

Writing Curriculum Progression
Shoscombe Primary School

**"A word after a word after a word is power."
--Margaret Atwood**

Purpose and Aims of our Writing Curriculum

Our curriculum ensures that all children have plenty of opportunities to write for different purposes. We encourage writing through all curriculum areas and use quality reading texts to model examples of good writing. Writing is taught through a number of different strategies. We believe that children need lots of rich speaking and drama activities to give them the imagination and the experiences that will equip them to become good writers.

As a school we have adopted "The Write Stuff" by Jane Constantine to bring clarity to the mechanics of writing. "The Write Stuff" follows a method called "Sentence Stacking" which refers to the fact that sentences are stacked together and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing.

We have chosen 'big ideas' (also known as 'threshold concepts') that build throughout our writing curriculum. These help children to develop conceptual understanding over time and to link old learning to new learning. These concepts are:

- Planning
- Composition
- Grammar Spelling and Punctuation
- Spelling
- Presentation
- Reviewing and Editing

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National Curriculum Breadth of Study in Writing

[National Curriculum Programmes of Study](#)

Our 2-year Cycle Long Term Overview of History (How we have organised the N.C. Breadth of Study)

Cycle A 2021 - 2022	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Theme	Our Local History Who were my ancestors and Where do we live?	Celebrating Difference	Make a Mark		Natural World What makes the world wonderful and how can I care?	Location, location
EYFS Theme	Being Me in My World	Let's Celebrate	Here be dragons!	When I grow up...	The Ugly Bug Ball	Pole to Pole
Whole School Core Values	Creativity and Wonder	Respect	Aspiration	Joy	Empathy	Resilience
Fundamental British Values	Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith		Democracy and The rule of law		Individual liberty	

EYFS/KS1	Term 1 <i>Baseline Assessment</i> <i>Harvest</i> <i>NFERs</i> 7 weeks	Term 2 <i>Christmas</i> <i>Remembrance</i> 7 weeks	Term 3 <i>NFERs</i> 6 weeks	Term 4 <i>Easter</i> <i>World Book Day</i> <i>Science Week</i> 6 weeks	Term 5 <i>NFERs/SATs</i> 6 weeks	Term 6 <i>Production</i> <i>Art Week</i> 7 weeks
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EYFS						
	Helicopter stories Drawing Club	Helicopter stories Drawing Club Nativity Performance	Helicopter stories Drawing Club	Helicopter stories Drawing Club Writing for a purpose	Helicopter stories Drawing Club Writing for a purpose	Helicopter stories Drawing Club Writing for a purpose Sharing assembly
Year 1/2 <i>1 week of NFERs/Assessments each 'big' term</i>	Baseline Assessment - 1 week <i>The Train - 4 weeks [Write Stuff]</i>	<i>Traditional Tale - eg The Ugly Duckling 4 weeks [Write Stuff]</i>	Five Children and It Write Stuff (Play watched before Christmas.)			
	List Poetry - 1 week	Letter - Father Christmas]	Instructions	Biography Elizabeth I Write Stuff non fiction	<i>News Paper</i>	Persuasion
	Harvest Performance	Christmas Performance -				

KS2	Term 1 <i>Baseline Assessment Harvest NFERs</i>	Term 2 <i>Christmas Remembrance 7 weeks</i>	Term 3 <i>NFERs 6 weeks</i>	Term 4 <i>Easter World Book Day Science Week</i>	Term 5 <i>NFERs/SATs 6 weeks</i>	Term 6 <i>Production Art Week 7 weeks</i>
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	7 weeks			6 weeks		
Year 3/4 <i>1 week of NFERs/Assessments each 'big' term</i>	<i>The Happy Prince</i> <i>Oscar Wilde Write Stuff</i>	The Lost Thing Shaun Tan	Egyptian Cinderella	Aladdin and the lamp	Lost and Found	Journey Aaron Becker
	News Paper Report the Roman Villa	Persuasive Brochure - to Roman Baths	Non chronological Report- discovering Tutankhamun's tomb	Shape Poetry	Biography- Ernest Shackelton	Recount
	Harvest Class Prayer Assembly	<i>Class Sharing Assembly</i>		Class Prayer Assembly Easter Show	Class Sharing Assembly	
Year 5/6 <i>1 week of NFERs/Assessments each 'big' term</i>	The Explorer	Fire Maker's Daughter	<i>Kensukes Kingdom</i>	Cosmic		
	Diary linked to Henry's Freedom Box	Remembrance Poetry Explanation linked to Science	Persuasion Y6 Speak out Comp	Letter (link to History)	Newspaper Writing	Biography (Jane Goodall/David Attenborough)
	Harvest Sharing Assembly - 1 week		Sharing Assembly	Prayer Assembly	Debate	Production - 4 weeks

Cycle B 2022 - 2023	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Theme	Our Local History	3 Corners of the world	Leaders/ Power Who makes history?		Blue Planet	Our amazing world?
EYFS Theme	My Incredible World	Blast Off!	Dinosaur!	Once upon a time...	A life on the ocean wave	Garden Party

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Whole School Core Values	Creativity and Wonder	Respect	Aspiration	Joy	Empathy	Resilience
Fundamental British Values	Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith		Democracy and The rule of law		Individual liberty	

EYFS/KS1	Term 1 <i>Baseline Assessment</i> <i>Harvest</i> <i>NFERs</i> 7 weeks	Term 2 <i>Christmas</i> <i>Remembrance</i> 7 weeks	Term 3 <i>NFERs</i> 6 weeks	Term 4 <i>Easter</i> <i>World Book Day</i> <i>Science Week</i> 6 weeks	Term 5 <i>NFERs/SATs</i> 6 weeks	Term 6 <i>Production</i> <i>Art Week</i> 7 weeks
EYFS						
	Helicopter stories Drawing Club	Helicopter stories Drawing Club Nativity Performance	Helicopter stories Drawing Club	Helicopter stories Drawing Club Writing for a purpose	Helicopter stories Drawing Club Writing for a purpose	Helicopter stories Drawing Club Writing for a purpose Sharing assembly
Year 1/2 <i>1 week of</i> <i>NFERs/Assessments each</i> <i>'big' term</i>	How the Dinosaur got to the Museum	Pied Piper of Hamelin	<i>Belle and Sebastian</i> <i>Little Red Riding Hood</i> <i>(Horse Chestnut only)</i>	Vlad and the Great Fire of London	<i>Write stuff Hong Kong</i> <i>topic</i>	<i>Write stuff Galápagos</i> <i>Islands</i>
	Persuasive Letter: Mary Anning Statue	Christmas Play	Diary Great Fire of London (sweet chestnut only) Newspaper article (Sweet Chestnut only)	Recount - Great Fire of London	Instructions - recipe	Pirates Biography Poetry (Year 2)
	Harvest Performance	Christmas Performance -				

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KS2	Term 1 <i>Baseline Assessment</i> <i>Harvest</i> <i>NFERs</i> 7 weeks	Term 2 <i>Christmas</i> <i>Remembrance</i> 7 weeks	Term 3 <i>NFERs</i> 6 weeks	Term 4 <i>Easter</i> <i>World Book Day</i> <i>Science Week</i> 6 weeks	Term 5 <i>NFERs/SATs</i> 6 weeks	Term 6 <i>Production</i> <i>Art Week</i> 7 weeks
Year 3/4 <i>1 week of</i> <i>NFERs/Assessments</i> <i>each 'big' term</i>	<i>Stone Age Boy</i>	The Whale	Theseus and the Minotaur	Wolves in the Walls	Flood	Float
	Diary Entry of a Stone Age child	Explanation text- pick one feature from the USA	Balanced argument- Should the Elgin Marbles be in the British Museum.	Playscripts	Poetry- free verse or Haiku) based on water	Letter- to a Pen Pal
	Harvest Class Prayer Assembly	<i>Class Sharing</i> <i>Assembly</i>		Class Prayer Assembly Easter Show	Class Sharing Assembly	
Year 5/6 <i>1 week of</i> <i>NFERs/Assessments</i> <i>each 'big' term</i>	Rose Blanche	Hansel and Gretal	<i>Newhere Emporium</i>	Gorilla	Monster Calls	The Present
	Diary linked to letter from the Light house	Explanation Writing Solar Systems	Balanced argument	Non Chronological report Manyan	Poetry based on Rivers.	Report writing (explanation writing of plate tectonics)
	Harvest Sharing Assembly - 1 week		Sharing Assembly	Prayer Assembly	Debate	Production - 4 weeks

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Summary of key knowledge and vocabulary that we teach through our concepts within each phase

				KS1 1 - Year 1 and Year 2		LKS2 - Year 3 and Year 4		UKS2 - Year 5 and Year 6	
			EYFS- N & R						
Planning		Plan by talking about ideas	Retelling a known story eg Helicopter stories/ Drawing club	Plan by talking about ideas	Plan by talking about ideas and vocabulary	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y3 expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y4 expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y5 expectations)	Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y6 expectations)
		Record ideas	Plan through drawing Plan through single words or phrases	Record ideas e.g. through story mapping	Record ideas e.g. through story maps, flow charts, listing ideas/facts	Record and note ideas e.g. through making notes, story maps, flow charts, 'boxing up' frames	Record and note ideas e.g. through making notes, story maps, flow charts, 'boxing up' frames	Explore and use their own techniques to note their ideas, drawing on research where necessary	Make choices about the most efficient way to note their ideas, drawing on research from a range of sources where necessary
	Narrative	Orally rehearse sentences before writing	Plan through rehearsing sentences	Orally rehearse sentences before writing	Orally rehearse sentences before writing	Compose and rehearse sentences orally before writing, including dialogue	Compose and rehearse more complex sentences orally, including dialogue, before writing		
Composition		Story	Helicopter Stories Orally sequence	Beginning or end of narrative signalled, e.g. one day. Ideas grouped together for similarity. Attempts at	Sentences organised chronologically indicated by time related words, e.g. finally. Divisions in narrative may be	Time and place are referenced to guide the reader through the text, e.g. in the morning. Organised into	Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the	Sequence of plot may be disrupted for effect, e.g. flashback. Opening and resolution shape the story. Structural	The story is well constructed and raises intrigue. Dialogue is used to move the action on to heighten empathy for

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			<p>sentence into a short story. Helicopter Stories and Maths, continuous provision.</p> <p>Drawing club - character day 1 develop ideas around a character and day 2 setting. develop ideas around the setting</p> <p>Twist on the given plot - form own narrative based on original story</p>	<p>third person writing. e.g. The wolf was hiding. Written in the appropriate tense, (mainly consistent) e.g. Goldilocks was...</p> <p>Plot Sequence their own sentences to form simple narratives</p> <p>Settings Sequence their own sentences to form simple non-fiction texts e.g. reports, recounts, instructions</p>	<p>marked by sections/paragraphs. Connections between sentences make reference to characters, e.g. Peter and Jane/they. Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting.</p> <p>Plot Create simple plots in narratives e.g. with a clear beginning, middle and end</p> <p>Setting Create simple settings in narratives e.g. telling the reader where the story takes place</p>	<p>paragraphs, e.g. When she arrived at the bear's house. Cohesion is strengthened through relationships between characters, e.g. Jack, his mother, her.</p> <p>Plot Create and describe plots in narratives e.g. developing the problem</p> <p>Settings Create and describe settings in narratives e.g. using precise nouns and adverbs to provide information for the reader</p> <p>Character Create and describe characters in narratives e.g. using interesting adjectives (The frightened boy. The lonely, old man.)</p>	<p>next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.</p> <p>Plot Create and expand plots in narratives e.g. describing the cause and effect of events; providing more detail</p> <p>Settings Create and expand settings in narratives e.g. describing characters' reactions to the setting; using expanded noun phrases</p> <p>Character Create and expand characters in narratives e.g. using expanded noun phrases (The terrified boy with trembling hands.)</p>	<p>features of narrative are included, e.g. repetition for effect. Paragraphs varied in length and structure. Pronouns used to hide the doer of the action, e.g. it crept</p> <p>Plot Control more complex plots e.g. using foreshadowing; use of pace and time; using chapters</p> <p>Settings Develop settings and atmosphere in detail e.g. using parentheses (the forest was terrifying – bleak and foreboding – yet he walked onwards.) Modal verbs (Tom knew he shouldn't have gone into the forest.)</p> <p>Character Develop characters in detail e.g. through using dialogue to convey character; describing characters' reactions to events</p>	<p>central character. Deliberate ambiguity is set up in the mind of the reader until later in the text</p> <p>Plot Control and maintain more complex plots e.g. flashback stories; multiple viewpoints; pathway stories</p> <p>Setting Develop settings and atmosphere in detail e.g. passive voice (the trees towered over him menacingly). Use of the subjunctive (If he were to have known what the forest was like, he would never have entered)</p> <p>Character Develop characters in detail e.g. using dialogue to convey character; developing relationships between characters; using question tags (Tom can be trusted, can't he?)</p>
		Instructions	<p>Modelled instructions by teacher.</p> <p>Familiarity with instructions through games, cooking, daily</p>	<p>Ideas grouped in sentences in time sequence. Written in the imperative, e.g., sift the flour. Use of numbers or bullet points to signal order.</p>	<p>A goal is outlined – a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clearer.</p>	<p>A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.</p>	<p>A set of ingredients and equipment needed are outlined clearly. Sentences include precautionary advice, e.g. Be careful not to over whisk, as it will turn into butter. Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</p>	<p>Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour.</p>	<p>Consolidate work from previous learning.</p>

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		Explanation		Ideas grouped together for similarity. Written in the present tense. Begin to use formal and technical vocabulary.	Brief introduction and conclusion. Written in the appropriate tense. Main ideas organised in groups.	Clear title and introduction. Organised into paragraphs shaped around a key topic sentence. Use formal and technical vocabulary.	Revisit the use of formal and technical vocabulary. Introductory paragraph outlines what is going to be explained. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly into key ideas. Subheadings are used to organise information. E.g. sections of the river, body parts, layers of earth.	A clear and well crafted title. Revisit the use of formal and technical vocabulary. Introductory paragraph outlines clearly what is going to be explained. Description of the phenomenon is technical and accurate. Generalised sentences are used to categorise and sort information for the reader. Purpose of the text is to inform the reader	Revisit the use of formal and technical vocabulary. The overall explanation of the chosen topic is well constructed and answers the reader's questions. The writer understands the impact and thinks about further questions that this explanation text may raise. Information is prioritised according to importance and captivates the reader.
		Recount	Orally rehearse through show and tell and weekend news.	Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants, e.g. I, we.	Brief introduction and conclusion. Written in the past tense, e.g. I went..., I saw... Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses.	Developed introduction and conclusion including elaborated personal response. Descriptions of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount is an experience revealing the writer's perspective.	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply
		Letter	Sorry letters, Familiarity through books. Opportunities in continuous provision. Mothers day cards, Christmas, Easter etc	Ideas grouped in sentences in time sequence.	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words.	Clear introduction. Points about the visit/issue. Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. All letter layout features included.	Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritised information. Purpose of letter is clear and transparent for reader. Formal language used throughout to engage the reader.	Letter well constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.

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		Persuasion		Ideas are grouped together for similarity. Writes in first person	Brief introduction and conclusion. Written in the present tense. Main ideas organised in groups.	Clear introduction. Points about subject/issue. Organised into paragraphs. Subheading used to organise texts.	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.	Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Viewpoint is transparent for reader. Emotive language used throughout to engage the reader.
		Biography	Autobiography. Family artefacts.	Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants, e.g. I, we	Brief introduction and conclusion. Written in the past tense, e.g. He went... She travelled... Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses.	Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount is an experience revealing the writer's perspective.	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.
		Non-Chronological Reports		Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...	Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... Main ideas organised in groups	Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of subheadings.	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly into key ideas. Subheadings are used to organise information. E.g. Qualities, body parts, behaviour.	Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalised sentences are used to categorise and sort information for the reader. Purpose of the report is to inform the reader and to describe the way things are. Formal and technical language used throughout to engage the reader	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply
		Balanced Argument		Ideas are grouped together for similarity. Writes in first person.	Brief introduction and conclusion. Written with an impersonal style.	Clear introduction. Points about subject/issue. Organised	Clear introduction and conclusion. Links between key ideas in the	Developed introduction and conclusion using all the argument or leaflet	Arguments are well constructed that answer the reader's questions.

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					Main ideas organised in groups.	into paragraphs. Subheading used to organise texts.	letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	layout features. Paragraphs developed with prioritised information. Both viewpoints are transparent for reader. Emotive language used throughout to engage the reader.	The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.
		Newspaper		Ideas grouped in sentences in time sequence. Attempts at third person writing. e.g. The man was run over. Beginning describes what happened.	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption.	Clear introduction. Points about the visit/issue. Organised into paragraphs denoted by time/place. Topic sentences. Some newspaper layout features included. A bold eye-catching headline.	Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration	Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive.	Newspapers well constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines include puns.
		Poetry	Poetry, Rhyming		Write simple poetry e.g. list and rhyming poems	Write simple poetry e.g. list and rhyme	Write free verse poetry, focusing on the meaning e.g. writing poems without a rhyming structure	Write free verse poetry of increasing complexity, with a specific purpose e.g. narrative poems; poetry to provoke empathy in the reader or make them think about an issue	Write a range of more sophisticated poetry and experiment with different forms, e.g. narrative poems, sonnets, odes, elegies
Grammar Vocabulary and Punctuation		noun phrases		Use the names of people, places and things e.g. dragon, castle, butterfly	Use noun phrases to describe and specify people, places and things e.g. ugly dragon; old castle; beautiful butterfly	Use noun phrases appropriately in a range of text types to clarify and add detail e.g. ancient castle, turquoise butterfly, rickety bridge	Use noun phrases expanded by modifying adjectives e.g. Tom was fairly scared as he entered the forest Use noun phrases expanded by prepositional phrases e.g. The vicious troll under the extremely rickety bridge.	Use expanded noun phrases precisely to add detail across a piece of writing e.g. He scampered up the dangerous path, avoiding the traps beneath his feet. The South China Sea contains numerous shrimp, croaker and large shoals of tuna.	Use expanded noun phrases across writing to convey complicated information concisely e.g. He scampered cautiously up the dangerous track, avoiding the traps and dangers lurking beneath his nervous feet. Within the South China Sea a variety of fish and aquatic mammals can be found.

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		Word Choice		Granny fantastic used to support the collection of interesting vocabulary.	use of picture thesaurus and word catching to scaffold the selection of interesting vocabulary	Create interest through the use of appropriate word choices and descriptive phrases e.g. The tree branches reached out in the darkness.	Engage the reader through the use of interesting word choices and descriptive phrases e.g. Tom crept cautiously. The twisted tree branches reached out in the darkness	Use precise phrases and vocabulary e.g. The beetle scuttled. Tom uttered his response reluctantly. 'Where will the ceremony be held?' Tom enquired	Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning e.g. vocabulary linked to a historical period and style; using dialect; Tom skulked grudgingly along the empty corridor, towards the Head's imposing door
		Adverbs				Use a range of adverbs e.g. before, next, soon, later, firstly and prepositions e.g. in, through, since, across, beneath to express time, place and cause	Use fronted adverbials for effect e.g. Later that morning... Over the brow of the hill... Creeping silently...	Indicate degrees of possibility through the use of adverbs e.g. surely, perhaps, possibly Indicate degrees of possibility through the use of modal verbs e.g. should, could, may, must	Use the passive voice deliberately e.g. The breastbone will be cut during the operation. (Formal) The trees towered over him menacingly. (Creating empathy) The gun had been stolen from the cabinet. (To hide information)
		Figurative Devices				Use figurative devices such as similes and alliteration e.g. As bright as the sun. The shimmering, shining sun.	Use figurative devices such as similes and hyperbole e.g. The branches stretched out like witch's fingers. He was so tired he slept for days!	Use figurative devices such as metaphors, personification, repetition for effect and allusion e.g. Gnarled fingers stretched out from the tree's trunk. Like Hercules, his	Use figurative devices such as extended metaphors and colloquialisms e.g. Before long, the musicians were in a duel. Music filled the square, note battling fiercely against note as they fought for attention
		sentences	May use some capital letters or full stops in their writing Uses finger spaces	Simple connectives are used to construct simple sentences, e.g. and, but, then, so. Imperative verbs start sentences, e.g., spread, slice, cut. Sentences do not include pronouns and are written impersonally.	Imperative verbs are used to begin sentences. Use simple adverbs, e.g. slowly, quickly. Use simple noun phrases, e.g. long stick. Conjunction Use coordinating conjunctions to form	Simple sentences with extra description. Some complex sentences using when, if, as etc. Adverbials, e.g. When the glue dries, attach the paperclip. Use a mixture of simple and compound sentences	Use an appropriate variety of simple, compound and complex sentences Variation in sentence structures, e.g. While the pastry cooks... As the sauce thickens... Include adverbs to show how often, e.g. additionally, frequently, rarely.	Sentence length varied, e.g. short/long. Wide range of subordinate connectives, e.g. whilst, until, despite Use embedded clauses e.g. Tom, although he was terrified, crept through the.	Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. If the temperature gets too

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			between words	<p>Conjunction</p> <p>Use the conjunction 'and' to join words e.g. There was a slide and a swing and a roundabout</p> <p>Use the conjunction 'and' to join simple sentences forming compound sentences e.g. I went to the park and it was fun. Tom was playing and he fell over</p>	<p>compound sentences e.g. or, but, yet, so</p> <p>Use subordinating conjunctions to add extra information e.g. when, if, that, because</p> <p>Write sentences with different forms: statement, question, exclamation, command</p>	Start to write complex sentences by using a range of conjunctions accurately e.g. forming subordinate clauses by using conjunctions such as, after, when, because	Use a wider range of connectives to extend the range of complex sentences e.g. although, while, however	Use relative clauses beginning with who, which, where, when, whose and that e.g. It's a fine day out that everyone will enjoy. Tom, whose heart was beating furiously, ran for his life. Use main and subordinate clauses and move their position in sentences e.g. Although he was terrified, Tom crept through the forest. Tom crept through the forest, although he was	<p>high...</p> <p>Complex noun phrases used to add detail, e.g. The golden pastry can be decorated with smaller pastry petals.</p> <p>Prepositional phrases used cleverly, e.g. In the event of overcooking...</p> <p>Use an effective range of sentence structures, including sentences with multiple clauses e.g. Tom crept nervously towards the imposing forest, his breath quickening with each footstep as he edged nearer to his fate.</p> <p>Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths</p>
		Tenses		Generally use the present and past tense accurately	<p>Use the progressive (continuous) form in the present and past tense e.g. I was running/ he was shouting as opposed to the simple forms I ran/ he shouted</p> <p>Use accurate verb/tense e.g. we were not we was and subject /verb e.g. the trees are not the trees is agreement</p>	Use the present perfect form of verbs e.g. He has gone out to play as opposed to He went out to play.	Use past and present tense accurately throughout a piece of writing, including continuous and perfect forms of verbs	Ensure the consistent and appropriate use of tense throughout a piece of writing .e.g. controlling writing where there is a need to switch between tenses	Use the perfect form of verbs to mark relationships of time and cause e.g. They've been staying with us since last week. Scientists have recently discovered a new species.
		Standard English		Write so that other people can understand the meaning of sentences	Use some features of standard written English e.g. understand that the way we write can be different from the way we speak	Consistently use features of standard English and explore when non-standard written English could be used e.g. understand that dialogue can be written	Control the use of standard and nonstandard English e.g. use a particular non-standard feature to develop characterisation	Distinguish between the language of speech and writing and develop formal language structures for different text types e.g. using modal verbs to indicate	Use formal language structures in speech and writing, including the subjunctive and question tags e.g. If you were to proceed with this operation, you should be

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						using nonstandard features		possibility within persuasion (It could be argued that...)	aware of the potential risks. Surely only a fool would fail to recycle, wouldn't they?
		Punctuation Full s		<p>Proper Nouns Begin to punctuate using a capital letter for the names of people, places, days of the week and I</p> <p>Fullstops and Capital Letters Demarcate sentences using capital letters Demarcate sentences using full stops</p> <p>Question Marks Begin to use question marks</p> <p>Exclamation Marks Begin to use exclamation marks</p>	<p>Fullstops and Capital Letters Demarcate sentences consistently using full stops and capital letters</p> <p>Commas Use commas in lists e.g. the angry, hungry giant wanted his tea</p> <p>apostrophes Use apostrophes for contracted forms e.g. don't, I'm Use apostrophes for singular possession e.g. Tom's football</p> <p>Question Marks and Exclamation Marks Demarcate sentences consistently using question marks and exclamation marks</p> <p>Contracted Form Use apostrophes for contracted forms e.g. don't, I'm Use apostrophes for singular possession</p>	<p>Commas Use commas in lists consistently, in fiction and non-fiction e.g. Tom was cold, wet, lonely and wanted to go home. The thick, green canopy gives animals shade from the sun.</p> <p>Apostrophes Use apostrophes for contractions consistently e.g. won't, shouldn't Use apostrophes for singular possession consistently e.g. Tom's football</p> <p>Direct Speech Demarcate direct speech with inverted commas (speech marks) e.g. can use speech marks (other punctuation may be omitted.) 'I'm terrified,' Tom whispered.</p> <p>Apostrophes of Contraction and Possession Use apostrophes for contractions consistently e.g. won't, shouldn't Use apostrophes for singular possession consistently e.g. Tom's football .</p>	<p>Commas Use commas after fronted adverbials e.g. Later during that day, After pouring the milk into the jug</p> <p>Apostrophes Use apostrophes to indicate plural possession e.g. the children's playground; the girls' dormitory</p> <p>Direct Speech Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech e.g. 'I'm terrified,' Tom whispered, do we have to go?'</p> <p>Apostrophes Plural Possession Use apostrophes to indicate plural possession e.g. the children's playground; the girls' dormitory</p>	<p>Commas Use commas accurately to demarcate clauses in complex sentences e.g. stopping in one of the few forest clearings, which was now dark and full of danger, Tom wondered if he would ever get out alive.</p> <p>Reported Speech Use of inverted commas (speech marks) and other punctuation to indicate direct and reported speech e.g. The doctor seemed satisfied with the operation, he said 'she'll be fine,' and that he was confident a full recovery would be made.</p>	<p>Semi-colons Use semi-colons, colons or dashes to mark boundaries between independent clauses accurately e.g. It was a cold night; the rain had stopped and the ice had started to form. Use a colon to introduce a list and semi-colons within a list e.g. There are many reasons why fox hunting is barbaric: foxes are harmless creatures; they are always outnumbered; the dead foxes are either turned into trophies or simply discarded</p> <p>Controlled use of Speech Control the use of inverted commas (speech marks) for direct speech, reported speech and quotations.</p> <p>Hyphens Use hyphens to avoid ambiguity e.g. man-eating shark (a shark that eats a man) man eating shark (a man eating a shark) Punctuate bullet points consistently</p> <p>Bullet Points Punctuate bullet points consistently</p>

Writing Curriculum Progression
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Spelling		Common Exception Words	Using high frequency words within their writing	Can spell compound words and the Y1 common exception words	Can spell the Y2 common exception words and homophones	Can spell at least half of the Y3/4 common exception words, homophones and words from other origins	Can spell all of the Y3/4 common exception words, homophones and words from other origins	Can spell at least half of the Y5/6 common exception words and homophones	Can spell all of the Y5/6 common exception words and homophones
		Prefixes and Suffixes	Writes words containing some digraphs Words are phonetically plausible	Can spell verbs ending in -ing, -ed and -er Can spell adjectives ending in -er and -est Can spell words using the prefix -un Can spell plural nouns by adding -s and -es	Can spell words using Y2 suffixes and rules for plurals	Can spell words using some of the Y3/4 prefixes and suffixes	Can spell words using all of the Y3/4 prefixes and suffixes	Can spell words using some of the Y5/6 prefixes and suffixes	Can spell words using all of the Y5/6 prefixes and suffixes
				Can spell words containing the range of Y1 phonemes	Can spell words containing the range of Y2 phonemes	Can use the first 2 letters of a word to check spellings in a dictionary	Can use the first 3 letters of a word to check spellings in a dictionary	Can use the first 3 letters of a word to check spellings and meanings in a dictionary, use a thesaurus.	Can use the first 4 letters of a word to check spellings and meanings in a dictionary. Use a thesaurus
Presentation			Forms most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. - Forms some capital	Form lower-case letters, capital letters and digits 0-9 correctly and understand which letters belong to which family (e.g. tall letters, long letters) Leave spaces between words	Form correctly sized and orientated lowercase letters, capital letters and digits Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined Use spacing between words that reflects the size of the letters	Join letters, deciding which letters are best left unjoined Write in a legible and consistent style	Write in a legible and consistent style, with increased quality and speed Write letters with parallel down strokes and appropriate spacing	Write fluently and legibly with speed and a personal style	Write fluently and legibly with speed and a personal style

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			letters correctly.						
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Reviewing and Editing		Evaluate		Re-read writing to check it makes sense and make simple changes as necessary e.g. spotting omissions	Evaluate their writing through discussion and make improvements to clarify the meaning and sense e.g. accurate verb/tense and subject/verb agreement	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. variety of nouns/ pronouns, range of adverbs, sentence structure	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. fronted adverbials; expanded noun phrases; variety of sentence structure; use of paragraphing	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within paragraphs; modals, clauses	Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within and across paragraphs, passive voice, range of clauses, use of the subjunctive
		Proofread	Reads their work back independently	Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations	Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations
		Perform	Helicopter stories and Nativity Performance, Sharing assembly	Read their own writing aloud clearly	Read their own writing aloud clearly, with appropriate intonation	Read their own writing aloud with appropriate intonation and volume to make the meaning clear	Read their own writing aloud with appropriate intonation volume and tone to make the meaning clear	Perform their own writing using appropriate intonation, volume and movement	Perform their own writing using appropriate intonation, volume and movement and adapt as necessary to engage the audience