

Whale Hill Primary School
Key Stage 2 Writing Progression

At Whale Hill Primary School, we aim to provide a high quality Writing curriculum, which will allow pupils to speak, read and write fluently so they are ready for the next phase of their education by the time they leave primary school.

Our curriculum reflects the context of our school and coincides with our school vision. We start with relentlessly high expectations to ensure pupils are closing the gap, improving and becoming successful, resilient writers. Throughout the pupil's journey in primary school, we provide them with a range of opportunities to learn and apply writing skills across the curriculum.

Our school's curriculum plan ensures all pupils access a high quality text as a driver for the writing. We then use a cycle of gather, grammar and go to teach and embed different writing skills through a unit. This cycle focuses on the features of a text, the grammar behind a text, the vocabulary that underpins the writing process as well as emphasising the importance of presentation through high expectation of handwriting and spelling so pupils are able to take responsibility for their own work. Our writing units focus around audience and purpose so pupils are able to reason and explain why they are writing in this way.

By the time pupils leave Whale Hill Primary School, we aim to ensure they are proficient, independent writers.

<p>NARRATIVE Purpose: To tell a story, (but the detailed purpose may vary according to genre e.g. myth, mystery)</p>	<p>EXPLANATION Purpose: To explain how or why e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is</p>	<p>Description/Report Purpose: To provide detailed information about the way things are or were To help readers understand what is being described by organising or categorising information</p>	<p>Comparison Purpose: To consider, express or estimate the similarities or dissimilarities between two things or people</p>	<p>Instruction Purpose: To ensure something is done effectively and/or correctly with a successful outcome</p>	<p>Persuasion Purpose: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things</p>	<p>Recount Purpose: To retell events. The most common intention is to inform and /or entertain</p>
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Key Stage 2 Writing Curriculum
Coverage Year 6

Autumn Term		Spring Term		Summer Term	
Goodnight Mister Tom		Holes		Harry Potter / Graveyard Book	
<u>Autumn 1</u> 8 weeks	<u>Autumn 2</u> 7 weeks	<u>Spring 1</u> 6 weeks	<u>Spring 2</u> 5 weeks	<u>Summer 1</u> 7 weeks	<u>Summer 2</u> 6 weeks
Writing to...	Writing to...	Writing to...	Writing to...	Writing to...	Writing to...
Descriptive – character (2 weeks) Recount - Diary entry (2 weeks) Poetry - City Poems (1 week) Narrative – Time Slip – The Piano (3 weeks)	Discussion (2 weeks) Narrative – Thriller writing – Francis (3 weeks) Instructions (2 weeks)	Narrative – (3 weeks) Descriptive – setting (1 week) Persuasion – Letters (2weeks)	Poetry – Narrative (1 week) Reports – Comparative reports (3 weeks) Assessment	Explanation (2 weeks) Narrative – based on speech (1 week) SATs Week Range of short writing tasks linked to evidence for moderation	Report writing – theme to be based on France and knowledge of France. (2 weeks) France Persuasion – Visit France (2 weeks)

Key Stage 2 Writing Curriculum
Coverage Year 5

Autumn Term		Spring Term		Summer Term	
Adolphus Tips Street Child		How to Train your Dragon/Non-Fiction and Poetry Secrets of a Sun King		Wolf Brother/ Kensuke's Kingdom	
<u>Autumn 1</u> <u>8 weeks</u>	<u>Autumn 2</u> <u>7 weeks</u>	<u>Spring 1</u> <u>6 weeks</u>	<u>Spring 2</u> <u>5 weeks</u>	<u>Summer 1</u> <u>7 weeks</u>	<u>Summer 2</u> <u>6 weeks</u>
Writing to entertain... Writing to inform...	Writing to inform... Writing to entertain...	Writing to persuade Writing to entertain.. Writing to discuss...	Writing to entertain.. Writing to discuss...	Writing to entertain... Writing to inform...	Writing to inform... Writing to entertain...
Poetry – Narrative Description – Setting D Day Landing. Newspaper Article- Slapton Sands Evacuation Recount - Diary Entry Letter – From Lily to Dad.	Poetry – performance Recount – Diary Entry Report – Non Chronological Narrative - Playscripts	Letter – From Lily to Grandad. Narrative – Missing events of a story. Instructions – How to Mummify a Pharaoh. Narrative - Myths and Legends Reports – Comparative Instructions	Biography – Howard Carter Narrative – Alternative perspective Instructions – How to defeat a curse To be planned	Persuasion – Leaflet Narrative – Character Description Narrative – Setting Description Discussion Sp&L Persuasion – Leaflet Narrative – First Person Account Discussion Sp&L	Discussion Narrative – Dialogue Poetry – Performance Discussion Explanation Poetry – Performance

Key Stage 2 Writing Curriculum
Coverage Year 4

Autumn Term		Spring Term		Summer Term	
Dear Ollly Coraline		The Firework Maker's Daughter Escape from Pompeii Shadow		WW2 Text (to be decided) Romeo and Juliet	
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Writing to entertain Writing to inform	Writing to persuade Writing to entertain	Writing to inform Writing to entertain	Writing to discuss Writing to inform	Writing to...	Writing to discuss...
Diary entry – 2 weeks Narrative (Hero' story) – 2 weeks Descriptive-character and setting – 2 weeks Recount – letter - 1 week – independent	Letter – 2 weeks Recount – interview 2 weeks Poetry – 1 week Assessment Week Christmas Week	Narrative - Lila's journey – 2 weeks Instructions – Firework - 2 weeks Descriptive-character and setting – 2 weeks Poetry - 1 week	Discussion article (Shadow/Aman) 3 weeks Report – 2 weeks Assessment Week	Diary entry – 1 or 2 weeks Narrative – Literacy Shed – 2/3 weeks Descriptive-character and setting – 2 weeks Poetry – 1 week	Diary entry Narrative Descriptive-character and setting Poetry Assessment Week

Key Stage 2 Writing Curriculum
Coverage Year 3

Autumn Term		Spring Term		Summer Term	
Jack and the Beanstalk Stone Age Boy		Dinosaur Pox George's Marvellous Medicine		Friend or Foe	
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Writing to...	Writing to...	Writing to...	Writing to...	Writing to...	Writing to...
<p>Recount – Diary entry as the character of Jack from Jack and the Beanstalk.</p> <p>Performance Poetry – The Giant's Poem.</p> <p>Description – Character descriptions of characters from Jack and the Beanstalk</p> <p>Narrative – Innovation of Jack and the Beanstalk fairytale.</p>	<p>Poetry – Shape Poems linked to the Stone Age.</p> <p>Narrative – Adventure story based on Stone Age Boy.</p> <p>Instructions – Christmas themed.</p>	<p>Persuasion – Persuasive leaflet to persuade a Stone Age family to purchase a home in Skara Brae.</p> <p>Information Report – Dinosaurs.</p>	<p>Playscript – Scene from George's Marvellous Medicine, adapted from the novel.</p> <p>Instructions – How to Make a Marvellous Medicine</p> <p>Narrative – Alternative ending to George's Marvellous Medicine</p>	<p>Poetry – A World at War senses poem.</p> <p>Description – Setting description of a bombed street during WW2.</p> <p>Narrative – Real-life story based on WW2.</p>	<p>Discussion – writing based on Friend or Foe – Should David and Tucky help the German pilots?</p> <p>Recount – Letter from an evacuee in the role of David from Friend or Foe.</p>

Key Stage 2 Progression in skills

	Year 3	Year 4	Year 5	Year 6
<u>Tone/Purpose</u>		identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	The difference between structures typical of informal speech and structures appropriate for formal speech
<u>Planning Writing</u>	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas	noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
<u>Drafting</u>	composing and rehearsing sentences orally (including dialogue), organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	composing and rehearsing sentences orally (including dialogue), organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text

	Introduction to paragraphs as a way to group related material Headings and sub-	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	
<u>Editing</u>	assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling	assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling	assessing the effectiveness of their own and others' writing and suggesting improvements punctuation to enhance effects and clarify meaning distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors	assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
<u>Performing</u>	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	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	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
<u>Sentence Structures</u>	extending the range of sentences with more than one clause by using a wider range of conjunctions, including:	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher	using relative clauses beginning with who, which, where, when, whose, that or with an	Use of the passive to affect the presentation of information in a sentence subjunctive forms such as If I were or Were they

	when, if, because, although using an increasing range of sentence structures	expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	implied (ie omitted) relative pronoun	to come in some very formal writing and speech]
<u>Cohesion</u>	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials	Use of paragraphs to organise ideas around a theme	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
<u>Vocabulary Choices</u>	pupils should start to learn about some of the differences between Standard English and non- Standard English progressively building a varied and rich vocabulary and	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ensuring correct subject and verb agreement when using singular and plural, using expanded noun phrases to convey complicated information concisely	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].

			using modal verbs or adverbs to indicate degrees of possibility recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	
<u>Tense</u>	using the present perfect form of verbs in contrast to the past tense	using the present perfect form of verbs in contrast to the past tense	ensuring the consistent and correct use of tense throughout a piece of writing using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause	ensuring the consistent and correct use of tense throughout a piece of writing using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause
<u>Punctuation</u>	using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech	Apostrophes to mark plural possession [for example, the girl's name, the girls' names] The grammatical difference between plural and possessive –s Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The	using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list	using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list

		conductor shouted, "Sit down!"]	punctuating bullet points consistently	
<u>Handwriting</u>	<p>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</p> <p>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]</p>	<p>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</p> <p>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]</p>	<p>write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p>	<p>write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p>
<u>Spelling</u>	<p>use further prefixes and suffixes and understand how to add them.</p> <p>Formation of nouns using a range of prefixes</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>spell further homophones</p> <p>spell words that are often misspelt.</p>	<p>use further prefixes and suffixes and understand how to add them.</p> <p>Formation of nouns using a range of prefixes</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>spell further homophones</p> <p>spell words that are often misspelt.</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and</p>

	<p>use the first 2 or 3 letters of a word to check its spelling in a dictionary Word families based on common words, showing how words are related in form and meaning</p>	<p>use the first 2 or 3 letters of a word to check its spelling in a dictionary Word families based on common words, showing how words are related in form and meaning</p>	<p>etymology in spelling and understand that the spelling of some words needs to be learnt specifically, use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>etymology in spelling and understand that the spelling of some words needs to be learnt specifically, use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling meaning or both of these in a dictionary use a thesaurus Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>
<p><u>Grammatical Terminology</u></p>	<p>Subject object preposition, conjunction word family, prefix clause, subordinate clause direct speech, consonant vowel inverted commas main clause</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 point</p>