



Skills & Knowledge progression: Writing

National Curriculum – Aims and purpose	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>Purpose of study The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:</p> <ul style="list-style-type: none"> - transcription (spelling and handwriting) - composition (articulating ideas and structuring them in speech and writing). <p>It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.</p> <p>Aims The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> - read easily, fluently and with good understanding - develop the habit of reading widely and often, for both pleasure and information - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language - appreciate our rich and varied literary heritage - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas - are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. 	<p>At Bayford we want to grow a love for writing as a way to communicate and express ideas. We are working on developing stamina and the skills to write well at length. In our curriculum children are taught about how to write in a range of ways for different purposes.</p> <p>Writing is split into the following strands:</p> <ul style="list-style-type: none"> • Writing to inform • Writing to entertain • Writing to discuss • Writing to persuade • Poetry <p>Throughout their time at Bayford children will follow different units of study following these strands although not all of them will be looked at each year based on the age of the child and stage of their learning.</p> <p>Grammar, punctuation and some spellings will be interwoven throughout the unit studied in each year group. Spellings are also taught discretely in line with our chosen schemes and phonics programme.</p> <p>Teachers establish the purpose and audience for each unit when it is started and continually refer back to this so that children realise that there is a real life audience for doing what they are doing. Sharing writing with others in the school, parents, family and friends in class helps the children to gain a purpose and a desire to strive for their best. It helps them see themselves as 'writers'.</p> <p>Ways that we seek to consolidate and develop understanding and confidence in writing are:</p> <ul style="list-style-type: none"> • To teach explicit handwriting and spelling lessons. • To have a systematic approach to phonics and do frequent assessments • To have small group interventions for phonics and writing so aim to narrow gaps • To use high quality texts and modelling, sharing and collaborating when writing • To promote talk for learning throughout the writing process and when sharing ideas verbally in small groups or across the class • To provide writing frames and scaffolds to support the least confident • To build in opportunities to plan, edit and improve writing • To give both verbal and written feedback during the writing process • To encourage the use of fluent joined handwriting • To use drama, debating and discussion to support idea gathering and articulate ideas

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Writing in the Early Years is integral and happens throughout all curricular areas. It can include:</p> <ul style="list-style-type: none"> • Mark making • Phoneme frames • Writing names, labels and signs • Writing in sand, foam, paint etc. • Sky writing • Messages, notes and simple sentences 	<p>Writing across the curriculum can include:</p> <ul style="list-style-type: none"> • Writing about religious festivals, beliefs and viewpoints. • Writing up science experiments and findings. • Informal and formal writing about historical time periods or people. • Writing maths problems or answers to them. • Creating their own prayers or facts about a topic learnt about in RE. • Doing book reviews, reports and projects. • Creating designs and evaluating them in DT projects. 	<p>During their time at Bayford each child will have the opportunity to engage in writing activities that cover a range of inspiring, relevant and purposeful topics. We want them to see themselves as competent and confident 'writers'.</p>

Skills Progression: English
















Class	Compositional	Sentence level	Word level
1	<p style="text-align: center;">Year One</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about. • Compose a sentence orally before writing it • Re-read what they have written to check for sense • Sequence sentences to form short narratives • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and teacher <p style="text-align: center;">Year Two</p> <ul style="list-style-type: none"> • Write narratives about personal experiences and those of other people (real and fictional) • Write about real events, poetry – write for different purposes. • Plan or say out loud what they are going to write about • Encapsulate what they want to say, sentence by sentence • Evaluate their writing with the teacher and other pupils • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-read to check for errors in spelling and grammar and punctuation • Read aloud what they have written with appropriate intonation to make the meaning clear. 	<p style="text-align: center;">Year One</p> <ul style="list-style-type: none"> • Write single-clause sentences • Leave spaces between words • Sequence sentences to form short narrative • Use 'and' to link words within sentences • Join two clauses in a sentence using the co-ordinating conjunction 'and'. <p style="text-align: center;">Year Two</p> <ul style="list-style-type: none"> • Use the simple present and past tense consistently. • Co-ordination (using or, and, but) • Subordination (using when, if, that, or because) • How the grammatical patterns in a sentence indicate its function as a statement or command • Expanded noun phrases for description and specification. • Expanded noun phrases for description and specification • Subordination (using when, if, that or because) • How the grammatical patterns in a sentence indicate its function as a statement, question or command • Use the simple present and past tense consistently • Co-ordination (using, or, and or but) and subordination (using what, if, that, or because) 	<p style="text-align: center;">Year One</p> <ul style="list-style-type: none"> • Use a capital letter for names of people and days of the week • Begin to punctuate sentences using a capital letter and full stops • Use a capital letter for names of people, places, days of the week • Use the personal pronoun 'I' • Begin to use an exclamation mark or question mark <p style="text-align: center;">Year Two</p> <ul style="list-style-type: none"> • Review Year One: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Introduce the use of commas for lists • Learn to use apostrophes for contracted forms • Use apostrophes for possession















		<ul style="list-style-type: none"> Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question exclamation or command Use of the progressive form of verbs in the present and past tense to mark actions in progress Review use of conjunctions to combine ideas and sentences 	
2	<p style="text-align: center;">Year 3</p> <ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures Organise paragraphs around a theme In narratives, create settings, character and plot In non-narrative material, use simple organisational devices (for example headings and subheadings) Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p style="text-align: center;">Year 4</p> <ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures. Organise paragraphs around a theme. In narratives, create settings, character and plot 	<p style="text-align: center;">Year 3</p> <ul style="list-style-type: none"> Subordinating conjunctions [for example, when, before, after, while, so, because. Adverbs [for example, then, next, soon, therefore]. Prepositions (for example, before, after, during, in, because of) Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use of the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play). <p style="text-align: center;">Year 4</p> <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Revisit Y3: Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of). Fronted adverbials (for example, Later that day, I heard the bad news). Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now. 	<p style="text-align: center;">Year 3</p> <ul style="list-style-type: none"> Revisit KS1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Revisit KS1: Commas to separate items in a list. Choose noun or pronouns appropriately for clarity and cohesion and to avoid repetition. Revisit KS1: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]. Introduction to inverted commas to punctuate direct speech. Use of the forms 'a, or, an' according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box). Introduction to inverted commas to punctuate direct speech. <p style="text-align: center;">Year 4</p> <ul style="list-style-type: none"> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Use of commas after fronted adverbials. Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials. Standard English forms for verb inflections instead of local spoken forms (for example, we

	<ul style="list-style-type: none"> In non-narrative material, use simple organisational devices (for example headings and subheadings). Assess the effectiveness of their own and others' writing and suggesting improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 		were instead of we was, or and I instead of I did).
3	<p style="text-align: center;">Year 5 and 6</p> <ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as model for their own writing. Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narrative describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Precising longer passages Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guided the reader Assess the effectiveness of their own and others writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language and speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. 	<p style="text-align: center;">Year 5</p> <ul style="list-style-type: none"> Revise fronted adverbials Linking ideas across paragraphs using adverbials of time, place, number, or tense choices. Relative clauses beginning with who, which where, when, whose, that, or an omitted relative pronoun Linking ideas across paragraphs using adverbials of time and number <p style="text-align: center;">Year 6</p> <ul style="list-style-type: none"> Review use of single and multi-clause sentences, joining with a range of conjunctions Layout devices for eg, headings, sub-headings, columns, bullets, or tables, to structure text. The difference between structures typical of informal speech and structures appropriate for formal speech and writing Link ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase, grammatical connections such as the use of adverbials and ellipses Use of the passive to affect the presentation of information in a sentence The use of subjunctive forms such as If I were they to come in some very formal writing and speech 	<p style="text-align: center;">Year 5</p> <ul style="list-style-type: none"> Brackets in indicate parenthesis Dialogue punctuation Brackets of commas to indicate parenthesis Indicate degrees of possibility using adverbs or modal verbs for eg, might, should, will, must. Use of commas to clarify meaning or avoid ambiguity Use of a colon to introduce a list <p style="text-align: center;">Year 6</p> <ul style="list-style-type: none"> Punctuate bullet points consistently to list information Review accurate punctuation of dialogue Review use of comma to clarify meaning or avoid ambiguity Placement of speech tags before, in between speech or after speech Semi-colons to separate longer or more complicated items in a list Hyphens used to avoid ambiguity Semi-colons, colons and dashes to mark the boundary between independent clauses














Writing: Curriculum covered at Bayford Primary School















CLASS ONE

YEAR A														
Autumn					Spring					Summer				
Labels, lists and captions 	Narrative 	Poetry: List poems 	Rules & recount 	Narrative 	Letters 	Narrative 	Instructions 	Narrative 	Poetry: List poems 	Narrative 	Poetry: Free Verse 	Narrative 	Recount 	Narrative 
Jasper's Beanstalk	Puffin Peter	Purple Is...	Ravi's Roar Ruby's Worry	Madlenka	Here Comes Mr Postmouse	Little Red and the Very Hungry Lion	How to Make Friends with a Ghost	Frog and the Stranger	The puffin book of Fantastic First Poems	Rapunzel	The Puffin Book of Fantastic First Poems	The Lost Homework	Here I Am	Say Hi to the Hedgehogs: Big Blue Whale
10 steps	10 steps	5 steps	10 steps	15 steps	10 steps	15 steps	10 steps	10 steps	5 steps	15 steps	10 steps	15 steps	10 steps	10 steps
50 steps (approx. 10 weeks)					50 steps (approx. 10 weeks)					60 steps (approx. 12 weeks)				
















YEAR B														
Autumn					Spring					Summer				
Narrative 	Recipes 	Poetry 	Narrative 	Poetry: Performance poems 	Explanation 	Narrative 	Letters, postcards 	Poetry 	Narrative 	Narrative 	Instructions 	Poetry: Take One Poet 	Narrative 	
Three Billy Goats Gruff; The Princess and the Pea, Stop! That's; Not my Story; Professor Goose Debunks Goldilocks	Gruffalo Crumble	Oi Frog!	Stanley's stick	Julia Donaldson's Poems to Perform	The Big Book of Bugs; The Amazing Life Cycle of Butterflies; Tad	We're Going to Find the Monster!	Dragon Post, Your Sincerely, Giraffe	A first book of poems: Out and About	Julian is a Mermaid	Last stop on market street	A Beginner's Guide to Bear Spotting; How to Wash a Woolly Mammoth	Mandy Coe's Belonging street	Super Joe Does Not Do Cuddles	
20 steps	10 steps	5 steps	10 steps	10 steps	10 steps	10 steps	15 steps	10 steps	15 steps	15 steps	10 steps	5 steps	15 steps	
55 steps (approx. 11 weeks)					45 steps (approx. 9 weeks)					60 steps (approx. 12 weeks)				















CLASS TWO

YEAR A												
Autumn				Spring				Summer				
Narrative (Graphic Novel) 	NCR 	Persuasive Speeches 	Poetry: Calligrams 	Personal Narrative (memoir) 	Instructions 	Narrative 	Poetry: Take One Poet 	Persuasive Letters 	Poetry: Take one Poet 	NCR 	Narrative 	Poetry: Haiku 
Mini-Rabbit Not Lost	Amazing Animal Journeys	Stella and the Seagull	Love that Dog	Jabari Jumps; Ralph Tells a Story; The Proudest Blue	Instructions (Neil Gaiman); Wolf in the Snow	The Iron Man	Joseph Coelho's Poems Aloud; Smile Out Loud	Malala's Magic Pencil; Greta and the Giants	Valerie Bloom's Stars with Flaming Tails	Amazon River: Earth's Incredible Places	The Girl Who Stole an Elephant	
15 steps	15 steps	10 steps	10 steps	15 steps	10 steps	15 steps	5 steps	15 steps	5 steps	15 steps	15 steps	10 steps
50 steps (approx. 10 weeks)				45 steps (approx. 9 weeks)				60 steps (approx. 12 weeks)				

YEAR B													
Autumn					Spring				Summer				
Poetry 	Fables 	Narrative 	Persuasive Letters 	NCR 	Narrative 	Narrative 	Explanations 	Persuasive Speech 	Poetry: Free verse 	Newspaper reports 	Travel leaflets 	Narrative 	Poetry: Takle One Poet 
The Magic Box	The Koala who Could; The Squirrels that Squabbled; The Lion Inside	Alice in Wonderland	Speak Up! Look Up! Clean Up!	Atlas of Adventures	Arthur and the Golden Rope	Starbird	Until I met Dudley, Rosie Revere, This Book thinks you're an Inventor	The King who Banned the Dark	A Small Dragon	Real;-Life Mysteries	Africa, Amazing Africa, Take One Bite, India, Incredible India, The Big Book of the UK	Leon and the Place Between	Michael Rosen's Quick Let's Get Out of Here
5 steps	15 steps	15 steps	15 steps	10 steps	10 steps	15 steps	15 steps	10 steps	5 steps	15 steps	10 steps	15 steps	10 steps
55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)				55 steps (approx. 11 weeks)				

CLASS THREE

YEAR A														
Autumn					Spring					Summer				
NCR 	Narrative 	Poetry: Take One Poet 	Persuasive Letters 	Narrative 	NCR 	Advocacy Campaign 	Advocacy Poetry 	Descriptive Recount 	Narrative (Mystery & Suspense) 	Balanced argument 	Biography 	Narrative 	Narrative 	Blogs 
The World of the Unknown: Monsters	Cloud Tea Monkeys	Karl Nova's Rhythm and Poetry	The Misadventures of Frederick	Wisp	Arthur Spiderwick's Field Guide to the Fantastic World Around You	I Have the Right	Be the Change	The Watertower	Boy in the Tower		Survivors	Skellig	Macbeth	
15 steps	10 steps	5 steps	10 steps	10 steps	10 steps	15 steps	5 steps	10 steps	15 steps	5 steps	15 steps	10 steps	15 steps	10 steps
50 steps (approx. 10 weeks)					55 steps (approx. 11 weeks)					55 steps (approx. 11 weeks)				

YEAR B													
Autumn					Spring					Summer			
Dialogue 	Biography 	Poetry: Cinquains 	Narrative 	Advertising Campaign 	Reviews 	Narrative 	NCR 	Persuasive Speeches 	Narrative 	NCR 	Poetry: Take One Poet 	Narrative 	Explanation 
	Stone Girl, Bone Girl	Where the Poppies Now Grow	The Promise			Night of the Gargoyles; The Mysteries of Harris Burdick	Planetarium	Talking History	Blackberry Blue and other fairy tales	Street Beneath My Feet/ Skies Above My Eyes	Cloud Busting	Birdsong	Lost Book of Adventure
10 steps	10 steps	5 steps	15 steps	15 steps	10 steps	15 steps	10 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps
55 steps (approx. 11 weeks)					65 steps (approx. 13 weeks)					50 steps (approx. 10 weeks)			