

Ashbury Meadow Primary School – Writing Curriculum

Sequencing – What we Learn and When

Texts and Text Types

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| Nursery | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Happy to be me – Emma DoddGoodbye Summer, Hello Autumn – Kenard PakBrown Bear – Anthony BrownePete The Cat – Eric Litwin | Kipper’s birthday – Mick InkpenMeg & Mog – Helen NicollThe birthday Invitation – Lucy RowlandThe Jolly Christmas Postman – Janet and Allan Ahlberg | The Journey Home from Grandpa’s – Jemima LumleyWe All Go Travelling By – Sheena RobertsThe Magic Train Ride. – Sally Crabtree | The Very Hungry Caterpillar – Anthony BrowneChristopher’s Caterpillars – Charlotte MiddletonBaby Goes To Market - AtinukeJasper’s Bean Stalk – Nick ButterworthOliver’s Vegetables – Alison Bartlett, Vivian French.   | Who’s in the egg? – Alexandra MiltonFarmer Duck – Martin WaddellDon’t wake up the Bear - Marjorie Dennis MurrayDear Zoo – Rod Campbell | The Koala that could – Rachel BrightWhat would you wish for? – David SableNo matter what – Debi GlioriFireman Piggy Wiggy – Diane FoxWhen I Grow Up – Jon Hales |
| Reception | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Hello Friend – Rebecca CobbSuper Duper You – Sophy Henn Ruby’s Worry – Tom Percival | Little Glow – Katie Sahota The Gingerbread ManPerfectly Norman – Tom Percival  | A hat for Mr Mountain – Soojin KwakHanda’s Surprise – Eileen Brown  | Lulu’s Flowers – Anna McQuinnJack and the BeanstalkLittle Red Hen | T-Veg – Smriti HallsPenguins – National Geographic | The Odd Fish – Naomi Jones Whatever Next -Jill MurphyLove Our Earth – Jane Cabrera If Sharks Disappeared – Lily Williams |
| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Little Red Riding Hood – Lari DonTraditional Tales | Firework Night - Poetry | The Way Back Home – Oliver Jeffers – science fiction | Storm Whale – Benji Davies narrative | The Queen’s Hat – Steve Antony – adventure - narrative | The Bear and the Piano – David Litchfield |
|  | The Wolf – non-chronological report  | The Train Ride – June Crebbin narrative | Little Leaders: Bold Women in Black History – Vashti Harrison Biography  | Toys from the Past – Toys and Games (Ways Into History) – Sally Hewitt - non-chronological | Our Trip into the Woods - Recount | Instructions – link to DT topic.  |
| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | A Crow’s Tale – Naomi Howarth – fable  | The Great Fire of London | Little Red Reading Hood – Lucy Rowland - traditional tales with a twist | The Building Boy – Ross Montgomery -adventure  | The Marvellous Fluffy Itty Bitty – Beatrice Alemagna - narrative | Star Dust – Jeanne Willis - narrative  |
|  | Plants – information text  | My Christmas Star - BBC - video | The Day the Crayons Quit – Persuasive Letter | If I were in Charge of the World – poetry – free verse | Making a Bird Feeder – instructions | Malala’s Magic Pen – Malala Yousafzai -biography -  |
| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Stone Age Boy – Satoshi Kitamura narrative  | The True Story of the Three Little Pigs – Jon Scieszka- traditional tales- | Secret of Black Rock – Joe Todd Stanton - Adventure | The Incredible Book Eating Boy – Oliver Jeffers - Comedy | Flood – Alvro Villa – tragedy  | James and the Giant Peach play script – Roald Dahl |
|  | Autumn is Here - poetry | Christmas Dessert – persuasive writing  | My Strong Mind – Niels van Hoveinstructions  | Climate Action – Magazine Article | How a Robot Dog work – explanation | Earthquakes – non chronological report  |
| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Journey – Aaron Becker - narrative - | Secrets of a Sun King – diary | The Princess and The Pea – traditional tales  | The Great Chocoplot – Chris Callaghan - mystery | The Lost Thing – Shaun Tan – Fantasy  | The Boy, the Mole, the fox and the horse – a story of love and hope |
|  | An alternative to plastic straws– persuasive writing  | Digestion – information text | Journal of Slave – Iliona – journal  | Still I rise – Maya Angelou - poetry | Should we feed animals at national parks? Discussion  | The Plagues - Playscript |
| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | One Small Step – film – adventure | Grimm’s Fairy Tales – Plat Script  | Cosmic – Frank Cottrell Boyce - Narrative – Sci-Fi | Nowhere Emporium – Ross Mckenzie – Narrative  | Scott of the Antarctic – Diary – recount  | The Explorer – Katherine Runsdell - adventure |
|  | Plastic Pollution – Speech  | The Highwayman– Alfred Noyes- poetryNarrative poetry | Balanced Argument – Screen Use | David Attenborough - biography  | Emperor Penguins – Non-Chronological report | Persuasive letter – Kick by Mitch Johnson |
| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | The Arrival – Shaun Tan – narrative | Romeo and Juliet – Play Script | Tyger – SF Said – narrative diaspora | Hansel and Gretel - Neil Gaiman - traditional tales | Various writing topics to support moderation | Varmints – Helen Ward - narrative |
|  | Thinkers Rap – poetry  | Christmas Carol – persuasive letter to Scrooge | Greek Timeline – Information text  | Pet Peeves – blog – persuasive writing | Letters from the Lighthouse – recount  | Greta – speech  |

Writing Progression of skills throughout year groups

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| Nursery Progression of Writing Skills  |
| Autumn | Spring | Summer |
| Enjoy drawing freely. and begins to give meaning to their marks. Can copy Beery's prewriting shape. Begin to write for different purposes e.g. creating an invitation for their peers and beginning to use their print knowledge e.g. First letter of their peers name (starting to hear a variety of initial sounds)) most of their own name and writing from left to right and top to bottom. | Children are making clear representations of people and objects e.g. modes of transport.Begins to use clearly identifiable letters from their own name.Develops writing for different purposes e.g. instructions for how to plant a seed.. Using colourful stories begins to be aware of the content and structure of  fiction texts e.g. they all have characters ‘WHO’ and they have a setting ‘WHERE’.  | Begins to develop marks to use circles and lines and write their name confidently. Understands directionality of print (we read from left to right)Children can confidently write their own name and begin to develop accurate letter formation and begin to match letters to phonemes e.g. I have drawn a tree ‘t’ for tree.Uses some clearly identifiable letters to communicate meaning representing some sounds correctly. Enjoys writing for a purpose e.g in role-play lists, cards |
| Reception Progression of Writing Skills  |
| Autumn | Spring | Summer |
| Write name correctlyUse correct letter formation Use some of their print and letter knowledge in their early writingBegin to form lower-case letters correctly Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs … spellUse □ initial sounds □ VC □ CVC wordsWrite labelsBegin to write lists & captions, focusing on …label, caption, spaceOral rehearsal / vocabularyBegin to reread what they have written | Form most lower-case and capital letter correctlySpell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC wordsWrite captions/phrases and begin to write simple sentences using known GPCs …sentence, full stop, capital letter Include word spacingOrally rehearse caption of sentence before writingRe-read what they have written to make sure it makes sense Begin to write a variety of □ fiction and non-fiction sentences / captions | Write recognisable letters (lower case and capital) most of which are formed correctlySpell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs CVC wordsWrite simple phrases and sentences that can be read by othersIncluding: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letterBegin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as 2-3 part story (e.g. using story map/planner)Instructions, Fact cards (e.g. using a ‘spidergram’ to collateinformation) |

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| **Year Group** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Handwriting** | Sit correctly at the table, holding pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.Form capital letters.Understand which letters belong to which handwriting ‘families’ and practise these. | Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.Write capitals 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. Write digits of the correct size and orientation. | Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | Write legibly, fluently, with increasing speed by: ∙ Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.∙ Choosing the writing implement that is best suited for the task. | Write legibly, fluently, with increasing speed by: ∙ Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.∙ Choosing the writing implement that is best suited for the task. |

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| **Writing:** **Punctuation and** **Grammar** | Word Level Regular plural noun suffixes ‘-s’ or ‘-es’ Suffixes that can be added to verbs where no change is needed in the spelling of root words. How the prefix ‘-un’ changes the meaning of verbs and adjectives. | Word Level Formation of nouns using suffixes such as ‘-ness’, ‘- er’ and by creating compound words Formation of adjectives using suffixes such as ‘-ful’ and ‘-less’ Use of the suffixes ‘- er’, ‘- est’ in adjectives  The use of the suffix ‘- ly’ to turn adjectives into adverbs. | Word Level Formation of nouns using a range of prefixes. Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Word families based on common words, showing how words are related in form and meaning. E.g. solve/solution. | Word Level The grammatical difference between plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms e.g. we were/we was. | Word Level Converting nouns or adjectives into verbs using suffixes e.g. ‘-ate’, ‘-ise’, ‘- ify’ Verb prefixes e.g. dis-, de-, mis-, over-, re. | Word Level The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. find out/discover, ask for/request. How words are related by meaning as synonyms and antonyms e.g. big, large, little. |
| Sentence Structure How words can combine to make sentences. Joining words and joining sentences using and. | Sentence Structure Subordination (using when, if, that, because) and coordination (using or, and, or, but). Expanded noun phrases for descriptions and specification (e.g. the blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.  | Sentence Structure Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because) | Sentence Structure Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Fronted adverbials (e.g. Later that day, I heard bad news). | Sentence Structure Relative clauses beginning with who, which, where, why, whose, that an omitted pronoun. Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). | Sentence Structure Use the passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He’s your friend, isn’t he? Or the use of subjunctive forms such as ‘I were’ or ‘Were they to come ‘ in some very formal writing and speech). |

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| **Writing:** **Punctuation and Grammar** | Text structure Sequencing sentences to form short narratives. | Text structure Correct choice and consistent use of the present tense and past tense throughout handwriting. Use of the progressive form of verbs in the present and past tense to mark actions in progress | Text structure Introduction to paragraphs as a way to group related material. Headings and subheadings to aid presentations. Use of the present perfect form of verbs instead of the simple past. (e.g. He has gone out to play contrasted With He went out to play) | Text structure Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. | Text structure Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before). | Text structure Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis. Layout devices, such as headings, sub headings, columns, bullets, tables, to structure text. |

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|  | Punctuation Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I. | Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. | Punctuation Introduction to inverted commas to punctuate direct speech. | Punctuation Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession. Use of commas after fronted adverbials. | Punctuation Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity | Punctuation Use of semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of the semi colon within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity. |
|  | Terminology ∙ Letter, capital letter ∙ Word, singular, plural ∙ Sentence ∙ Punctuation mark, full stop, question mark, exclamation mark | Terminology ∙ noun, noun phrase ∙ statement, question, exclamation, command ∙ compound, suffix ∙ adjective, adverb, verb ∙ tense (past, present) ∙ apostrophe, comma | Terminology ∙ preposition, conjunction ∙ word family, prefix ∙ clause, subordinate clause ∙ direct speech ∙ consonant, consonant letter vowel, vowel letter ∙ inverted commas (or speech marks) | Terminology ∙ determiner ∙ pronoun, possessive pronoun ∙ adverbial | Terminology ∙ modal verb, relative pronoun ∙ relative clause ∙ parenthesis, bracket, dash ∙ cohesion, ambiguity | Terminology ∙ subject, object ∙ active, passive ∙ synonym, antonym ∙ ellipsis, hyphen, colon, semi-colon, bullet points. |
| WritingComposition | Plan writing Say out loud what they are going to write about. | Plan writing Plan or say out loud what they are going to write about. Write idea and/or key words including new vocab. | Plan writing Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. | Plan writing Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. | Plan writing Identify audience and purpose, selecting appropriate form and use other similar writing as a model. Note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.  | Plan writing Identify audience and purpose, selecting appropriate form and use other similar writing as a model. Note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed. |
| Drafting & writing Compose a sentence orally before writing. . | Drafting & writing Encapsulate what they want to say, sentence by sentence. | Drafting & writing Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures. | Drafting & writing Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures. | Drafting & writing Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning. | Drafting & writing Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning. |
| Sequence sentences to form short narratives | Encapsulate what they want to say, sentence by sentence. | Organise paragraphs around a theme. | Organise paragraphs around a theme. | Use a wide range of devices to build cohesion within and across paragraphs. | Use a wide range of devices to build cohesion within and across paragraphs. |
|  |  | In narratives, create settings, characters and plot. | In narratives, create settings, characters and plot. | In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. | In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.  |
|  |  | In non-narrative material, use simple organisational devices such as headings and sub headings. | In non-narrative material, use simple organisational devices such as headings and sub headings. | In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). | In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). |
|  |  | Make additions, revision and corrections to their own writing by: • Evaluating their own writing with the teacher or other pupils. • Rereading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. | Evaluate and edit: • Assess the effectiveness of their own and others’ writing and suggest improvements. • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. | Evaluate and edit: • Assess the effectiveness of their own and others’ writing and suggest improvements. • Propose changes to grammar and vocabulary to improve consistency, including the  | Evaluate and edit: • Assess the effectiveness of their own and others’ writing and suggest improvements. • Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning.• Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. | Evaluate and edit: • Assess the effectiveness of their own and others’ writing and suggest improvements. • Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. |
|  | Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher. | Read aloud their writing with appropriate intonation to make the meaning clear. | Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear | Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear |