

Writing Content Spine

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Writing to inform: Instructional writing based on How to wash a woolly mammoth by Michelle Robinson	Writing to entertain: Performance Poem about an earthquake	Writing to inform: Factfile about predators	Writing to persuade: Persuasive letter to King Minos	Writing to entertain: Stick Man's adventure travelling down a river	Writing to inform: Y2 Letters
	Writing to entertain: Short Story with dialogue inspired by Stone Age Boy by Satoshi Kitamura	Writing to describe: 1st person description based on the book Escape from Pompeii by Christina Balit	Writing to describe: Newspaper report about a creature found in the sewers.	Writing to entertain: Write a Greek Myth extract based on the story of Medusa	Writing to describe: Describing a journey along a river based on 'The River' by Marc Martin	Writing to entertain: Food Poetry
Year 4	Writing to describe: scenes from ancient Rome	Writing to inform: biography of significant musician	Writing to inform: non- chorological report on daily life in an Anglo- Saxon settlement	Writing to persuade: advertisement for a new toothbrush	Writing to describe: description of a road trip across America/ landmark	Writing to inform: about an unusual sea creature found recently
	Writing to inform: A gladiator's diary entry	Writing to entertain: Alternative lyrics to a well-known song (that represents who they are)	Writing to persuade: letters between Beowulf and his father about him going to fight Grendel	Writing to entertain: write their own chapter about a visit to Miss Root the dentist	Writing to entertain: dialogue scene within novel of Karl receiving advice	Writing to entertain: dilemma story

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Year 5	Writing to inform: Lonely Galaxy planet guide	Writing to inform: Recount of a trip	Writing to persuade: Letter from Anne Boleyn in the Tower begging to be released	Writing to inform/discuss: Pros and cons of a common garden minibeast	Writing to persuade: Speech persuading people to use less plastic or eat less meat	Writing to persuade: Transport modification story
	Writing to entertain: Narrative linked to Harriet VS the Galaxy	Writing to describe: Discovering a new tomb	Writing to entertain: Poetry linked to emotional points in Diver's Daughter	Writing to entertain: Diary entry of picture book characters	Writing to describe: narrative description based on Tom's Midnight Garden	Writing to entertain: Rollercoaster Advert
Year 6	Writing to explain: lift-the-flap about a Victorian house	Writing to inform: Newspaper article documenting the sinking of the Titanic.	Writing to persuade: Letter from an evacuee with shifting perspectives and to write a letter in return from their parent.	Writing to inform: David Attenborough style script using technical vocabulary to go alongside.	Writing to Inform: Recount of Marwell Zoo trip.	Writing to Inform: 11-spotted lizard non-chronological report
	Writing to inform and entertain: Diary entries exploring different perspectives on the issues arising from the experiences of a character in Street Child.	Writing to entertain: Fantasy setting narrative. Writing a chapter following on from a cliff hanger.	Writing to discuss: Balanced argument Should children have been evacuated	Writing to entertain: Narrative with a flashback. Children in the story of The Explorer	Writing to Explain: Thank you letter to Marwell Zoo	Writing to Entertain: Back story to character for Holes that is not Stanley



Writing

Key Concepts



Writing Progression Map - Planning

3	<ul style="list-style-type: none">• discuss and record ideas• compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures• begin to use ideas from their own reading and modelled examples to plan their writing.
4	<ul style="list-style-type: none">• discuss and record ideas in suitable formats for the type of writing• compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
5	<ul style="list-style-type: none">• plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own• note and develop initial ideas, drawing on reading and research where necessary• use a range of planning models• consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.
6	<ul style="list-style-type: none">• plan structure and content of writing, developing initial ideas, in an efficient and clear way• use a range of planning models, choosing the most appropriate model for the text type

Writing Progression Map - Drafting

3	<ul style="list-style-type: none">• begin to organise paragraphs around a theme• Compose and rehearse sentences orally (including dialogue). <p>• Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>• Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p>
4	<ul style="list-style-type: none">• organise paragraphs around a theme• in non-narrative material, use simple organisational devices (headings & subheadings) <p>• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>
5	<ul style="list-style-type: none">• use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).• distinguish between the language of speech and writing and to choose the appropriate level of formality
6	<ul style="list-style-type: none">• select appropriate 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 the most effective organisational devices to structure text and to guide the reader

Writing Progression Map - Revising

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| 3 | <ul style="list-style-type: none">• make deliberate ambitious word choices to add detail.• in narratives, develop settings, characters and plot through description and action |
| 4 | <ul style="list-style-type: none">• consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.• write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).• create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. |
| 5 | <ul style="list-style-type: none">• consistently link ideas across paragraphs.• proofread work to précis longer passages by removing unnecessary repetition or irrelevant details• describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace |
| 6 | <ul style="list-style-type: none">• use a wide range of devices to build cohesion within and across paragraphs• propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing• select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) |

Writing Progression Map - Editing

3	<ul style="list-style-type: none">• proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.• assess the effectiveness of their own and others' writing and suggest improvements propose changes to
4	<ul style="list-style-type: none">• proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.• propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
5	<ul style="list-style-type: none">• proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements• ensure the consistent and correct use of tense throughout a piece of writing
6	<ul style="list-style-type: none">• habitually proofread for spelling and punctuation errors• assess the effectiveness of their own and others' 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

Writing Progression Map - Publishing

3	<ul style="list-style-type: none">• begin to read their own writing aloud, to a group or the whole class with expression so that the meaning is clear• begin to make deliberate choices about how they present their work according to the audience and purpose
4	<ul style="list-style-type: none">• begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.• choose an appropriate format to publish the work for the chosen purpose or audience
5	<ul style="list-style-type: none">• consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes• present work effectively for the chosen purpose and audience, making deliberate decisions about design and layout• perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear
6	<ul style="list-style-type: none">• use the most effective presentational devices to structure text and to guide the reader• explain their presentation choices in relation to their purpose and audience• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.)

Writing Progression Map – Handwriting

3	<ul style="list-style-type: none">• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined• Increase the legibility, consistency and quality of their handwriting• To begin to choose how to present their work in an appropriate manner to the task and audience
4	<ul style="list-style-type: none">• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined• Have legible, consistency and quality in their handwriting• Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters• Choose the writing implement that is best suited for a task• Choose how to present their work in an appropriate manner to the task and audience
5	<ul style="list-style-type: none">• Has a clear and consistent writing style• Uses diagonal and horizontal strokes and begins to join from f, g, y, and j to further develop fluency.
6	<ul style="list-style-type: none">• Maintains legibility in joined handwriting when writing at speed.• Varies handwriting styles to suit task and audience



Writing Progression Map – Grammar and Punctuation

	Sentence Construction and Tense	Use of Phrases and Clauses
3	<ul style="list-style-type: none"> Try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. Use 'a' or 'an' correctly throughout a piece of writing. 	<ul style="list-style-type: none"> Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. Use a range of conjunctions, adverbs and prepositions to show time, place and cause.
4	<ul style="list-style-type: none"> Always maintain an accurate tense throughout a piece of writing. Always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. 	<ul style="list-style-type: none"> Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
5	<ul style="list-style-type: none"> use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. Ensure the consistent and correct use of tense throughout all pieces of writing. 	<ul style="list-style-type: none"> Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
6	<ul style="list-style-type: none"> Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. 	<ul style="list-style-type: none"> Use the subjunctive form in formal writing. Use the perfect form of verbs to mark relationships of time and cause. Use the passive voice. Use question tags in informal writing.



Writing Progression Map – Grammar and Punctuation

	Punctuation	Use of Terminology
3	<ul style="list-style-type: none"> Use the full range of punctuation taught at key stage 1 mostly correctly including: <ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. 	<ul style="list-style-type: none"> Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.
4	<ul style="list-style-type: none"> Use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas 	<ul style="list-style-type: none"> Recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).
5	<ul style="list-style-type: none"> Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. Consistently use apostrophes for singular and plural possession. 	<ul style="list-style-type: none"> Recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.
6	<ul style="list-style-type: none"> Use commas consistently to clarify meaning or to avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> Recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.

Writing Progression Map – Spelling

Year 3	Year 4
<p>Words where 'ou' makes an /ow/ sound Words where 'ou' makes a /u/ sound Words where 'y' makes an /i/ sound Words ending in '-sure' Words ending in '-ture' Words with the prefix 're-' Words with the prefix 'dis-' Words with the prefix 'mis-' Words where '-ing' and '-ed' are added to multisyllabic words Words where '-ing', '-en' and '-ed' are added to multisyllabic words Words with the 'ai' digraph Words with the 'ei' digraph Words where 'ey' makes an /ai/ sound Adding the suffix '-ly' Words that are homophones Words ending in 'al' Words ending in 'le' Adding '-ly' when the root word ends in '-le' Adding '-ally' when the root word ends in '-ic' Adding '-ly' when the words do not follow the spelling patterns Words ending in '-er' when the root word ends in 'ch' Words where 'ch' makes a /k/ sound Words where 'que' makes a /k/ sound Words where 'sc' makes a /s/ sound Words that are homophones Words that end in 'sion' Challenge Words</p>	<p>Words that are homophones Words with the prefix 'in-' Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-' Words with the prefix 'inter-' Words ending in '-ation' Words ending in '-ation' Words ending '-ly' Words ending '-lly' Words where 'ch' makes a /sh/ sound Words ending in '-sion' Words ending in '-ous' Words ending in '-ous' where the ge from the root word remains Words where 'i' makes an /ee/ sound Words ending in '-ious' and 'eous' Words where 'au' makes an /or/ sound Words ending in '-tion' Words ending in '-sion' Words ending in '-cian' Words that are adverbs of manner Words that are homophones Words spelled with 'c' before 'i' and 'e' Words containing 'sol' and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto' Words with the prefix 'bi-' Challenge Words Words containing an apostrophe for possession</p>

Writing Progression Map – Spelling

Year 5	Year 6
<p>Words ending in ‘-tious’ and ‘-ious’</p> <p>Words ending in ‘-cious’</p> <p>Words ending in /shul/ spelled ‘-cial’</p> <p>Words ending in /shul/ spelled ‘-tial’</p> <p>Words ending in /shul/ spelled ‘-cial’ and ‘-tial’</p> <p>Words ending in ‘-ant’</p> <p>Words ending in ‘-ance’ and ‘-ancy’</p> <p>Words ending in ‘-ent’ and ‘-ence’</p> <p>Words ending in ‘-able’ and ‘-ible’</p> <p>Words ending in ‘-ably’ and ‘-ibly’</p> <p>Words ending in ‘-able’, where the ‘e’ from the root word remains</p> <p>Words that are adverbs of time</p> <p>Words ending in ‘-fer’</p> <p>Words with ‘silent’ first letters</p> <p>Words with ‘silent’ letters</p> <p>Words spelled with ‘ie’ after c</p> <p>Words where ‘ei’ makes an /ee/ sound</p> <p>Words where ‘ough’ makes an /or/ sound</p> <p>Words containing ‘ough’</p> <p>Adverbs of possibility and frequency</p> <p>Words that are homophones or near homophones</p> <p>Words that are homophones</p> <p>Words that are homophones or near homophones</p> <p>Words with hyphens</p> <p>Challenge Words</p>	<p>. Words with the short vowel sound /i/ spelled ‘y’</p> <p>Words with the long vowel sound /igh/ spelled ‘y’</p> <p>Adding the prefix ‘-over’</p> <p>Words with the suffix ‘-ful’</p> <p>Words that can be nouns and verbs</p> <p>Words with an /oa/ sound spelled ‘ou’ or ‘ow’</p> <p>Words with a ‘soft c’ spelled ‘ce’</p> <p>Words with the prefixes ‘dis-’, ‘un-’, ‘over-’ and ‘im-’</p> <p>Words with a /f/ sound spelled ‘ph’</p> <p>Words with origins in other countries and languages</p> <p>Words with unstressed vowel sounds</p> <p>Words ending with /shuhl/ spelled ‘cial’</p> <p>Words ending with /shuhl/ spelled ‘tial’</p> <p>Words beginning with ‘acc’</p> <p>Words with the suffix ‘-ably’</p> <p>Words with the suffix ‘-ible’</p> <p>Adding the suffix ‘-ibly’ to create an adverb</p> <p>Words ending in ‘-ent’ and ‘-ence’</p> <p>Words ending in ‘-er’, ‘-or’ and ‘-ar’</p> <p>Adverbs synonymous with determination</p> <p>Adjectives to describe settings</p> <p>Adjectives to describe feelings</p> <p>Adjectives to describe characters</p> <p>Grammar Vocabulary 1</p> <p>Mathematical Vocabulary</p> <p>Challenge words</p>