



Curriculum:

# Progression in Writing



## INTENT – The Writing Curriculum

By the end of year 6, we intend for our children to be enthusiastic, articulate and imaginative communicators, proficient in expressing themselves in various forms and for different purposes. We see it as imperative for children to reach their full potential in writing, a life-skill that will serve them throughout any future career they may seek or any path they may choose to follow in life; their ability to achieve this rests on their skills and understanding in transcription, composition, oracy and grammar, punctuation & spelling, fundamental pillars of the English language. It is essential that our teaching and curriculum develops pupils' competence in these areas and that we strive as educators to provide children with the opportunity to write for a range of purposes, forms and audiences and across the curriculum to help ensure their writing is relevant and purposeful.

Through careful planning, we seek to provide the children with a platform to take ownership of their writing, completing an enjoyable and interesting process which provides them with the opportunities to explore existing texts; share their ideas through speaking and listening activities; plan for structure, content and vocabulary; work collaboratively with peers and adults to develop their writing; and work independently to produce a piece of writing in which they can see a clear and meaningful purpose. Writing is an ever-evolving skill and we encourage children to edit and improve their work often, forever striving to produce their best work.

Writing, much like reading, another key driver in our curriculum, provides children with the opportunity to let their imaginations run free and transport them to other worlds in a way in which no other subject can match. It is our job to nurture and encourage this and ensure children are provided with rich and plentiful opportunities to express themselves through their writing. Our curriculum seeks to excite, engage and enthuse children whilst simultaneously providing them with the skills required to reach their full potential in writing.

## IMPLEMENTATION - Progression in Writing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Transcription</b>	The children learn to:	<p>The children learn to:</p> <p>Spell: words containing each of the 40+ phonemes already taught.</p> <p>Spell: common exception words.</p> <p>Spell: the days of the week.</p> <p>Name the letters of the alphabet: naming the letters of the alphabet in order.</p> <p>Name the letters of the alphabet: using letter names to distinguish between alternative spellings of the same sound.</p> <p>Add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Add prefixes and suffixes: using the prefix un–</p> <p>Add prefixes and suffixes: 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].</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and</p>	<p>The children learn to:</p> <p>Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Spell by: learning to spell common exception words.</p> <p>Spell by: learning to spell more words with contracted forms.</p> <p>Spell by: learning the possessive apostrophe (singular) [for example, the girl’s book].</p> <p>Spell by: distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1.</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>	<p>The children learn to:</p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1).</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s].</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>The children learn to:</p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1).</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s].</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>The children learn to:</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 etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p>	<p>The children learn to:</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 etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p>

		common exception words taught so far.					
<b>Handwriting and Presentation</b>	The children learn to:	<p>The children learn to:</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>The children learn to:</p> <p>Form lower-case letters of the correct size relative to one another.</p> <p>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.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>The children learn to:</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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>The children learn to:</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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>The children learn to:</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>Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.</p>	<p>The children learn to:</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>Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.</p>

Composition	The children learn to:	The children learn:	The children learn to:	The children learn to:	The children learn to:	The children learn to:	The children learn to:
	Write sentences by: saying out loud what they are going to write about.	Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional).	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Plan their 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.	Plan their 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.	Plan their 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.
	Write sentences by: composing a sentence orally before writing it.	Develop positive attitudes towards and stamina for writing by: writing about real events.	Plan their writing by: discussing and recording ideas.	Plan their writing by: discussing and recording ideas.	Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary.	Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary.	Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary.
	Write sentences by: sequencing sentences to form short narratives.	Develop positive attitudes towards and stamina for writing by: writing poetry.	Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
	Write sentences by: re-reading what they have written to check that it makes sense.	Develop positive attitudes towards and stamina for writing by: writing for different purposes.	Draft and write by: organising paragraphs around a theme.	Draft and write by: organising paragraphs around a theme	Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
	Discuss what they have written with the teacher or other pupils.	Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about.	Draft and write by: in narratives, creating settings, characters and plot.	Draft and write by: in narratives, creating settings, characters and plot.	Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
	Read aloud their writing clearly enough to be heard by their peers and the teacher.	Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary.	Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings].	Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings].	Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
		Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence.	Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.	Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.	Draft and write by: précising longer passages.	Draft and write by: précising longer passages.	Draft and write by: précising longer passages.
		Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils.	Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Draft and write by: using a wide range of devices to build cohesion within and across paragraphs.	Draft and write by: using a wide range of devices to build cohesion within and across paragraphs.	Draft and write by: using a wide range of devices to build cohesion within and across paragraphs.
		Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	Proof-read for spelling and punctuation errors.	Proof-read for spelling and punctuation errors.	Draft and write by: using further organisational and presentational devices to structure text and to guide the reader [for example,	Draft and write by: using further organisational and presentational devices to structure text and to guide the reader [for example,	Draft and write by: using further organisational and presentational devices to structure text and to guide the reader [for example,

			<p>Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>headings, bullet points, underlining].</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing.</p> <p>Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>headings, bullet points, underlining].</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing.</p> <p>Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
<b>Vocabulary, Grammar and Punctuation</b>	The children learn to:	<p>The children learn to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: joining</p>	The children learn to:	The children learn to:	The children learn to:	The children learn to:	The children learn to:
		<p>Develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p>

		<p>words and joining clauses using and.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for year 1 in English Appendix 2.</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>forms and the possessive (singular).</p> <p>Learn how to use: sentences with different forms: statement, question, exclamation, command.</p> <p>Learn how to use: expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>Learn how to use: the present and past tenses correctly and consistently including the progressive form.</p> <p>Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Learn how to use: the grammar for year 2 in English Appendix 2.</p> <p>Learn how to use: some features of written Standard English.</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using fronted adverbials.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 3 and 4 in English Appendix 2.</p> <p>Indicate grammatical and other features by: using commas after fronted adverbials.</p> <p>Indicate grammatical and other features by: indicating possession by using the possessive apostrophe with plural nouns.</p> <p>Indicate grammatical and other features by: using and punctuating direct speech.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using fronted adverbials.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 3 and 4 in English Appendix 2.</p> <p>Indicate grammatical and other features by: using commas after fronted adverbials.</p> <p>Indicate grammatical and other features by: indicating possession by using the possessive apostrophe with plural nouns.</p> <p>Indicate grammatical and other features by: using and punctuating direct speech.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: using passive verbs to affect the presentation of information in a sentence.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 5 and 6 in English Appendix 2.</p> <p>Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: using passive verbs to affect the presentation of information in a sentence.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 5 and 6 in English Appendix 2.</p> <p>Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing</p>
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				<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Indicate grammatical and other features by: using hyphens to avoid ambiguity.</p> <p>Indicate grammatical and other features by: using brackets, dashes or commas to indicate parenthesis.</p> <p>Indicate grammatical and other features by: using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Indicate grammatical and other features by: using a colon to introduce a list</p> <p>Indicate grammatical and other features by: punctuating bullet points consistently.</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>Indicate grammatical and other features by: using hyphens to avoid ambiguity.</p> <p>Indicate grammatical and other features by: using brackets, dashes or commas to indicate parenthesis.</p> <p>Indicate grammatical and other features by: using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Indicate grammatical and other features by: using a colon to introduce a list</p> <p>Indicate grammatical and other features by: punctuating bullet points consistently.</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
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## IMPLEMENTATION - Rationale

Writing begins in EYFS where the children access 'Drawing Club', a vocabulary driven, stimulating scheme delivered by our highly-skilled EYFS lead. This scheme introduces the children to mark making through the use of 'codes' and builds up to phrases and sentences. This, alongside the Little Wandle Phonics Programme, provides the children with the opportunity to write sentences independently by the end of EYFS and provides them with a solid foundation of skills as they enter Year 1.

From Year 1 to Year 6, children develop their writing skills through the use of the Literacy Tree Scheme, a high-quality, text-based scheme which provides children with the opportunity to write across a wide range of genres and purposes. We have adapted the long-term plan to ensure it is progressive and bespoke to the needs of our children and to ensure children are exposed to fiction, non-fiction, poetry and playscripts throughout their education.

In Year 6, the children follow the scheme throughout the Autumn Term; once they have the skills and understanding of a range of genres, they move to a more 'sustained writing' approach which gives them ample opportunity to write, at length, for a variety of purposes & audiences and further develop their editing skills.

In addition to our use of the Literacy Tree Scheme, children are exposed to daily dictation activities whereby they are given, orally, an age-appropriate sentence to complete. This enables the children to develop their handwriting, spelling and punctuation skills as well as having the opportunity to check their work for accuracy, either independently, with a peer or verbally with a teacher.

Spelling is taught from Year 2 through the use of the 'Spelling Shed Scheme' and handwriting is taught through 'Letter join' – see separate overviews for more information.

<u>Literacy Tree Overview –</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>Year A</u>			
<u>Year 1</u>	<p><b>Cave Baby</b> – Narrative Re-telling</p> <p><b>I Want My Hat Back</b> – Sequels</p> <p><b>Sidney, Stella and the Moon</b> – Fact Files</p> <p><b>Send for a Superhero</b> – Superhero Narratives</p>	<p><b>Beegu</b> – lien Narrative</p> <p><b>Stanley’s Stick</b> – Own Narrative</p> <p><b>Dinosaurs</b> - Pamphlets</p>	<p><b>Leo and the Octopus</b> – Fact file</p> <p><b>The See Saw</b> – Own Narratives</p> <p><b>Julian is a Mermaid</b> - Poetry</p>
<u>Year 2/3</u>	<p><b>Leon and the Place Between</b> – Own Version Fantasy</p> <p><b>Dear Earth</b> – Informative Leaflet</p> <p><b>We are Water Protectors</b> – Environmental Campaign</p>	<p><b>The Last Garden</b> – Extended Narrative</p> <p><b>Black Dog</b> – Suspense Narrative</p> <p><b>The Owl and the Pussycat</b> - Poetry</p>	<p><b>Flotsam</b> – Mystery Narrative</p> <p><b>The Great Fire of London</b> – Information Booklet</p>
<u>Year 4/5</u>	<p><b>Freedom Bird</b> – Biographies</p> <p><b>Mermaid of Zennor</b> – Legends</p> <p><b>Tempest</b> - Playscripts</p>	<p><b>High Rise Mystery</b> – Extended Stories</p> <p><b>Granny Came Here on Empire Windrush</b> – Factual Report</p>	<p><b>The Man Who Walked Between the Towers</b> – Biographies/autobiographies</p> <p><b>The Selfish Giant</b> – Own Version Narrative</p>
<u>Year 6</u>	<p><b>The Invention of Hugo Carbret</b> – Biographies</p> <p><b>Can We Save the Tigers</b> – Discussion Texts</p> <p><b>The Boy in the Tower</b> - Narratives</p>	<p><i>Sustained Writing Focus</i></p>	<p><i>Sustained Writing Focus</i></p> <p><b>Romeo and Juliet</b> - Playscripts</p>

<u>Literacy Tree Overview –</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>Year B</u>			
<u>Year 1</u>	<p><b>Cave Baby</b> – Narrative Re-telling</p> <p><b>I Want My Hat Back</b> – Sequels</p> <p><b>Sidney, Stella and the Moon</b> – Fact Files</p> <p><b>Send for a Superhero</b> – Superhero Narratives</p>	<p><b>Beegu</b> – lien Narrative</p> <p><b>Stanley’s Stick</b> – Own Narrative</p> <p><b>Dinosaurs</b> - Pamphlets</p>	<p><b>Leo and the Octopus</b> – Fact file</p> <p><b>The See Saw</b> – Own Narratives</p> <p><b>Julian is a Mermaid</b> - Poetry</p>
<u>Year 2/3</u>	<p><b>Jim, A Cautionary Tale</b> – Narrative Poems</p> <p><b>Goldilocks</b> – Sequel Stories</p> <p><b>The BFG</b> – Own Version Fantasy Narratives</p>	<p><b>Wolves</b> – Non-chronological Report</p> <p><b>How to Live Forever</b> - Prequels</p>	<p><b>The Day I Swapped My Dad for a Goldfish</b> – Own Version Narrative</p> <p>Lizzy and the Cloud – <b>Guidebook</b></p> <p><b>Ocean Meets Sky</b> - Fantasy</p>
<u>Year 4/5</u>	<p><b>Until I Met Dudley</b> – Explanation Text</p> <p><b>Beowolf</b> – Legends</p> <p><b>FaRTHER</b> - Sequels</p>	<p><b>Odd and the Frost Giants</b> – Re-telling</p> <p><b>The Iron Man</b> - Mystery</p>	<p><b>Shackleton’s Journey</b> – Newspaper Report</p> <p><b>The Lost Happy Endings</b> – Prequels</p> <p><b>Jabberwocky</b> – Nonsense Poems</p>
<u>Year 6</u>	<p><b>The Invention of Hugo Carbret</b> – Biographies</p> <p><b>Can We Save the Tigers</b> – Discussion Texts</p> <p><b>The Boy in the Tower</b> - Narratives</p>	<p><i>Sustained Writing Focus</i></p>	<p><i>Sustained Writing Focus</i></p> <p><b>Romeo and Juliet</b> - Playscripts</p>

## IMPACT

The effectiveness of our Writing curriculum is measured by the extent in which our children are able to write confidently and accurately across a wide range of genres and for various purposes and audiences. Children should leave year 6 with an enthusiasm for writing and equipped with all of the essential skills and techniques to flourish in writing for the remainder of their education and beyond. The impact of our curriculum is assessed robustly on a day-to-day basis to ensure it is providing children with the best possible foundations in which to succeed in writing. Our writing is celebrated and assessed in a variety of ways:

1. Assessing pieces of writing against the relevant writing objectives using insight tracker.
2. Whole school writing gallery showcasing the progression in writing from EYFS to Year 6.
3. Regular book looks, learning walks and pupil voice to identify good practice and areas for development conducted by the English lead alongside the Headteacher and the link governor for English.
4. Weekly awards for achievements across the curriculum, including writing.
5. Focussed spelling, handwriting and dictation activities focussing on skills required for accurate and well-presented writing.