



# Ark John Archer Primary Academy *English: Writing*



## English Writing Curriculum: *Rationale*

The Ark John Archer Writing Curriculum intends to inspire children's imagination, love of literacy and create the writers of the future. Whilst learning about key writing genres across the curriculum and supporting a greater depth of understanding of these through a variety of well-considered texts, children also learn about the key grammatical features that make up the English language and how they, as writers, can use these features to develop their writing skills and be able to effectively write for any audience. As the author Kevon Ansbro says, "There are but twenty-six letters in the English alphabet, yet I must have read a quadrillion words." At Ark John Archer, we want our authors, journalists, scientists, mathematicians and historians to be inspired to be the best writers of the future.

The curriculum has been developed to focus and build on several core areas: different genres of text; different writing purpose and audience; handwriting; spelling and grammar; with a careful and consistent progression of skills and knowledge that allows the pupil to make the necessary connections to piece their learning together throughout their learning journey. As children progress through the Writing Curriculum, explicit links and connections are made to support pupils to continually build upon the knowledge and skills they have accumulated in previous year groups.

The sequence of learning draws from pupils' initial mark making and the meaning they give to the marks they make. During the Reception period, children learn synthetic phonics, which enables them to assign greater meaning to the marks they make, being able to write a grapheme at first and eventually moving on to simple sentences in relation to stories that they have learned. In Key Stage 1, these skills are further developed with the introduction of specific grammar lessons to enable to children to begin their journey of technical proficiency in writing. A variety of genres and purposes are covered in Key Stage 1 and writing across the curriculum is expected to enable all the children to become a strong independent writer in all subjects.

As they enter Key Stage 2, pupils continue to expand their knowledge of writing and the English language by developing more technically challenging grammar such as relative clauses, co-ordinating and subordinating conjunctions, using a variety of fronted adverbials, modal verbs, passive voice and cohesive devices within and across sentences or paragraphs. This enables pupils to be able to choose how to write for a variety of audiences whilst ensuring that their composition remains relevant to the genre type. Children use many genres of text to develop their skills here at Ark John Archer and are taught the different features of fiction and non-fiction, poetry and a variety of text types to encourage the reader within them to become as qualified a writer. As children develop a secure understanding and ability to independently apply their writing skills, they are further encouraged to write across the Key Stage 2 curriculum applying what they have learned to become an even better writer.

Across the Academy, handwriting is taught from Early Years through to Key Stage 2 so that children are able to sit correctly at a table, and hold a pencil correctly to form letters of the correct size and direction. This is later developed to teach children a legible cursive script in Lower Key Stage 2 with the aim being to enable children to maintain legibility, fluency and speed at handwriting by the end of Year 6. Spelling is also taught as this is also a key element to being a great writer; children are able to spell the relevant year group spellings, check these using dictionaries and thesauri by the time they leave Year 6 after a strong start in spelling in Early Years and Key Stage 1. Initially children are taught to segment spoken words into graphemes before moving on to learning more spelling rules and different word families.



## **English Writing Curriculum: *Our Aims***

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- Pupils have a high standard of writing across a broad range of subject areas.
- Pupils imaginations are excited for fiction and poetry writing and can discuss this and their own choices.
- Pupils understand how the English Language is formed through discrete grammar lessons that are applied across learning through the entire curriculum.
- Pupils can spell age related words, know spelling facts and families and can apply this independently throughout their writing.
- Pupils have a broad base of texts to relate to, and discuss their knowledge and can magpie ideas where needed.
- Pupils have a good understanding of different text types, genres and different writing purposes and can use this knowledge to support their writing.
- Pupils have a legible handwriting style that they can use with ease, at speed and consistently.

## **English Writing Curriculum: *Our Approach***

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### **Knowledge:**

- *Links to the wider curriculum:* at the beginning of a unit of study, pupils are given knowledge organisers, allowing them to immerse themselves in the unit of study. Knowledge organisers present main concepts, key questions, definitions of specific vocabulary, significant people and places and images and diagrams to support understanding, and are regularly referred to within a unit and a main component of an introduction lesson. Children are encouraged to read and discuss information, share parts that sparked interest and ask questions; provoking curiosity. Organisers help children to make links with their learning and share the 'bigger picture' of a topic, enabling children to digest essential knowledge.
- From Early Years through to Year 6, we use elements of the Talk for Writing programme. Story maps are used in the lower school to enable children to learn texts, features and practice using their presentation voice. From Year 3 onwards, the texts are boxed up to identify key features, excellent vocabulary and colourful semantics supports this method also.
- *Connections and links:* while we acknowledge that most pupils find difficulty in transferring knowledge and skills from one context to another, explicit connections and references to prior learning are made for pupils throughout a unit to support mastery of the subject across different domains.
- *Wider reading and home learning:* suggested books and websites are shared with parents and pupils at the start of a unit of study to encourage wider reading, independent research and a collaborative approach to learning within the family environment.
- *Vocabulary is knowledge:* as part of a school-wide focus, children are exposed to challenging and innovative vocabulary at the beginning of each lesson to enrich their learning. Teachers take pupils through a deep dive into a few carefully selected words, providing opportunity to orally rehearse, apply in different contexts and construct sentences with accurate use of new terms. This enables children to expand their vocabulary knowledge, embed words and then have the confidence to apply them within their learning.
- *Spellings:* Spelling is taught from Reception where children learn the first 100 high frequency words both in the classroom and at home in a weekly spelling list. Year 1 children learn the second 100 High Frequency words both in class and at home. In Years 2 to 6, children are given a selection of words often including those that will be subject specific across different subjects such and science and humanities and these are tested on a weekly basis.

### **Skills acquisition:**

- Throughout the sequence of learning, pupils are provided with the opportunity to build upon the grammatical skills they have already mastered in order to continually expand their knowledge of the English Language. Genre specific skill application is practiced throughout the learning from Reception to Year 6.
- *Handwriting:* handwriting is a key part of writing within our school and this is taught daily at the beginning of writing lessons to ensure that progress is made. By the end of Year 2, children are able to write in joined up handwriting, on the line and with their own flair. Handwriting is further developed across the year groups so that children can find a style that allows them to write comfortably and with speed and ease. Pupils aspire to earn a handwriting pen and pen license – those who achieve this are celebrated in assemblies.

### **Learning Environments:**

The classroom environment is designed to inspire curiosity and fascination about the world and its people. To enable children's knowledge to develop and evolve, the environment grows in complexity throughout the school. Key materials are displayed around the classroom to communicate key information and materials throughout the progression of a unit of study:

- *Driver questions:* classroom displays place the driver question as a focal point for a unit of study. Key materials and exemplary models are displayed on learning walls, demonstrating the learning journey and supporting pupils to see how each lesson is a building block towards creating an amazing piece of writing. It is our intention to closely link the literacy programme with the driver question to further support the learning, the vocabulary and the experience of the writer.
- *Vocabulary:* key vocabulary to support application of both knowledge and skills are displayed on learning walls and throughout the classroom environment. Pupils are encouraged to make reference to this when completing written tasks and reasoning verbally within class discussions.
- *Great Writer's Toolkits:* classes identify what would make a great writer in various genres, pieces or texts, this enables pupils to realise what they are aspiring to and what great looks like so that they can imagine their own success.
- *Modelled writing:* writing, including presentation and structure, is exemplified within the classroom through teacher models.
- *Pupil outcomes and achievements:* pupils are motivated by the opportunity to have an example of their learning displayed within the classroom. Examples are chosen where pupils have demonstrated application of knowledge, progress in understanding and exceptional achievements in their learning.
- *Home learning:* pupils are continually encouraged to engage further with their learning and study while at home and outside of the school environment. Home learning is celebrated during whole-school assemblies and displayed within classrooms / around the school for all pupils to view and celebrate.

### **Assessment:**

- *Daily assessment:* Each time the pupils write, pupils are given feedback on what has gone well and what they could improve upon whilst they write. This 'live' discourse enables children to implement effective changes/amendments at the time of writing so as to improve some element/s of the piece. Pupils also read each other's work and peer assess by identify key areas of strength and areas of development. This allows pupils to become self-reflective and also respect peer reflection of writing.
- *Hot Write and KPIs:* At the end of a unit (2-3 weeks), children will plan for, write and edit a piece of writing called a hot write. Children will have learned all the skills necessary to become a successful writer in this piece and this is their opportunity to exemplify all the skills that they have learned. Teachers will then ensure that the skills have been embedded before moving on to another writing genre or piece. Teachers assess each hot write against the KPIs for the year group.
- *Moderation:* Key moderation moments are planned into the Assessment and Professional Development cycles. Moderated pieces come from a broad range of subjects, drawing from hot writes and pupil responses to driver questions in Science, History and Geography.

## English Writing Curriculum: Skills Progression Map

	Composition	Grammar	Punctuation	Handwriting	Spelling
Reception	Says out loud what they are going to write about, composing a sentence orally before writing it. Writes simple sentences that make sense e.g. <i>The cat is big. The man is in the house. It is a fun day in the park.</i>	Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future.	Beginning to leave appropriate spaces between words. Punctuates sentences using a capital letter and full stop. Uses a capital letter for own name	Shows a preference for a dominant hand. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	Uses their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.
Year 1	Says out loud what they are going to write about, composing a sentence orally before writing it. Writes simple sentences that make sense e.g. <i>I went to the park. The castle is haunted.</i> Embellishes simple sentences using adjectives e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i> Uses openers to clearly denote the five parts of a story e.g. Opening: <i>Once upon a time</i> ; Build Up: <i>One day</i> ; Dilemma/Problem: <i>Suddenly/Unfortunately</i> ; Resolution: <i>Fortunately</i> ; Ending: <i>Finally</i> . Uses precise, clear language to give information e.g. <i>Next, wait for the green light to flash...</i> Beginning to use different openers: e.g. <i>While, When, Where, Fortunately, Unfortunately, Sadly.</i>	Joins words and sentences using simple conjunctions such as: <i>and, or, but, so, because</i> . Beginning to use figurative language, such as, alliteration and simile e.g. <i>dangerous dragon, slimy snake, and as tall as a house, as red as a radish.</i>	Leaves appropriate spaces between words. Punctuates sentences using a capital letter and full stop. Uses a capital letter for the names of people, places, the days of the week, and the personal pronoun 'I'. Beginning to use question and exclamation marks.	Sits correctly at a table, holding a pencil comfortably. Forms lower case letters in the correct direction, starting and finishing in the right place. Forms capital letters accurately. Forms the digits 0-9 correctly.	Spells words containing each of the 40+ phonemes already taught. Spells common exception words (RWI red words). Spells the days of the week. Adds regular plural noun suffixes -s or -es e.g. <i>dog, dogs; wish, wishes</i> Understands how the prefix 'un' changes the meaning of verbs and adjectives e.g. <i>unkind, untie</i> . Uses -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. <i>helping, helped, helper, eating, quicker, quickest.</i>
Year 2	Uses sentences in different forms: statements, questions, exclamations and commands. Consistently uses the correct choice of present and past tense in a written piece. Composes the five parts of a story with more complex openers e.g. Opening: <i>In a land faraway/One cold but bright morning</i> ; Build Up: <i>Later that day</i> ; Problem/Dilemma: <i>To his amazement</i> ; Resolution: <i>As soon as</i> ; Ending: <i>Luckily, Fortunately</i> . In non-fiction, groups related facts and ideas into relevant sections. Uses the continuous forms of verbs in the present and past tense e.g. <i>she is drumming, he was shouting</i> . Uses 'ly' fronted adverbials to engage the reader e.g. <i>Usually, Eventually, Finally, Carefully, Slowly</i> .	Uses coordinating conjunctions: or/and/but. Uses subordinating conjunctions: when/if/that/because. Creates subordination by using relative clauses e.g. <i>Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The fire of London, which started in Pudding Lane, spread quickly.</i> Uses additional subordinating conjunctions: what/while/when/where/because/then/so that/if/to/until e.g. <i>While the animals were munching breakfast, two visitors arrived. During the Autumn, when the weather is cold, the leaves fall off the trees.</i> Uses expanded noun phrases to describe e.g. <i>Squirrels have long, bushy tails.</i> Uses expanded noun phrases to specify e.g. generalisers: <i>lots of people, plenty of food</i> , Uses adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i>	Demarcates sentences with capital letters and full stops; exclamation marks; questions marks. Uses commas in lists. Uses apostrophes to mark contracted forms in spelling (omission) e.g. <i>don't, can't, won't</i> . Uses apostrophes to mark singular possession e.g. <i>The cat's name</i> .	Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters; using strokes needed to join letters.	Segments spoken words into phonemes and represents these using graphemes, spelling many correctly. Spells common exception words, including those with contracted forms. Uses the suffixes -er and -est to form comparisons of adjectives and adverbs. Forms nouns using suffixes such as -ness and -er. Formats adjectives using suffixes such as -ful and -less.

		<p>Uses adverbs for information e.g. <i>Lift the pan carefully onto the hob.</i></p>			
<p><b>Year 3</b></p>	<p>Consistently uses the correct choice of present and past tense in a written piece.          Uses sentences in different forms: statements, questions, exclamations and commands.          Organises paragraphs around a theme.          In non-fiction, uses organisational devices such as headings and sub-headings to aid presentation.          Uses power of three for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous red eyes and swim on the surface of the water.</i>          Confidently uses the five-part structure in narrative to engage their reader.</p>	<p>Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. <i>a rock, an open box.</i>          Expresses time, place and cause using: conjunctions e.g. when/before/after/while/so/because; adverbs: e.g. then/next/soon/therefore/carefully; or prepositions e.g. before/after/during/in/because of.          Uses and increasing range of sentence structures e.g. long sentences to add description or information and short sentences for emphasis and making key points.          Uses powerful verbs e.g. <i>stare, tremble, slither.</i>          Uses coordinating conjunctions e.g. and/or/but/so/for/nor/yet.          Uses relative clauses using: who/whom/which/whose/that e.g. <i>The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave.</i>          Uses standard English forms for verb inflections instead of local spoken forms (<i>we were NOT we was</i>)</p>	<p>Uses inverted commas to punctuate direct speech accurately.          Uses a colon before a list e.g. <i>What you need:</i>          Uses ellipses to keep the reader hanging on.</p>	<p>Is beginning to develop a legible cursive script.</p>	<p>Spells most year three words correctly.          Forms nouns using a range of prefixes e.g. super-, anti-, auto-.          Uses common prefixes e.g. un-, dis- and mis-.          Spells common homophones correctly e.g. their/they're/there.          Knows when to double consonants when adding suffixes e.g. forgotten, beginning, beginner, limited, limiting, limitation.          Uses the first two or three letters of a word to check its spelling in a dictionary.          Uses a thesaurus to source synonyms to engage the reader.</p>
<p><b>Year 4</b></p>	<p>In narratives demonstrates changes in place and/or jumps in time.          In narrative writing builds in suspense to introduce the dilemma, engaging the reader.          In narrative shows a clear distinction between resolution and ending (ending should include reflection on events or the characters).          Uses paragraphs logically to organise ideas around a theme.          Links information within paragraphs using a range of conjunctions.          Uses the present perfect form of verbs instead of the simple past e.g. <i>He has gone out to play, contrasted with, He went out to play.</i>          Can utilise standard and non-standard English in writing to create effects and engage the reader, for example, when writing dialogue for characters.</p>	<p>Extends the range of sentences with more than one clause by using a wider range of conjunctions, adverbs and prepositions, to express time and cause.          Chooses nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.          Uses frontal adverbials as a where/when/how starter e.g. <i>A few days ago, we discovered a hidden box. Under the bed, lived a monster. In a strange way, he looked at me.</i>          Varies sentence length for effect e.g. long sentences to enhance description or add information; short sentences to add pace.          Can start sentences with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed through the quiet streets.</i>          Uses an increasing variety of sentence openers: -ed clauses e.g. <i>Frightened, Tom ran straight home to avoid detection.</i>          -ing clauses e.g. <i>Grinning menacingly, he slipped the stolen goods into his rucksack.</i>          Includes -ing clauses e.g. <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed all homes in its path.</i></p>	<p>Uses commas after fronted adverbials.          Uses the full range of punctuation for direct speech: new speaker on a new line; comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!; as well as powerful verbs and adverbs, e.g. "Hello," she whispered, shyly.</i></p>	<p>Increases the legibility, consistency and quality of their handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Spells most of year four words correctly.          Uses the first two or three letters of a word to check its spelling in a dictionary.          Uses a thesaurus to source synonyms to engage the reader.          Understands how to place the apostrophe in words with regular plurals e.g. girls', boys'; and in words with irregular plurals e.g. children's.          Understands the grammatical difference between plural and possessive -s.</p>

<b>Year 5</b>	<p>In narratives describes settings, characters and creates atmosphere to engage the reader.  Can integrate dialogue into a narrative to convey character and advance the action.  Uses a variety of suspense techniques to engage the reader in their narrative writing.  Can use a variety of endings in narrative, including asking questions of the reader.  Uses a wide range of devices to build cohesion within and across paragraphs.  Uses further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.  Ensures the consistent and correct use of tense throughout a piece of writing.  Ensures the correct subject and verb agreement when using singular and plural.  Uses figurative language for effect, including, <b>metaphor, personification and onomatopoeia.</b></p>	<p>Uses vocabulary and structures that are appropriate for formal speech and writing.  Uses passive verbs to affect the presentation of information in a sentence.  Uses expanded noun phrases to convey complicated information concisely.  Uses modal verbs or adverbs to indicate degrees of possibility e.g. <i>perhaps, surely, might, should, will, must.</i>  Uses relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun.</p>	<p>Uses commas to clarify meaning or avoid ambiguity in writing.  Uses hyphens to avoid ambiguity.  Uses brackets, dashes or commas to indicate parenthesis.  Uses a colon to introduce a list.</p>	<p>Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.</p>	<p>Spells most of year five words correctly.  Uses the first three or four letters of a word to check spelling, meaning or both of these, in a dictionary.  Uses a thesaurus to source synonyms to engage the reader.</p>
<b>Year 6</b>	<p>Uses genre-specific grammar and vocabulary, understanding how such choices can change and enhance meaning for the reader.  Uses a wide range of clause structures, sometimes varying their position within the sentence.  Uses further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.  Can create atmosphere and integrate dialogue to convey character and advance the action.  Within narratives, uses the five-part story structure creatively. E.g. by including suspense, cliff hangers, flashbacks/forwards, time slips, starting the story at any point in the five-part structure.  Can use appropriate vocabulary for formal and informal speech e.g. find out – discover; ask for – request.  Understands and uses the subjunctive forms, such as, <i>If I were</i> in formal writing and speech.</p>	<p>Uses passive and modal verbs appropriately.  Uses a range of cohesive devices, including adverbials, within and across sentences and paragraphs.  Uses adverbs, prepositional phrases and expanded noun phrases effectively to add details, qualification and precision.  Recognises the power of figurative language and uses this to engage the reader e.g. alliteration, onomatopoeia, simile and metaphor.</p>	<p>Uses inverted commas, punctuation for parenthesis and commas for clarity mostly correctly  Shows some use of dashes, semi-colons, hyphens and colons</p>	<p>Maintains legibility, fluency and speed in handwriting.</p>	<p>Maintains legibility, fluency and speed in handwriting.</p>

## English Writing Curriculum: *Composition Progression Map*

	Tense and verb form	Description and reader engagement	Organisational and presentational devices	Narrative development	Openers and sentence types
<b>Reception</b>	Says out loud what they are going to write about, composing a sentence orally before writing it.  Writes simple present tense sentences that make sense e.g. <i>I am in the sun. He runs in the park.</i>	Uses basic adjectives such as big, small, nice		Beginning to develop own verbal narratives and explanations by connecting ideas or events.	
<b>Year 1</b>	Says out loud what they are going to write about, composing a sentence orally before writing it.  Writes simple sentences that make sense e.g. <i>I went to the park. The castle is haunted.</i>	Embellishes simple sentences using adjectives e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i>		Uses openers to clearly denote the five parts of a story e.g. Opening: <i>Once upon a time</i> ; Build Up: <i>One day</i> ; Dilemma/Problem: <i>Suddenly/Unfortunately</i> ; Resolution: <i>Fortunately</i> ; Ending: <i>Finally</i> .  Uses precise, clear language to give information e.g. <i>First, switch on the red button. Next, wait for the green light to flash...</i>	Beginning to use different types of openers: e.g. <i>While, When, Where, Fortunately, Unfortunately, Sadly.</i>
<b>Year 2</b>	Consistently uses the correct choice of present and past tense in a written piece.  Uses the continuous forms of verbs in the present and past tense e.g. <i>she is drumming, he was shouting.</i>	Uses 'ly' fronted adverbials to engage the reader e.g. <i>Usually, Eventually, Finally, Carefully, Slowly.</i>	In non-fiction, groups related facts and ideas into relevant sections.	Composes the five parts of a story with more complex openers e.g. Opening: <i>In a land faraway/One cold but bright morning</i> ; Build Up: <i>Later that day</i> ; Problem/Dilemma: <i>To his amazement</i> ; Resolution: <i>As soon as</i> ; Ending: <i>Luckily, Fortunately.</i>	Uses sentences in different forms: statements, questions, exclamations and commands.
<b>Year 3</b>	Consistently uses the correct choice of present and past tense in a written piece.	Uses power of three for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many coloured scales, have enormous red eyes and swim on the surface of the water.</i>	Organises paragraphs around a theme.  In non-fiction, uses organisational devices such as headings and sub-headings to aid presentation.	Confidently uses the five-part structure in narrative to engage their reader.	Uses sentences in different forms: statements, questions, exclamations and commands.
<b>Year 4</b>	Uses the present perfect form of verbs instead of the simple past e.g. <i>He has gone out to play</i> , contrasted with, <i>He went out to play.</i>	Can utilise standard and non-standard English in writing to create effects and engage the reader, for example, when writing dialogue for characters.	Uses paragraphs logically to organise ideas around a theme.	In narratives demonstrates changes in place and/or jumps in time.  In narrative writing builds in suspense to introduce the dilemma, engaging the reader.  In narrative shows a clear distinction between resolution and ending (ending should include reflection on events or the characters).	Links information within paragraphs using a range of conjunctions.
<b>Year 5</b>	Ensures the consistent and correct use of tense throughout a piece of writing.  Ensures the correct subject and verb agreement when using singular and plural.	Uses figurative language for effect, including, metaphor, personification and onomatopoeia.	Uses further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.	In narratives describes settings, characters and creates atmosphere to engage the reader.  Can integrate dialogue into a narrative to convey character and advance the action.  Uses a variety of suspense techniques to engage the reader in their narrative writing.  Can use a variety of endings in narrative, including asking questions of the reader.	Uses a wide range of devices to build cohesion within and across paragraphs.
<b>Year 6</b>	Understands and uses the subjunctive forms, such as, <i>'If I were'</i> in formal writing and speech.	Uses genre-specific grammar and vocabulary, understanding how such choices can change and enhance meaning for the reader.  Can use appropriate vocabulary for formal and informal speech e.g. find out – discover; ask for – request.	Uses further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.	Within narratives, uses the five part story structure creatively. E.g. by including suspense, cliff hangers, flashbacks /forwards, time slips, starting the story at any point in the five part structure.  Can create atmosphere and integrate dialogue to convey character and advance the action.	Uses a wide range of clause structures, sometimes varying their position within the sentence.

## English Writing Curriculum: Grammar Progression Map

	Vocabulary and figurative language	Conjunctions	Noun phrases	Sentence	Clause structure	Cohesive devices
<b>Reception</b>	Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future. Beginning to develop own verbal narratives and explanations by connecting ideas or events.					
<b>Year 1</b>	Beginning to use figurative language, simile, alliteration e.g. <i>dangerous dragon, slimy snake, as tall as a house, as red as a radish.</i>	Joins words and sentences using conjunctions such as: <i>and, or, but, so, because.</i>				
<b>Year 2</b>	Uses adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i> Uses adverbs for information e.g. <i>Lift the pan carefully onto the hob.</i>	Uses coordinating conjunctions: or/and/but. Uses subordinating conjunctions: when/if/that/because. Uses additional subordinating conjunctions: what/while/when/where/because e/then/so that/if/to/until	Uses expanded noun phrases to describe e.g. <i>Squirrels have long, bushy tails.</i> Uses expanded noun phrases to specify e.g. generalisers: <i>lots of people, plenty of food, 250ml of milk.</i>		Creates subordination by using relative clauses, e.g. <i>Sam, who was lost, sat down and cried.</i> <i>The Vikings, who came from Scandinavia, invaded Scotland. The fire of London, which started in Pudding Lane, spread quickly.</i>	
<b>Year 3</b>	Uses powerful verbs e.g. <i>stare, tremble, slither.</i> Expresses time, place and cause using: adverbs: e.g. then/next/soon/therefore/ carefully; or prepositions e.g. before/after/during/in/because of. Uses standard English forms for verb inflections instead of local spoken forms e.g. <i>we were</i> NOT <i>we was.</i> Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. <i>a rock, an avocado.</i>	Uses coordinating conjunctions e.g. and/or/but/so/for/nor/yet.  Expresses time, place and cause using: conjunctions e.g. when/before/after/while/so/because		Uses and increasing range of sentence structures e.g. long sentences to add description or information and short sentences for emphasis and making key points.	Uses relative clauses using: who/whom/which/whose/that e.g. <i>The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave.</i>	
<b>Year 4</b>	Can start sentences with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed through the quiet streets.</i>  Includes -ing clauses e.g. <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed all homes in its path.</i>  Chooses nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.			Varies sentence length for effect e.g. long sentences to enhance description or add information; short sentences to add pace.	Extends the range of sentences with more than one clause by using a wider range of conjunctions, adverbs and prepositions, to express time and cause.	Uses frontal adverbials as a where/when/how starter e.g. <i>A few days ago, we discovered a hidden box. Under the bed, lived a monster. In a strange way, he looked at me.</i> Can start sentences with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed through the quiet streets.</i> Uses an increasing variety of sentence openers, such as: -ed clauses e.g. <i>Frightened, Tom ran straight home to avoid detection.</i> -ing clauses e.g. <i>Grinning menacingly, he slipped the stolen goods into his rucksack.</i>
<b>Year 5</b>	Uses vocabulary and structures that are appropriate for formal speech and writing.  Uses passive verbs to affect the presentation of information in a sentence.		Uses expanded noun phrases to convey complicated information concisely. Uses modal verbs or adverbs to indicate degrees of possibility: <i>perhaps, surely, might, should, will, must.</i>		Uses relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun.	
<b>Year 6</b>	Recognises the power of figurative language and uses this to engage the reader e.g. alliteration, onomatopoeia, simile and metaphor. Uses passive and modal verbs appropriately.				Uses adverbs, prepositional phrases and expanded noun phrases effectively to add details, qualification and precision.	Uses a range of cohesive devices, including adverbials, within and across sentences and paragraphs.

## English Writing Curriculum: *Punctuation Progression Map*

	Full Stop	Capital Letters	Question Mark	Exclamation mark	Apostrophe	Comma	Speech marks	Colon	Ellipses	Dash	Brackets	Hyphen	Semi-colon
	.	A	?	!	'	,	“ ”	:	...	—	( )	-	;
Reception	At the end of sentences	Start of sentences and for own name											
Year 1	At the end of sentences	Start of sentences names of people, places, days of the week and the personal pronoun 'I'	Beginning to use	Beginning to use									
Year 2			Accurate use of	Accurate use of	To mark contracted forms (can't), to mark singular possession (the cat's name)	In a list							
Year 3							To punctuate direct speech	Before a list	To build suspense				
Year 4						After fronted adverbials	Full range of punctuation for direct speech						
Year 5						To clarify meaning or avoid ambiguity in writing To indicate parenthesis		To introduce a list		To indicate parenthesis	To indicate parenthesis	To avoid ambiguity	
Year 6								Demarcate clauses					Demarcate clauses

## English Writing Curriculum: Genre Coverage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><i>Fiction:</i> Listening to stories with repetitive refrains</p> <p><i>Non-fiction:</i> Discusses self, families &amp; senses</p>	<p><i>Fiction:</i> Sequencing a story from Traditional tales</p> <p><i>Non-fiction:</i> Creating passports and labelling</p>	<p><i>Non-fiction:</i> Instructional Writing, using red words and CVC words in writing</p> <p><i>Non-fiction:</i> Instructional writing - how to do a job</p>	<p><i>Fiction:</i> Rhyme, using a variety of red and green words in writing</p> <p><i>Non-fiction:</i> Writing about and labelling rockets</p>	<p><i>Fiction:</i> Rewrite stories, writing simple sentences</p> <p><i>Non-fiction:</i> Diary writing</p>	<p><i>Fiction:</i> Rhyme - create their own rhyme, writing simple sentences independently.</p> <p><i>Non-fiction:</i> Writing sentences about sea life</p>
Year 1	<p><i>Fiction:</i> Traditional tale, using predictable phrasing</p> <p><i>Non-fiction:</i> Recount (personal experiences)</p> <p><i>Poetry</i></p>	<p><i>Fiction:</i> Story, heroic adventure</p> <p><i>Non-fiction:</i> Instructions</p> <p><i>Poetry</i></p>	<p><i>Fiction:</i> Recount, diary entry based on narrative</p> <p><i>Fiction:</i> 3-part story, adventure</p>	<p><i>Non-fiction:</i> Information</p> <p><i>Non-fiction:</i> Biography</p>	<p><i>Fiction:</i> Diary</p> <p><i>Fiction:</i> 3-part story</p>	<p><i>Non-fiction:</i> Instructions</p> <p><i>Non-fiction:</i> Persuasion</p> <p><i>Poetry</i></p>
Year 2	<p><i>Fiction:</i> Legend (Week 1: Character description, Week 2: Setting description, Weeks 3-5 Story)</p> <p><i>Non-fiction:</i> Information report</p>	<p><i>Non-fiction:</i> Recipe</p> <p><i>Non-fiction:</i> Newspaper report</p> <p><i>Poetry</i></p>	<p><i>Fiction:</i> 3-part story</p> <p><i>Poetry</i></p>	<p><i>Non-fiction:</i> Persuasion</p> <p><i>Non-fiction:</i> Instructional leaflet / website</p>	<p><i>Non-fiction:</i> Biography</p> <p><i>Fiction:</i> Magical object</p>	<p><i>Fiction:</i> 5-part story</p> <p><i>Poetry</i></p>
Year 3	<p><i>Fiction:</i> Diary entry</p> <p><i>Non-fiction:</i> Explanation</p>	<p><i>Fiction:</i> Recount (a day in the life)</p> <p><i>Non-fiction:</i> Letter</p> <p><i>Poetry</i></p>	<p><i>Non-fiction:</i> Non-chronological report</p> <p><i>Non-fiction:</i> News report</p>	<p><i>Fiction:</i> Fairy Tale</p> <p><i>Poetry</i></p>	<p><i>Fiction:</i> Quest</p> <p><i>Non-fiction:</i> Survival guide</p>	<p><i>Fiction:</i> Myth (5-parts)</p> <p><i>Fiction:</i> Persuasion</p> <p><i>Poetry</i></p>
Year 4	<p><i>Fiction:</i> Story of friendship and dilemma</p> <p><i>Non-fiction:</i> Biography</p>	<p><i>Fiction:</i> Mystery and mythical story</p> <p><i>Non-fiction:</i> Non-chronological report</p> <p><i>Poetry</i></p>	<p><i>Fiction:</i> Diary</p> <p><i>Fiction:</i> Adventure story, developing suspense</p>	<p><i>Non-fiction:</i> Discussion and debate</p> <p><i>Non-fiction:</i> Explanation</p>	<p><i>Fiction:</i> Recount (a day in the life)</p> <p><i>Non-fiction:</i> Persuasion</p>	<p><i>Fiction:</i> 5-part story</p> <p><i>Non-fiction:</i> Newspaper</p> <p><i>Poetry</i></p>
Year 5	<p><i>Fiction:</i> Quest</p> <p><i>Non-fiction:</i> Non-chronological report</p>	<p><i>Fiction:</i> Diary entry</p> <p><i>Non-fiction:</i> Discussion and debate</p> <p>Riddles and poems</p>	<p><i>Non-fiction:</i> Newspaper report</p> <p><i>Poetry</i></p>	<p><i>Non-fiction:</i> Explanation</p> <p><i>Fiction:</i> Journey</p>	<p><i>Fiction:</i> Instructional (invent board game)</p> <p><i>Fiction:</i> Adventure</p>	<p><i>Fiction:</i> Mystery</p> <p><i>Non-fiction:</i> Chronological report (timeline of events)</p> <p><i>Poetry</i></p>
Year 6	<p><i>Fiction:</i> Quest/Discovery (focus on atmosphere)</p> <p><i>Non-fiction:</i> Chronological report (timeline of events)</p>	<p><i>Non-fiction:</i> Persuasion</p> <p><i>Fiction:</i> Flashback (Character's perspective)</p> <p><i>Poetry</i></p>	<p><i>Fiction:</i> Historical fiction</p> <p><i>Poetry</i></p>	<p><i>Non-fiction:</i> Newspaper</p> <p><i>Poetry</i></p>	<p><i>Fiction:</i> Tragedy</p> <p><i>Fiction:</i> Playscript</p>	<p><i>Non-fiction:</i> Biography</p> <p><i>Fiction:</i> Futuristic</p>