



WRITING : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

Topics/Themes/Texts:	The key things we want children to know/be able to do
Sunflowers Class	
<p><i>Books linking to topics</i></p> <p>After The Fall - Dan Standt</p>	<p>All children will be able to:</p> <ul style="list-style-type: none"> - Distinguish between the different marks they make <p>Most children will be able to:</p> <ul style="list-style-type: none"> - Sometimes gives meaning to marks as they draw and paint. - Ascribes meanings to marks that they see in different places. <p>Some children will be able to:</p> <ul style="list-style-type: none"> - Gives meaning to marks they make as they draw, write and paint. - Begins to break the flow of speech into words. - Continues a rhyming string. - Hears and says the initial sound in words. - Can segment the sounds in simple words and blend them together. - Links sounds to letters, naming and sounding the letters of the alphabet. - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. - Write their own name and other things such as labels,captions. - Attempts to write short sentences in meaningful contexts.



Daffodils Class	
<p style="text-align: center;"><u>Cycle one:</u></p> <p><u>Autumn</u></p> <p>Cave Baby - Julia Donaldson</p> <p>Beegu - Alexis Deacon</p> <p>The Great Fire of London - Emma Adams</p> <p>I Want My Hat Back - Jon Klassen</p> <p>Stanley's Stick - John Hegley</p> <p><u>Spring</u></p> <p>The Journey Home - Frann Preston Gannon</p> <p>Dinosaurs and all that Rubbish - Micheal Foreman</p> <p>A Walk in London - Salvatore Rubbino</p> <p><u>Summer</u></p> <p>The Bear and the Piano - David Litchfield</p> <p>The Bear Under the Stairs - Helen Cooper</p> <p>The Magic Bed - John Burningham</p> <p>If All the World Were - Joseph Coelho</p> <p>Iggy Peck Architect - Andrea Beaty</p>	<p><u>Reception</u></p> <p>All children will be able to:</p> <ul style="list-style-type: none"> - Gives meaning to marks they make as they draw, write and paint. - Begins to break the flow of speech into words. - Continues a rhyming string. - Hears and says the initial sound in words. - Can segment the sounds in simple words and blend them together. - Links sounds to letters, naming and sounding the letters of the alphabet. - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. - Writes own name and other things such as labels,captions. - Attempts to write short sentences in meaningful contexts. <p>Most children will be able to:</p> <ul style="list-style-type: none"> - Children use their phonic knowledge to write words in ways which match their spoken sounds. - They also write some irregular common words. - They write simple sentences which can be read by themselves and others. - Some words are spelt correctly and others are phonetically plausible. <p>Some children will be able to:</p> <ul style="list-style-type: none"> - name the letters of the alphabet:



Cycle two:

Autumn

Goldilocks and the Three Bears

Me and You - Anthony Browne

Pig the Pug - Aaron Blabey

Yeti and the Bird - Nadia Shireen

House Held up by Trees - Ted Kooser

Spring

Jim and the Beanstalk - Raymon Briggs

Tadpole's Promise - Jeanne Willis

The Owl and the Pussycat - Edward Lear

The Odd Egg - Emily Gravett

Summer

Lost and Found - Oliver Jefferies

Sidney, Stella and the Moon - Emma Yarlett

Naughty Bus - Jan Oke

Astro Girl - Ken Wilson - Max

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

Year 1

- Write from memory, simple dictated sentences containing the GPCs and words taught so far.
- Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.
- Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word.
- Spell most common exception words in the YR 1 spelling appendix.
- Recognise and spell a set of simple compound words.
- Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.
- Name the letters of the alphabet in order
- Compose sentences orally before writing; talk about where the sentence begins and ends.
- Attempt to write appropriately to the task.
- Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.
- Compose orally and write simple poems.
- Re-read writing to check it makes sense.
- Discuss own writing with others; make simple changes where suggested.
- Write sentences or sentence-like structures which can be clearly understood.
- Often use 'and' to join words and clauses.
- Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.



	<ul style="list-style-type: none"> - Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. - Sometimes include adjectives for description. - Begin to use some features of Standard English e.g. I did. - Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. - Capital letters formed correctly for some names of people, places and the days of the week. - Some spaces are left between words, although inconsistent. - Most letters sit on the line correctly. - Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. - Capital letters formed correctly for some names of people, places and the days of the week. - Some spaces are left between words, although inconsistent. - Most letters sit on the line correctly.
<p>Roses Class</p>	
<p style="text-align: right;"><u>Cycle one:</u></p> <p><u>Autumn</u></p> <p>Cave Baby - Julia Donaldson</p> <p>Beegu - Alexis Deacon</p> <p>The Great Fire of London - Emma Adams</p> <p>I Want My Hat Back - Jon Klassen</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> - Write from memory, simple dictated sentences containing the GPCs and words taught so far. - Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. - Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word. - Spell most common exception words in the YR 1 spelling appendix. - Recognise and spell a set of simple compound words. - Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.



Stanley's Stick - John Hegley

Spring

The Journey Home - Frann Preston Gannon

Dinosaurs and all that Rubbish - Micheal Foreman

A Walk in London - Salvatore Rubbino

Summer

The Bear and the Piano - David Litchfield

The Bear Under the Stairs - Helen Cooper

The Magic Bed - John Burningham

If All the World Were - Joseph Coelho

Iggy Peck Architect - Andrea Beaty

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Autumn

Goldilocks and the Three Bears

Me and You - Anthony Browne

Pig the Pug - Aaron Blabey

Yeti and the Bird - Nadia Shireen

House Held up by Trees - Ted Kooser

Spring

- Name the letters of the alphabet in order
- Compose sentences orally before writing; talk about where the sentence begins and ends.
- Attempt to write appropriately to the task.
- Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.
- Compose orally and write simple poems.
- Re-read writing to check it makes sense.
- Discuss own writing with others; make simple changes where suggested.
- Write sentences or sentence-like structures which can be clearly understood.
- Often use 'and' to join words and clauses.
- Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.
- Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.
- Sometimes include adjectives for description.
- Begin to use some features of Standard English e.g. I did.
- Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.
- Capital letters formed correctly for some names of people, places and the days of the week.
- Some spaces are left between words, although inconsistent.
- Most letters sit on the line correctly.
- Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.
- Capital letters formed correctly for some names of people, places and the days of the week.
- Some spaces are left between words, although inconsistent.



Jim and the Beanstalk - Raymon Briggs

Tadpole's Promise - Jeanne Willis

The Owl and the Pussycat - Edward Lear

The Odd Egg - Emily Gravett

Summer

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Sidney, Stella and the Moon - Emma Yarlett

Naughty Bus - Jan Oke

Astro Girl - Ken Wilson - Max

- Most letters sit on the line correctly.

Year 2

- Write from memory, simple dictated sentences which include familiar words and GPCs.
- Spell common decodable two and three syllable words which include familiar graphemes.
- Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.
- Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.
- Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.
- Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.
- Compose sentences orally. Use the drafting process to gather and write down ideas and key words.
- Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.
- Write about real events, maintaining form and purpose.
- Compose orally and write poetry in a variety of forms.
- Re-read and check their own writing. Proofread for errors. Evaluate word choice, grammar and punctuation; make revisions.
- Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.
- Coordinate sentences using and, or, but.
- Sometimes use subordination e.g. when, if, because.
- Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.



	<ul style="list-style-type: none"> - Identify word classes: noun, adjective, verb and adverb. - Choose the past or present tense appropriately. - Experiment with the progressive form e.g. she was swimming. - Use appropriate features of Standard English. - Hold the pencil correctly. - Writing is legible. - All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. - Spacing is appropriate to the size of letters. - Some letters are joined correctly, according to the school's handwriting approach.
<p>Tulips Class</p>	
<p style="text-align: center;"><u>Cycle one:</u></p> <p><u>Autumn</u> The BFG - Roald Dahl Varmints - Helen Ward The First Drawing - Mordical Gerstein Cinnamon - Neil Gaiman</p> <p><u>Spring</u> The Day I Swapped my Dad for two Goldfish - Neil Gaiman Jim, A Cautionary Tale - Hilaire Belloc Until I met Dudley - Roger McGough</p> <p><u>Summer</u> Odd and the Frost Giants - Neil Gaiman</p>	<p><u>Year 3</u></p> <ul style="list-style-type: none"> - Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. - Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. - Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion. - Write words spelt ei, eigh or ey e.g. vein, weight, obey. - Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here,hear; grown,groan. - Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats. - Spell some words from the YR 3-4 statutory word list. - Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. - Write to suit purpose, and show some features of the genre being taught. - Create chronological narratives; write in sequence. Write simple beginning, middle, ending.



The Lion, Witch and the Wardrobe - C.S Lewis
 Cinderella of the Nile - Beverley Naidoo
 Story of Tutankhamun - Patricia Cleveland-Peck

Cycle two:

Autumn

The Iron Man - Ted Hughes
 Weslandia - Paul Fleischman
 Escape from Pompeii - Christina Ballit
 Tear Thief - Carol Ann Duffy

Spring

Shakleton's Journey - William Grill
 FARThER - G Baker
 Leon and the Place Between - Angela McAllister
 The Tin Forest - Helen Ward

Summer

The Pied Piper - Michael Morpergo
 The Mysteries of Harris Burdick - Chris Van Allsberg
 Gulliver - Jonathan Swift
 Jabberwocky - Lewis Carol

- With scaffold, organise sections broadly, within a theme. Use headings and subheadings to aid presentation.
- Describe characters, settings and /or plot in a simple way, with some interesting details.
- Evaluate own and others' writing, with direction; reread and check own writing; make changes.
- Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.
- Express time, place and cause using conjunctions e.g. when, before, after, while, so, because.
- Use coordinating and simple subordinating conjunctions to join clauses.
- Identify and use a range of prepositions.
- Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- Identify direct speech. Begin to use inverted commas for direct speech.
- Consolidate knowledge of word classes: noun, adjective, verb, adverb.
- Use 'a' or 'an' according to whether the next word begins with a consonant or vowel.
- Usually use the past or present tense appropriately.
- Sometimes use the present perfect e.g. He has gone out to play.
- Writing is legible.
- Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.
- Writing is usually spaced sufficiently so that ascenders and descenders do not meet.
- Appropriate letters are joined, according to the school's handwriting approach.

Year 4



- Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.
- Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-.
- Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes –sion, -ous, -cian and –ly e.g. completely, basically.
- Write words spelt ch e.g. scheme, chemist, chef.
- Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen.
- Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags.
- Spell the majority of words from the YR 3-4 word list.
- Discuss and develop initial ideas in order to plan and draft before writing.
- Write to suit purpose and with a growing awareness of the audience, using some appropriate features.
- Organise writing into sections or paragraphs, including fiction and non-fiction.
- Appropriately use a range of presentational devices, including use of title and subheadings.
- Use dialogue, although balance between dialogue and narrative may be uneven.
- Describe characters, settings and plot, with some interesting details.
- Evaluate own and others' writing; proofread, edit and revise.
- Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.
- Experiment with sentences with more than one clause.
- Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although.
- Use time connectives.



	<ul style="list-style-type: none"> - Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... Use expanded noun phrases and adverbial phrases to expand sentences. - Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. - Use inverted commas accurately for direct speech. - Identify the correct determiner e.g. a, an, these, those. Usually use the past or present tense, and 1 st /3 rd person, consistently. - Writing is legible. - All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. - Writing is spaced sufficiently so that ascenders and descenders do not meet. - Appropriate letters are joined consistently.
<p>Lilies Class</p>	
<p style="text-align: right;"><u>Cycle one:</u></p> <p><u>Autumn</u> High Rise Mysteries - Sharna Jackson Beowulf - Michael Morpergo The Three Little Pigs Project The Man who Walked Between two Towers - Philippe Petit</p> <p><u>Spring</u> Grimm Tales - Brothers Grimm Night Mail</p>	<p><u>Year 5</u></p> <ul style="list-style-type: none"> - Write from memory, dictated sentences which include words from the ks2 curriculum. - Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5- 6 e.g. cious, cial, ant, ent, ance, ence. - Spell correctly words with letters which are not sounded e.g. knight, solemn. - Use the hyphen to join a prefix to a root e.g. reenter. - Spell some homophones from the YR 5-6 spelling appendix. - Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6. - Discuss and develop initial ideas in order to plan and draft before writing.



Kasper, Prince of Cats - Michael Morpergo

Summer

Rain Player - David Wisniewski

The Princess' Blanket - Carol Ann Duffy

The Hidden Forest - Jeannie Baker

Romeo and Juliet - William Shakespeare

Cycle two:

Autumn

Otto, Autobiography of a Teddy Bear - Tomi Ungerer

Anne Frank - Josephine Poole

Suffragette: The Battle for equality - David Roberts

Hidden Figures - Margot Lee Shetterly

Spring

Percy Jackson - Rick Riordan

Origami Yoda - Tom Angleberger

The Templeton Twins - Ellis Weiner

Summer

The Lost Happy Endings - Carol Ann Duffy

The Arrival - Shaun Tan

King Kong - Anthony Browne

Some Places More Than Others - Renee Watson

- Write to suit purpose and with a growing awareness of the audience, using appropriate features. May include humour or suspense.
- Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)
- Use a range of presentational devices, including use of title, subheadings and bullet points.
- Use dialogue to indicate character and event.
- Describe characters, settings and plot, with growing precision.
- Find key words and ideas; begin to write a summary. Evaluate own and others' writing; with direction, proofread, edit and revise.
- Write a range of sentence structures which are grammatically accurate.
- Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.
- Demarcate sentences correctly. Use commas for a pause in complex sentences.
- Begin to use punctuation for parenthesis: brackets, commas, dashes.
- Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.
- Usually maintain correct tense.
- Begin to recognise active and passive voice.
- Identify and select determiners.
- Choose vocabulary and grammar to suit formal and informal writing, with guidance.
- Use vocabulary which is becoming more precise.
- Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.
- Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)



- Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.

Year 6

- Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.
- Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.
- Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.
- Spell some challenging homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 5-6 statutory word list.
- Discuss and develop ideas; routinely use the drafting process before and during writing.
- Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
- Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.
- Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.
- Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader. Integrate dialogue to convey character and advance the action.
- Describe characters, settings and atmosphere, with some precision.
- Summarise longer passages, when required.
- Evaluate own and others' writing; proofread, edit and revise.
- Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.



	<ul style="list-style-type: none">- Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semicolons for lists; hyphens; consistent use of bullet points.- Use modal verbs to indicate degrees of possibility. Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.- Understand and use active and passive voice.- Identify the subject and object.- Identify synonyms and antonyms.- Select vocabulary and grammar to suit formal and informal writing.- Use vocabulary which is varied, interesting and precise.- Use a dictionary and thesaurus to define words and expand vocabulary.- Writing is legible and fluent. (Quality may not be maintained at speed.)- Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.
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