

Literacy Progression Map & Planned Curriculum for Writing

Curriculum content, study texts and key skills taught
(EYFS to Year 6)




Heron Hill
Primary School

Our Literacy Curriculum

Curriculum Vision:

Heron Hill Primary School seeks to develop its pupils by offering a curriculum that is broad, balanced and appropriate to the pupils' ages, abilities and interests. We want children to grow into positive, responsible people who can work and co-operate with others, while at the same time developing their knowledge and skills in order to achieve their true potential. Accordingly, Heron Hill Primary provides an educational environment which is caring, friendly, well-structured, positive and academically challenging to each pupil.



	Intent	Implementation	Impact
WRITING	<p>To ensure that all pupils grow in confidence as writers and develop a secure foundation of skills to enable them to be successful. Our planned curriculum is in line with the 2014 National Curriculum and ensures that pupils are exposed to a wide range of genres, content and inspiration. Pupils will leave us understanding how to appropriately communicate their thoughts, feelings, viewpoints and imagination via the medium of writing.</p>	<p>Writing lessons happen 4-5 times a week and focus on building core writing skills. Quality, whole-class texts are often used as the vehicle to inspire writing content. These texts have been chosen for their content, challenging vocabulary, underlying messages which align with our school values and the challenge they provide our learners. Where possible, links are also made to non-core learning.</p> <p>Our Writing curriculum document focuses on a progression of skills from Nursery up to Year 6. This supports teachers in planning a curriculum that offers breadth and depth. Pupils are exposed to increasing genres and writing purposes as they progress through the year groups.</p> <ul style="list-style-type: none"> · Writing to entertain · Writing to inform · Writing to persuade · Writing to discuss  <p>Our literacy curriculum map supports teachers in ensuring the correct genres and skills are mapped with appropriate whole-class texts and writing genres to maximise the learning opportunities pupils are exposed to. Learning objectives focus on writing skills and fall into one of three categories:</p> <ul style="list-style-type: none"> · Sentence structure and punctuation · Text structure and organisation · Composition and effect <p>Teachers model the process of writing to pupils regularly and plan sequences of lessons which build independent application of Taught skills over time. These learning sequences are documented in pupils' writing books. Pupils write independently, at length, fortnightly in their 'Extended Write' books. These books document their progression as an independent writer.</p> <p>The teaching of grammar and Standard English is an integral part of every Writing lesson. Using the National Curriculum, key grammar and Standard English skills are taught progressively and systematically throughout the school.</p>	<p>Staff have confidence in their writing teaching sequences, pitch and progress.</p> <p>Pupils' books demonstrate the acquisition, practice and application of taught skills and vocabulary.</p> <p>The progressive approach to our planned literacy curriculum allows children to embed previously taught skills with regular opportunities for independent, extended writing.</p> <p>Pupils are making year-on-year gains in Writing ARE and leave us with a catalogue of high-quality texts in their lived experience that they otherwise may not have been exposed to.</p>
READING	<p>Our planned reading curriculum is ambitious for all pupils and aims to ensure they have confidence, competency and fluency in reading. It uses a wide range of texts, materials and resources (both seen and unseen) to develop the skills of being a skilled reader. It intends to open children's eyes to the power of reading as a life skill and to foster a love of reading which will last well beyond their primary years.</p>	<p>Early readers are taught using the SSPF Phonics scheme, which is a systematic, synthetic phonics programme, accredited by the DfE. This begins in Nursery and is used up to Year 2 with most pupils. A small number of pupils continue to receive phonics input beyond Y2 via SSPF interventions. SSPF lessons happen daily in these year groups. SSPF interventions are used in afternoons to address any gaps, misconceptions or catch-up needed.</p> <p>Our reading curriculum document is based on building skills and knowledge from Year 1 to Year 6. From years 1 to 6 we teach reading through specific skills called content domains (shortened to VIPERS). These focus on:</p> <ul style="list-style-type: none"> · The meaning of words in context (Vocabulary) · Interpret and Infer · Prediction · Explain (including the authors choice of language) · Retrieval · Sequencing and summarising <p>Teachers model reading strategies to develop fluency. Reading happens every day in both focused taught sessions and reading for pleasure. Where pupils are in phonics year groups, they also receive regular guided reading lessons. We carefully select a range of high-quality texts for all year groups alongside a range of reading for pleasure books. This forms our whole-school reading spine and ensures pupils are exposed to increasingly challenging texts during their time in school.</p>	<p>Pupils leave us with a secure foundation of reading skills (competency, fluency and comprehension). Where they have fallen behind, pupils receive additional support to catch up and address this need.</p> <p>Pupils leave us with a catalogue of texts in their personal library which they may not otherwise have experienced. These opportunities are further enhanced by: thematic experiences across the school year (e.g. whole-school reading of texts The Christmasaurus), celebration of literary events (e.g. World Book Day), and access to the school library/county library services.</p>

Literacy Curriculum Drivers:

Reading and vocabulary acquisition:

- Reading is modelled to the children regularly by staff who also love reading.
- Growing pupil vocabulary, and the understanding of this, is a key focus for our curriculum.

Aspiration:

- Our curriculum is aspirational for all pupils, exposing all pupils to age-related expectations.
- Our curriculum is designed to inspire writing, power of voice and the ability to write about a wide range of topics of interest.






Literacy Progression Map—Curriculum content, study texts and key skills taught

RECEPTION

Writing Skills Key: **Sentence Structure & Punctuation** / **Text Structure & Organisation** / **Composition & Effect**

	AUTUMN (13 weeks)		SPRING (12 weeks)		SUMMER (12 weeks)	
Wider curriculum topics:	All About Me	Into the Woods	To Infinity and Beyond (Space)	In the Garden	How Things Work	All Around the World
Special Events	Bonfire Night	Remembrance Day Diwali Christmas	Chinese New Year Mother's Day	Easter	Father's Day	Eid Kenya Week
Drawing Club Stimuli  <i>Special events may be used as stimuli alongside Drawing Club texts</i>	Books: <ul style="list-style-type: none"> Super-Duper Me Mixed Have you filled a bucket? Tales: <ul style="list-style-type: none"> The Little Red Hen Rosie's walk Animations: <ul style="list-style-type: none"> Road Runner 	Books: <ul style="list-style-type: none"> Wide Awake Hedgehog The Gruffalo Where the Wild Things Are Tales: <ul style="list-style-type: none"> The Gingerbread Man Animations: <ul style="list-style-type: none"> Dragon in Reception! 	Books: <ul style="list-style-type: none"> Supertato Aliens Love Underpants Q Pootle 5 Tales: <ul style="list-style-type: none"> Jack and the Beanstalk Goldilocks Animations: <ul style="list-style-type: none"> Little Bang 	Books: <ul style="list-style-type: none"> What the ladybird heard First day at bug school Tales: <ul style="list-style-type: none"> The Three Billy Goat's Gruff The enormous turnip (tale/animation) Animations: <ul style="list-style-type: none"> Jojo and Gran Gran—planting 	Books: <ul style="list-style-type: none"> How things work (Simple Machines—page 1) Tales: <ul style="list-style-type: none"> Elves and the Shoemaker Three Little Pigs Animations: <ul style="list-style-type: none"> Graces Amazing Machines—recycling machines BBC—Fantastic Flying Machines 	Books: <ul style="list-style-type: none"> Monkey Puzzle Handa's Surprise Tales: <ul style="list-style-type: none"> Tiddalik the Frog Rama and Sita Animations: <ul style="list-style-type: none"> BBC- Go Jettlers Maasai Mara National Park
Extended Write Task <i>Explicit writing tasks at the end of each half term to run alongside Drawing Club writing.</i>	Labelled or captioned picture <ul style="list-style-type: none"> Children use phonics learning to write words with meaning 		Writing a list <ul style="list-style-type: none"> Children to write multiple words 	Character/Setting Description <ul style="list-style-type: none"> Children to write at least 1 sentence/phrase 	Set of Instructions <ul style="list-style-type: none"> Children to write sentences/phrases independently 	Story Retelling <ul style="list-style-type: none"> Children to write multiple sentences
Focus skills for Writing:	Link the letters of the alphabet with the corresponding phoneme. Name writing and letter formation. Recognise and say sounds represented by graphemes. Retell stories and narratives. Use writing to support their play. Make purposeful marks and talk about their meaning. Include letter-type shapes when mark making, developing to letters once applicable.	Write simple captions with words with known sound-letter correspondences. Spell words by identifying the sounds and writing the sounds with letters. Consistently use a tripod grip when mark making with a dominant hand. Write recognisable letters , most of which are correctly formed.	Use writing to communicate thoughts, ideas experience and events. Begin to form capital letters correctly when applicable. Begin to understand that sentences begin with capital letters and end with full stops. Begin to use finger spaces to separate words in phrases/sentences. Write all known letter sounds with correct formation. Writing on a line	Write simple phrases and sentences with words with known sound-letter correspondences that can be read by others. To use harder to read and spell words independently within their writing. Use writing to communicate thoughts, ideas experiences and events. Writing using lines (Move to lined Drawing Club books)	Write sentences with words containing known sound letter correspondence and capital letters, finger spaces and full stops. Apply to writing new knowledge and vocabulary from reading non-fiction books. Write simple phrases and sentences that can be read by others.	Articulate their ideas and thoughts in well-formed sentences and describe events in some detail. Extend sentences using conjunctions.
	Purposeful mark makers →	Recognisable letters and captions →	Early sentence formation Beginning to use sentence punctuation →	Sentence writers →	Confident sentence writers →	Developed, extended writers

Literacy Progression Map—Curriculum content, study texts and key skills taught

	AUTUMN (13 weeks)				SPRING (12 weeks)				SUMMER (12 weeks)			
Study text:												
Writing genres taught:	Lists, labels and captions. (2 weeks) Stories with familiar settings (3 weeks) 	Stories with predictable/patterned language (3 weeks) 	Poetry—repeated pattern/simple rhyme (2 weeks) 	Instructions (3 weeks) 	Traditional/Fairy Tales (3 weeks) 	Letter (2 weeks) Stories with a familiar setting (3 weeks) 	Poetry—using the senses (2 weeks) 	Instructions (2 weeks) 	Stories from a range of cultures (3 weeks) 	Recount (3 weeks) 	Letter (3 weeks) 	Poetry—poems on a theme (2 weeks)
Previously taught in:	Reception	Reception	Reception	Reception	Reception	N/A		Reception	Reception	Reception	N/A	
Focus skills for Writing: <small>(Always follow skills objectives in Writing document for full coverage)</small>	Use finger spaces. Write a simple sentence. Capital letters and full stops. To use 'and' for description. Use given story language.	Understand stories have a beginning, middle and end. Simple verbs and adjectives.	Generate and use simple adjectives. Generate and use simple verbs.	Order instructions. Identify simple sequence words.	Use story language to order events. Use vocabulary that matches ideas.	Use 'and' to write compound sentences. To use feeling words to describe a character/setting. Use a range of adjectives.	Synonyms for familiar adjectives/verbs. Use vocabulary that matches ideas.	Understand verbs and match appropriate verb to an action. Order instructions using sequence words.	Think of ideas/language for beginning/middle/end of a story. Use of simple and compound sentences. Use verbs for description.	Use feeling words. Exclamation marks in sentences.	Use a range of adjectives. Use descriptive language.	Use question words in a sentence. Use question marks accurately.
Extended Write task:	Write a description of the colour monster. Write your own Leaf Man story.	Write a setting description for the toy museum.	Write a bonfire themed poem.	Write an instruction text with a real life context. (e.g. how to brush your teeth) Write an information text on a person who helps us.	Write a retelling of a fairy tale.	Write a letter from Jonty to his family at the zoo. Write an adventure story for a different animal from the zoo.	Write a Mother's Day poem.	Write an instruction text focusing on how to grow a beanstalk (Science cross-curricular link)	Write a new ending for Chapatti Moon	Write a recount with a real life context. (Cross-curricular link to Carlisle Castle visit for History)	Write a letter to Paddington's Aunt Lucy in Peru.	Write a dinosaur themed poem.
Reading for pleasure / School reading spine:												

	AUTUMN (13 weeks)				SPRING (12 weeks)				SUMMER (12 weeks)					
Study text:														
Writing genres taught:	Stories with familiar settings (3 weeks) 	Traditional Stories (2 weeks) Traditional Stories (3 weeks)	Letter (3 weeks) 	Instructions (2 weeks) 	Different stories by the same author (2 weeks) Different stories by the same author (3 weeks) 	Non-chronological reports (3 weeks) 	Recounts (2 weeks) 	Poetry - Patterns on the page (2 weeks) 	Fantasy Stories (3 weeks) Diary (3 weeks) 	Letter (2 weeks) 	Non-chronological report—information text (2 weeks) 	Poetry - Poets and their poems. (2 weeks) 		
Previously taught in:	Year 1	Reception and Year 1	Reception and Year 1	Year 1	N/A	N/A	Year 1	Reception and Year 1	N/A	Year 1	N/A			
Focus skills for Writing ARE: <small>(Always follow skills objectives in Writing document for full coverage)</small>	To use full stops, question marks and exclamation marks. Commas to separate adjective strings. To organise writing with a beginning and an end.	Suitable adjectives for description. Think of more than one idea about the same thing. Use noun phrases in writing. Compound sentences.	Think of and use the most interesting adjectives. Understand the effect writing needs to have an effect. Generate and use topic language.	To use the correct organisational features to structure writing. Sequence words.	Identify and use different conjunctions. Use of a range of pronouns. Powerful adjectives and verbs.	Sequence words as openers. Understand the purpose of different organisational features. Group ideas around a common idea/ theme.	Use a range of prepositions as openers. Varied sentence openers.	Understand how language creates an effect. Use specific language for a specific effect,	Widen punctuation use (including apostrophes). Using a range of sentence openers. Develop ideas logically. Use language for a specific effect.	To identify view-point and show viewpoint in own writing. Use language to interest the reader.	Paragraphing—expanding ideas around the same point. Organising texts into paragraph-like sections.	Use specific language to engage the reader. Use of similes.		
Extended Write task:	Write a character description of Beegu.	Write a setting description (forest or Grandma's cottage). Write a retelling of the story of Little Red Reading Hood/ Little Red Riding Hood.	Write a letter from the viewpoint of someone in the GFoL	Write an instruction text for how to make a Christmas decoration.	Write the opening to a story. Write the build up to a problem from Cat's perspective.	Non-chronological report about birds and nesting	Recount with a real life context. (Linked to cross-curricular trip to Orrest Head)	Write a spring-themed poem.	Write a short narrative inspired by The Magic Faraway Tree. Write a diary entry for a character from the story.	Write a letter to Mrs Middleton about a subject of interest.	Write an information text based on Mary Seacole.	Write a poem about two unlikely animal friends.		
Reading for pleasure / School reading spine:														

	AUTUMN (13 weeks)				SPRING (12 weeks)				SUMMER (12 weeks)			
Study text:												
Writing genres taught:	Familiar Authors (2 weeks) Familiar Authors (2 weeks) 	Adventure/Mystery story (3 weeks) Diary (2 weeks) 	Recounts (2 weeks) 	Non-chronological report (2 weeks) 	Poetry—calligrams (2 weeks) 	Stories which raise issues - poverty (3 weeks) Letter (3 weeks) 	Non-chronological report—information text (3 weeks) 	Persuasive adverts (2 weeks) 	Stories with familiar settings (3 weeks) 	Recount—diary (3 weeks) 	Non-chronological report—explanation texts (2 weeks) 	Persuasive letter - informal (2 weeks) Poets and their poems (2 weeks)
Previously taught in:		- Year 2 - Year 2	Year 1 and Year 2	Year 2	N/A	- N/A - Year 1 and Year 2	Year 2	N/A	Year 1 and Year 2	Year 2	N/A	- N/A - Year 2
Focus skills for Writing ARE: <small>(Always follow skills objectives in Writing document for full coverage)</small>	To use noun phrases to add detail. Range of conjunctions. Organisational and language features of a narrative.	Fronted adverbials for time. To use time to move from beginning, to middle and to end. Range of verbs and adjectives for specific impact.	To understand and use first and third person. To use a range of conjunctions in writing.	Adverbs for modification. To understand and use technical, topic language.	Generate verbs / adjectives for specific impact. To generate effective noun phrases.	Subordination (when / as / if) Use of commas. Generate appropriate resolutions.	Paragraphs and linking phrases. Use specific, technical vocabulary in sentences.	To use language to match a specific purpose. Linking words (also/ in addition/ furthermore)	Complex sentences and subordination. Use characters to describe setting.	Linking openers. Using topic sentences to introduce a paragraph. Use of pronouns to link ideas in paragraphs.	Use the appropriate organisational features of a text. Understand how effective adjectives, verbs and adverbs form effective description.	Establish viewpoint and match language to viewpoint. Language for emotion. Use similes to enhance description.
Extended Write task:	Write a character description. Write a story opening.	Write a build up to a problem in your own dragon story. Write a diary from the perspective of Charles Darwin.	Write a recount with a real life context. (Woodmatters workshop—stone age axes)	Write a non-chronological report about the Stone Age.	Write a New Year themed calligram.	Write a resolution to end the narrative. Write a letter to persuade Isabel that she belongs.	Write an information text about the water cycle.	Write an advert persuading people to stop wasting water. (Science and Geography link)	Write a setting description.	Write a diary entry from Y3's day trip to Liverpool.	Write an explanation linked to written communication in Ancient Egyptian times.	Write a persuasive letter to Mrs Middleton about a change they'd like to see in school. Write a poem in the style of Roald Dahl.
Reading for pleasure / School reading spine:												

Literacy Progression Map—Curriculum content, study texts and key skills taught

	AUTUMN (13 weeks)			SPRING (12 weeks)			SUMMER (12 weeks)					
Study text:												
Writing genres taught:	<p>Stories set in imaginary worlds (2 weeks)</p> <p>Stories set in imaginary worlds (3 weeks)</p>	<p>Recount—diary (3 weeks)</p> <p>Adventure stories (3 weeks)</p>	<p>Persuasive adverts (2 weeks)</p>	<p>Significant authors (2 weeks)</p> <p>Significant authors (3 weeks)</p>	<p>Journalistic writing—newspapers (2 weeks)</p>	<p>Stories which raise issues (2 weeks)</p> <p>Persuasive letter - informal (3 weeks)</p>	<p>Myths and Legends (3 weeks)</p> <p>Science Fiction/ Modern fairy tales (3 weeks)</p>	<p>Non-chronological report—explanation text (3 weeks)</p> <p>Recount - diary (2 weeks)</p>	<p>Poetry - Exploring imagery (2 weeks)</p>			
Previously taught in:	- Year 2 - Year 2 and Year 3	- Year 2 and Year 3 - Year 2 and Year 3	Year 3	Year 2 and Year 3	N/A	- Year 3 - Year 3	- Myths and Legends (new)	- Year 3 - Year 2 and Year 3	Year 1			
Focus skills for Writing ARE: <small>(Always follow skills objectives in Writing document for full coverage)</small>	<p>Speech marks. (Using these for when a character is speaking)</p> <p>Settings are described and developed.</p> <p>Organisational and language features of a narrative.</p>	<p>Subordinating conjunctions to open sentences.</p> <p>Subordinating conjunctions to extend sentences.</p> <p>Sustaining ideas within a paragraph.</p>	<p>Language choices for precision and impact (adjectives, verbs and adverbs).</p>	<p>Experiment with different tenses.</p> <p>Use commas accurately to separate clauses.</p>	<p>Direct speech and accurate speech layout/punctuation.</p> <p>Use paragraphs to organise texts clearly.</p> <p>Link ideas in a paragraph in a variety of ways.</p>	<p>Combine adjectives, verbs and adverbs effectively.</p> <p>Writing is lively to interest/engage the reader.</p> <p>Long and short sentences (clauses and appropriate punctuation)</p> <p>Effective language choices for viewpoint.</p>	<p>Creating pace in narrative (speech and action)</p> <p>Different tenses experimented with.</p> <p>A range of sentence openers used appropriate to purpose and text type.</p> <p>Comma accuracy.</p>	<p>Paragraphs are structured cohesively: time/topic / events /processes.</p> <p>Purpose is maintained across a text.</p>	<p>Language used to match purpose and style.</p> <p>Similes used effectively and appropriately.</p>			
Extended Write task:	<p>Write a setting description for a room in the chocolate factory.</p> <p>Write a narrative with speech.</p>	<p>Write a diary entry from the person behind the camera.</p> <p>Write a build up to a problem.</p>	<p>Write an advert persuading people to join the Roman army.</p>	<p>Write a character description for Lila.</p> <p>Write an action scene from the story.</p>	<p>Write a newspaper article linked to a local issue.</p>	<p>Write a narrative piece based on Ivan's typical day caged in the mall.</p> <p>Write a persuasive letter about animals in captivity.</p>	<p>Write an action scene from the story of Beowulf.</p> <p>Write a narrative opening for the Iron Woman story.</p>	<p>Write an explanation text about the impact of pollution on our planet.</p> <p>Write a recount with a real life context. (Linked to residential trip.)</p>	<p>Write a poem inspired by our school values.</p>			
Reading for pleasure / School reading spine:												

	AUTUMN (13 weeks)					SPRING (12 weeks)			SUMMER (12 weeks)						
Study text:															
Writing genres taught:	Poet's Voice (2 weeks) 	Suspense and adventure stories (4 weeks) 	Non chronological report - biography (3 weeks) 	Persuasive letter —formal (2 weeks) 	Journalistic writing— newspaper report (2 weeks) 	Significant children's authors (2 weeks) Significant children's authors (3 weeks) 	Poetry (2 weeks) 	Diary entries (3 weeks) 	Argument - one sided (2 weeks) 	Stories which raise issues (3 weeks) Speech (3 weeks) 	Persuasive letter—informal (2 weeks) 	Balanced arguments (2 weeks) 			
Previously taught in:	N/A	N/A	Year 2 and Year 3	Year 4	Year 4	Year 2, Year 3 and Year 4	All years	- Year 4	N/A	- Year 2, Year 3 and Year 4 - Year 3	Year 3 and Year 4	N/A			
Focus skills for Writing ARE: <small>(Always follow skills objectives in Writing document for full coverage)</small>	To understand, and use effective language to create, mood/ tone/feeling.	Experiment with a range of punctuation in speech sentences. Understand how narrative uses a build up to a problem. Use long sentences for description and short sentences for suspense, Develop action through effective vocab choices.	Complex sentences. Begin to use paragraph changes for different purposes. Purpose is maintained across a text.	Modal verbs. Language used to create emotion.	Use layout to support the reader. Use speech to organise of a text.	Different effects of word order within a sentence. Vary the lengths of paragraphs for pace / emphasis.	Metaphors and personification. Vary use of tense within a text.	Use effective noun phrases to add detail and to engage the reader. Vary sentence structures and length for effect.	Develop viewpoint throughout a text. Organisation of ideas to support purpose and clear viewpoint.	Commas used accurately to mark clauses. Generate a range of words for precision to create specific interest. Range of words and phrases used to link texts. Use different narrative techniques to engage and entertain the reader.	Effectively develop and sustain ideas across a text. Use language to create emotion.	Subtle links for cohesion. Use language for a clear purpose. Use a range of techniques to engage a reader.			
Extended Write task:	Write a poem focused on a chosen emotion.	Two extended write tasks focused on a narrative outcome, incorporating suspense.	Write a biography about a Space hero	Write a formal letter to a local councillor about a current issue e.g. road safety on the way to school.	Write a newspaper article about a key event in The Christmasaurus story.	Write a setting description for Narnia from leaving the wardrobe. Write an engaging extract based on the tea party.	Write a poem inspired by Tony Walsh and your favourite place (using metaphors and personification).	Write a diary entry from the perspective of Gunnar.	Write a persuasive advertisement for a B&B.	Write an engaging opener from the perspective of Auggie. Write a formal speech focused on the importance of inclusion.	Write an informal letter to Blue Peter about the Y5 enterprise project.	Write a balanced argument about a current issue e.g. young people and mobile phone use.			
Reading for pleasure / School reading spine:															

	AUTUMN (13 weeks)				SPRING (12 weeks)				SUMMER (12 weeks)			
Study text:												
Writing genres taught:	Journalistic writing— newspaper report (3 weeks) 	Recount—diary (2 weeks) Biography (2 weeks) 	Classic authors and texts (3 weeks) 	Arguments—one-sided (2 weeks) 	Adventure stories (3 weeks) 	Stories which raise issues (3 weeks) 	Non-chronological reports— information text (2 weeks) 	Arguments— balanced (3 weeks) 	Characterisation in stories (3 weeks) Recount—diary (2 weeks) 	Explanation texts (2 weeks) 	Campaign (2 weeks) 	Imagery and poetry (2 weeks)
Previously taught in:	Year 4 and Year 5	Year 3 and Year 5	N/A	Year 5	- Year 2, 3, 4 and 5 - Year 3 and 4	Year 3, Year 4 and Year 5	Year 2 and Year 3	Year 5	- N/A - Year 2, 3, 4 and 5	Year 3 and Year 4	N/A	All
Focus skills for Writing ARE: <small>(Always follow skills objectives in Writing document for full coverage)</small>	A range of devices are used to support cohesion. Direct and reported speech. Accurate verb/ tense agreement.	Use a wide range of linking techniques effectively. Wider punctuation use (colons and semi-colons)	Embedded clauses for relevant detail. Wider punctuation use (apostrophes, commas, brackets) Develop narrator's voice.	Ideas maintained and developed across a text. Effective linking techniques and conclusions. Specific language to engage the reader. Repetition and the impact of this.	Adverbials used in various places within a sentence. Wide range of conjunctions are used to extend sentences. Use split speech accurately.	Create language for emotion to engage the reader. Verbs as openers. Understanding the different effects created by varying sentence lengths.	Introductions used effectively for engagement and direction. Links consistently made across a text.	Punctuation to clarify meaning. Sentence structure and combinations for a range of effects. Convincing language choices.	Narrator's voice for thoughts / feelings / intentions. Punctuation for effect. Wide range of sentence structures (including parenthesis).	Use of appropriate and purposeful layout (precision, purpose and audience). Introduce, link and conclude texts effectively.	Use language to support formality. Use the full range of devices to create text cohesion.	Language choices create imagery through use of repetition and alliteration. Language for precision.
Extended Write task:	Write a newspaper report inspired by an event in Cogheart.	Write a diary entry from the perspective of Lily. Write a biography of a person of interest. (Linked to wider curriculum learning—Charles Darwin)	Write a setting description based on Dickensian London. Write a short but detailed narrative character description for Scrooge.	Write a one sided argument about whether children should only have 1 Christmas present.	Write a narrative piece inspired by the Nowhere Emporium (create own room/ adventure)	Write a narrative extract focused on Titanium.	Write an information text linked to Y6 residential to Patterdale Outdoor Ed Centre	Write a letter to the headteacher about an issue of interest at school (Y6 legacy).	Write a narrative piece on the characterisation of Mister Tom. Write a diary entry from the perspective of Willie.	Write an explanation/ instruction text about a revolting recipe of your own.	Write a campaign speech inspired by Winston Churchill.	Write a poem inspired by your time at primary school. (Inspired by The Full Stop Day: A Year 6 Leavers Poem)
Reading for pleasure / School reading spine:												