



A writing curriculum planned with aspirations for pupils to leave North Wheatley C of E Primary with:

- The knowledge and skills to become articulate and imaginative communicators, who are well-equipped with the skills they need to become life-long learners.
- A genuine love of language and the written word which is achieved through the use of high quality texts.
- The confidence, stamina and independence to produce high quality pieces of writing which incorporate a breadth of skills and builds upon prior learning.
- A rich, diverse vocabulary, a secure understanding of grammar and a deep understanding of the patterns and rules which underpin the effective spelling of words.
- High expectations of themselves where they can take pride in their writing and presentation.
- The ability to write, draft, edit and evaluate writing through meaningful and incisive feedback so that pupils feel comfortable to take risks and view mistakes as part of their learning.
- The ability to engage a range of audiences through writing for a range of purposes and contexts.



Subject Progression Framework

1

Prediction and introduction

Writing units begin with a “hook” such as an experience or exciting reveal of a new text. Activities in this stage may include some of the following: drama, art, roleplay, debate or booktalk. The genre of writing for the unit should be established as well as the purpose and audience.

2

During this time, pupils will develop the skills of exploring as a reader. Pupils will explore the impact on the reader and how the writer has achieved this. Pupils will also explore new vocabulary and begin to make links between reading and writing.

3

During this time, pupils will explore the structure of the text type looking at both WAGOLLs and WABOLLs. Pupils explore features within the genre including which writing tools are best suited and why with focus on purpose – this shows the pupils the expectation of what they themselves are aiming for by the end of their unit of work. Regular GPS opportunities are embedded into lessons to practice using features correctly. Regular links back to exploring as a reader.

4

During this time, pupils will develop their ideas collectively as well as independently. Pupils will show their ability to plan, revise and amend their writing alongside the skills of editing and redrafting. Pupils will show an awareness of responding to feedback.

5

Edit and Improve using purple pen – Pupils will independently and/or collaboratively read back through their own writing and they are taught use the marking key to identify the symbols used by their teacher. Whilst doing this, they will look for errors in punctuation, spelling and grammar and text mark this in purple pen. Once they have done this, they will then use their purple pen to correct sentences, paragraphs or the entire text if needed.

6

Final draft with continuous improvements – Must be completed at the end of each unit and must include all the edits and improvements that have been made during these sessions and pupils understand that this is not just an exercise in writing up the first draft with improvements in their best handwriting. The teacher models to the pupils how they should continue to improve their work as they write mentally. This is so that self-improving and on-going editing becomes second nature to pupils. When modelling how to make continuous improvements, it is important to think out loud so pupils can ‘see’ and understand why they are making these changes.

Narrative Writing

Children write many different types of story through KS1 and KS2. Children show that they are able to tell a story or share knowledge of the past; developing their use of vocabulary to entertain.

Poetry

Poetry can explore vocabulary and structure whilst conveying both emotion and information. It has strong social and historical links with cultures and communities.

Recounts

This form of writing can be used to inform and entertain but can also be used to persuade. Recounts can be written about the writer or about someone else. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness.

News Report

In non-fiction recounts are used to provide an account of events. They inform someone of something that has happened. They often recount a newsworthy event.

Persuasion

This form of writing provides the writer with the opportunity to encourage the reader/listener towards seeing things the same way as them. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.

Non-Chronological Reports

This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.

Instructions & Explanations

Rules and procedures, whose aim is to ensure that something is done properly. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.

Letter

This form of writing can be used to inform and entertain but can also be used to persuade. Recounts can be written about the writer or about someone else. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness.

CURRICULUM STRANDS	Narrative writing	Poetry	Recounts	News report	Persuasion	Non-chronological report	Instructions and explanations	Letter
EYFS	See EYFS Tapestry Curriculum for Birth to Early Learning Goal Curriculum. The EYFS Tapestry feeds into the Key Stage One Curriculum.							
CURRICULUM STRANDS	Narrative writing	Poetry	Recounts	News report	Persuasion	Non-chronological report	Instructions and explanations	Letter
Year 1	- Order events and write sentences clearly linked to beginning middle and end. - Simple written description of characters and setting using a range of carefully chosen adjectives. - Use different sentence openers and story language e.g once upon a time, later that day etc. - Use time adverbials to sequence and order sentences. - Be aware of which tense they're writing in	- Begin to explore literary techniques such as repetition, alliteration, rhythm, rhyme. - Introduce visual effects e.g. simile (like/ as), repeated patterns and repetition.	- Recount first hand experiences or role played events verbally and written. - Understand order of events. - Begin to include 'who, what, when why' to add detail to recount. - Order pictures, captions and sentences correctly. - Begin to include the 5 senses. - Start to use descriptive language including the use of expanded noun phrases and some simple ly adverbs. - Use time adverbials such as first, then, next to order and sequence writing.	- Verbally order events - Use first, next, then, after that correctly. - Begin to write factual statements about who, what happened, where. Include features of a newspaper report e.g headline	- Use stimulus that is familiar e.g. birthday party invite. - Understand that the aim is to convince others (the reader) - Verbally Discuss reasons to persuade - Write simple sentences using "I think...because..."	- Create a fact file about a theme using key features of a non-chronological report e.g title, sub-heading - Begin to use sub-headings to organise writing - Discuss and then write down facts in sentences - Begin to use conjunctions to elaborate facts - Use topic vocabulary - Label and caption pictures / photos	- Write each instruction on a different line. - Sequence instructions in the correct order, beginning to use numbers. - Use time adverbials to sequence and order instructions. - Begin to add precise language to improve instruction. - Use imperative (bossy) verbs	- Use of simple sentences - Introductory sentence to show – who, what, when, where and why - Understand order of events - Series of sequences demarcating the passing of time - Simple ending
Communication and Language Development								
- Listen to others and respond appropriately. - To understand instructions with more than one point - Use of appropriate vocabulary - To speak in front of larger audiences - To take part in simple role play of a known story - To recognise when it is their turn to speak in a discussion								
Key Vocabulary	Adjective Sequence Setting Character	Alliteration Rhyme Pattern	Simple past tense And Simple sequencing	Simple past tense Sequence Facts	Audience Simple sentence	And Capital letters Full stops Question marks	Imperative verbs	Simples sentences Sequence

CURRICULUM STRANDS	Narrative writing	Poetry	Recounts	News report	Persuasion	Non-chronological report	Instructions and explanations	Letter
Year 2 Communication and Language Development - Listen to carefully and respond with increasing appropriateness - To understand instructions with more than one point and seek assistance if the message is unclear - Use of subject specific vocabulary - Verbally recount experiences with interesting detail - Speak confidently with peers - Rehearse reading sentences aloud - To take on a different role in a drama or role play and discuss the character's feelings.	- Discuss the plot line and begin to show cohesion between the beginning, middle and end. - Begin to start paragraphing to section the story. - Written description of character including describing their personality using expanded noun phrases. - Describe the setting using a range of adjectives and adverbs. - Show an awareness of the reader by writing in a specific style. - Write in a consistent tense.	- Aim to use a range of literary techniques and introduce onomatopoeia. - Use similes and introduce visual effects e.g. personification and metaphor. - Carefully select verbs and adjectives for impact.	- Write simple recounts linked to topics of interest/study or personal experience. - Understand order of events and begin to write in chronological order. - Begin to use sequencing within writing -Include 'who, what, when' to add detail to recount. - Write about the 5 senses. - Use descriptive language and begin to write about feelings. - Formality is discussed. - Write consistently in the past tense. - Write in the first person. - Use expanded noun phrases and adverbs to add detail and interest to recounts.	- Use factual statements about who, what happened, where and when. - Begin to use formal language and vocabulary. - Aim to keep events in order using sentence starts. - Show an awareness of the reader by using features such as rhetorical questions etc. - Discuss the use of quotes. - Use features of a news report e.g catchy headline, sub-headings etc. - Bring the report to a close with a conclusion or "finish".	- Have a personal view and reasons for this to help convince the reader. - Begin to support opinions with facts. - Use a range of conjunctions to support their opinions e.g "We should do this because". - Begin to sequence writing so reasons flow. Use persuasive and emotive language e.g "In my opinion" "I strongly believe that..."	- Begin to organise fact file in an appropriate layout with key features of a non-chronological report e.g title, sub-headings etc - Begin to organise information in a logical way with paragraphs of writing that relate clearly to the sub-headings. - Use questions for sub-headings. - Use a wide range of conjunctions to add further detail to facts. - Write in paragraphs. - Use topic vocabulary. - Discuss the purpose of the report	- Write instructions continuing to use numbers correctly. - Create and use an introduction. - Use captions, pictures, diagrams and labels. - Use precise language to improve instruction as well as subject specific vocabulary. - Use commands with imperative verbs. - Use adverbs to add detail.	- Understand the use and style of an explanation text. - Create an appropriate title -Introduce using an opening statement. - Brief introduction and conclusion. - Written in the past tense. - Main ideas organized in groups. - Using sequencing techniques – time related words.
Key Vocabulary	Commas Exclamation Speech Inverted commas Expanded nouns phrases	Similes Metaphor Verbs Adverbs	Capital letter for proper nouns Co-ordinating conjunctions Noun phrases Simple past tense Simple present tense Past progressive form 1st person	Begin to look at inverted commas for quotes	Simple past tense Rhetorical questions Effective noun phrases Comparative adjectives Superlative adjectives	Simple past tense Question marks Conjunctions Adjectives Subject specific vocabulary Noun phrases	Commas in a list Co-ordinating conjunctions Subordinating conjunctions Adverbs Prepositions	Subject verb sentences, modal verbs introduced, simple adverbs, simple noun phrases introduced

CURRICULUM STRANDS	Narrative writing	Poetry	Recounts	News report	Persuasion	Non-chronological report	Instructions and explanations	Letters
Year 3 Communication and Language Development - To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. - To recognise when it is needed and ask for specific additional information to clarify instructions - To participate in role play tasks - To show an understanding of character by choosing appropriate words and phrases to indicate a person's emotions - To speak regularly in front of large and small audiences - To use vocabulary that is appropriate to the topic and/or the audience. - To take account of the viewpoints of others when participating in discussions.	- Time and place are referenced to guide the reader through the text - Organised into paragraphs - Cohesion is strengthened through relationships between characters	- Experiment with writing lists in the form of a poem based on a familiar experience or setting. - Discussion and oral work linked to rhyme and spotting words that rhyme - Experiment and explore creating simple shape poems using adjectives	- Write recounts linked to topics of study stepping into the shoes of a character. - Understand order of events to ensure recount is in chronological order. - Use sequencing within writing e.g. adverbs.	- Clear introduction. - Points about the visit/issue Organised into paragraphs denoted by time/place. - Topic sentences. - Some newspaper layout features included. - A bold eye-catching headline.	- Have a personal view and reasons, but also adopt the views of a fictional / historical character if writing in role. - Support opinions with facts. - Sequence writing so reasons flow with an orientation and a reorientation. - Discuss formality and aim to be consistent	- Create a subject specific Information text with research. - Organise logically with the correct features. - Use concise, accurate language. - Know the purpose of the report.	- Variation in sentence structures - Include adverbs to show how often	- Clear introduction. - Points about the visit/issue - Organised into paragraphs denoted by time/place. - Topic sentences. - Some letter layout features included
Key Vocabulary	Simple sentences Complex sentences Consistent tense Verbs Expanded noun phrases for detail	list poem rhyming words adjectives	Co-ordinating conjunctions Subordinating conjunctions Adverbials Prepositions Inverted commas	Introduction Headline	Key information Adverbs Repetition (rule of 3) Alliteration	Conjunctions Fronted adverbials Prepositions Simple generalises Paragraphs Subheadings Technical vocabulary	Co-ordinating conjunctions Subordinating conjunctions Heading Subheadings Adverbials	Simple sentences with extra description, some complex sentences using when, if, as, simple modal verbs (can/will), adverbials of time and cause.

CURRICULUM STRANDS	Narrative writing	Poetry	Recounts	News report	Persuasion	Non-chronological report	Instructions and explanations	Letters
Year 4	- Link between opening and resolution - Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood. - Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis	- Use of free verse in a list poem - Precise word choices including alliteration, similes and metaphors - Developing an understanding of poetry structure (kenning and Haiku) - Developing and understanding of impact on the reader and the tone of the poem	- Include ‘who, what, when and why’ to add detail to recount. - Write about the 5 senses beginning to think about the effective on the reader. - Use descriptive and emotive language to explain feeling. - Formality is agreed as a class and ways to stick to formality are modelled. - Language of time period is considered. - Engage the reader through sentence variation.	- Clear introduction and conclusion. - Links between key ideas in the newspaper. - Who, what, where, when and why - information is clear to orientate the reader. - Paragraphs organised correctly into key ideas. - All newspaper layout features included. - Bold eye-catching headline which includes alliteration.	- Opening statement to explain the purpose - Developing the use of supporting points which are sustained throughout - Use of fronted adverbials - Use of similes (if appropriate) - Use of expanded noun phrases for detail - Closing statement	- Clear introduction and conclusion. - Links between sentences help to navigate the reader from one idea to the next. - Use of nouns and pronouns to create cohesion - Paragraphs organized correctly into key ideas. - Sub-headings are used to organize information.	- Emphasis on the sequencing of events (numbers, bullet points, adverbials). - Instructions include all features of the text type. - Know the purpose and language is chosen carefully. - Different audiences are explored.	- Clear introduction and conclusion. - Links between key ideas in the letter. - Paragraphs organized correctly into key ideas. - All letter layout features included
Communication and Language Development								
- To follow instructions in a range of unfamiliar situations - To use intonation when reading aloud to emphasise punctuation. - To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers - To take on a specific role in role-play/ drama activities and participate in focused discussion while remaining in character - To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. - To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.								
Key Vocabulary	Varied sentence structures Embedded clause Relative clauses Adverbials of time Consistent tense	Free verse Kenning Haiku	1 st and 3 rd person pronouns Co-ordinating conjunctions Subordinating conjunctions Fronted adverbials Technical vocabulary Inverted commas	All newspaper layout features included. Bold eye-catching headline which includes alliteration	Audience Purpose Organised Main point	Nouns and pronouns Paragraphs Formal tone Expanded noun phrases Subject specific vocabulary	Co-ordinating conjunctions Subordinating conjunctions Pronouns Fronted adverbials Commas	Embedded clause Relative clause Pronouns Adverbials Varied sentence structure

CURRICULUM STRANDS	Narrative writing	Poetry	Recounts	News report	Persuasion	Non-chronological report	Instructions and explanations	Letters
Year 5	- Sequence of plot may be disrupted for effect e.g. flashback - Opening and resolution shape the story - Structural features of narrative are included e.g. repetition for effect. - Paragraphs varied in length and structure. - Pronouns used to hide the doer of the action e.g. it crept into the woods	- Use literary techniques to tell a story including characters, plot and resolution. - Stanzas flow and show similar structure. - Children are guided on structure.	- Write historical, scientific or personal recounts linked to topics of study. - Recount is sequenced and show cohesion using several techniques. - The purpose of the recount is clear within the orientation. - Use of senses, detailed description and emotive language appeals to the reader. - The reader is through sentence variation e.g. questions and possibly the use of second person. - Recounts are of appropriate formality. - Language is fitting to the time.	- Historical / Scientific or modern setting. - If Historical, language should be appropriate. - MA /HA children should aim to write with a biased view— using fact and opinion. - Range of chronological devices. - Complex sentence structures should be applied. - Reported and direct speech	- Developed introduction and conclusion using all the argument or leaflet layout features. - Paragraphs developed with prioritised information. - View point is transparent for reader. - Emotive language used throughout to engage the reader	- Developed introduction and conclusion using all the layout features. - Description of the phenomenon is technical and accurate. - Generalized sentences are used to categorise and sort information for the reader - Purpose of the report is to inform the reader and to describe the way things are. - Formal and technical language used throughout to engage the reader.	- Instructions are well introduced and sequenced. - Language is chosen to give appropriate detail. - Audience and purpose is clear and considered.	- Developed introduction and conclusion using all the letter layout features. - Paragraphs developed with prioritized information. - Purpose of letter clear and transparent for reader. - Formal language used throughout to engage the reader.
Communication and Language Development								
- To listen carefully, making timely contributions - Asking questions that are responsive to others' ideas and views - To follow complex directions/multi-step instructions without the need for repetition - To narrate stories with intonation and expression to add detail and excitement for the listener - To use feedback from peers and teachers to make improvements to performance. - To recognise powerful vocabulary in that they read or listen to - To engage in longer and sustained discussions about a range of topics								
Key Vocabulary	Active and passive voice Wide range of conjunctions Embedded subordinate clauses Figurative language Repetition for effect	Cinquain Tanka Narrative Epic Lay Ballard	1 st and 3 rd person pronouns Expanded noun phrases Reported speech Directed speech Modal verbs Adverbials of time	Features Developed paragraphs using columns Subheadings used Formal language to engage the reader. Quotations Reported and directed speech	Varied sentence length active and passive voice used to heighten engagement wide range of subordinate conjunctions complex sentences	Adverbials to create cohesion Parenthesis Brackets Commas Relative pronouns	Brackets Commas Parenthesis Relative causes Relative pronouns Modal verbs	Active voice & passive voice Varied sentences subordination commas Complex noun phrases

CURRICULUM STRANDS	Narrative writing	Poetry	Recounts	News report	Persuasion	Non-chronological report	Instructions and explanations	Letters
Year 6 Communication and Language Development - To make improvements based on constructive feedback on their listening skills - To participate confidently in a range of different performances, role play exercises and improvisations - To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose - To communicate confidently across a range of contexts and to a range of audiences. - To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others	- The story is well constructed and raises intrigue. - Dialogue is used to move the action on who heighten empathy for central character - Deliberate ambiguity is set up in the mind of the reader until later in the text	- Use of personification - Explore how poetry can be used to project their voice on issues important to them (climate change, bullying, racism) - Write a more serious poem using suggested rhyming couplet (rhyming, alternate, unbounded)	- Modifiers are used to intensify or qualify - Sentence length and type varied according to purpose. - Fronted adverbials use to clarify writers position. - Complex noun phrases used to add detail. - Prepositional phrases used cleverly e.g. In the event of overcooking	- Newspapers well constructed that answers the reader's questions. - The writer understands the impact and thinks about the response. - Information is prioritised according to importance and a frame of response set up for the reply. - Headlines include puns.	- Arguments are well constructed that answer the reader's questions. - The writer understands the impact or the emotive language and thinks about the response. - Information is prioritised according to the writer's point of view.	- The report is well constructed and answers the reader's questions. - The writer understands the impact and thinks about the response. - Information is prioritised according to importance and a frame of response set up for the reply.	- Modifiers are used to intensify or qualify - Sentence length and type varied according to purpose. - Fronted adverbials use to clarify writers position. - Complex noun phrases used to add detail. - Prepositional phrases used cleverly e.g. In the event of overcooking...	- Letter well constructed that answers the reader's questions. - The writer understands the impact and thinks about the response. - Information is prioritized according to importance and a frame of response set up for the reply.
Key Vocabulary	Viewpoint Modifiers Figurative language Complex noun phrases	Personification Rhyming couplets: AA BB CC DD EE etc Alternate rhyming couplets: ABAB CDCD Unbounded couplets: A B C B	Formal language Informal language Direct speech Reported speech Subjunctive Perfect verb form	Puns Impact Headlines	Controlled verbs Modifiers Varied sentences Fronted adverbials Sentence length and Complex noun phrases	Informal and formal speech Passive voice Organisational features Headings Questions Topic sentences Bullet points to organise	Formality Cohesive devices	Controlled verbs Modifiers Varied sentences Fronted adverbials Sentence length and Complex noun phrases

Cohort attainment and progress tracker

(Entering=E, Beginning=B, Developing=D, Meeting=M, Exceeding=Exc, Greater Depth Standard=GDS)

Continuous dialogue reflecting yearly progress of learning and notes to feedforward for future planning.

Cohort's Achievement Each Term (%)							
		E	B	D	M	Exc	GDS
Year 1	Autumn						
	Spring						
	Summer						
Year 2	Autumn						
	Spring						
	Summer						
Year 3	Autumn						
	Spring						
	Summer						
Year 4	Autumn						
	Spring						
	Summer						
Year 5	Autumn						
	Spring						
	Summer						
Year 6	Autumn						
	Spring						
	Summer						

	Notes and feedforward (Individual pupils, group, class)	QA by Subject Leader
EYFS		
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		

