

Writing Curriculum Progression Plan

We believe that all children have the right to become unique and ambitious writers. We provide all our children with a secure foundation of writing for a purpose, to empower them to become writers who are equipped to use their skills confidently and creatively in opportunities presented to them now and in the future.

Our intentions are that writers in Dlyptford school will:

- Become motivated, resilient, and resourceful writers.
- Develop a strong thread of individual creativity in their writing.
- Understand writing for a purpose and audience.
- Have a secure skill set in spelling, punctuation, and grammar.
- Engage in a wide range of experiences that initiate discussion, allowing children to develop their own ideas and opinions in their writing.
- Have opportunities to explore and use a rich and varied bank of vocabulary.
- Use a cursive script designed to promote fluent and neat writing.

Writing Progression Curriculum Plan

Year A Year 1/2	Autumn 1		Autumn 2		Spring 1/2			Summer 1		Summer 2	
Progression of Core Texts	Don't Spill the Milk	Knights	The Train Ride	Orion and the Dark	Chinese New Year	Stuck!	A First Poetry Book	How to Wash a Woolly Mammoth	The Disgusting Sandwich	Stella and the Seagull	The Boy Who Cried Ninja
Text Genre	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Fiction	Poetry	Non-Fiction	Fiction	Non-Fiction	Fiction
Key Outcome: Independent Purposeful Writing intentions	To tell a story with a twist at the end	To write an information text about a role/job. This could be about other roles/jobs that people did in the past or provide information about a modern-day worker, e.g. a visitor to the school.	Write a 'journey' story with a clear sequence of events in the style of 'The Train Ride'	To write a first-person story about overcoming a common fear.	To write about another known festival or recurring event.	To write another cumulative story based on the pattern of the model text	To perform a poem as part of a class/group. To write a poem using ideas from the models provided	To write your own set of instructions about caring for an imaginary pet.	To write a story about some food that becomes more and more disgusting until it is finally eaten	Children write letters asking companies and organisations to help improve something in their own local area.	To write own story about a child who finds that telling the truth is the best
Grammar and Punctuation	Punctuating sentences using capital letters, full stops, exclamation marks.	Sentences and spaces between words Punctuating sentences using capital letters and full stops Adding extra information to sentences (with adverbials) Simple questions, with question mark	Sentences Punctuating sentences using full stops and question marks	Capitalisation for proper nouns and pronoun 'I' Expanded noun phrases Using commas in lists Past and present tense	Punctuating sentences using full stops, question marks and exclamation marks Capitalisation for proper nouns Co-ordination with 'and' Subordination: with 'when' Using commas in lists Expanded noun phrases	Punctuating sentences using capital letters, full stops and exclamation marks Past simple tense Co-ordination (<i>and, but</i>) Subordination (<i>when, because</i>) Apostrophes for singular possession	Expanded noun phrases Rhyme Rhythm Simile Alliteration	Sentence types: commands, questions, statements Punctuating sentences using full stops, question marks and exclamation marks Verbs	Expanded noun phrases	Sequence sentences to maintain cohesion Capital letters for names and the pronoun I Multiclaue sentences using <i>and</i> Exclamatory sentences (if using with mixed Y1/2 class)	Coordination and subordination Questions Punctuating sentences using capital letters, full stops and question marks
Curriculum Links Independent Purposeful Writing intentions		Shared write: "Firefighters"	Shared write: "The Train Ride Through London"							Links to Seaside unit of work in History	

Writing Progression Curriculum Plan

Year B Year 1/2	Autumn 1		Autumn 2		Spring 1/2			Summer 1		Summer 2	
Progression of Core Texts	Traction Man is Here	Penguins	Augustus and His Smile	How to Catch Santa	No-Bot the Robot	Tell Me a Dragon	Story Path	Amelia Earhart	First Book of the Sea	Hidden World: Ocean	Mrs Armitage and the Big Wave
Text Genre	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Poetry	Fiction	Non-Fiction	Poetry	Non-Fiction	Fiction
Key Outcome: Independent Purposeful Writing intentions	to write a Traction Man style story (1st person, resent tense) about your own toy	a non-chronological report about another animal/group of animals, using key features of the model text.	to write a similar 'finding tale' following the structure of the text	To write instructions/advice about how to catch Santa. The text and sequence also include opportunities for writing a short letter, questions and noun phrase captions.	To write a story about something else that No-bot lost and finally found.	to make individual 'Tell me a Dragon' books	To write own story based on decisions made following the 'story path'	to write a biography of a famous person	1. Write a poem about a sea creature you have learnt about 2. Write a poem about something you like or enjoy doing linked to the sea	To write a sentence or series of sentences about another topic in a similar way.	to write a funny story with a cumulative structure.
Grammar and Punctuation	Progressive verb form: present progressive Expanded noun phrases: adjectives Punctuating sentences using capital letters, full stops, question marks and exclamation marks	Sentences and spaces between words Co-ordination (and) and subordination (if) when Sentence punctuation: capital letters, full stops, question marks, capitalisation for proper nouns and using commas in lists Expanded noun phrases Present simple and present progressive tense plus verb choices Presentation and layout	Using the conjunction but Expanding noun phrases Alliteration Commas in lists Verbs – past tense	Sentence types: questions, statements and commands Punctuating sentences using capital letters, full stops, and question marks Expanded noun phrases Multi-clause sentences with subordinating conjunctions	Sentences with different forms: statements, questions, exclamations Punctuate a range of sentence types correctly	Expanded noun phrases	statements and exclamations - story pattern • expanded noun phrases • coordination and subordination (and, when, because) • Punctuation (Capital letters, full stops, exclamation marks)	Subordination (when/as) Past and present tense	Adjectives and expanded noun phrases Exclamation marks Alliteration Rhyme and rhythm Refrains and repeating pattern Similes	Expanded noun phrases Using 'and' to link single clause sentences (coordination) Subordination, using 'so' Simple adverbials of 'where' (The work on noun phrases and subordination could be developed further for teaching Y2, if desired.)	Expanded noun phrases (to create humour) Link events with subordinating and co-ordinating conjunctions Past progressive verb form

Curriculum Links Independent Purposeful Writing intentions											
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Writing Progression Curriculum Plan

Year A Year 3/4	Autumn 1		Autumn 2		Spring 1/2			Summer 1		Summer 2	
Progression of Core Texts	Outdoor Wonderland by Josie Jeffery and Alice Lickens	Monster Slayer by Brian Patten	Carry Me Away – Poems by Matt Goodfellow (Matador)	Mog’s Christmas Calamity	Myth Atlas by Thiago de Moraes	Great Fire of London	Grendel A Cautionary Tale About Chocolate by David Lucas	Paperbag Prince by Colin Thompson	I am Not a Label by Cerrie Burnell and Lauren Baldo	Don’t Believe It, Archie! by Andrew Norriss	The Works Key Stage 2 chosen by Pie Corbett
Text Genre	Non-Fiction	Fiction	Poetry	Fiction	Fiction	Non-Fiction	Fiction	Fiction	Non-fiction	Fiction	Poetry
Key Outcome: Independent Purposeful Writing intentions	Information text including a set of instructions	To write a further episode about a monster slayer’	The outcome is to write a poem about an animal experimenting with some of the poetic devices learnt	To write a group story of Mog’s calamity from the film with each child writing one detailed paragraph.	To write a myth based on one of the characters from a choice of cultures in the book.	The outcome is to write a chronological sequence of reports about a historic event	To write their own ‘wishing-type’ story following the blueprint and including dialogue.	To devise and write a story set in a run-down setting in which something changes for the better and improves the main character’s life.	The outcome is to write a biographical recount about a different inspiring person	To create a new chapter with another strange adventure for Archie.	The outcome is to write and perform own poems.
Grammar and Punctuation	Prepositional phrases (adverbial use) Layout and organisation Multi-clause sentences with subordination	Multi-clause sentences and single clause sentences: Adverbials including fronted adverbials Precise verb noun/pronoun choice for cohesion	Precise imagery including metaphor, rhyme and Alliteration Noun phrases	Adverbials (prepositional phrases) Nouns and pronouns for clarity and cohesion Fronted adverbials Expanded noun phrases	Adverbials (phrases and clauses) Multi clause sentences with a range of conjunctions Cohesion Possessive apostrophes	Adverbs and adverbial phrases Fronted adverbials Multi-clause sentences with subordinating conjunctions	Using and punctuating direct speech Create character Perfect verb form	Expanded noun phrases (Adverbials, fronted adverbials Past perfect tense	Multi-clause sentences with subordinating conjunctions Possessive apostrophe Nouns and pronouns for clarity	Multi-clause sentences with a range of conjunctions Adverbials (when) Perfect verb form Using and punctuating direct speech	Introduction to a range of poetry types and how to perform using intonation.

Writing Progression Curriculum Plan

Year B Year 3/4	Autumn 1		Autumn 2		Spring 1/2			Summer 1		Summer 2	
Progression of Core Texts	Lord of the Forest by Caroline Pitcher and Jackie Morris	Ask Dr K Fisher about Animals by Claire Llewellyn	Flotsam by David Wiesner	Leon and the Place Between by Angela McAllister and Grahame Baker-Smith	Fantastically Great Women Who Changed the World by Kate Pankhurst	The Lucky Dip directed by Emily Skinner	Beachcomber by George Mackay Brown	Arthur and the Golden Rope by Joe Todd-Stanton	What A Waste: Rubbish, recycling and protecting our planet by Jess French	The Beasties by Jenny Nimmo	A River by Marc Martin
Text Genre	Fiction	Non-fiction explanation	Fiction	Fiction	Non-fiction	Fiction	Poetry	Fiction	Non-fiction Non-chronological report	Fiction	Poetry
Key Outcome: Independent Purposeful Writing intentions	To write another story based on the blueprint and patterns in the text	to write another letter and response but the context could be anything.	To 'make the visual verbal' and write a shortened version of the original story	To write a description of an imaginary world beyond the portal	The outcome is to write a biography of a famous person.	To use the idea of points of view to tell the story of the film in the 'voice' of one of the characters.	To write a poem about found objects, real or imagined, and express some feelings about them from the perspective of an autobiographical or fictional narrator.	To write a quest story as one of the Brownstone adventures.	To design and write a double-page spread of information	The book ends with an invitation to tell your own story so this is what the children are asked to do.	To write about a journey through different landscapes using similarly poetic language. You could choose to present it as poetry rather than prose if you wish.
Grammar and Punctuation	Expanded noun phrases Prepositional phrases for time and place (adverbial) Fronted adverbials including commas Paragraphs: group ideas around a theme/related material	Multi-clause sentences with subordinating conjunctions Formal/informal language Word play for humour	Dialogue Identification of verbs and verb choice Noun phrases and prepositional phrases	Adverbials (prepositional phrases) and fronted adverbials Expanded noun phrases (pre-modification)	Expanded noun phrases Adverbials (time and place) Prepositional phrases (adverbial) Paragraphs around a theme	Expanded noun phrases – pre modification (determiners, adjectives, nouns) Choice of verbs for precision Using and punctuating direct speech	Expanded noun phrases Commas in lists (revision from Y2) Poetic devices: listing, sibilance and alliteration Determiners	Present perfect verb form Using and punctuating direct speech Adverbials Possessive apostrophe	Headings and sub-headings Multi-clause sentences with subordinating conjunctions Adverbials Fronted adverbials (Y4)	Adverbials Fronted adverbials Y4 Multi clause sentences with subordinating conjunctions Expanded noun phrases	Adverbials (prepositional phrases) Multi clause sentences with subordinating conjunctions

Writing Progression Curriculum Plan

Year A Year 5/6	Autumn 1		Autumn 2		Spring 1/2			Summer 1/2		
Progression of Core Texts	River of Stories	The Everyday Journeys of Ordinary Things	Blackberry Blue	Earth Verse	Beowulf	RSPB Letter	The Lost Words	Weslandia	The lost book of adventure	I am Cat
Text Genre	Fiction	Non- Fiction	Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-fiction	Poetry
Key Outcome: Independent Purposeful Writing intentions	Write a mythological story	Sequenced Explanation	To write a fairytale	To write a haiku	Write a quest story	Write a persuasive letter	Write a natural poem	Write a short fantasy story	Create a 'lost book' including instructions and recount	Write a poem about related objects or animals
Grammar and Punctuation	Verb Forms Cohesion within and across paragraphs Commas Modal verbs Linking with adverbials	Passive Voice Relative Clause with commas for clarity Link with adverbials with tense Layout Expanded noun phrases	Formality of writing Semi colons Colons Expanded noun phrases Cohesion within a paragraph	Expanded Noun phrases Relative clauses Hyphens Cohesion within a paragraph Poetic form	Sentence construction: patterning of three Semi colons between clauses Use of hyphens Cohesion between paragraphs Expanded noun phrases	Modal verbs Relative clauses Paragraphs: links within and between Formality of writing	Expanded noun phrases Hyphens/dashes/ commas Punctuation to avoid ambiguity Poetic devices Commas for clarity	Verbs: variation in tense and form Passive voice Expanded noun phrases to convey complex information Commas for clarity Relative clause Commas for clarity	Expanded noun phrases Verb choice Adverbials for cohesion and for detail Punctuation: dashes, brackets, bullet points Colons semi-colons	Power of three Complex sentences, clauses Expanded noun phrases Synonyms and antonyms

Writing Progression Curriculum Plan

Year B Year 5/6	Autumn 1		Autumn 2		Spring 1/2			Summer 1/2		
Progression of Core Texts	The Tear Thief	The Secrets of Stonehenge	Inside the Villains	Bethlehem – A Christmas Poem	Flood	Women in Science	Cloud Busting	Paraphernalia	My Secret War Diary	Is this a poem?
Text Genre	Fiction	Non-fiction	Fiction	Poetry	Fiction	Non-fiction	Poetry	Fiction	Non-fiction	Poetry
Key Outcome: Independent Purposeful Writing intentions	Write a story about a different thief of something abstract, e.g. an emotion	To produce a double page spread with information about the 'secrets' of an aspect of history they are familiar with	(re)write a traditional style fairy tale	To write a poem about the build-up before a special event or festival, contrasting a busy atmosphere with a peaceful one	To write the story of a wordless picture book	To write a biography about an inspiring person.	To write the story of a film in poetic form	To write the story of the film.	To write another character's diary related to the second World War	To write at least one original poem, making choices about form and devices.
Grammar and Punctuation	Expanded noun phrases Linking ideas within and across paragraphs with adverbials Synonyms and antonyms	Colons Dashes modal verbs Passive voice Cohesion in paragraphs with adverbials	Parenthesis: commas, brackets, dashes, colons cohesion within and between (range of cohesive devices)	Semi-colons (listing) Commas Poetic devices: Word choices/ position Assonance Alliteration Repetition	multiclaue sentences (non-finite constructions, subordination) Relative clauses Commas, hyphens Passive voice Expanded noun phrases	commas brackets, dashes, colons, hyphens Heading/ subheading	Poetic form Punctuation Speech Noun phrases	Revision of key concepts from Y3/4: Expanded noun phrases Use of adverbials Sentence length Punctuation of dialogue Expanded noun phrases relative clauses (revision) Creating atmosphere Use of dialogue to convey character	Structures typical of informal speech Writing with formality Wider range of punctuation (brackets, commas, dashes, exclamation marks, question marks, semi colons/colons) Verbs: variation in tense and form (revision) Cohesion within and between paragraphs (range of cohesive devices) Text layout	Syllables Metaphor, simile Commas Layout and form synonyms and antonyms