

# Writing Progression Map

## Curriculum overview



Writing forms part of Downsell Primary's creative curriculum. The following is an overview of the genres taught in each year group. In order to ensure children develop a strong knowledge of different genres, we have created a progression overview of the genres taught at Downsell Primary School. The purpose of this is to ensure that children experience different types of writing in each year group but they do not need to experience every type of writing in every year group.

Children start in Year 1 by learning five different genres and then as they progress through the school, more genres are introduced and previously taught genres are revisited to help support long-term memory. Therefore, by the time children reach upper KS2, they are able to write a range of different genres with confidence because they have a deep understanding and knowledge of each type of writing style.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	Sentence building Descriptive writing Letter Poetry (linked to poetry week)	Descriptive writing Instructions Letter	Instructions Descriptive writing Letter	Descriptive writing Letter Diary	Descriptive writing Diary entry Letter	Diary entry Letter Narrative
<b>Year 2</b>	Narrative Letter Poetry (linked to poetry week)	Narrative Newspaper report	Narrative Report	Narrative Non-chronological report	Narrative Newspaper report	Descriptive writing Instructions
<b>Year 3</b>	Narrative Non-chronological report Poetry (linked to poetry week)	Report Narrative	Diary entry Descriptive writing	Narrative	Information text Narrative	Narrative Letter
<b>Year 4</b>	Narrative Non-chronological report Poetry (linked to poetry week)	Information text Descriptive writing	Narrative	Narrative Newspaper report	Narrative Non-chronological report	Descriptive writing Information text
<b>Year 5</b>	Narrative Non-chronological report Poetry (linked to poetry week)	Newspaper report Narrative	Narrative Information text	Narrative Persuasive letter	Narrative (first person) Persuasive letter	Narrative Persuasive text
<b>Year 6</b>	Narrative Biography Poetry (linked to poetry week)	Narrative Non-chronological report	Narrative Persuasive letter	Newspaper article Diary entry	Narrative Narrative (first person)	Narrative Report

\*Our narrative units cover a range of narratives across the year groups. Children have the opportunity to write narratives such as fairy tales, traditional tales, adventure stories and Greek myths.

Writing is a key area throughout the curriculum and our children are offered the opportunity to write in many different areas outside of the Literacy lesson.

The following overview is an example of some of the writing genres used in other areas of the curriculum:

Subject	Writing genres
History	Biographies Persuasive texts Diary entry
Science	Reports Instructions
RE	Biographies Information text

### ***Everybody Writes!***

From the Spring Term, academic year 2021 – 2022, Downsell will also have in place an additional writing scheme for all children across the school (EYFS – Year 6). This scheme is called – ‘Everybody Writes’.

Everybody Writes has the following aims:

- To provide additional opportunities for all children to write
- To engage children in writing, through ‘wow’ opportunities
- To provide a range of genres for children to become experts in
- To give children the opportunity to write at length freely
- To provide real life / hands on experiences for children to write about
- To provide children with appropriate scaffolded support across the genres of writing

## Writing at Downsell Primary School

<b>Intent</b>	<p>At Downsell Primary school, we follow the National Curriculum Programme of Study for Writing. In line with the National Curriculum, Downsell Primary School believes that 'English has a pre-eminent place in education and in society'.</p> <p>The National Curriculum sets out the overarching aim of writing to equip 'pupils with a strong command of the spoken and written language'.</p> <p>Through the following of the National Curriculum, it is our intent for writing at Downsell to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for (reading), writing and spoken language</li> <li>• appreciate our rich and varied literary heritage</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate</li> </ul> <p>Handwriting, spelling and grammar will be explicitly taught to ensure that children are able to understand the conventions of writing and manipulate language to create effects for the reader.</p> <p>Our overarching aim is that our students leave Downsell with a certainty that they are able to communicate effectively in writing – and to enjoy being able to express themselves in this way.</p>
<b>Implementation</b>	<p>In line with the National Curriculum (2014), we ensure that children in each year group are taught the explicit grammar, punctuation and spelling objectives required for their key stage.</p> <p>All children write daily, in a Literacy session, and across the curriculum. The writing is linked to the books for the half term. Our lessons focus on skill building throughout the week(s) and finish with an opportunity for our children to use these skills in their own writing independently, through our timetabled Big Write lessons.</p> <p><u>Spellings</u></p> <p>Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use Twinkl PlanIt Spelling resources to support their teaching and to provide activities that link to the weekly spellings. Children are given spellings to learn each week and are given a spelling test the following week. When marking work, teachers identify words (up to a maximum of 3) that children have spelt incorrectly from within that child's known ability and the child will have the opportunity to correct these in their work.</p>

	<p><u>Grammar and Punctuation</u></p> <p>Grammar and punctuation knowledge and skills are taught through Literacy lessons as much as possible. Teachers plan to teach the required skills through the purpose of writing that they are teaching, linking it to the purpose of writing to make it more connected with the intended writing outcome. Teachers also focus on particular grammar and punctuation skills as stand-alone.</p> <p><u>English Lesson Sequence</u></p> <p>Each year group have a yearly overview of the writing purposes, both narrative and non-fiction. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year. There are two pieces of Big Write planned for each half term and at least one piece of Everybody Writes, giving the children at least 3 pieces of independent writing each half term.</p> <p><u>Handwriting</u></p> <p>We follow the, 'Twinkl' handwriting scheme. Handwriting is taught explicitly in lessons and in context when the teacher models correct letter formation.</p> <p>In Nursery, Reception and Year 1 (Autumn and Spring and Summer 1 terms), children are taught printed letter formation which is a wonderful starting point for them as they move to a cursive style in Year 1 Summer 2.</p>
<b>Impact</b>	<p>The impact of our Writing and SPAG curriculum will be shown through:</p> <ul style="list-style-type: none"> <li>• Summative assessment of grammatical knowledge and spelling using NFER.</li> <li>• Teacher assessment of writing using independently written pieces to provide evidence of national curriculum skills and understanding.</li> <li>• Termly moderation of writing between year groups / phases and externally providing robust judgements.</li> <li>• Monitoring of progress from year to year and key stage to key stage ensuring pupils remain 'on track' from their starting points.</li> <li>• Termly monitoring of books show clear evidence of the use of vocabulary, spelling, grammatical understanding, punctuation understanding and text type knowledge.</li> </ul>

## Writing Programmes of Study: Key Stage 1 and 2 National Curriculum

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 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 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.

### Key Stage 1

	Transcription		Composition	Vocabulary, grammar and punctuation
	Spelling	Handwriting		
<b>Year 1</b>	<p>Pupils should be taught to:</p> <p>Spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> </ul> <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>add prefixes and suffixes:</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> </ul>	<p>Pupils should be taught to:</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using 'and'</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• learning the grammar for year 1 in <a href="#">English appendix 2</a></li> </ul>

	<ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as listed in English appendix 1</li> <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>			Use the grammatical terminology in English <a href="#">English appendix 2</a> in discussing their writing.
<b>Year 2</b>	<p>Pupils should be taught to:</p> <p>Spell by:</p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> </ul>	<p>Pupils should be taught to:</p> <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>	<p>Pupils should be taught to:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> </ul>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>• learning how to use both familiar and new punctuation correctly - see <a href="#">English appendix 2</a>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently, including the progressive form</li> </ul>

	<ul style="list-style-type: none"> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> </ul> <p>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>		<ul style="list-style-type: none"> <li>encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<ul style="list-style-type: none"> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in <a href="#">English appendix 2</a></li> <li>some features of written Standard English</li> </ul> <p>Use and understand the grammatical terminology in <a href="#">English appendix 2</a> in discussing their writing</p>
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## Key Stage 2

	Transcription		Composition	Vocabulary, grammar and punctuation
	Spelling	Handwriting		
<b>Years 3 and 4</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them - see <a href="#">English appendix 1</a></li> <li>spell further homophones</li> </ul>	<p>Pupils should be taught to:</p> <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> </ul>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> </ul>

	<ul style="list-style-type: none"> <li>spell words that are often misspelt - see <a href="#">English appendix 1</a></li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <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>increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a></li> </ul> <p>Organising paragraphs around a theme:</p> <ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>Proofread for spelling and punctuation errors</p> <p>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</p>	<ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> <p>Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading</p>
<b>Years 5 and 6</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and</li> </ul>	<p>Pupils should be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and</li> </ul>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> </ul>



	<p>other words which are often confused</p> <ul style="list-style-type: none"> <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 <a href="#">English appendix 1</a></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> <li>• use a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>• choosing the writing implement that is best suited for a task</li> </ul>	<p>settings in what pupils have read, listened to or seen performed</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précisising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>Proofread for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<ul style="list-style-type: none"> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a></li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> </ul> <p>Use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately in discussing their writing and reading</p>
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