

Deer Park Primary School



Writing Curriculum Progression Framework

Writing EYFS Cycle

Autumn		Spring		Summer	
<p>Key texts for writing (A) Weirdo—Zadie Smith & Nick Laird Instructional leaflet on being yourself and accepting others So Much— Trish Cooke & Helen Oxenbury Poetry Super Milly and the Super School Day - Stephanie Clarkson I am Henry Finch—Alexia Deacon Guidebook—How to Think</p>	<p>Key texts for writing (B) Where the Wild Things Are—Maurice Sendak Handa’s Surprise—Eileen Brown The Magic Paintbrush—Julia Donaldson & Joel Stewart Not Now Bernard—David McKee</p>	<p>Key texts for writing (A) The Polar Express—Chris Van Allsburg Explanations Oi Frog! - Kes Grey & Jim Field The Extraordinary Gardener—Sam Boughton Little Red—Lynn Roberts & David Roberts</p>	<p>Key texts for writing (B) Anansi—Gerald McDermott Look Up—Nathan Bryon & Dapo Adeola The Ting Seed—Eric Carle Seed Diaries I will Not Ever Never Eat a Tomato—Lauren Child</p>	<p>Key texts for writing (A) Halibut Jackson—David Lucas Hairy Maclary from Donaldson’s Dairy—Lynley Dodd The Night Pirates—Pete Harris & Deborah Allwright Bringing the Rain to Kapiti Plain—Verma Aarderna</p>	<p>Key texts for writing (B) Izzy Gizmo—Pip Jones Dear Zoo—Rod Campbell We’re going on a Bear Hunt—Helen Oxenbury The rainbow Fish—Marcus Pfister</p>

	Autumn	Spring	Summer
Writing	<ul style="list-style-type: none"> •Can they spell words by identifying the sounds and then writing the sound with letter/s. (oral segmenting)? •Can they write my first name, using good letter formation? 	<ul style="list-style-type: none"> •Can they form lower-case and capital letters correctly? •Can they write short sentences (3- 4 words) with words with known sound-letter correspondences and beginning to use capital letter and full stop? •Can they re-read what I have written to check that it makes sense? •Can they write their first and last name, using good letter formation? •Can they make phonetically plausible attempts when writing polysyllabic words? 	<ul style="list-style-type: none"> Can they write recognisable letters, most of which are correctly formed? Can they spell words by identifying sounds in them and representing the sounds with a letters or letters? Can they write simple phrases and sentences that can be read by others?

Writing Year 1 Cycle

Autumn		Spring		Summer	
<p>Key texts for writing (A) Cave Baby—Julia Donaldson & Emily Gravett Super Tato— Se Hendra & Paul LinnetBilly and the Beast—Nadia Shireen Beegu—Alexis Deacon</p>	<p>Key texts for writing (B) Sidney, Stella and the Moons— Emma Yarlet I Want My Hat Back— Jon Klassen The Sea Saw—Tom Percival Goldilocks and the Three Bears—Lauren Child</p>	<p>Key texts for writing (A) Dragon Machine - Helen Ward The Great Fire of London—Emma Adams Lost and Found—Oliver Jeffers Ocean Meets Sky—Eric Fan & Terry Fan</p>	<p>Key texts for writing (B) Iggy Peck, Architect—Andrea Beatty & David Roberts The Journey Home—Frann Preston-Gannon Yeti and the Bird—Nadia Shireen The Bear Under the Stairs—Helen Cooper</p>	<p>Key texts for writing (A) The Minpins—Roald Dahl Astro Girl—Ken Wilson-Max House Held up by Trees - Ted Kooser Rosie Revere, Engineer—Andrea Beatty</p>	<p>Key texts for writing (B) Tadpole's Promise—Jeanne Willis The Odd Egg—Emily Gravett We Are Water Protectors—Carol Lindstrom Julian is a Mermaid—Jessica Love</p>

	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> •Can they sit correctly at a table, holding a pencil comfortably and correctly? •Can they form digits 0-9? 	<ul style="list-style-type: none"> •Can they begin to form lower-case letters in the correct direction, starting and finishing in the right place? 	<ul style="list-style-type: none"> •Can they form capital letters? •Do they understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these?
Spelling	<ul style="list-style-type: none"> •Can they spell words containing each of the 40+ phonemes already taught? •Can they spell common exception words? •Can they the days of the week 	<ul style="list-style-type: none"> •Can they spell words the suffixes, -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, quicker, quickest]? •Can they write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far? 	<ul style="list-style-type: none"> •Can they name the letters of the alphabet , naming the letters of the alphabet in order? •Can they use letter names to distinguish between alternative spellings of the same sound? •Can they use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs? •Can they use the prefix un-?
Composition	<ul style="list-style-type: none"> •Can they say out loud what they are going to write about? •Can they compose a sentence orally before writing it 	<ul style="list-style-type: none"> •Can they plan their writing by saying what they are going to write about (build a sentence)? •Can they Can they read their own writing aloud so it can be heard by others and check for sense? 	<ul style="list-style-type: none"> •Can they Can they sequence a sentence to form short narratives (beginning, middle and end) and link sentences to build on from each other? •Can they use sequenced sentences in chronological order to recount an event/experience. (Basic adverbials for when- First, Then, Next, After that)?
Grammar	<ul style="list-style-type: none"> •Can they use the personal pronoun 'I'? 	<ul style="list-style-type: none"> •Can they use 'and; to join ideas within a sentence, (I went to the park and play on the swing)? 	<ul style="list-style-type: none"> •Do they attempt to use other conjunctions? •Can they make sure that word choices are relevant to the context and use word banks to support this? •Can they begin to use adjectives to add detail to their sentences?
Punctuation	<ul style="list-style-type: none"> •Can they leave spaces between words? •Can they use a capital letter for the start of a sentence? 	<ul style="list-style-type: none"> •Can they begiun to use other punctuations such as an exclamation mark and question mark? •Can they use a full stop accurately? 	<ul style="list-style-type: none"> •Can they use capital letters for the names of people, places and days of the week?

Writing Year 2 Cycle

Autumn		Spring		Summer	
<p>Key texts for writing (A) Cave Baby—Julia Donaldson & Emily Gravett Super Tato— Se Hendra & Paul Linnet Billy and the Beast—Nadia Shireen Beegu—Alexis Deacon</p>	<p>Key texts for writing (B) Sidney, Stella and the Moons— Emma Yarlet I Want My Hat Back— Jon Klassen The Sea Saw—Tom Percival Goldilocks and the Three Bears—Lauren Child</p>	<p>Key texts for writing (A) Dragon Machine - Helen Ward The Great Fire of London—Emma Adams Lost and Found—Oliver Jeffers Ocean Meets Sky—Eric Fan & Terry Fan</p>	<p>Key texts for writing (B) Iggy Peck, Architect—Andrea Beatty & David Roberts The Journey Home—Frann Preston-Gannon Yeti and the Bird—Nadia Shireen The Bear Under the Stairs—Helen Cooper</p>	<p>Key texts for writing (A) The Minpins—Roald Dahl Astro Girl—Ken Wilson-Max House Held up by Trees - Ted Kooser Rosie Revere, Engineer—Andrea Beatty</p>	<p>Key texts for writing (B) Tadpole's Promise—Jeanne Willis The Odd Egg—Emily Gravett We Are Water Protectors—Carol Lindstrom Julian is a Mermaid—Jessica Love</p>

	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> •Can they use some diagonal and horizontal strokes needed to join letters? •Do they understand which letters, when adjacent to one another, are best left unjoined? •Can they write capital letters and digits of the correct size/orientation to one another? 	<ul style="list-style-type: none"> •Can they use spacing between words that reflects the size of the letters? 	<ul style="list-style-type: none"> •Can they form lower case letters of the correct size relative to one another?
Spelling	<ul style="list-style-type: none"> •Can they segment spoken words into phonemes and record these as graphs. (Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by phonetically plausible spelling)? 	<ul style="list-style-type: none"> •Can they spell longer words using suffixes such as -ment, -ness, -ful, -less, -ly (Root words ending in a constant—merriment, happiness, plentiful, penniless, happily, quickly, thoughtless/ly)? •Can they spell common exception words? 	<ul style="list-style-type: none"> •Can they use apostrophise for the most common contracted words (e.g. don't, won't, I'll, I'm, won't)? •Can they spell words with different spellings (multisyllabic words containing new spellings e.g. race, ice, knock, gnat, typewriter, margarine)?
Composition	<p>Develop stamina for writing for different purposes. (Real and fictional. Own and other's experiences -including simple narratives, poems and recounts)?</p>	<ul style="list-style-type: none"> •Can they plan discuss the content of their writing. (Jotting down ideas of what they want to say sentence by sentence)? •Can they evaluate their writing independently, with peers and with their teacher by making simple additions and corrections. (Re-reading to check for sense; verbs used correctly e.g. pupil writes 'I sitted under the tree and eated my lunch' becomes 'I sat under the tree and ate my lunch)? •Can they write from memory, simple dictated sentences? 	<ul style="list-style-type: none"> •Can they proof read to check for errors in spelling, grammar and punctuation? •Can they make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of their writing?
Grammar	<ul style="list-style-type: none"> •Are their word choices thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing? 	<ul style="list-style-type: none"> •Can they use expanded noun phrases to describe, expand and specify? •Can they use subordination (using when, it, that, or because)? 	<ul style="list-style-type: none"> •Can they use sentences with different forms; statements, questions, exclamation and commands? •Can they use co-ordination? •Can they use present and past tense correctly and consistently including the progressive form? •Can they use adjectives, adverbs and expanded noun phrases to add detail and specify?
Punctuation	<ul style="list-style-type: none"> •Can they use full stops and capital letters consistently and correctly? •Can they mostly use exclamation marks and question marks accurately to demarcate sentences? 	<ul style="list-style-type: none"> •Can they use capital letters for the personal pronoun 'I' and for most proper nouns? 	<ul style="list-style-type: none"> •Can they begin to use commas to separate items in a list? •Can they sometimes use apostrophes for singular possession?

Writing Year 3 Cycle

Autumn		Spring		Summer	
<p>Key texts for writing (A)</p> <p>Shape Poetry Journey—Aaron Becker Firework Rubric The Little Shoemaker—Rudi Revil Mg’s Christmas Calamity—Judith Kerr</p>	<p>Key texts for writing (B)</p> <p>The Day the Crayons Quit—Oliver Jeffers What Is Pink? - Christina Rossetti Colour poems Escape from Pompeii—Christina Balit Romulus and Remus</p>	<p>Key texts for writing (A)</p> <p>Until I Met Dudley—Roger McGough & Chris Riddell The Rainforest Medusa—Greek Mythology Midsummer Night’s Dream—Shakespeare</p>	<p>Key texts for writing (B)</p> <p>The Iron Man—Ted Hughes Classic fiction Pied Piper of Hamelin—Michael Morpurgo</p>	<p>Key texts for writing (A)</p> <p>Cloud Tea Monkeys—Elspeth Graham & Mal Pee The Selfish Giant—Oscar Wilde Stone Age Boy—Satoshi Kitamura</p>	<p>Key texts for writing (B)</p> <p>The Story of Tutankhamun—Patricia Cleveland-Peck Cinderella of the Nile—Beverly Naidon Alternative traditional fairytales</p>

	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> •Can they increase the legibility, consistency and quality of their handwriting? •Do they understand which letters, when adjacent to one another, are best left unjoined? •Can they use the diagonal and horizontal strokes that are needed to join letters? 		
Spelling	<ul style="list-style-type: none"> •Can they use the first two or three letters of a word to check its spelling in a dictionary? 	<ul style="list-style-type: none"> •Can they spell words with additional prefixes and suffices and understand how to add them to root words? •Can they spell correctly word families based on common words? •Can they identify the root word in longer words? 	<ul style="list-style-type: none"> •Can they recognise and spell additional homophones? •Can they make comparisons from a word already known to apply to an unfamiliar word? •Can they spell one identified commonly misspelt words from the Year 3 and 4 word list?
Composition	<ul style="list-style-type: none"> •Can they write a non-narrative using simple organisational devices such as headings and sub-headings? •Can they develop resolutions and endings in narrative writing? 	<ul style="list-style-type: none"> •Can they make improvements by prosing changes to grammar and vocabulary to improve consistency? •Can they look at and discuss different models of writing, taking account of purpose and audience? •Can they plan their writing by discussing and recording ideas? •Can they write a narrative with a clear structure, setting, characters and plot? •Can they suggest improvements to their writing through assessing the writing with peers and through self-assessment? 	<ul style="list-style-type: none"> •Can they identify structure, grammatical features and use of vocabulary for effect in texts? •Can they compose sentences using a wider range of structures linked to the grammar objectives e.g. tenses, including present? •Can they begin to organise paragraphs around a theme?
Grammar	<ul style="list-style-type: none"> •Can they use a range of sentences with more than one clause by using a wider range of conjunctions in their writing? •Can they recognise and use determiners ‘a’, ‘an’ and ‘the’ appropriately? 	<ul style="list-style-type: none"> •Can they use the perfect form of verbs instead of the simple past? •Do they understand the purpose of adverbs? •Can they use adverbs effectively in their writing? •Can they use conjunctions, adverbs and prepositions to express time and cause? 	<ul style="list-style-type: none"> •Can they use adventurous and carefully selected word choices to add detail and to engage the reader? •Can they add detail by the expansion of noun phrases before and after the noun and with the use of adverbials?
Punctuation	<ul style="list-style-type: none"> •Can they begin to use inverted commas for some direct speech punctuation? 	<ul style="list-style-type: none"> •Can they use apostrophes for possession with increasing accuracy, including plural possession? 	<ul style="list-style-type: none"> •Can they use commas to mark clauses and phrases?

Writing Year 4 Cycle

Autumn		Spring		Summer	
<p>Key texts for writing (A)</p> Shape Poetry Journey—Aaron Becker Firework Rubric The Little Shoemaker—Rudi Revil Mg's Christmas Calamity—Judith Kerr	<p>Key texts for writing (B)</p> The Day the Crayons Quit—Oliver Jeffers What Is Pink? - Christina Rossetti Colour poems Escape from Pompeii—Christina Balit Romulus and Remus	<p>Key texts for writing (A)</p> Until I Met Dudley—Roger McGough & Chris Riddell The Rainforest Medusa—Greek Mythology Midsummer Night's Dream—Shakespeare	<p>Key texts for writing (B)</p> The Iron Man—Ted Hughes Classic fiction Pied Piper of Hamelin—Michael Morpurgo	<p>Key texts for writing (A)</p> Cloud Tea Monkeys—Elspeth Graham & Mal Pee The Selfish Giant—Oscar Wilde Stone Age Boy—Satoshi Kitamura	<p>Key texts for writing (B)</p> The Story of Tutankhamun—Patricia Cleveland-Peck Cinderella of the Nile—Beverly Naidon Alternative traditional fairytales

	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> •Can they use the diagonal and horizontal strokes that are needed to join letters? •Do they understand which letters when adjacent to one another, are best left unjoined, b/p/s/x? 		
Spelling	<ul style="list-style-type: none"> •Can they use the first two or three letters of a word to check its spelling in a dictionary? 	<ul style="list-style-type: none"> •Can they spell words with additional prefixes and suffixes and understand how to add them to the root word? •Can they use plural 's' and possessive 's' correctly? 	<ul style="list-style-type: none"> •Can they recognise and spell additional homophones? •Can they spell identified commonly misspelt words from the Year 3 and 4 word list?
Composition	<ul style="list-style-type: none"> •Can they write from memory simple dictated sentences that include words and punctuation taught? •Can they organise their narrative writing into a clear sequence with more than a basic beginning, middle and end? 	<ul style="list-style-type: none"> •Can they write a narrative with a clear structure, setting, characters and plot? •Can they include the vocabulary and grammar choices that link to the style of writing? 	<ul style="list-style-type: none"> •Can they begin to open a paragraph with topic sentences and organise them around a theme? •Can they develop their endings and close the narrative appropriately, relating the the beginning or a change in character?
Grammar	<ul style="list-style-type: none"> •Can they use a range of sentences with more than one clause—through the use of conjunctions? •Can they use a wider range of conjunctions, such as although, however, despite, as well as? •Can they open sentences in different ways to create effect? 	<ul style="list-style-type: none"> •Can they use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition? •Can they make improvements to their writing by proposing changes to grammar and vocabulary to improve consistency? •Can they use fronted adverbials of place, time and manner, including the use of a comma? 	<ul style="list-style-type: none"> •Can they use expanded noun phrases with modifying adjectives? •Can they use adverbs and prepositions to express time, place and cause? •Can they build cohesion with paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions? •Can they use standard English for verb forms?
Punctuation	<ul style="list-style-type: none"> •Can they correctly demarcate all sentences correctly? 	<ul style="list-style-type: none"> •Can they use the apostrophe for omission and possession? •Can they secure the use of punctuation in direct speech - including a comma after the reporting clause? 	<ul style="list-style-type: none"> •Can they almost always use commas for fronted adverbials?

Writing Year 5 Cycle

Autumn		Spring		Summer	
<p>Key texts for writing (A) The Sleeper and the Spindle—Neil Gaiman & Chris Riddell Hidden Figures— Margot Shetterly The Lost Thing—Shaun Tan Alma</p>	<p>Key texts for writing (B) The Man Who Walked Between the Towers— Mordicai Gerstein Windrush Child—Benjamin Zephaniah Hidden Forest—Jeannie Baker Suffragette: Battle for Equality—David Roberts</p>	<p>Key texts for writing (A) The Three Little Pigs –Project—The Guardian Kasper Prince of Cats— Michael Morpurgo Holes—Louis Sachar</p>	<p>Key texts for writing (B) Otto: Autobiography of a Teddy Bear—Tom Ungerer The Promise—Nicola Davies The Odyssey– Gillian Cross</p>	<p>Key texts for writing (A) The Tempest—William Shakespeare Night Mail—W H Auden</p>	<p>Key texts for writing (B) Romeo and Juliet—William Shakespeare Some Places More Than Others—Renee Watson</p>

	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> •Can they choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters? •Can they choose the writing implement that is best suited for a task? 		
Spelling	<ul style="list-style-type: none"> •Can they form verbs with prefixes, for example, dis, de, mis, over and re? •Can they use the first three or four letters of a word to check its spelling in a dictionary? •Can they begin to proof read their work for spelling and punctuation errors? 	<ul style="list-style-type: none"> •Can they spell some words with 'silent' letters? •Can they convert nouns and adjectives into verbs by adding a suffix? •Can they distinguish between homophones and other words which are often confused? 	<ul style="list-style-type: none"> •Can they spell identified commonly misspelt words from the year 5 and 6 spelling list?
Composition	<ul style="list-style-type: none"> •Can they write for a range of audiences and show that the purpose of their writing is to inform, entertain or persuade? •Can they organise writing into paragraphs to show different information or events? 	<ul style="list-style-type: none"> •Can they link ideas within paragraphs? •Can they develop characters through action, description, dialogue? •Can they add well-chosen detail to interest the reader? 	<ul style="list-style-type: none"> •Can they use settings to not only create atmosphere, but also to indicate a change? •Can they use models from their reading and integrate them into their writing? •Can they manage shifts in time and place effectively and guide the reader through their text?
Grammar	<ul style="list-style-type: none"> •Can they ensure the correct and consistent use of tense throughout pieces of writing? •Can they start sentences in different ways? •Can they use a thesaurus for alternative word choices? 	<ul style="list-style-type: none"> •Can they use stylistic devices to create effects in writing? •Can they use modal verbs or adverbs to indicate degrees of possibility? •Can they use relative clauses beginning with who, where, which, when, whose, that or with an implied? •Can they suggest changes to vocabulary and grammar to enhance effects and clarify meaning? 	<ul style="list-style-type: none"> •Can they use the perfect form of verbs to mark relationships of time and cause? •Can they choose words for effect and use them thoughtfully and with precision?
Punctuation	<ul style="list-style-type: none"> •Can they use commas to clarify meaning or avoid ambiguity in their writing? 	<ul style="list-style-type: none"> •Can they use colons to introduce a list? •Can they use inverted commas and other punctuation to accurately indicate direct speech? 	<ul style="list-style-type: none"> •Can they use brackets, dashes or commas to indicate parenthesis?

Writing Year 6 Cycle

Autumn		Spring		Summer	
<p>Key texts for writing (A) The Sleeper and the Spindle—Neil Gaiman & Chris Riddell Hidden Figures— Margot Shetterly The Lost Thing—Shaun Tan Alma</p>	<p>Key texts for writing (B) The Man Who Walked Between the Towers— Mordicai Gerstein Windrush Child—Benjamin Zephaniah Hidden Forest—Jeannie Baker Suffragette: Battle for Equality—David Roberts</p>	<p>Key texts for writing (A) The Three Little Pigs –Project—The Guardian Kasper Prince of Cats— Michael Morpurgo Holes—Louis Sachar</p>	<p>Key texts for writing (B) Otto: Autobiography of a Teddy Bear—Tom Ungerer The Promise—Nicola Davies The Odyssey– Gillian Cross</p>	<p>Key texts for writing (A) The Tempest—William Shakespeare Night Mail—W H Auden</p>	<p>Key texts for writing (B) Romeo and Juliet—William Shakespeare Some Places More Than Others—Renee Watson</p>

	Autumn	Spring	Summer
Handwriting	•Can they produce legible joined handwriting and develop their own personal, fluent handwriting style?		
Spelling	•Can they use a range of spelling strategies not just phonics? •Can they use a dictionary to check spelling/meaning? •Can they proof read and edit their work to check spelling and punctuation errors? •Can they ensure they use the correct homophone? •Can they spell most words with silent letters?	•Can they change verbs into nouns by adding suffixes?	•Can they make sure that they can spell the vast majority of words that appear in the Year 5/6 list?
Composition	•Can they use a thesaurus to develop word understanding and build a bank of antonyms and synonyms?	•Can they use paragraphs correctly so that each one has a clear topic and has a signal of change in time, place or event? •Can they adapt the grammar and vocabulary used in their writing to suit the audience and purpose? •Can they create atmosphere and describe settings —they can use antonyms and synonyms to enhance the description? •Can they describe and integrate dialogue to convey character and advance the action? •Can they add detail to my writing by using expanded noun phrases to add precision, detail and qualification?	•Does their second draft show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader? •Can they evaluate their writing as a matter of course and proof read, ensuring a high level of accuracy?
Grammar	•Can they ensure the correct and consistent use of tense throughout pieces of writing? •Can they use modal verbs mostly appropriately to suggest degrees of possibility? •Can they add precision, detail and qualification using prepositional phrases and adverbs? •Can they effectively draft their work so that they enhance meaning and adapt their grammar choices for effect?	•Can they use a range of cohesive devices including adverbials within and across sentences and paragraphs? •Can they ensure correct subject verb agreement in singular and plural? •Can they use a wide range of clause structures, sometimes varying their position within the sentence? •Can they use structures typical of very formal speech?	•Can they use modal verbs and adverbs to position an agreement as well as indicate degrees of possibility, probability and certainty? •Can they use a range of verb forms to create more subtle meanings? •Can they use the passive voice to present information with a different emphasis? •Can they ensure their vocabulary choices are imaginative and words are used precisely to create impact and enhance meaning?
Punctuation	•Can they mostly use commas correctly to mark phrases and clauses—clarity?	•Can they make some correct use of a further range of punctuation across a range of writing—colons to strat lists; semi-colons to separate items in lists and hyphens to emphasis ideas/use of semi-colon/colon to mark clauses? •Can they use punctuation for parenthesis, mostly correctly?	