

Intent

Whether it is using a pen and paper or an electronic keyboard, writing is an important life skill to help develop children's communication and thinking skills. Children begin their writing journey by learning how to form letters and then how to spell words. As their vocabulary increases, children explore the purpose and effectiveness of words and how to use these in sentences which have meaning. We encourage a love of writing by making writing enjoyable, creative and purposeful. This way children are able to develop, express and explain their thoughts, feelings and ideas without constraints.

English Writing Curriculum Map				
	Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss
EYFS (Nursery and Reception)	Mark making Description	Mark making Words and sentences		
KS1 (Years 1 and 2)	Description Story Poetry	Explanation Information (Y2) Instruction Letter Recount	Poster	
LKS2 (Years 3 and 4)	Description Narrative Poetry	Biography Explanation Information Instruction (Y3) Newspaper Recount	Advert Letter	
UKS2 (Years 5 and 6)	Description Narrative Poetry	Biography Essay Newspaper Reports	Advertisements Speech Campaign	Balanced argument Newspaper article Review

Writing Progression by Genre

Writing to entertain				
	Types	Features	Understanding	Examples
KS1 (Years 1 and 2)	Descriptions Stories (including re-telling) Poetry	Time sequence Begin to show past and present	Focus on oral work first Read aloud own work	Co-ordinating conjunctions Noun phrases Exclamation sentences
LKS2 (Years 3 and 4)	Description Story Poetry	Detailed description Paragraphs to organise in time sequence	Different forms of past tense (progressive and simple)	Expanded noun phrases Pronouns Fronted adverbials to show how and when
UKS2 (Years 5 and 6)	Description Narrative Poetry	Detailed description Paragraphs to organise time and sequence	Use a range of tenses	Subordinate and relative clauses Adverbials Wide range of conjunctions and punctuation

Writing to inform				
	Types	Features	Understanding	Examples
KS1 (Years 1 and 2)	Explanation Information (Y2) Instruction Letter Recount	Use of past and present tense	Use of writing frames to structure sections Use of images	Co-ordinating conjunctions Sub-ordinating conjunction: because Noun phrases Commas Exclamation sentences Question mark: Did you know...?
LKS2 (Years 3 and 4)	Biography Explanation Information Instruction (Y3) Newspaper Recount	Paragraphs to group related ideas Subheadings	May be built around a key image Techniques to highlight key words e.g. bold, underline, etc	Expanded noun phrases Sub-ordinating conjunctions Commas and inverted commas Present tense Fronted adverbials to show how and when Bullet points
UKS2 (Years 5 and 6)	Biography Essay Newspaper Reports	Paragraphs to group related ideas Headings and subheadings Increased vocabulary	May include a glossary Sections contain more than one paragraph	Subordinate and relative clauses Adverbials Passive voice Wide range of conjunctions and punctuation

Writing to persuade				
	Types	Features	Understanding	Examples
LKS2 (Years 3 and 4)	Advert Letter	Use of 2 nd person Planned repetition Facts and statistics Adjectives for positive description	Share orally Use of colour for images especially for advertising	Imperative verbs Rhetorical questions Noun phrases Adverbials Range of conjunctions (especially: if, because, when, so, but) Commas
UKS2 (Years 5 and 6)	Advertisements Speech Campaign	Use of 2 nd person Personal pronouns Planned repetition Facts and statistics Hyperbole	Share orally - especially for speeches Use of colour for images especially for advertising	Imperative and modal verbs Adverbials Short sentence for emphasis Subjunctive form (<i>If I were you</i>) Colons, semi-colons to list Semi-colons for repetition Dashes & brackets for emphasis

Writing to discuss				
	Types	Features	Understanding	Examples
UKS2 (Years 5 and 6)	Balanced argument Newspaper Review	Appropriate use of cohesive devices (<i>words and phrases used to connect ideas</i>) Use of subjunctive form where needed (<i>verb form to show hopes, dreams, demands and suggestions</i>)	Paragraphs to structure arguments Maintain formal, impersonal tone	Modal verbs Adverbials Relative clauses Expanded noun phrases Passive voice Subjunctive form (<i>If I were you</i>) Colon and semi-colons to punctuate complex lists Semi-colons to mark relative clauses Dashes & brackets for emphasis

Please the Crucial Knowledge documents alongside this progression planning to ensure full coverage, remembering that crucial knowledge is key across all writing genres and formats.