

English Writing Curriculum 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 literature by making writing enjoyable, creative and purposeful. This way children are able to develop, express and explain their thoughts, feelings and ideas without constraints.

	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

Each term, a whole school writing prompt is shared. The progression and development of transcription and composition of writing is shared across the school to develop the purpose and importance of writing for an audience.

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

Our Crucial Knowledge documents are used alongside this progression planning to ensure children *know more, remember more, understand more and apply more*.

Writing Progression - Year 1

How to write (handwriting)	What to write (vocabulary)	Making writing make sense (grammar, spelling and punctuation)
Sit correctly holding a pencil accurately Form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which writing families	Write phrases and simple sentences by: Saying out loud what they are going to write about Say a sentence before writing it Sequencing sentences to form meaning To begin using co-ordinating conjunctions (and) Re-read what has been written to check that it makes sense	Use finger spaces between words Use capital letters at the start of a sentence Use lower case letters in writing Use a conjunction to connect two sentences Use full stops to end a sentence Start to use question and exclamation marks Spell words containing each of the 40+ phonemes already taught, common exception words and days of the week
Writing to entertain	Description	Write simple sentences about the characters or place in a story
	Story	Sequence a story using pictures to support Write sentences to tell a story
	Poetry	Write a poem using form: shape and acrostic List words and phrases (free verse and list poems)
Writing to inform	Explanation	Write labels to go alongside pictures which show a process Write sentences to explain a simple, process based on first-hand experience, e.g. chicks hatching, life cycle of a frog
	Instruction	<i>Listen to and follow more multi-step detailed instructions</i> Contribute to class instructions with adult scribing Sequence instructions independently
	Letter	Write to brief letter or postcard to give information
	Recount	Write from own experience (first-person) using basic sequencing words and phrases, for example, then, after, that of at least three events in the order that they happened
Writing to persuade	Poster	Write simple examples of persuasion

Writing Progression - Year 2

How to write <i>(handwriting)</i>	What to write <i>(vocabulary)</i>	Making writing make sense <i>(grammar, spelling and punctuation)</i>
<p>Sit correctly at a table, holding a pencil accurately with control</p> <p>Form lower-case letters in the correct size relative to one another</p> <p>Start using diagonal and horizontal strokes needed to join letters and understand which letters are better un-joined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing</p>	<p>Write sentences independently by:</p> <p>Saying out loud what they are going to write about</p> <p>Sequence sentences to form short narratives</p> <p>Understand noun, verb, adjective</p> <p>Join sentences using conjunctions (<i>and, or, but, if, because</i>)</p> <p>Use different sentence types: statement, command, question, exclamation</p> <p>Use past and present tense</p> <p>Re-read what has been written to check that it makes sense</p> <p>Make simple corrections and additions to writing</p> <p>Use drama and role play to help order ideas</p>	<p>Use finger spaces between words</p> <p>Use capital letters for proper nouns</p> <p>Use commas in a list, exclamation/question marks and apostrophes for contractions</p> <p>Spell by segmenting words, learn common exception words, spell contracted words and add some suffixes</p>
Writing to entertain	Description	Write extended sentences about a character or place using expanded noun phrases
	Story	Write a story with a clear beginning, event (problem) and resolution (ending) Build character and story sentences Give detail to the story settings
	Poetry	Experiment with alliteration to create humour Make adventurous word choices Create a pattern or shape on the page: use simple repeated phrases or lines as model Write out a short poem and be able to recite it
Writing to inform	Explanation	After carrying out a practical activity, e.g. experiment, investigation, construction task, contribute to creating a flowchart or diagram to explain the process Write a series of sentences to explain a flowchart Produce a flowchart or diagram independently with clearly sequenced and accurate labels and content
	Information	Gather and write factual information on a subject
	Instruction	<i>Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams</i> Analyse some instructional texts and note their layout and language features Include: a statement of purpose, list of materials or ingredients, sequenced steps Use direct, imperative language Write instructions independently e.g. getting to school or playing a game
	Letter	Write an informal letter to give information
	Recount	Collect a wider range of words and phrases to support the sequence of events e.g. next, when, after, before, finally, at the end of the day Create simple timelines to record the order of events Write about personal experiences and those of others, in role (real or fictional)
Writing to persuade	Poster	Write persuasively to encourage the readers view

Writing Progression - Year 3

How to write (handwriting)		What to write (vocabulary)	Making writing make sense (grammar, spelling and punctuation)
Use the diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase legibility, consistency and quality of handwriting – ascenders and descenders do not touch		Build writing independently by: Talking through sentences to help build vocabulary and a range of sentence structures Use a wider range of conjunctions Use words to show time Use a wider range of adjectives (including a simile) Write in 1 st , 2 nd and 3 rd person using the correct verbs Begin to organise paragraphs using headings and sub-headings	Use further prefixes and suffixes Apply apostrophes for shortening words Build sentences understanding prepositions and clauses Apply wider punctuation - ?!"' Proof read for spelling and punctuation errors Spelling (National Curriculum)
Writing to entertain	Description	Write extended sentences about a character or place using expanded noun phrases and a range of conjunctions whilst remaining in the same person and correct tense.	
	Narrative	Write about familiar stories and tales with alternative endings/settings/characters or from another view Build character and setting paragraphs Use first person to write a diary	
	Poetry	Use powerful nouns, adjectives and verbs in poetry: experiment with alliteration Create own free verse poetry (for example, conversation)	
Writing to inform	Biography	Write about a famous person of interest.	
	Explanation	Comment on a range of explanatory texts, focusing on how easy they are to understand Create diagrams such as flow charts to summarise or make notes of stages in a process Write a series of extended sentences to explain a process	
	Information	Begin to compare (They hibernate just like other bears/All bees sting apart from the ...) Turn notes into sentences grouping information Note how writing moves from general to specific information Write reports independently, which are not in time order, including the use of sub-headings to give structure	
	Instruction	Write more complicated instructions and identify organisational devices which make them easier to follow e.g. lists, numbered, bullet points, diagrams with arrows	
	Newspaper	Write impersonal newspaper style reports e.g. about school events or an incident from a story including relevant, additional detail to add interest	
	Recount	Continue to develop words to support sequencing (chronology), noting those that indicate specific timings e.g. at 3pm, after two hours Use descriptive verbs to add detail and description Write third person recounts and recount the same event in a variety of ways (in the form of a story, a letter, a newspaper report)	
Writing to persuade	Advert	Write persuasively to encourage readers view	
	Letter	Present a persuasive point of view in the form of a letter Write sentences expressing opinion – who was in the right and wrong and express opinion to support viewpoint	

Writing Progression - Year 4

How to write (handwriting)		What to write (vocabulary)	Making writing make sense (grammar, spelling and punctuation)
Use joined handwriting at a pace that matches pace of thought and throughout their work Handwriting is legible		Build writing independently by: Talking through sentences to vary structure by using different openers Start some sentences with an adverb Use phrases with adjectives Use pronouns to avoid repeating Organise writing using paragraphs using headings and sub-headings	Use further prefixes and suffixes Apply apostrophes for possessions (belonging) Use commas after fronted adverbs/adverbials Use inverted commas and other punctuation to show what someone says Read through work and check spelling and punctuation Spelling (National Curriculum)
Writing to entertain	Description	Develop writing to include lots of detail and similes to build character and setting	
	Narrative	Write imaginatively using adjectives, verbs and adverbs to give lots of detail Write in a clear sequence and use paragraphs to link ideas Use first and third person	
	Poetry	Comment on the use of similes and vocabulary about thoughts and feelings Use actions, sound effects and punctuation to express a poem's meaning Experiment with riddles and limericks Use similes to build images and create own free verse poem	
Writing to inform	Biography	Write about a famous person of interest using paragraphs and sub-headings	
	Explanation	Know differences between an explanation, report and recount piece of writing Comment on and justify views on a range of explanation texts Plan the steps in writing an explanation text to show essential information	
	Information	Develop research and note taking skills Analyse comparative and non-comparative reports and note differences e.g. reports that deal with a single topic e.g. Birds and those that deal with two or more e.g. Frogs and Toads Write a non-comparative report organising information into paragraphs and using subheadings Write in the present tense	
	Instruction	Follow more complex instructions Compare examples of instructional texts giving reasons for opinions Organise writing using bullet points, numbers, lists and diagrams with arrows Independently write clear instructions following an accurate sequence and evaluate effectiveness	
	Newspaper	Write impersonal newspaper style reports e.g. about school events or an incident from a story including relevant, additional detail to add interest	
	Recount	Explore and compare texts that recount the same event Evaluate which recounts are most effective at engaging a reader Convey a specific viewpoint and different perspectives	
Writing to persuade	Advert	Evaluate adverts for their effectiveness (jingles, puns, language, alliteration) Investigate style and vocabulary Write persuasively to encourage readers and influence decisions	
	Letter	Present a persuasive point of view in the form of a letter Write sentences expressing opinions of self and others giving reasons for these opinions.	

Writing Progression - Year 5

How to write (handwriting)	What to write (vocabulary)	Making writing make sense (grammar, spelling and punctuation)
Use legible and fluent handwriting Know when and when not to join Choose writing tool best suited to own writing style	Plan writing with clear understanding of purpose and audience Use phrases and clauses to make complex sentences using a range of sentence openers to influence impact and effect Use dialogue Introduce possibility in writing by using modal verbs	Use brackets, dashes, commas (including inverted) Link clauses and sentences using a range of subordinating and coordinating conjunctions Use prefixes and suffixes to alter the meaning of words and use a dictionary / thesaurus Proof read and edit work using synonyms
Writing to entertain	Description	Develop writing to include lots of detail and emotion which develops character and setting across paragraphs
	Narrative	Write imaginatively using adjectives, verbs and adverbs to give lots of detail and develop the story Write in a clear sequence and use paragraphs to link ideas Use first and third person, a variety of tense and use dialogue to further the story
	Poetry	Consider a poet's viewpoint and explain language choices (including personification, onomatopoeia and metaphors) Compare different forms of poems including ballads Be aware of a range of significant poems (classic and contemporary) and give views on these Invent nonsense words and experiment with word combinations Create own free verse poetry
Writing to inform	Biography	Write in detail about a famous person of interest using paragraphs and sub-headings to show a clear sequence
	Essay	Independently plan, write and edit a text writing in a clear sequence with detail to a word count Know differences between and write explanation, report and/or recount piece of writing Independently plan, compose, edit and refine explanatory text using reading as a source, focusing on clarity, conciseness and impersonal style
	Newspaper	Further develop research and note taking skills Write about events using reported dialogue to give information Recognise the different writing style and begin to demonstrate this
	Reports	Consider a question as a title (e.g. <i>Vitamins – why are they important?</i>) Explore the use of a more personal style in some reports (<i>so, next time you choose a pet, consider..</i>)
Writing to persuade	Advertisements	Evaluate adverts for their target audience and emotive language Consider bias, half -truths, how to gain attention and manipulation Write persuasively to encourage readers and influence decisions
	Speech	Consider language for protest, complaint and persuasion Explore how opinion can be disguised as fact
	Campaign	Collect and use persuasive devices: persuasive noun phrases (every right-thinking person would...) rhetorical questions, deliberate ambiguity (probably the best in the world... believed to cure all known illnesses) Draft and write persuasive extended texts for real purposes, presenting a clear viewpoint, commenting on emotive issues and evaluating effectiveness Understand how persuasive writing can be adapted for different audiences e.g. a protest aimed at an audience who are already backing your cause compared with a speech aimed at a neutral audience where greater justification of your point of view is required

Writing to discuss	Balanced argument	Consider and evaluate different viewpoints noting when justifications for a particular viewpoint are strong or weak Experiment with the presentation of various viewpoints in discursive writing
	Newspaper article	Further develop research and note taking skills Write a comparative report organising information into paragraphs and using subheadings Write in the present tense
	Review	Write with clear detail giving an opinion including reasons and evidence to support the viewpoint. Write recommendations with a clear audience in mind

Writing Progression - Year 6

	How to write <i>(handwriting)</i>	What to write <i>(vocabulary)</i>	Making writing make sense <i>(grammar, spelling and punctuation)</i>
	Legible and fluent handwriting Knowing when and when not to join Choosing writing tool best suited to own style Increase speed of handwriting Understand that writing varies depending on when using it: notes, drafting etc	Plan writing with clear understanding of purpose and audience Use appropriate grammar and vocabulary for the genre (see below) Use grammatical devices that build cohesion between and across paragraphs Ensure consistent use of tense Use passive verbs effectively	Use further prefixes and suffixes Continue to distinguish between homophones Apply full range of punctuation (: ; -) Use dialogue (including contractions) to convey character and advance the action Use dictionary and thesaurus Apply word structure to spell correctly (national curriculum) Proof reading to ensure cohesion
Writing to entertain	Description	Develop writing to include lots of detail and emotion which develops character and setting across paragraphs	
	Narrative	Develop lengthy narrative with pace and tension Write imaginatively using adjectives, verbs and adverbs to give lots of detail and description including, dialogue to develop characters and advance the story Be imaginative and write in specific genre (e.g. fantasy / myth)	
	Poetry	Explain the impact of figurative and expressive language including metaphor Vary pitch, pace, volume, rhythm and expression in poetry Use language imaginatively to create inventive poetry, for example kennings Use simple metaphors and personification to create poetry Select pattern or form to match meaning and own voice	

Writing to inform	Biography	Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact and opinion, distinguishing between implicit and explicit points of view and how these can differ Develop the skills of biographical and autobiographical writing, adapting distinguishing voices e.g. of historical characters, with accounts based on research Compose accounts of a person from different perspectives e.g. police report, school report, newspaper obituary
	Essay	Choose the appropriate form of writing and style to suit a specific purpose and audience Consider the difference between historical explanations (Roman army tactics) and explanations using the present tense (e.g. the water cycle) Investigate when a different tense is needed
	Newspaper	Further develop research and note taking skills Write about events using reported dialogue to give information Use a reporting writing style to relay details of a key event
	Reports	Write reports as part of a presentation on a non-fiction subject Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction types Plan how information will be organised e.g. choosing to use paragraph headings, a spidergram or grid, depending on the nature of the information
Writing to persuade	Advertisements	Recognise how persuasive arguments are constructed through the expression, sequencing and linking of points Provide persuasive examples, illustrations and evidence Pre-empt or answer potential questions and appeal to the known views and feelings of the audience
	Speech	Construct persuasive arguments using: persuasive language techniques to deliberately influence develop a point of view logically and effectively supporting points persuasively anticipating possible objections writing to formal presentation where appropriate
	Campaign	Recognise how persuasive and discursive are different Summarise fairly the competing views Clarify the strengths and weaknesses of different positions Signal personal opinion clearly Draw reasoned conclusions based on available evidence Experiment with setting out opposing views in separate paragraphs or as alternate points within a paragraph and consider impact

Writing to discuss	Balanced argument	Consider and evaluate different viewpoints noting when justifications for a particular viewpoint are strong or weak Experiment with the presentation of various viewpoints in discursive writing Clarify the strengths and weaknesses of different positions
	Newspaper	Further develop research and note taking skills Write a comparative report organising information into paragraphs and using subheadings Write in the present tense
	Review	Write with clear detail giving an opinion including reasons and evidence to support the viewpoint Give detailed recommendations with a clear audience in mind

Each term, KS2 classes explore on a picture book to inspire a piece of writing.

	Autumn	Spring	Summer
Year 3	Secret of Black Rock (Joe Todd-Stanton)	Grandad's Secret Giant (David Litchfield)	The Girl and the Dinosaur (Hollie Hughes)
Year 4	Steven Seagull: Action Hero (Elys Dolan)	Arthur and the Golden Rope (Joe Todd-Stanton)	Escape from Pompeii (Christina Balit)
Year 5	Leon and the Place Between (Grahame Baker-Smith)	Arnie, the Doughnut (Laurie Keller)	Wisp: A Story of Hope (Zana Fraillon)
Year 6	The Arrival (Sean Tan)	Barnabus (The Fan Brothers)	A Story Like the Wind (Gill Lewis)