



Maybury Primary School  
Writing Curriculum

*Becoming a Writer*

## Writing at Maybury

Talk for Writing is a whole school approach, from Foundation 1 to Year 6, to develop children as readers, writers, speakers and listeners. The aim is to develop children who by the time they leave primary school, not only become very proficient at reading and writing, but also adore it.

Children at Maybury follow the Read Write Inc. programme from Foundation 2 until the Autumn Term of Year 2. Alongside this programme, all children in these year groups have additional writing lessons using the Talk for Writing approach.

The teaching approach is cumulative. What happens in Foundation 2 is revisited and built upon in Year 1. What happens in Year 1 is revisited and built upon in Year 2 and so on. In this way, work carried out in each year group contributes to the development of highly proficiency in Year 6.

One of the cores of Talk for Writing is the learning of the text orally. This supports children whose language skills need development and allows children to acquire the language of reading and writing. It becomes very powerful when children learn a model text orally as they internalise patterns of language and add them to their linguistic competencies. Children need to actively hear it, say it, play at it, dramatise it, draw it; this will allow them to read it and then when they have spent some time loitering in the model text – or model texts – they can then have a go at writing it using shared writing to help them. This process will lead them forward into independent writing, where they can have a go on the back of all the teaching that has happened.

Talk for Writing is broken down into three distinct phases:

- Imitation
- Innovation
- Independent application

There is a fourth 'I': Invention

### **Imitation**

This is where the children get to know our model text or texts really well. At the end of this first phase, the children are going to have heard it, said it, read it, investigated it, dramatised it and played at it, so that they really know the text extremely well.

### **Innovation**

This is where they write their own version of the text. This stage is led by the teacher. For the younger children it's oral and draw; and then as children acquire the ability to write, they move into the writing. The shared writing is where the teacher models how to do it, into the children having a go themselves. There is a lot of teaching in this phase.

### **Independent**

Now the teacher has taught the children, it is time for them to have a go independently.

### **Invention**

Children have the chance to write their own story, or what they want to write about.

## The Writing Stages at Maybury

**Baseline  
Assessment  
&  
Planning**



**Imitation**



**Innovation**



**Independent**



**Invention**



<p><b>Decide on the purpose of the unit</b></p>	<p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>• The <b>objective</b> of the unit (e.g. to develop recount writing skills). If the class has already been taught this type of writing in the Talk for Writing style, the toolkit that was co-constructed with the previous class teacher will need to be located so that the unit builds on previous learning.</li> <li>• An interesting <b>topic</b> that will deliver the objective.</li> <li>• The <b>hook</b> that will engage the class with the topic.</li> <li>• A <b>model text</b> that will provide the linguistic patterns that the class will be shown how to reproduce. Any previous model texts will need to be adapted to meet the needs of the class.</li> </ul>
<p><b>Baseline assessment and planning</b></p>	<p><b>Have a Go/Cold Task:</b></p> <ul style="list-style-type: none"> <li>• At least a week before the beginning a unit an activity needs to be set to establish what <b>baseline skills</b> pupils already have in relation to the object of the unit. The pupils will need a <b>familiar</b> context so that they have something to write about that <b>a) they know about and b) that interests them</b>. Warm up the topic with a brief discussion and some stimulus, but do not provide any teaching in how to write about this subject at this point. This will help you to pinpoint what specific skills to focus on in the unit to help the children progress.</li> </ul> <p><b>Adapting you planning:</b></p> <ul style="list-style-type: none"> <li>• After the cold task you should assess the work of the whole class and identify the key skills that the class already has and how these could be developed within the unit, as well as any new skills to be introduced. These then form the targets for the unit.</li> <li>• From this assessment task, the children should be given specific targets to work towards (for some children these might be more specific) – the children will then self-assess against these targets at the end of the unit in order to reflect upon their own learning.</li> <li>• Next, write or adapt the model text, as necessary, to illustrate the key features identified.</li> </ul> <p><b>Check that your model:</b></p> <ul style="list-style-type: none"> <li>• <b>Has all the language features you want to introduce</b> at the right level.</li> <li>• <b>Has the language features you want to embed</b> at the right level to help the children work towards mastery.</li> <li>• <b>Is not too long</b> ( a maximum of 400 words)</li> </ul>
<p><b>Stage 1: The Imitation Stage</b></p>	<p>This stage is the most important stage as this lays the pattern of language in the children’s heads. If this stage is rushed, the children will not have internalised the patterns sufficiently to be able to innovate and then use independently.</p> <p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li><b>1. Creative Hook</b></li> <li><b>2. Warming up the words, phrases, sentence patterns and grammar</b> It is vital that children understand what the words mean; otherwise this could just become an exercise in rote learning and hollow chanting. This is crucial because generative grammar cannot work without understanding. Generative grammar is the underlying principle that underpins ‘talking the text’. Look at your model text and decide which words, phrases and grammar will need ‘warming up’ so that when children hear the words they will know what they mean. Oral focus at this stage.</li> <li><b>3. Internalising the model text</b> Children internalise the pattern of language of the model text by learning it orally. The children do not see the text at this stage, but there is a text map to act as a reminder, plus actions to reinforce specific language patterns as well as the meaning. It is crucial for the patterns to be ‘over-learned’ if they are to be part of the children’s linguistic repertoire. This ‘over-learning’ must be done throughout the day, not just as part of the children’s writing lessons.</li> <li><b>4. Reading as a Reader</b> Reading as a reader aids comprehension. Children should talk about the text, the audience and its purpose. Analysing the author, discussing language features, comparing sentences, sequencing, improving, annotating and focused vocabulary work all support this element of the process.</li> <li><b>5. Reading as a Writer</b> In the lead to the next stage of <b>innovation</b>, children must analyse the text. This is done through the process of ‘boxing-up’ and then recognising and understanding the ingredients that helped make the writing effective – this is done through the creation of a toolkit.</li> <li><b>6. Short Burst Writing</b> Short-burst writing is used in this stage, to practise key focuses such as description, persuasion or scientific explanation.</li> </ol>

## Stage 2: The Innovation Stage

By this point, pupils will have internalised the model text, the original text will be displayed with the text 'boxed up' and annotated – accompanied by a list of the key ingredients as well as writing reminders, techniques and tricks. The teacher will then need to plan a new starting point to act as a basis for the children's writing. All of us write best about what we know about – and what matters to us. **Ensure that the children have some basis or prior knowledge about what they are going to write about next.**

### 1. Shared Planning

The boxed up grid from the model text can be used as a basic planner but new information will need to be gathered and organised onto the new planning grid. Approaches to gathering information will have to be modelled and practiced. They could include:

- Note-taking.
- Listing questions before finding answers
- Interviewing visitors and experts.
- Writing or emailing for information
- Skimming and scanning information books and texts.
- Watching TV/film and note taking
- Using the internet.
- Using trips to gather information
- Using the school grounds, local community to discover information.

Here, an additional column should be added to your original 'boxing-up'. This allows children to see the underpinning structure of the text type, how the model text is organised against this structure and then the plan for the new text.

At this stage children will benefit from **'talking the new text'**. They can do this in pairs to share and refine ideas and references should be made to the original text to check for useful language features that might be recycled. Children might come to the front of the class to present their new texts orally.

During this stage it is important to keep playing spelling and sentence games so that the children have plenty of oral and written practice of in the language features that they will need when they come to write. Drama games, such as interviewing experts or role-playing will also help tune children into the language features that they will be expected to use.

### 2. Shared Writing

During this stage the text will be further refined, often referring back to the original model or models. It is vital that the teacher involves the children in the composition, taking suggestions and pushing the children to refine ideas so that they are fluent, coherent and effective. At all times, the teacher needs to bear in mind the level that the text should be written at – which should be above the standard of the children.

The quality of the shared write will determine the progress that the children make. It must be interactive. Ensure that children have whiteboards available on which they are regularly required to jot down ideas, following short opportunities to share ideas with a partner in order to provide thinking time. **It is these opportunities that teach the children how to write!** The most important thing is to constantly model for the children the importance of reading their work aloud to check first that it flows and secondly that it sounds right. It is also worth remembering that there is no such thing as a 'wow word'. The power of a word or sentence depends upon the context it is in. Constant rereading helps to ensure that the writing flows coherently as well as being a chance to spot mistakes or clumsy writing. The final text should be reread and edited. It helps to make the odd mistake or build in a typical weakness so that a discussion can be opened that relates to something that the children then look for in their own writing.

#### **Moving away from the model – the road to becoming an independent writer,**

Shared writing should be developed progressively to illustrate to children how to move away from the model. The more confident writers will be innovating in such a way that they are only using the underlying structure and using the related toolkit to create the effect that they want. The most confident writers may launch straight into their writing and be brought together with an adult to review

#### **Levels of Innovation:**

Simple substitutions will be evident for younger children or the less able children in a class – this is known as 'hugging closely'.

**'Hugging closely'** gives confidence, but for more confident writers it could become boring and limit their writing. Once children have grasped simple substitution (in Foundation/Year 1), they can be shown how to embellish by adding additional details. Over time children will have been taught how to add detail to achieve different effects as well as how to change viewpoints, tense and text type.

True independence and development in writing will not occur unless children move onto adding and altering, drawing upon their full range of reading. This can also be known as **'shaking hands with the text'**. The children decide what parts of the text they might need to **'hug closely'** to and what parts they can **'shake hands with'**, which means moving away and making it more their own.

It is important to move children through the different forms of innovation so that they are increasingly challenged, but also gain confidence in manipulating what they know in order to create something new. Innovation is about practicing transferable language patterns that, in the end, children will be able to draw upon to create,

	<p>At the end of each section of 'shared writing' it is important for assessment and then teacher marking to take place. Assessment may be through partner work or it may be a whole class process. Using visualisers to display pieces of children's work, which are discussed. The more practice the children get at reflecting on the quality of work and how to improve it, the more they will develop their own editing skills. Here, the teacher can also model how to be a 'responsive partner' with the whole class – again this is a skill that needs to be initially modelled to the children.</p> <p>Teachers can then assess, adapt and plan so that the next lesson addresses any misconceptions/needs before moving on. It is vital that children are given chance to respond to any marking/misconceptions before moving on to the next stage of the shared write.</p>
<p><b>Stage 3: The Independent Application stage</b></p>	<p>In this stage, the children move towards becoming more independent. All children will be writing the same text type but choosing topics that interest and intrigue them or that they know about.</p> <p>Another aspect of this stage that the teacher uses would be to <b>reveal several more models</b> so that the children can consider how different writers tackle writing this text type. This might allow children to add more to the list of ingredients or techniques, thereby beginning to broaden their repertoire.</p> <p>The children then begin using their boxing-up skills to start planning their independent work around the same writing focus. They can use their text-mapping skills, their boxed-up planning and then talking the text skills to develop their own writing.</p> <p>Once the children have finished their independent writing they could read it aloud, discuss with a partner, improve and give it a final check. They can then comment on how well they think they have written their final piece.</p> <p><b>The stage of 'independent application' may look different across different classes.</b> Confident writers will need high-quality shared writing as a focus. Less confident classes may have to revisit the whole process of gathering information, drawing and telling, before moving into boxing-up and rehearsing ideas, followed by a shared, guided and independent writing. Any misconceptions throughout the innovation/independent application stages should be addressed and reinforced throughout this final stage – continue to use shared writing and/or guided writing.</p>
<p><b>The end of unit assessment</b></p>	<p>This independent writing (hot task) can now be assessed, looking back at the cold task to see what progress has been made. The teacher can then decide on what general language features will need to particularly focused on in the next unit in English, as well as which features will need to be further developed <b>across the curriculum.</b></p> <p>At this stage children need to look at their cold task and compare with the hot task; to reflect on the progress they have made.</p>



# Maybury Primary School

## **Long Term Plan: Teaching Unit Plan Overview**


**Writing Long Term Plan Overview – Text Type Coverage**

<b>Year Group</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 1</b> Text Type	1. Narrative 2. Instruction 3. Recount	4. Narrative 5. Instruction 6. Recount	7. Narrative 8. Instruction 9. Recount
<i>Units</i>	<i>3 units per term</i>	<i>3 units per term</i>	<i>3 units per term</i>
<b>Year 2</b> Text Type	1. Narrative 2. Instruction 3. Recount	4. Narrative 5. Instruction 6. 6. Recount	7. Narrative 8. Instruction 9. Recount
<i>Units</i>	<i>3 units per term</i>	<i>3 units per term</i>	<i>3 units per term</i>
<b>Year 3</b> Text Type	1. Narrative 2. Instruction 3. Narrative 4. Recount	5. Narrative 6. Recount 7. Narrative 8. Explanation	9. Narrative 10.Explanation 11.Narrative 12.Information
<i>Units</i>	<i>4 units per term</i>	<i>4 units per term</i>	<i>4 units per term</i>
<b>Year 4</b> Text Type	1. Narrative 2. Instruction 3. Narrative 4. Recount	5. Narrative 6. Information 7. Narrative 8. Explanation	9. Narrative 10.Explanation 11.Narrative 12.Information
<i>Units</i>	<i>4 units per term</i>	<i>4 units per term</i>	<i>4 units per term</i>
<b>Year 5</b> Text Type	1. Narrative 2. Explanation 3. Narrative 4. Recount	5. Narrative 6. Information 7. Narrative 8. Persuasion	9. Narrative 10.Explanation 11.Narrative 12.Discussion
<i>Units</i>	<i>4 units per term</i>	<i>4 units per term</i>	<i>4 units per term</i>
<b>Year 6</b> Text Type	1. Narrative 2. Explanation 3. Narrative 4. Recount	5. Narrative 6. Information 7. Narrative 8. Persuasion	9. Narrative 10.Discussion 11.Narrative 12.Persuasion
<i>Units</i>	<i>4 units per term</i>	<i>4 units per term</i>	<i>4 units per term</i>

\*One unit of 'narrative' writing must be poetry. Fit into theme/plans accordingly.



EYFS




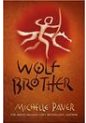
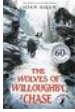








EYFS	Autumn	Spring	Summer
Text Type	<p data-bbox="510 341 775 368"><b>The Three Little Pigs</b></p>  <p data-bbox="555 619 730 646"><b>Peace at Last!</b></p> 	<p data-bbox="1066 341 1429 368"><b>We're Going on a Bear Hunt!</b></p>  <p data-bbox="1099 632 1406 659"><b>Jack and the Beanstalk</b></p> 	<p data-bbox="1682 341 2029 368"><b>The Three Billy Goats Gruff</b></p>  <p data-bbox="1682 624 2029 651"><b>The Very Hungry Caterpillar</b></p> 

Year 1	Autumn	Spring	Summer
<b>Text Type</b>	<b>Narrative:</b> The Tiger Who Came to Tea 	<b>Narrative:</b> Lost and Found 	<b>Narrative:</b> The Queen's Hat 
	<b>Instructions:</b> How to Make Jam Sandwich	<b>Fact File:</b> Penguin Fact File	<b>Instructions:</b> How to Plant a Seed
	<b>Recount:</b> Letters- Brian Bear	<b>Poetry:</b> Sparkle, Sparkle Starlight	<b>Recount:</b> Amy Johnson
Year 2	Autumn	Spring	Summer
<b>Text Type</b>	<b>Narrative:</b> Naughty Bus 	<b>Narrative:</b> Meerkat Mail 	<b>Poetry:</b> A First Poetry Book 
	<b>Instructions:</b> How to Look After a Rabbit	<b>Instructions:</b> How to ...	<b>Instructions:</b> How to ...
	<b>Recount:</b> The Tunnel	<b>Recount:</b> Where the Wild Things Are	<b>Recount:</b> Rosa Parks

Lower Key Stage 2

Year 3	Autumn	Spring	Summer
<b>Text Type</b>	<b>Narrative</b> (Portal Story): Stone Age Boy 	<b>Narrative</b> (a 'meeting' story): Poppy and the Tree Giant 	<b>Narrative</b> (Fairy Tales): Egyptian Cinderella 
	<b>Instructions:</b> How to Wash a Woolly Mammoth <b>Narrative</b> (Story with a moral): The Lion and the Mouse 	<b>Recount:</b> Poppy and the Giant Tree <b>Narrative:</b> The Snow Queen 	<b>Explanation:</b> How to Mummify your Dear Friend <b>Poetry:</b> The World's Greatest Space Cadet 
	<b>Recount:</b> Stone Age Letter	<b>Explanation:</b> How to Look after a Pet Hamster	<b>Information:</b> The Pyramids of Egypt
Year 4	Autumn	Spring	Summer
<b>Text Type</b>	<b>Narrative</b> (Traditional Tale): The King of the Fishes 	<b>Narrative</b> (focus: setting description): The Cottage in the Woods 	<b>Narrative</b> (focus: Character Description): Kulkulkan – The Feathered Serpent 
	<b>Recount:</b> Life in Pompeii	<b>Recount:</b> Ancient Volcano	<b>Explanation:</b> How did Kings Protect their Lands?
	<b>Narrative</b> (Adventure) : The Crayons Adventure 	<b>Narrative</b> (sci fi/fairy story: focus: character description): WANTED! – The Iron Man 	<b>Poetry:</b> Who Am I? 
	<b>Information</b> (non-chronological Report): Roman Soldiers	<b>Instructions:</b> How to Make a Magic Potion	<b>Information:</b> Anglo-Saxon Vs Maya Life

## Upper Key Stage 2

Year 5	Autumn	Spring	Summer
<b>Text Type</b>	<b>Narrative</b> (Portal Story): The Mystery on Elf Road 	<b>Narrative</b> (myth): King Midas and the Golden Touch 	<b>Narrative</b> (Action Story): Alien Invasion 
	<b>Recount:</b> Viking Discovery!	<b>Information (non-chronological report):</b> The Frilled Gozo Lizard	<b>Explanation:</b> How to Prepare for an Intergalactic Mission
	<b>Narrative</b> (Journey story)): The Lost Jungle City 	<b>Narrative</b> (flashback): Sunnyside Lodge 	<b>Poetry:</b> Tales from the Deep
	<b>Explanation:</b> Life Cycle of a Butterfly	<b>Persuasion:</b> Visit Greece!	<b>Discussion:</b> Would you rather live in London or New York City?
Year 6	Autumn	Spring	Summer
<b>Text Type</b>	<b>Narrative</b> (flashback): Veteran Flashback  	<b>Narrative</b> (warning story): The Dump  	<b>Narrative (Poetry):</b> The Highway Man 
	<b>Discussion:</b> Should Children have been Evacuated?	<b>Information Text</b> (non-chronological report): The Galapagos Flying Lizard	<b>Persuasion:</b> Visit Camp Greenlake!
	<b>Narrative</b> (Suspense Story): Alma  <b>Short Film</b>	<b>Narrative:</b> Dinosaur Island 	<b>Narrative (Action):</b> Holes! 
	<b>Recount:</b> War Game		<b>Explanation:</b> How to Survive Camp Greenlake



# Maybury Primary School

## Progression in Writing

	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p><b>Phonic and Whole Word Spelling</b></p> <p><b>Children should:</b></p>	<ul style="list-style-type: none"> <li>listen to and hear the sounds in CVC, CVCC and CCVC words.</li> <li>recall &amp; identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing.</li> <li>spell some taught common exception/ high frequency and familiar words.</li> </ul>	<ul style="list-style-type: none"> <li>the 40+ phonemes already taught</li> <li>spell common exception words</li> <li>spell the days of the week</li> <li>name the letters of the alphabet in order</li> <li>use letter names to distinguish between alternative spellings of the same sound</li> <li>spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</li> <li>make phonetically plausible attempts at writing longer words using dominant phonemes and other common grapheme representations</li> </ul>	<ul style="list-style-type: none"> <li>segment spoken words into phonemes and represent these by graphemes</li> <li>spelling many correctly learn new ways of spelling phonemes for which 1 or more spellings are already known</li> <li>learn some words with each spelling, including a few common homophones</li> <li>learn to spell common exception words distinguish between homophones and near homophones</li> </ul>	<ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> </ul>
	<b>Foundation 2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p><b>Other Word Building Spelling</b></p> <p><b>Children should:</b></p>		<ul style="list-style-type: none"> <li>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>use the prefix</li> <li>un- use -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>apply simple spelling rules and guidance from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>learning the possessive apostrophe (singular)</li> <li>learn to spell more words with contracted forms</li> <li>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>show awareness of silent letters in spelling e.g. knight, write</li> <li>use -le ending as the most common spelling for this sound at the end of words</li> <li>apply spelling rules and guidelines from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>
	<b>Foundation 2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

<b>Transcription</b>  <b>Children should:</b>		<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>		
	<b>Foundation 2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Handwriting</b>  <b>Children should:</b>	<ul style="list-style-type: none"> <li>• develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD)</li> <li>• develop the foundations of a handwriting style which is fast, accurate and efficient (PD)</li> <li>• form lower-case and capital letters correctly. (LIT) Know how to write the taught letters (LIT)</li> </ul>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' and to practise these</li> <li>• Produce recognisable letters and words to convey meaning another person can read writing with some mediation</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choose the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>• choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choose the writing implement that is best suited for a task</li> </ul>
	<b>Foundation 2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

<p><b>Contexts for Writing</b></p> <p><b>Children should:</b></p>	<ul style="list-style-type: none"> <li>undertake child initiated writing (in role, and for purpose)</li> <li>write narratives about personal experiences and those of others (real and fictional)</li> <li>write about real events</li> <li>write poetry</li> <li>write for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>write narratives about personal experiences and those of others (real and fictional)</li> <li>write about real events</li> <li>write poetry</li> <li>write for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>write narratives about personal experiences and those of others (real and fictional)</li> <li>write about real events</li> <li>write poetry</li> <li>write for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<ul style="list-style-type: none"> <li>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>
	<b>Foundation 2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p><b>Planning Writing</b></p> <p><b>Children should:</b></p>	<ul style="list-style-type: none"> <li>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</li> <li>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&amp;L)</li> <li>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses (C&amp;L)</li> </ul>	<ul style="list-style-type: none"> <li>say out loud what they are going to write about</li> <li>compose a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>plan or say out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>discuss and record ideas</li> <li>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>discuss and record ideas</li> <li>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>note and develop initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>note and develop initial ideas, drawing on reading and research where necessary</li> </ul>
	<b>Foundation 2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Drafting</b>	<ul style="list-style-type: none"> <li>To think of, say and</li> </ul>	<ul style="list-style-type: none"> <li>sequence sentences to</li> </ul>	<ul style="list-style-type: none"> <li>write down ideas</li> </ul>	<ul style="list-style-type: none"> <li>organise paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>organise paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>select appropriate</li> </ul>	<ul style="list-style-type: none"> <li>select appropriate</li> </ul>



<b>Writing</b>  <b>Children should:</b>	write a simple sentence, sometimes using a capital letter and full stop. (LIT)	form short narratives	and/or key words, including new vocabulary  • encapsulate what they want to say, sentence by sentence	around a theme  • in narratives, create settings, characters and plot  • in non-narrative material, use simple organisational devices (headings & subheadings)	around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)	grammar and vocabulary, understanding how such choices can change and enhance meaning  • in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action  • précising 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 guide the reader	grammar and vocabulary, understanding how such choices can change and enhance meaning  • in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action  • précising 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 guide the reader
	<b>Foundation 2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Editing Writing</b>  <b>Children should:</b>	• To check written work by reading and make changes where necessary.(LIT)	• re-read what they have written to check that it makes sense  • discuss what they have written with the teacher or other pupils	• 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  • proofread to check for errors in spelling, grammar and punctuation	• assess the effectiveness of their own and others' writing and suggest improvements  • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors	• assess the effectiveness of their own and others' writing and suggest improvements  • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  • proofread for spelling and punctuation errors	• assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensure the consistent and correct use of tense throughout a piece of writing  • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation errors	• assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • ensure the consistent and correct use of tense throughout a piece of writing  • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  • proofread for spelling and punctuation error
	<b>Foundation 2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

<b>Performing Writing</b>  <b>Children should:</b>	<ul style="list-style-type: none"> <li>• Think of, say and write a simple sentence, sometimes using a capital letter and full stop</li> </ul>	<ul style="list-style-type: none"> <li>• read their writing aloud clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
	<b>Foundation 2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Vocabulary</b>  <b>Children should:</b>	<ul style="list-style-type: none"> <li>• Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&amp;L)</li> <li>• Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&amp;L)</li> </ul>	<ul style="list-style-type: none"> <li>• leave spaces between words join words and joining clauses using "and"</li> <li>• Use familiar adjectives to add detail e.g. red apple, bad wolf</li> </ul>	<ul style="list-style-type: none"> <li>• use expanded noun phrases to describe and specify</li> <li>• attempt some varied vocab and use some varied sentence openings e.g. time connectives</li> </ul>	<ul style="list-style-type: none"> <li>• extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>• extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>• use a thesaurus</li> <li>• use expanded noun phrases to convey complicated information concisely</li> <li>• use modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>• use a thesaurus</li> <li>• use expanded noun phrases to convey complicated information concisely</li> <li>• use modal verbs or adverbs to indicate degrees of possibility</li> </ul>
	<b>Foundation 2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• To make writing exciting using wow words (adjectives).</li> </ul>	<ul style="list-style-type: none"> <li>• use regular plural noun suffixes (-s, -es)</li> </ul>	<ul style="list-style-type: none"> <li>• use coordination (using or, and, or but)</li> </ul>	<ul style="list-style-type: none"> <li>• use the present perfect form of verbs in contrast to the past</li> </ul>	<ul style="list-style-type: none"> <li>• use the present perfect form of verbs in contrast to the past</li> </ul>	<ul style="list-style-type: none"> <li>• use the perfect form of verbs to mark relationships of time</li> </ul>	<ul style="list-style-type: none"> <li>• recognise vocabulary and structures that are appropriate for formal</li> </ul>

<b>Children should:</b>	(LIT)	<ul style="list-style-type: none"> <li>• use verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>• use the un- prefix to change meaning of adjectives/adverbs</li> <li>• combine words to make sentences, including using and sequence sentences to form short narratives separate of words with spaces</li> <li>• use sentence demarcation (. ! ?) use capital letters for names and pronoun 'I')</li> </ul>	<ul style="list-style-type: none"> <li>• use commas in lists</li> <li>• use sentences with different forms: statement, question, exclamation, command</li> <li>• use subordination (using when, if, that, or because)</li> <li>• use apostrophes for omission &amp; singular possession</li> <li>• use the present and past tenses correctly and consistently including the progressive form</li> <li>• use extended simple sentences e.g. including adverbs and adjectives to add interest</li> <li>• use some features of written Standard English Learn how to use selected grammar for Year 2</li> <li>• Use and understand grammatical terminology when discussing writing</li> </ul>	tense	tense	and cause	speech and writing, including subjunctive forms
	<ul style="list-style-type: none"> <li>• To begin to know sentences can be extended using a joining word (conjunction) (LIT)</li> </ul>	<ul style="list-style-type: none"> <li>• form nouns using prefixes</li> <li>• use the correct form of 'a' or 'an'</li> <li>• use word families based on common words (solve, solution, dissolve, insoluble)</li> <li>• use fronted adverbials</li> <li>• use conjunctions, adverbs and prepositions to express time and cause</li> <li>• learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>• form nouns using prefixes</li> <li>• use the correct form of 'a' or 'an'</li> <li>• use word families based on common words (solve, solution, dissolve, insoluble)</li> <li>• use a wide range of fronted adverbials correctly punctuated</li> <li>• use a wide range of conjunctions, adverbs and prepositions to express time and cause.</li> <li>• learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>• use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• convert nouns or adjectives into verbs</li> <li>• use verb prefixes</li> <li>• use devices to build cohesion, including adverbials of time, place and number</li> </ul>	<ul style="list-style-type: none"> <li>• use passive verbs to affect the presentation of information in a sentence</li> <li>• use the perfect form of verbs to mark relationships of time and cause</li> <li>• understand and use differences in informal and formal language</li> <li>• understand synonyms &amp; Antonyms</li> <li>• use further cohesive devices such as grammatical connections and adverbials</li> <li>• use of ellipsis</li> </ul>		
	<b>Foundation 2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Think of, say and write a simple sentence, sometimes using a capital letter</li> </ul>	<ul style="list-style-type: none"> <li>• begin to punctuate sentences using a capital letter and a full stop, question mark or</li> </ul>	<ul style="list-style-type: none"> <li>• develop understanding by learning how to use familiar and new punctuation correctly:</li> </ul>	<ul style="list-style-type: none"> <li>• use commas after fronted adverbials</li> <li>• indicate possession by</li> </ul>	<ul style="list-style-type: none"> <li>• use commas after fronted adverbials</li> <li>• indicate possession by</li> </ul>	<ul style="list-style-type: none"> <li>• use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>• use hyphens to avoid ambiguity</li> <li>• use semicolons, colons</li> </ul>

<p><b>Children should:</b></p>	<p>and full stop. (LIT)</p>	<p>exclamation mark</p> <ul style="list-style-type: none"> <li>• use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<p>Full stops and capital letters and question marks</p> <ul style="list-style-type: none"> <li>• use sentence demarcation CL . ?</li> </ul> <p>Exclamation marks and commas in a list</p> <p>Apostrophes for contracted form and for possession</p>	<p>using the possessive apostrophe with singular and plural nouns</p> <ul style="list-style-type: none"> <li>• use and punctuate direct speech (including punctuation within and surrounding inverted commas)</li> </ul>	<p>using the possessive apostrophe with singular and plural nouns</p> <ul style="list-style-type: none"> <li>• use and punctuate direct speech (including punctuation within and surrounding inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>• use brackets, dashes or commas to indicate parenthesis</li> </ul>	<p>or dashes to mark boundaries between independent clauses</p> <ul style="list-style-type: none"> <li>• use a colon to introduce a list</li> </ul> <p>punctuating bullet points consistently</p>
	<p><b>Foundation 2</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>	<p><b>Year 3</b></p>	<p><b>Year 4</b></p>	<p><b>Year 5</b></p>	<p><b>Year 6</b></p>
<p><b>Grammatical Terminology</b></p> <p><b>Children should:</b></p>	<p>letter capital letter word sentence full stop</p>	<p>letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</p>	<p>noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma</p>	<p>adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')</p>	<p>determiner pronoun possessive pronoun adverbial</p>	<p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>	<p>subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>



# Maybury Primary School

## **Progression in Narrative Writing**



# Maybury Primary School

## **Progression in Non-Narrative Writing**



# Maybury Primary School

## **Planning for Writing**