



Curriculum
Progression
Document

Writing



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Writing
Curriculum
Intent

Acres Hill Community Primary School- Intent

Acres Hill Community Primary Curriculum Intent

At Acres Hill we know that education is fundamental to improving the life chances of our pupils and their families. For all our children, the goal is that they will leave Acres Hill Community Primary School as proficient and confident readers, writers and mathematicians who have a love for learning and an interest in the world in which we live.

For this to occur children also need to be confident, independent and resilient. Our curriculum therefore aims to support the whole child, in order to equip them with academic and interpersonal skills required to be successful, whilst also building aspirations and confidence to dream big and aim high.

In order to accomplish this aim we deliver a broad and balanced curriculum across school. The curriculum is sequenced and rigorous in order to develop and support children's core academic knowledge and skills, whilst also broadening children's understanding of the wider world (and their place in it) so that they are fully equipped to explore and succeed as part of it.

We deliver a curriculum that:

- Gives children the knowledge to flourish in the next stages of their education
- Utilises highly skilled teaching which builds on children's prior learning
- Ensures that learning for children is precise and focused
- Is well sequenced so that knowledge and skills are built upon progressively throughout a child's time in school
- Uses planned opportunities for repetition of learning and the threading of key concepts and ideas
- Supports children to experience their learning in creative and stimulating ways, supporting children to be curious, independent and motivated in their own learning
- Embraces the local area and community, in order to recognise its heritage, local history and geography; as well as its place within the wider world.
- Promotes the supporting of the whole child, to ensure that children are empowered to be physically and emotionally well and able to lead positive and productive lives
- Is aspirational; all staff work to inspire and support children in order to ensure they are aware of the world to be explored and that they are suitably equipped and challenged to do so.

Writing Subject Intent

We want to provide high quality learning experiences in order to develop pupils' competence in both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).



Writing in the Early Years Foundation Stage

Developing Early
Writing Skills

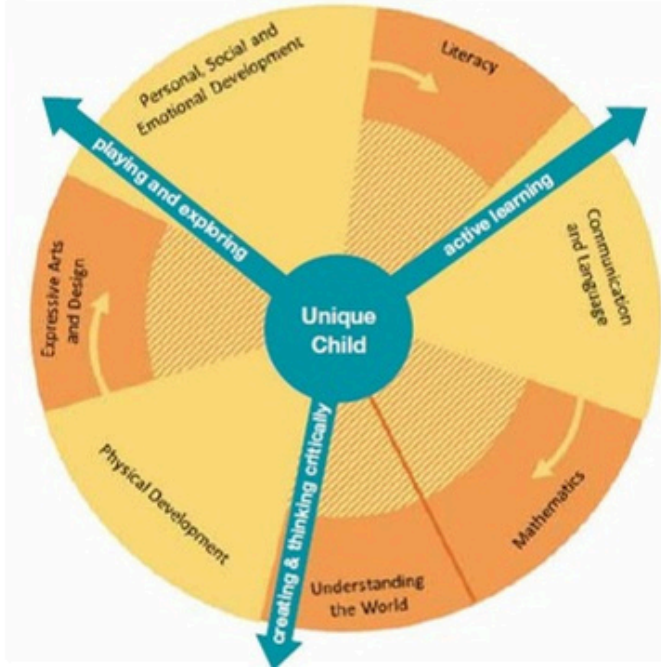
Developing Early Writing Skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of writing in our EYFS:

Writing	Fine Motor Skills	Listening, Attention and Understanding	Speaking
Children at the expected level of development will:			
• 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	• Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.	• 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.	• 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.



Writing

Progression of
Knowledge & Skills

Progression of Knowledge & Skills- Composition

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Composition	Write simple phrases and sentences that can be read by others.	To write sentences in order to create short narratives and non-fiction texts. To use some features of different text types (although these may not be consistent). To reread their writing to check that it makes sense and make suggested changes. To use adjectives to describe.	Write simple, coherent narratives about personal experiences and those of others (real of fictional). Write about real events, recording these simply and clearly.	To begin to use from own reading and modelled examples to plan their writing. To demonstrate an understanding of purpose and audience. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To begin to proof read their own and others' work to check for errors with increasing accuracy and make improvements. To make deliberate ambitious word choices. To begin to create settings, characters and plot in narratives. To begin to organise their writing into paragraphs around a theme.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. To create more detailed settings, characters and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme.	To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose. To describe settings, characters and atmosphere to consciously engage the reader. To use dialogue to convey a character and advance the action with increasing confidence. To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points etc. To proofread work, being precise and removing repetition. To proofread their and others' work to assess the effectiveness of writing and make necessary corrections and improvements.	Write effectively for a range of purposes and audiences, selecting language that shows a 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 the character and advance the action.

Progression of Knowledge & Skills

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Grammar & Punctuation	Be exposed to: - Capital letters - Finger spaces - Full stops These may not be used in their own writing.	To use simple sentence structures. To use the conjunction 'and' to link ideas and sentences. Shows an awareness of: - Capital letters and the personal pronoun I. - Finger spaces - Full stops to end sentences. - Question marks - Exclamation marks	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 (or/and/but) and some subordination (when/if/that/because) to join clauses. Use commas in a list. Apostrophes for contraction and some singular possession.	To maintain the correct tense (including the present perfect) throughout a piece of writing. To use the full range of punctuation from previous year groups: - Full stops - Capital letters - Question marks - Exclamation marks - Commas in a list - Apostrophes for contraction (sometimes possession) To use inverted commas in direct speech. To use subordinate clauses. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use 'a' or 'an' correctly most of the time.	To maintain an accurate tense throughout the piece of writing. To use Standard English verb inflections accurately. I was, we were. To use the full range of punctuation from the previous year groups: - Full stops - Capital letters - Question marks - Exclamation marks - Commas in a list - Apostrophes for contraction (sometimes possession) - Inverted commas To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition. To use fronted adverbials usually demarcated with commas.	To use the full range of punctuation from the previous year groups: - Full stops - Capital letters - Question marks - Exclamation marks - Commas in a list - Apostrophes for contraction and possession - Inverted commas To begin to use commas to clarify meaning or avoid ambiguity. To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly. To begin to experiment with relative clauses with support and modelling. To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	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 KS2 mostly correctly, e.g. inverted commas and other punctuation to indicate direct speech.

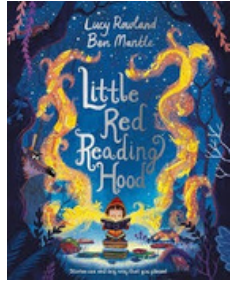
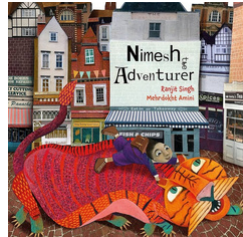
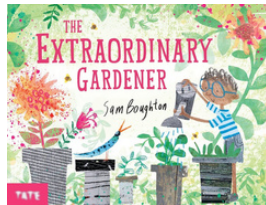
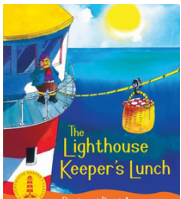
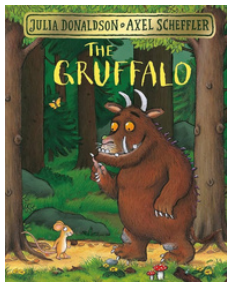
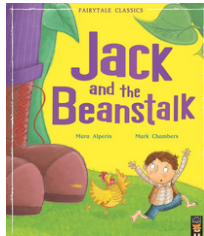
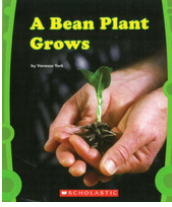
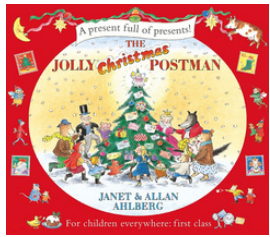
Progression of Knowledge & Skills

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Children to build upon, and be introduced to new terminology year on year.							
Terminology	Recognise and use terms: - Capital letter - Full stop Begin to understand that these are needed to make an accurate sentence.	Recognise and use the terms: - Letter - Capital letter - Word - Singular - Plural - Sentence - Punctuation - Full stop - Question mark - Exclamation mark - Adjective - Noun	Recognise and use the terms: - Noun - Noun phrase - Statement - Question - Exclamation - Command - Conjunction - Suffix - Adjective - Verb - Adverb - Present and past tense - Apostrophe - Comma	Recognise and use the terms: - Preposition - Conjunction - Word family - Prefix - Clause - Subordinate clause - Direct speech - Consonant - Vowel - Inverted commas (speech marks)	Recognise and use the terms: - Determiner - Pronoun - Possessive pronoun - Adverbial	Recognise and use the terms: - Modal verb - Relative pronoun - Relative clause - Parenthesis - Brackets - Dash - Cohesion - Ambiguity	Recognise and use the terms: - Subject - Object - Active - Passive - Synonym - Antonym - Ellipsis - Hyphen - Colon - Semi-colon - Bullet points

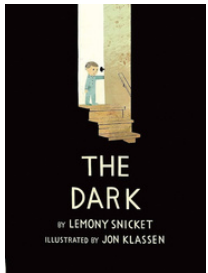
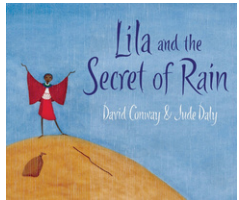
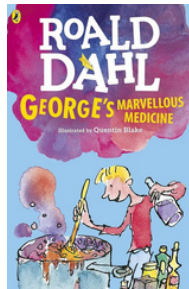
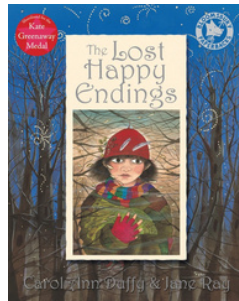
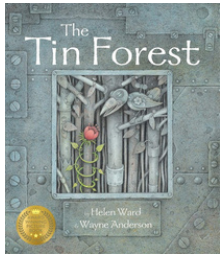
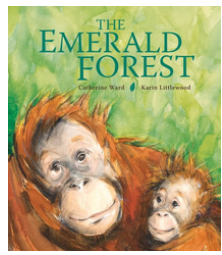
Progression of Knowledge & Skills

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Transcription	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a group of letters.	To spell most words containing previously taught phonemes and GPCs accurately. To spell most Y1 common exception words and days of the week accurately. To use -s and -es to spell plurals accurately. To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word). To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonetically-plausible attempts at others. Spell many common exception words (See NC, English Appendix 1). To use the prefix un- 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 the letters.	To spell many words correctly using the prefixes ir-, auto-, in-, dis-, super-, anti- To spell many words correctly using the suffixes -ly, -ous, -ation To begin to spell homophones correctly, e.g. which and witch. To spell some of the Year 3 and 4 statutory spelling words correctly. To begin to use a neat, joined handwriting style with increased accuracy.	To spell all words correctly using the prefixes ir-, auto-, in-, dis-, super-, anti- To spell all words correctly using the suffixes -ly, -ous, -ation To spell homophones correctly, e.g. which and witch. To spell all of the Year 3 and 4 statutory spelling words correctly. To consistently use a neat, joined handwriting style.	To spell some verb prefixes correctly, e.g. de-, over-, mis- To begin to convert nouns or adjectives into verbs using suffixes, e.g. -ate, -ify, -ise To spell some complex homophones correctly, e.g. affect/effect, practise/practice To spell some words correctly from the Year 5/6 statutory spelling list. To write legibly, fluently and with increasing speed.	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.

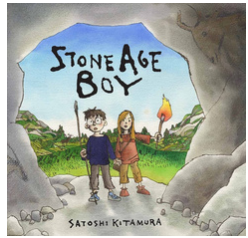
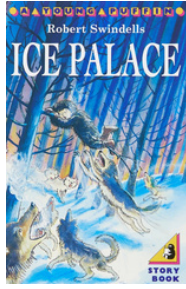
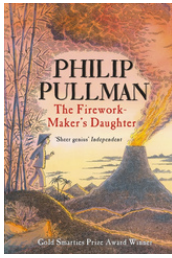
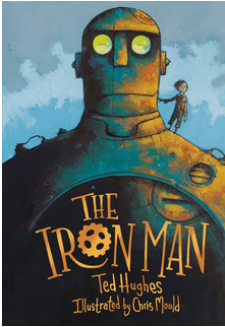
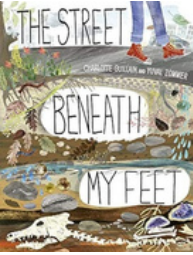
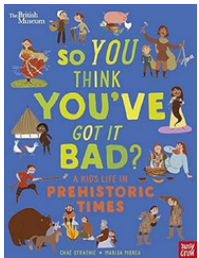
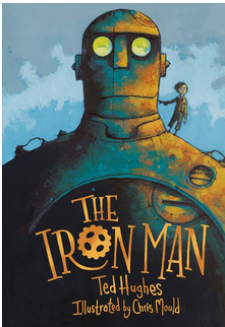
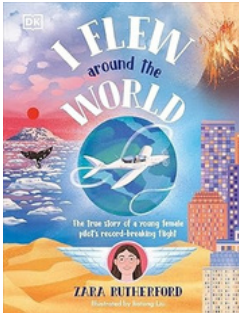
Long term plan

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book: Little Red Reading Hood (Lucy Rowland) Dictated sentences- description of the Wolf 	Book: Rapunzel (Bethan Woolvin) Dictated sentences- description of Rapunzel 	Book: The Bog Baby (Jeanne Willis) Dictated sentences- missing report on The Bog Baby 	Book: Nimesh the Adventurer (Ranjit Singh) Dictated sentences- narrative of the story 	Book: The Extraordinary Gardner (Sam Boughton) Dictated sentences- description of the garden in bloom 	Book: The Lighthouse Keeper's Lunch (Rhonda & David Armitage) Dictated sentences- narrative of the story 
Book: The Gruffalo (Julia Donaldson) Dictated sentences- description of the Gruffalo 	Book: The Snowman (Raymond Briggs) Dictated sentences- narrative of the story 	Book: The Proudest Blue (Ibtihaj Muhammad & S.K Ali) Dictated sentences- narrative of the story 	Book: Jack and the Beanstalk (Mara Alerin and Mark Chambers) Dictated sentences- narrative of the story 	Book: A Bean Plant Grows (Scholastic) Dictated sentences- instructional sentences 	Dictated sentences- my trip to the seaside (recount) 
Book: Supertato (Sue Hendra & Paul Linnet) Dictated sentences- Wanted poster for Evil Pea 	Book: The Jolly Christmas Postman (Allan Ahlberg) Dictated sentences- letter to Father Christmas 				

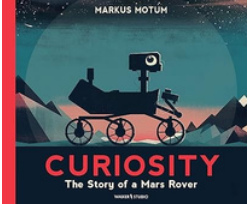
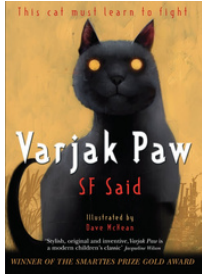
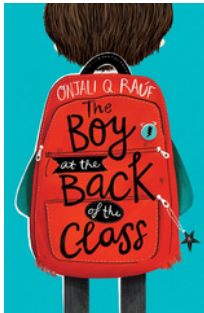
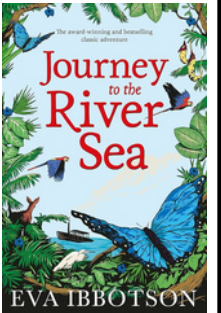
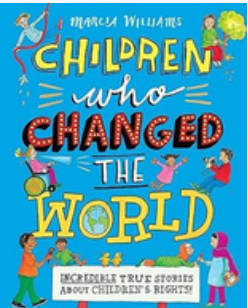
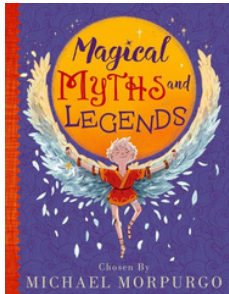
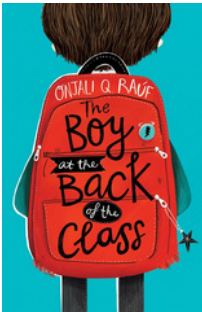
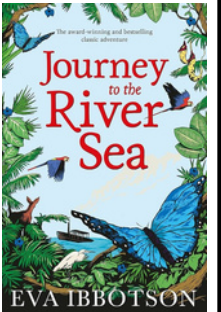
Long term plan

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book: The Dark (Lemony Snicket) Dictated sentences- narrative of the story 	Book: Lila and the Secret of the Rain (David Conway) Dictated sentences- narrative of the story 	Book: Where the Wild Things are (Maurice Sendak) Partially dictated sentences- description of a 'wild thing' 	Book: The Story Machine (Tom McLaughlin) Partially dictated sentences- narrative of the story 	Book: George's Marvellous Medicine (Roald Dahl) description of Grandma 	Book: The Lost Happy Ending (Carol Ann Duffy) narrative of the story 
Book: The Tin Forest (Helen Ward & Wayne Anderson) Dictated sentences- description of the Tin Forest 	Book: The Emerald Forest (Catherine Ward) Dictated sentences- diary from an Orangutan about the arrival of the machines 	Book: Inside the Villains (Clotilde Perrin) Partially dictated sentences- character description of a villain 	Book: Dragon Post (Emma Yarlett) Partially dictated sentences- letter from Alex's best friend 	Book: George's Marvellous Medicine (Roald Dahl) instructions to create their own medicine 	Book: Meerkat Mail (Emily Gracettl) Letter from Sunny to his parents 

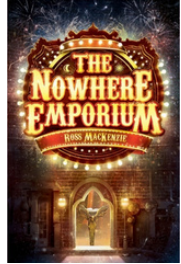
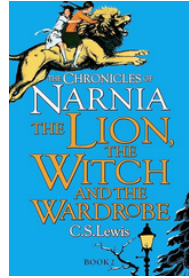
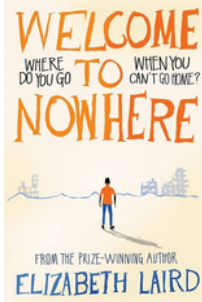
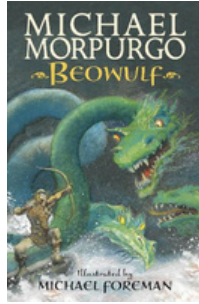
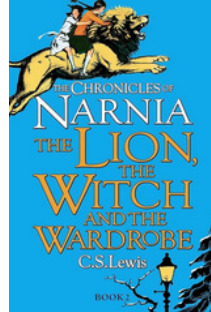
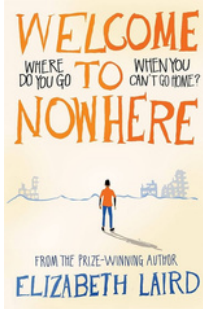
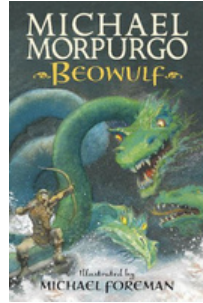
Long term plan

Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book: Stone Age Boy (Satoshi Kitamura) Narrative- Story opening 	Book: The Ice Palace (Robert Swindells) Narrative- chase scene between the wolves & Ivan 	Book: The Wild Robot (Peter Brown) Diary- Roz's point of view (waking up on the island after the shipwreck) 	Book: The Firework Maker's Daughter (Phillip Pullman) Narrative- alternative ending (Laila's fireworks cause chaos after accidentally going off) 	Book: The Iron Man (Ted Hughes) Dialogue- between Hogarth and his father about the Iron Man 	Book: The Street Beneath My Feet (Charlotte Guillian) Non-Chronological Report- what's beneath the ground (layers of rock and the planet's molten core) 
Book: So you think you've got it bad? Prehistoric times (Chae Strathie & Marisa Morea) Information leaflet- life in the Stone Age 	Book: The Christmas Carol (retold by Kistina Stephenson) Character description- the Ghost of Christmas Future 	Book: The Wild Robot (Peter Brown) Information Guide- How to rear a gosling 	Persuasive- Why we should have a no-uniform day Model: Teacher generated 	Book: The Iron Man (Ted Hughes) Informal Letter- Write a letter as Hogarth to the farmers explaining why they should not harm the Iron Man. Model: Teacher generated 	Book: I Flew Around the World: The true story of a young females pilot's record breaking flight (Zara Rutherford) Recount- Zara's solo flight around the world 

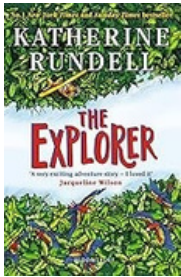
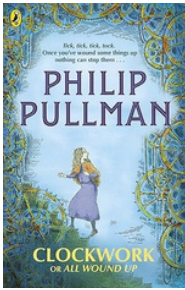
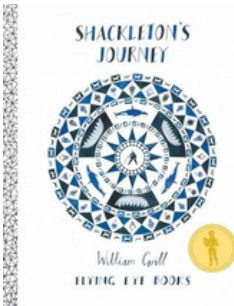
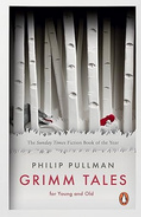
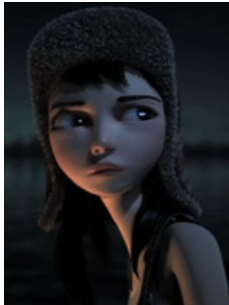
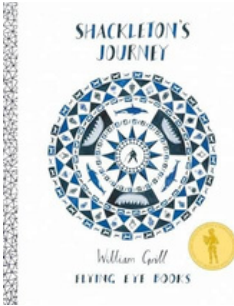
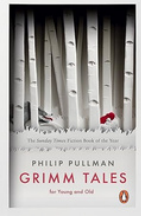
Long term plan

Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book: Curiosity: The Story of a Mars Rover (Marcia Williams) Narrative- Write the story 	Book: Varjak Paw (S.F Said) Narrative- Additional scene 	Book: Magical Myths and Legends (Michael Morpurgo) Narrative- Parallel ending in the style of a myth (Icarus) 	Book: The Boy at the Back of the Class (Onjali Q. Rauf) 	Book: The House of Chicken Legs (Sophie Anderson) Narrative- Opening scene (Setting description of the house) 	Book: Journey to the River Sea (Eva Ibbotson) Diary- Maia's first impressions of her new guardians- the Carters 
Book: Children Who Changed the World: Incredible True Stories About Children's Rights! (Marcia Williams) 	Book: Varjak Paw (S.F Said) Newspaper report- "Hero Cat Saves the Day!" Varjak defeats Sally Bones 	Book: Magical Myths and Legends (Michael Morpurgo) Persuasive- Why Icarus Was Right to Fly 	Book: The Boy at the Back of the Class (Onjali Q. Rauf) 	Book: The House of Chicken Legs (Sophie Anderson) Poetry- Narrative poetry outlining the story 	Book: Journey to the River Sea (Eva Ibbotson) Formal letter- Why protecting the Amazon Rainforest is important. 

Long term plan

Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book: The Nowhere Emporium (Ross MacKenzie) Narrative- Setting description of the Nowhere Emporium 	Book: The Lion, the witch and the Wardrobe (C.S. Lewis) Narrative- Description of the White Witch (Jadis) 	Book: Welcome to Nowhere (Elizabeth Laird) Diary- Omar's first day in the refugee camp 	Book: Beowulf poem Poetry- write own Kennings poem 	Book: The Girl of Ink and Stars (Kiran Millwood Hargrave) Narrative- Opening paragraph plus two (mystery) 	Book: Song of the river (Gill Lewis) Letter- To local council about how important it is to protect and maintain rivers and waterways 
Book: The Nowhere Emporium (Ross MacKenzie) Play script- Meeting Mr Silver 	Book: The Lion, the witch and the Wardrobe (C.S. Lewis) Narrative- Portal story into another world 	Book: Welcome to Nowhere (Elizabeth Laird) Informative guide- Settling into the UK 	Book: Beowulf poem Poetry- write own Kennings poem 	Book: The Girl of Ink and Stars (Kiran Millwood Hargrave) Newsround style report- Isabella's journey 	Book: Song of the river (Gill Lewis) Narrative- Write the story 

Long term plan

Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book: When the Sky Falls (Phil Earle) Narrative- Retell of story for Aunt's POV 	Book: The Explorer (Katherine Rundell) 'Trip Advisor' style Review- trek that goes wrong 	Book: Clockwork (Phillip Pullman) Narrative- Suspense story 	Book: Shackleton's Journey (William Grill) Diary- Extract from Shackleton's diary 	Book: Grimm Tales (Phillip Pullman) Narrative- Write own 'twisted' tale 	Book: The Final Year (Matt Goodfellow) 
Book: When the Sky Falls (Phil Earle) Letter- from Local Authority that Mrs F receives about Adonis 	Book: The Explorer (Katherine Rundell) Narrative- own survival story 	Stimulus- Francis Newspaper report- Francis Brandywine's experience on the lake 	Book: Shackleton's Journey (William Grill) Balanced argument- Failure? Was it wrong for Shackleton to undertake the expedition 	Book: Grimm Tales (Phillip Pullman) Newsround style report- Isabella's journey 	Book: The Final Year (Matt Goodfellow) 