e.g. powerful words – verbs)</p> <p>Independent practice.</p> <p>If appropriate teach a second tool.</p>	<p>Share model story text based on the book you have shared in DEAR last term and you are analyzing in ERIC this term This text must follow the identified plot type structure and be based on your class book.</p> <p>Look at structure of ERIC text and agree generic structure that children can use to plan own story.</p>	<p>Modelled/shared write</p> <p>Use boxing up structure and refresh all taught toolkits</p> <p>Modelled and shared write focus (eg fourth and fifth) paragraph referring to tools and “think aloud”</p> <p>Children independent/guided write their</p>	

	Curriculum Skills and Progression Map		paragraphs	
4	<p>Sentence level tools for focus and Grammar links</p> <p>Continue to co-construct toolkits</p> <p>Teach a tool and the grammar that supports it. Show examples from ERIC texts read. (e.g. powerful words – verbs)</p> <p>Independent practice.</p> <p>If appropriate teach a second tool and the grammar that supports it.</p> <p>If needed spend one additional day on teaching toolkit skills</p>	<p>KS2 Story mapping/boxing up of allocated text (5 part story)</p> <p>Use boxing up structure to bullet point ideas for whole fiction writing in each of the 5 boxes/paragraphs</p> <p>Class story to be written as a model</p>	<p>Edit/improve</p> <p>Whole class feedback on common strengths and errors/misconceptions</p> <p>Responsive teaching as needed</p>	
5	<p>Write a paragraph linked to focus using the tools taught over the past two days</p> <p>Slow write/guided write to practice the tools in sentence level lessons.</p> <p>Sentence by sentence</p> <p>Which would be effective in my piece now?</p> <p>Thinking aloud – be very specific linking each sentence to the toolkit skills -as you write colour -code linked to toolkit</p> <p>Eg fronted adverbials, expanded noun phrases</p>	<p>Plan own story</p> <p>Children innovate class story model for their own story. Don't be afraid to limit the choices given to innovate to avoid children choosing the 'known'</p> <p>Opportunities to tell the story should be given.</p>	<p>Edit/improve</p> <p>Children edit and improve one paragraph at a time and feedback on improvements made. Use visualiser to identify and praise.</p> <p>Share</p> <p>Children share with a peer their "best bit" and why. Use visualiser to share effective examples.</p>	

Non-Fiction lesson overviews Y2+

Day	Week 1	Week 2	Week 3
1	<p>Non Fiction WAGOLL</p> <p>Share and discuss model text as WAGOLL linked to purpose of non-fiction</p> <p>Look at range of other examples of text type discussing purpose/audience and how writers adapt language.</p> <p>Make sure children are clear on the type of writing they are learning.</p>	<p>Modelled /guided planning</p> <p>Bullet point planning content for each section of NF text (considering purpose and audience)</p>	<p>Opportunities for responsive teaching linked to non-fiction</p> <p>Additional independent writing or a revisit of previous writing genres & Cross-curricular writing</p>

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2	<p>Non Fiction WAGOLL</p> <p>Identify purpose and features of the text. Co-construct success criteria/toolkit for this type of writing.</p> <p>Focus on key vocabulary needed for text type</p>	<p>Modelled writing</p> <p>Model building the plan into writing (modelled/shared) Children begin writing independently</p>	<p>KS1 to include writing about real events</p> <p>This should link to another area of the curriculum but should apply the English skills taught.</p> <p>It could revisit one of the non-fiction genres already taught.</p> <p>Examples that could be used: Diary entry linked to history learning or an instructional text eg How to ... Recount linked to PE (match report) Persuasive brochure linked to Geography Explanation or instructions linked to DT Information report linked to science.</p> <p>*Please remember if the writing is fictional based on history this must be done in English books not history books.</p>
3	<p>Sentence level tools and Grammar links for purpose and audience</p> <p>Vocabulary/grammar lesson linked to audience/purpose</p>		
4	<p>Sentence level tools and Grammar links for purpose and audience</p> <p>Grammar/sentence lesson application linked to purpose (e.g. to inform)</p>	<p>Independent writing</p> <p>Feedback on first part of writing and then continue independently.</p>	
5	<p>Explicit teaching through a slow write approach to apply features of toolkit -highly scaffolded</p>	<p>Edit and improve</p> <p>Whole class feedback on strengths/areas for improvement</p> <p>Time to edit and improve</p> <p>Publish IF it has a purpose or audience e.g. email or post a persuasive letter to a charity/MP</p>	

KS1 planning overview (fiction) Please follow school NF as above

KS1 writing (Y2)

Week 1	Week 2	Week 3
<p>Independent assessment piece (Bite-size write)</p> <p>Short burst writing which may be related to text for the term. It should have a picture/object/video as a stimulus. (Once upon a picture/literacy shed)</p>	<p>Slow write/guided write</p> <p>Teach sentence by sentence. Model think aloud. Applying use of word/grammar/sentence level</p>	<p>Plan, model and write own stories</p> <p>Use model from previous lesson to support planning own story.</p> <p>As children develop as writers add in more details focusing on the termly focus (I can add in</p>

Curriculum Skills and Progression Map

Children should write after discussion with the teacher but it should not be modelled more than first sentence. Use this assessment to focus any feedback/teaching over term		some extra description of the setting here etc to begin to extend writing from a five-sentence story)
Immersion in the text – hook lesson Read, discuss, act out etc	Short burst write based on slow write apply skills	Plan, model and write own stories Model using class story and independent write own story.
Vocabulary Begin to magpie vocabulary from text that can be worked on over the unit This should be displayed and added to.	Feedback and responsive teaching to short burst write	Plan, model and write own stories Model using class story and independent write own story
Grammar Teach specific grammar focus required and apply in sentences	5 sentence story structure Retell focus story to show a sequence of sentences that develop coherence.	Feedback edit/improve
Sentence level Sentence work to include grammar and vocabulary (Short burst write if appropriate)	Use story map/5 sentence story to model a class story making changes Oral retell using story map	Responsive teaching
If opportunities arise for children to write about real events this can be added into the sequence as appropriate.		

Grammar Progression Overview 2023-2024

Please use grammarsaurus website to support teaching of grammar

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Capital Letters/full stops/finger spaces	Noun phrases The place value of grammar and punctuation unit from Grammarsaurus	Capital letters for names/days/I Questions	Conjunctions (and) Noun phrases	Past and present tense Exclamations	Conjunctions (but or and) Subordination conjunction (because)

Curriculum Skills and Progression Map

<p>Year 2</p>	<p>Expanded noun phrases</p> <p>The place value of grammar and punctuation unit from Grammarsaurus</p>	<p>Co-ordinating conjunctions (but, or and)</p> <p>Sentence types Exclamations Questions</p>	<p>Sentence types Commands</p> <p>Subordinating conjunctions (because, when, if that)</p> <p>Commas to separate a list</p>	<p>Expanded noun phrases</p> <p>Past and present tense</p> <p>Apostrophes for contraction</p>	<p>Adverbs</p> <p>Apostrophes for possession</p>	<p>Past and present progressive tense</p> <p>Revisit and application of grammar taught</p>
<p>Year 3</p>	<p>Expanded noun phrases</p> <p>The place value of grammar and punctuation unit from Grammarsaurus</p>	<p>Articles (a/an)</p> <p>Co-ordinating conjunctions (introduce FANBOYS)</p> <p>Commas to separate a list</p>	<p>Subordinating conjunctions (introduce AWHITEBUS)</p> <p>Apostrophes (contractions and possession)</p>	<p>Speech -inverted commas</p> <p>Prepositions</p> <p>Introduction to paragraphs</p>	<p>Adverbials (time, place, manner, reason)</p> <p>Comma for adverbials</p>	<p>Tenses - Past progressive, past perfect, present progressive, present perfect</p> <p>Revisit and application of grammar taught</p>
<p>Year 4</p>	<p>Expanded noun phrase</p> <p>The place value of grammar and punctuation unit from Grammarsaurus</p>	<p>Pronouns</p> <p>Fronted adverbials</p> <p>Commas for fronted adverbials</p>	<p>Apostrophes -plural and possessive apostrophes</p> <p>Subordinating (AWHITEBUS) and co-ordinating (FANBOYS) conjunctions</p>	<p>Speech</p> <p>Paragraphs</p>	<p>Expanded noun phrases</p> <p>Progressive tenses</p>	<p>Revisit and application of grammar taught</p>
<p>Year 5</p>	<p>Expanded noun phrases</p> <p>The place value of grammar and</p>	<p>Relative Clauses</p> <p>Modal verbs</p> <p>Use of commas</p>	<p>Parenthesis</p> <p>Adverbs -degrees of possibility</p>	<p>Tenses</p> <p>Brackets, Dashes & Commas</p>	<p>Cohesion within a paragraph</p> <p>Linking adverbials across paragraphs</p>	<p>Revisit and application of grammar taught</p> <p>Suffixes (If not taught in spelling)</p>

	punctuation unit from Grammarsaurus					
Year 6	Expanded noun phrases The place value of grammar and punctuation unit from Grammarsaurus	Relative clauses and relative pronouns Subjunctive form	Active and passive Semi-colon, colon and dash, bullet points	Formal and informal Hyphens Conjunctive adverbs	Assessment and application Ellipsis	Assessment and application

Grammar vocabulary.

<p>Year 1 <u>Terminology for pupils</u> letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>Year 1 pupils should be taught to: Leave spaces between words Use capital letters to start sentences. Use full stops to end sentences. Name the letters of the alphabet in order. Understand how words are put together to make sentences. Use capital letters for names, days of the week and the personal pronoun I Begin to punctuate some sentences with a ? or ! Join words and join clauses using and Sequence sentences to form short narratives. Begin to use the conjunctions but, or because in sentences. Show an awareness of past and present tense (linked to spelling)</p>
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<p>Year 2 <u>Terminology for pupils:</u> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>Year 2 pupils should be taught to: Use expanded noun phrases. Punctuate statements, questions, commands and exclamation sentences correctly. Use co-ordination conjunctions (and, but, or) Use subordinating conjunctions (when, if, that, because) Use commas to separate items in a list. Use apostrophes to show contractions and possession. To use ly to turn adjectives into adverbs. To use past and present tense consistently including the progressive form.</p>
<p>Year 3 <u>Terminology for pupils</u> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas</p>	<p>Year 3 pupils should be taught to; Punctuate all sentence types with increasing accuracy. Use a or an correctly Extend the range of conjunctions used (Use conjunctions to show time, place and cause Use adverbs to express time, place and cause. Use prepositions to express time, place and cause. Begin to use commas for adverbials. Begin to use inverted commas for direct speech. Use the present perfect form of verbs. Begin to group related information into paragraphs.</p>
<p>Year 4 <u>Terminology for pupils</u> determiner pronoun, possessive pronoun adverbial</p>	<p>Year 4 pupils should be taught to: Use inverted commas and other punctuation to indicate direct speech. Choose pronouns or nouns to add clarity and cohesion and avoid repetition. Use fronted adverbials. Use a comma after a fronted adverbial. Understand the difference between plural and possessive -s Use an apostrophe for plural possession Use expanded noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. Use paragraphs to organise ideas around a theme. Use standard English forms for verb inflections instead of local spoken forms.</p>
<p>Year 5 <u>Terminology for pupils</u> modal verb, relative pronoun relative clause parenthesis, bracket,</p>	<p>Year 5 pupils should be taught: Use relative clauses beginning with who which, where when, whose, that or an omitted relative pronoun. Use modal verbs to indicate the degree of possibility. Use adverbs to indicate the degree of possibility.</p>

Writing ELG	
<ul style="list-style-type: none"> 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. 	
dash cohesion, ambiguity	Use brackets, dashes or commas to indicate parenthesis. Use expanded noun phrases to convey complicated information concisely. Link ideas across paragraphs using adverbials of time, place, number or tense. Convert nouns or adjectives into verbs using suffixes.
Year 6 <u>Terminology for pupils:</u> subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	Year 6 pupils should be taught to: Use colons, semi-colons and bullet points to punctuate within a list. Use colons, semi-colons and dashes to mark boundaries between independent clauses. Use of the passive to affect the presentation of information within a sentence. Understand the difference between vocabulary typical of informal speech and the vocabulary typical of formal speech and writing. Recognise subjunctive forms. Use hyphens to avoid ambiguity.

English – Writing – Year 1	
Expected	Greater Depth

<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Sequence sentences to form short narratives • Punctuate sentences using a capital letter and a full stop mostly correctly • Use conjunctions to join clauses e.g. ‘and’ • Leave spaces between words • Use a capital letter for the personal pronoun ‘I’ • Use a capital letter for names of people, places, the days of the week mostly correctly • Spell words containing each of the 40+ phonemes already taught mostly accurately • Show some accurate use of –ing –ed –er –est where no change is needed in the spelling of root words for example: helping, helped, helper • Begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • <i>Link sentences together with increasing fluency to form a short narrative</i> • <i>Consistently punctuate sentences correctly and capitalize proper nouns consistently and accurately</i> • <i>Draw on stories they know to inform their language and sentence structure in their writing</i> • <i>Re-read writing and make appropriate revisions so that the word choices are effective</i>
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Year 1

Term 1 Drawing club Character/setting/adventure	Term 2 Curious Quests Character/setting/adventure	Term 3 Curious quests Character/Setting/adventure	Term 4	Term 5	Term 6
We're going on a bear hunt. Hansel and Gretel. Bagpuss. The hairy toe. The three little pigs. Trapdoor-breakfast.	Introduction to CQ Clean up Open Very carefully The stinky cheese man and other tales Poetry –The pizza tree Poetry –Have you ever wondered Non-fiction - Materials	Introduction to FF Lava Lake Biscuit goblin The bag of Joy The hovering helicopter	<p style="text-align: center;">The Gingerbread Man (journey/repetitive story)</p> Instructions -make or decorate a gingerbread man	<p style="text-align: center;">Traction Man (Journey story)</p> NF- write a postcard to another character	<p style="text-align: center;">Beegu (finding story)</p> NF- recount in form of a letter to one of the children

English – Writing – Year 2

Expected	Greater Depth
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<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • 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 co-ordination (e.g. or/and/but) and some subordination (e.g. 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 lower case letters • Use spacing between words that reflects the size of letters 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • <i>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i> • <i>Make simple additions, revisions and proofreading corrections to their own writing</i> • <i>Use the punctuation taught at Key Stage 1 mostly correctly ^</i> • <i>Spell most common exception words *</i> • <i>Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, ful, –less, –ly) *</i> • <i>Use the diagonal and horizontal strokes needed to join some letters</i>
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Year 2 writing focus (specific texts in bold, written outcomes in italics)					
Term 1 Settings including description	Term 2 Character including description	Term 3 Suspense	Term 4 Dialogue	Term 5 Action	Term 6 Openers and endings
The snail and the whale (Journey story) NF –recounts - postcards	Man on the moon (Journey story) NF-Persuasion (advert)	The storm whale (Finding story) NF – Instructions How to look after a whale Opportunity to compare books	The flower (Finding story) NF Instructions – How to plant a seed	Meerkat mail (Journey story) NF Recount NF Information text	The day the crayons quit (Finding story) NF-persuasive letter
Cross-curricular Letter to the Earth (Geography)	Cross curricular Recount –visit to the Cathedral	Cross curricular Recount – pirate day	Cross curricular Recount – nurse visit	Cross curricular Letter to the rain (geography)	Cross curricular Recount -Longleat

English – Writing – Year 3

Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, using appropriate language • In narratives, develop settings, characters and plot • Include dialogue in narrative, punctuated with inverted commas • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although • Use adverbs and prepositions to express time and cause • In non-narrative writing, use simple organisational devices (for example, headings and sub-headings) • Begin to use accurate verb tenses and subject-verb agreement in pieces of writing • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession • Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the Year 3/4 spelling list • Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones • Use legible, joined handwriting 	<p>The pupil can:</p> <ul style="list-style-type: none"> • <i>Use sentences which enhance meaning through specific vocabulary and language choices</i> • <i>Show some awareness of purpose through selection of relevant content and an attempt to interest the reader</i> • <i>Begin to choose language used in dialogue to convey the character’s thoughts and feelings effectively</i>

Year 3 writing focus (specific titles in bold type, written outcomes for non-fiction in italics)

Term 1 Settings including description	Term 2 Characterisation including description	Term 3 Suspense	Term 4 dialogue	Term 5 action	Term 6 Openers and endings
<p>The tunnel and Hansel and Gretel (Anthony Browne) (Portal story) NF -To persuade - Should the tunnel be blocked up? Compare books by same author</p>	<p>The twits (Character flaw) NF- Instruction How to trick Mr Twit</p>	<p>Arthur and the golden rope (Defeating the monster) NF—recount -diary</p>	<p>The Hodgeheg (warning story) NF – Information text - hedgehogs</p>	<p>The Iron man (defeating the monster) NF – recount – newspaper report</p>	<p>The lion, the witch and the wardrobe (journey story) NF – Explanation text (cross curricular link DT)</p>
<p>Cross curricular Fictional recount (Diwali) RE</p>	<p>Cross curricular Diary –WW2 (History)</p>	<p>Cross curricular Fact file – Fossils -Science</p>	<p>Cross curricular Letter to Van Gogh (art)</p>	<p>Cross curricular Instructions (Science)</p>	<p>Cross curricular Advert for a train journey (History)</p>

English – Writing – Year 4

Expected

Greater Depth

The pupil can:

- Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader
- In narratives, describe settings and characters, using a range of descriptive devices
- Include correctly punctuated dialogue in narrative
- Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma
- Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions
- Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices
- Choose nouns or pronouns appropriately for clarity and cohesion
- Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing
- Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession
- Accurately spell of the majority of the words on the Year 3/4 spelling list and apply the Year 3/4 spelling rules mostly consistently
- Use legible, joined handwriting

The pupil can:

- *Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis*
- *Demonstrate conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event)*
- *Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader*
- *Choose language used in dialogue effectively to convey characters thoughts and feelings*

Year 4 writing focus (specific titles in bold type, written outcomes for non-fiction in italics)

Term 1 Settings including description	Term 2 Characterisation including Description	Term 3 Suspense	Term 4 Dialogue	Term 5 Action	Term 6 Openers and endings
<p>Leon and the place inbetween (portal story)</p> <p>NF – recount diary</p>	<p>Bill’s New Frock (Character flaw)</p> <p>NF- Persuasive letter (Should boys be allowed to wear skirts?) ?</p>	<p>Krindlekrax (Finding story)</p> <p>NF- Newspaper report (Protect Lizard Street)</p>	<p>Charlotte’s web (Rags to riches)</p> <p>Ind=formation text (Farm animals)</p>	<p>The Firework makers daughter (Journey story)</p> <p>NF- Explanation Rainforest (Geography link)</p>	<p>The last bear (warning story)</p> <p>Biography (Eco activist eg Greta Thumberg)</p>
<p>Cross curricular Recount –Israelites journey to freedom (RE)</p>	<p>Cross curricular Diary – Roman soldier (History)</p>	<p>Cross curricular Instructions –How to make a book cover -DT</p>	<p>Cross curricular Persuasive writing –Anglo-Saxon time travel holiday</p>	<p>Cross curricular News report Rainforests/recycling Living rainforest trip</p>	<p>Cross curricular Letter –Viking – pillaging in a different country (History)</p>

English – Writing – Year 5

Expected

The pupil can:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures
- Include dialogue within narratives to develop characters
- Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun
- Begin to manipulate sentence structure for effect
- Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place
- Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing
- Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists
- Accurately spell of the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum
- Accurately spell of some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught
- Use a dictionary to check the spelling of more uncommon or ambitious vocabulary
- Maintain legible, joined handwriting

Greater Depth

The pupil can:

- *Manage shifts in viewpoint within a piece of writing with careful selection of language*
- *Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number, and tense choices*
- *Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader*
- *Use the passive and active voice appropriately to control the level of formality of a piece of writing*
- *Use a range of punctuation to enhance meaning*

Year 5 writing focus (specific titles in bold type, written outcomes for non-fiction in italics)

Term 1 settings including description	Term 2 Characterisation including description	Term 3 suspense	Term 4 dialogue	Term 5 action	Term 6 Openers and endings
The mysteries of Harris Burdick (Finding story) NF-Biography -scientist?	Holes (Rags to riches) NF -Recount – letter informal and formal (letters to mum/letter to lawyer)	Wolf brother (defeat the monster) NF -Discussion Is it safe for Torak to go to Soul Mountain?	Varjak Paw (Rags to riches) NF -Information text on Mesopotamian Blue cats	The Explorer (Journey story) NF-Newspaper article	Tom's Midnight garden (Portal story) NF – Persuasive letter
Cross curricular Fact file –European country (Geography)	Cross curricular Recount – trip to Winchester Science Museum	Cross curricular Instructions-How to make a den	Cross curricular Review –Wicked musical	Cross curricular Book review	Cross curricular Recount –trip to a place of worship (RE)

English – Writing – Year 6	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • 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 5/6 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 	<p>The pupil can:</p> <ul style="list-style-type: none"> • <i>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</i> • <i>Distinguish between the language of speech and writing and choose the appropriate register</i> • <i>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i> • <i>Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</i>

Year 6 writing focus (specific titles in bold type, written outcomes for non-fiction in italics)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Settings including description	characterisation including description	suspense	dialogue	action	Openers and endings
<p>Skellig (Finding story)</p> <p><i>NF Persuasion- advert for house on Falconer street</i></p>	<p>The Boy at the Back of the Class (Finding story)</p> <p><i>NF -balanced argument Should refugees be allowed to live in the UK?</i></p>	<p>The Nowhere Emporium (portal story)</p> <p><i>NF- Newspaper article</i></p>	<p>There's a boy in the girls' bathroom (Character flaw)</p> <p><i>NF -Explanation text and other cross-curricular writing</i></p>	<p>Stormbreaker (Defeating the monster -short story)</p> <p><i>NF Science investigation and other cross curricular writing)</i></p>	<p>The last wild (warning story)</p> <p><i>Balanced argument – environmental issues</i></p>
<p>Cross curricular Diary -residential</p>	<p>Cross curricular Newspaper report –Battle of Britain (History)</p>	<p>Cross curricular Recount – Trip to Army Air Museum</p>	<p>Cross curricular nformation text –Ancient Greece (History)</p>	<p>Cross curricular Instructions – Toys - DT</p>	<p>Cross curricular Letter (Activity booklet)</p>

kills Map – English Speaking and Listening			
EYFS	Year 1	Year 2	Year 3
<p>Listening, attention and understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Talking to and with others</p> <ul style="list-style-type: none"> Develop ideas and feelings through sustained discussions Speaking turns Organise talk to help the listener, with overall structure evident Adapt language and non-verbal features to suit content and audience Respond to the speaker’s main ideas, developing them through generally relevant comments and suggestions Attempt different roles and responsibilities in pairs or groups Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios 	<p>Talking to and with others</p> <ul style="list-style-type: none"> Recount experiences and imagine possibilities, Often connecting ideas vary talk in simple ways to gain and hold attention of the listener Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups <p>Talking about talk</p> <ul style="list-style-type: none"> Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios Show awareness of ways in which speakers vary talk, and why, 	<p>Talking to and with others</p> <ul style="list-style-type: none"> Express feelings and ideas when speaking about matters of immediate interest Talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features In some contexts Understand and engage with the speaker, demonstrating attentive listening Engage with others through taking turns in pairs and small groups <p>Talking about Talk</p> <ul style="list-style-type: none"> Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement Notice simple differences in speakers’ use of language and try out new words and ways of expressing meaning

Skills Map – English Speaking and Listening		
Year 4	Year 5	Year 6
<p>Talking to and with others</p> <ul style="list-style-type: none"> • Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener • Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context <p>Talking with in role play and drama</p> <ul style="list-style-type: none"> • Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas • Take on straightforward roles and responsibilities in pairs and groups <p>Talking about talk</p> <ul style="list-style-type: none"> • Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario • Show understanding of how and why language choices vary in their own and others’ talk in different situations 	<p>Talking to and with others</p> <ul style="list-style-type: none"> • Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit • Shape talk in deliberate ways for clarity and effect to engage the listener • Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose, and context • Recognise significant details and implicit meanings, developing the speaker’s ideas in different ways <p>Talking within role play and drama</p> <ul style="list-style-type: none"> • Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions • Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios <p>Talking about talk</p> <ul style="list-style-type: none"> • Explain features of own and others’ language use, showing understanding of effect of varying language for different purposes and situations 	<p>Talking to and with others</p> <ul style="list-style-type: none"> • Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener • Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands • Engage with complex material making perceptive responses, showing awareness of the speaker’s aims and extending meanings <p>Talking within role play and drama</p> <ul style="list-style-type: none"> • Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion <p>Talking about talk</p> <ul style="list-style-type: none"> • Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues • Analyse meaning and impact of spoken language variation, exploring significant details in own and others’ language

Year 3 and 4 Spelling List

accident(ally) actual(ly)	notice	ion)possible
address	occasion(ally)	potatoes
answer	often opposite	pressure
appear	ordinary	probably
arrive	particular	promise
believe	p	purpose
bicycle	e	quarter
breath	c	question
breathe	u	recent regular
build	l	reign
busy/business calendar	i	remember
caught	a	sentence
centre	r	separate
century	p	special
certain	e	straight
circle	r	strange
complete	h	strength
consider	a	suppose
continue	p	surprise
decide	s	therefore
describe	p	though/although
different	o	thought
difficult	p	through
disappear	u	various
early earth	l	weight woman/women
eight/eighth	a	
enough	r	
exercise	p	
experience	o	
experiment	s	
extreme	i	
famous	t	
favourite February	i	
forward(s)fruit grammar	o	
group guard guide	n	
heard heart height	p	
history imagine increase	o	
important interest	s	
island knowledgelearn	s	
length library material	e	
medicine mention	s	
minute natural naughty	s	
	(

Curriculum Skills and Progression Map

	i	forty	ament
	n	frequ	persuade
	g	ently	physical
	L	gove	prejudice
	i	rnme	privilege
	s	nt	profession
	t	guar	programme
		ante	pronunciation
		e	queue recognise
		haras	recommend
accommodate		s	relevant
accompany		hindr	restaurant
according to		ance	rhyme rhythm
achieve		ident	sacrifice
aggressive		ity	secretary
amateur		immedi	shoulder
ancient		ate(ly)	signature
apparent		individ	sincere(ly)
appreciate		ual	soldier stomach
attached		interfer	sufficient
available		e	suggest symbol
average		interru	system
awkward		pt	temperature
bargain		langua	thorough
bruise		ge	twelfth variety
category		leisure	vegetable
cemetery		lightnin	vehicle
committee		g	yacht
communicate		marvell	
community		ous	
competition		mischie	
conscience*		vous	
conscious*		muscle	
controversy		necess	
convenience		ary	
correspond		neighb	
criticise (critic + ise)		our	
curiosity		nuisanc	
definite		e	
desperate		occupy	
determined		occu	
develop		r	
dictionary		oppo	
disastrous		rtuni	
embarrass		ty	
environment		parli	
equip (–ped, –ment)			
especially			
exaggerate			
excellent			
existence			
explanation			
familiar			
foreign			

