



Ashbury Meadow Primary School – Writing Curriculum

Sequencing – What we Learn and When

Texts and Text Types

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Happy to be me - Emma Dodd</p> <p>Goodbye Summer, Hello Autumn - Kenard Pak</p> <p>Brown Bear - Anthony Browne</p> <p>Pete The Cat - Eric Litwin</p>	<p>Kipper's birthday - Mick Inkpen</p> <p>Meg & Mog - Helen Nicoll</p> <p>The birthday Invitation - Lucy Rowland</p> <p>The Jolly Christmas Postman - Janet and Allan Ahlberg</p>	<p>The Journey Home from Grandpa's - Jemima Lumley</p> <p>We All Go Travelling By - Sheena Roberts</p> <p>The Magic Train Ride. - Sally Crabtree</p>	<p>The Very Hungry Caterpillar - Anthony Browne</p> <p>Christopher's Caterpillars - Charlotte Middleton</p> <p>Baby Goes To Market - Atinuke</p> <p>Jasper's Bean Stalk - Nick Butterworth</p> <p>Oliver's Vegetables - Alison Bartlett, Vivian French.</p>	<p>Who's in the egg? - Alexandra Milton</p> <p>Farmer Duck - Martin Waddell</p> <p>Don't wake up the Bear - Marjorie Dennis Murray</p> <p>Dear Zoo - Rod Campbell</p>	<p>The Koala that could - Rachel Bright</p> <p>What would you wish for? - David Sable</p> <p>No matter what - Debi Gliori</p> <p>Fireman Piggy Wiggy - Diane Fox</p> <p>When I Grow Up - Jon Hales</p>
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Hello Friend - Rebecca Cobb</p> <p>Super Duper You - Sophy Henn</p> <p>Ruby's Worry - Tom Percival</p>	<p>Little Glow - Katie Sahota</p> <p>The Gingerbread Man</p> <p>Perfectly Norman - Tom Percival</p>	<p>A hat for Mr Mountain - Soojin Kwak</p> <p>Handa's Surprise - Eileen Brown</p>	<p>Lulu's Flowers - Anna McQuinn</p> <p>Jack and the Beanstalk</p> <p>Little Red Hen</p>	<p>T-Veg - Smriti Halls</p> <p>Penguins - National Geographic</p>	<p>The Odd Fish - Naomi Jones</p> <p>Whatever Next - Jill Murphy</p> <p>Love Our Earth - Jane Cabrera</p> <p>If Sharks Disappeared - Lily Williams</p>
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Little Red Riding Hood - Lari Don</p> <p>Traditional Tales</p>	<p>Firework Night - Poetry</p>	<p>The Way Back Home - Oliver Jeffers - science fiction</p>	<p>Storm Whale - Benji Davies - narrative</p>	<p>The Queen's Hat - Steve Antony - adventure - narrative</p>	<p>The Bear and the Piano - David Litchfield</p>

	The Wolf - non-chronological report	The Train Ride - June Crebbin narrative	Little Leaders: Bold Women in Black History - Vashti Harrison Biography	Toys from the Past - Toys and Games (Ways Into History) - Sally Hewitt - non-chronological	Our Trip into the Woods - Recount	Instructions - link to DT topic.
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A Crow's Tale - Naomi Howarth - fable	The Great Fire of London	Little Red Reading Hood - Lucy Rowland - traditional tales with a twist	The Building Boy - Ross Montgomery -adventure	The Marvellous Fluffy Itty Bitty - Beatrice Alemagna -	Star Dust - Jeanne Willis - narrative
	Plants - information text	My Christmas Star - BBC - video	The Day the Crayons Quit - Persuasive Letter	If I were in Charge of the World - poetry - free verse	Making a Bird Feeder - instructions	Malala's Magic Pen - Malala Yousafzai -biography -
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stone Age Boy - Satoshi Kitamura narrative	The True Story of the Three Little Pigs - Jon Scieszka- traditional tales-	Secret of Black Rock - Joe Todd Stanton - Adventure	The Incredible Book Eating Boy - Oliver Jeffers - Comedy	Flood - Alvaro Villa - tragedy	James and the Giant Peach play script - Roald Dahl
	Autumn is Here - poetry	Christmas Dessert - persuasive writing	My Strong Mind - Niels van Hove instructions	Climate Action - Magazine Article	How a Robot Dog work - explanation	Earthquakes - non chronological report
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Journey - Aaron Becker - narrative -	Secrets of a Sun King - diary	The Princess and The Pea - traditional tales	The Great Chocoplot - Chris Callaghan - mystery	The Lost Thing - Shaun Tan - Fantasy	The Boy, the Mole, the fox and the horse - a story of love and hope
	An alternative to plastic straws- persuasive writing	Digestion - information text	Journal of Slave - Ilona - journal	Still I rise - Maya Angelou - poetry	Should we feed animals at national parks? Discussion	The Plagues - Playscript
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	Philip Pullman - Grimm's fairytales - play script	One Small Step - film - adventure	Cosmic - Frank Cottrell Boyce - Narrative - Sci-Fi	Nowhere Emporium - Ross McKenzie - Narrative	Scott of the Antarctic - Diary - recount	The Explorer - Katherine Rundell - adventure
	Plastic Pollution - Speech	The Highwayman- Alfred Noyes- poetry Narrative poetry	Balanced Argument - Screen Use	David Attenborough - biography	Emperor Penguins - Non- Chronological report	Persuasive letter - Kick by Mitch Johnson
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Macbeth - Play Script	The Graveyard Book - Neil Gaiman - mystery	Tyger - SF Said - narrative diaspora	Hansel and Gretel - Neil Gaiman - traditional tales	The Arrival - Shaun Tan - narrative	Varmints - Helen Ward - narrative
	Thinkers Rap - poetry	Christmas Carol - persuasive letter to Scrooge	Greek Timeline - Information text	Pet Peeves - blog - persuasive writing	Letters from the Lighthouse - recount	Greta - speech

Writing Progression of skills throughout year groups

<u>Nursery Progression of Writing Skills</u>		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Enjoy drawing freely. and begins to give meaning to their marks.</p> <p>Can copy Beery's prewriting shape.</p> <p>Begin to write for different purposes e.g. creating an invitation for their peers and beginning to use their print knowledge e.g. First letter of their peers name (starting to hear a variety of initial sounds)) most of their own name and writing from left to right and top to bottom.</p>	<p>Children are making clear representations of people and objects e.g. modes of transport.</p> <p>Begins to use clearly identifiable letters from their own name.</p> <p>Develops writing for different purposes e.g. instructions for how to plant a seed..</p> <p>Using colourful stories begins to be aware of the content and structure of fiction texts e.g. they all have characters 'WHO' and they have a setting 'WHERE'.</p>	<p>Begins to develop marks to use circles and lines and write their name confidently.</p> <p>Understands directionality of print (we read from left to right)</p> <p>Children can confidently write their own name and begin to develop accurate letter formation and begin to match letters to phonemes e.g. I have drawn a tree 't' for tree.</p> <p>Uses some clearly identifiable letters to communicate meaning representing some sounds correctly.</p> <p>Enjoys writing for a purpose e.g in role-play lists, cards</p>
<u>Reception Progression of Writing Skills</u>		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Write name correctly</p> <p>Use correct letter formation</p> <p>Use some of their print and letter knowledge in their early writing</p> <p>Begin to form lower-case letters correctly</p>	<p>Form most lower-case and capital letter correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words</p> <p>Write captions/phrases and begin to write simple sentences using known GPCs ...sentence, full stop, capital letter</p> <p>Include word spacing</p>	<p>Write recognisable letters (lower case and capital) most of which are formed correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs CVC words</p> <p>Write simple phrases and sentences that can be read by others</p>

<p>Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... spell</p> <p>Use □ initial sounds □ VC □ CVC words</p> <p>Write labels</p> <p>Begin to write lists & captions, focusing on ...label, caption, space</p> <p>Oral rehearsal / vocabulary</p> <p>Begin to reread what they have written</p>	<p>Orally rehearse caption of sentence before writing</p> <p>Re-read what they have written to make sure it makes sense</p> <p>Begin to write a variety of □ fiction and non-fiction sentences / captions</p>	<p>Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter</p> <p>Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as 2-3 part story (e.g. using story map/planner)</p> <p>Instructions, Fact cards (e.g. using a ‘spidergram’ to collate information)</p>
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Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<p>Sit correctly at the table, holding 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.</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</p>	<p>Use the diagonal and horizontal strokes 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</p>	<p>Use the diagonal and horizontal strokes 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</p>	<p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> · Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. · Choosing the writing implement that is 	<p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> · Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. · Choosing the

	<p>Understand which letters belong to which</p> <p>handwriting 'families' and practise these.</p>	<p>to one another, are best left unjoined.</p> <p>Write capitals 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>Write digits of the correct size and orientation.</p>	<p>handwriting, e.g. by ensuring that down strokes of letters are parallel and</p> <p>equidistant; that lines of writing are spaced sufficiently so that the</p> <p>ascenders and</p> <p>descenders of</p> <p>letters do not touch.</p>	<p>handwriting, e.g. by ensuring that down strokes of letters are parallel and</p> <p>equidistant; that lines of writing are spaced sufficiently so that the</p> <p>ascenders and</p> <p>descenders of</p> <p>letters do not touch.</p>	<p>best suited for the task.</p>	<p>writing implement that is best suited for the task.</p>
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Writing:	<u>Word Level</u>	<u>Word Level</u>	<u>Word Level</u>	<u>Word Level</u>	<u>Word Level</u>	<u>Word Level</u>
	<p>Regular plural noun suffixes '-s' or '-es'</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words.</p>	<p>Formation of nouns using suffixes such as '-ness', '-er' and by creating compound words</p> <p>Formation of adjectives using suffixes such as '-ful' and '-less'</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</p>	<p>The grammatical difference between plural and possessive -s.</p> <p>Standard English forms for verb inflections instead of local spoken forms e.g. we</p>	<p>Converting nouns or adjectives into verbs using suffixes e.g. '-ate', '-ise', '-ify' Verb prefixes e.g. dis-, de-, mis-, over-, re.</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. find out/discover, ask for/request.</p>

	How the prefix ‘-un’ changes the meaning of verbs and adjectives.	Use of the suffixes ‘-er’, ‘-est’ in adjectives The use of the suffix ‘-ly’ to turn adjectives into adverbs.	vowel. Word families based on common words, showing how words are related in form and meaning. E.g. solve/solution.	were/we was.		How words are related by meaning as synonyms and antonyms e.g. big, large, little.
	<u>Sentence Structure</u> How words can combine to make sentences. Joining words and joining sentences using and.	<u>Sentence Structure</u> Subordination (using when, if, that, because) and coordination (using or, and, or, but). Expanded noun phrases for descriptions and specification (e.g. the blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	<u>Sentence Structure</u> Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because)	<u>Sentence Structure</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Fronted adverbials (e.g. Later that day, I heard bad news).	<u>Sentence Structure</u> Relative clauses beginning with who, which, where, why, whose, that an omitted pronoun. Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).	<u>Sentence Structure</u> Use the passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He’s your friend, isn’t he? Or the use of subjunctive forms such as ‘I were’ or ‘Were they to come’ in some very formal writing and speech).

<p>Writing:</p> <p>Punctuation and Grammar</p>	<p><u>Text structure</u></p> <p>Sequencing sentences to form short narratives.</p>	<p><u>Text structure</u></p> <p>Correct choice and consistent use of the present tense and past tense throughout handwriting.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p>	<p><u>Text structure</u></p> <p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and subheadings to aid presentations.</p> <p>Use of the present perfect form of verbs instead of the simple past. (e.g. He has gone out to play contrasted With He went out to play)</p>	<p><u>Text structure</u></p> <p>Use paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</p>	<p><u>Text structure</u></p> <p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before).</p>	<p><u>Text structure</u></p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis.</p> <p>Layout devices, such as headings, sub headings, columns, bullets, tables, to structure text.</p>
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	<p><u>Punctuation</u></p> <p>Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and the personal pronoun I.</p>	<p><u>Punctuation</u></p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>	<p><u>Punctuation</u></p> <p>Introduction to inverted commas to punctuate direct speech.</p>	<p><u>Punctuation</u></p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark plural possession.</p> <p>Use of commas after fronted adverbials.</p>	<p><u>Punctuation</u></p> <p>Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity</p>	<p><u>Punctuation</u></p> <p>Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of the semi colon within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity.</p>
	<p><u>Terminology</u></p> <p>· Letter, capital letter · Word, singular, plural · Sentence</p> <p>· Punctuation mark, full stop, question mark, exclamation mark</p>	<p><u>Terminology</u></p> <p>· noun, noun phrase · statement, question, exclamation, command</p> <p>· compound, suffix · adjective, adverb, verb</p> <p>· tense (past, present) · apostrophe, comma</p>	<p><u>Terminology</u></p> <p>· preposition, conjunction</p> <p>· word family, prefix</p> <p>· clause, subordinate clause · direct speech</p> <p>· consonant, consonant letter vowel, vowel letter · inverted commas (or</p>	<p><u>Terminology</u></p> <p>· determiner</p> <p>· pronoun, possessive pronoun · adverbial</p>	<p><u>Terminology</u></p> <p>· modal verb, relative pronoun · relative clause</p> <p>· parenthesis, bracket, dash</p> <p>· cohesion, ambiguity</p>	<p><u>Terminology</u></p> <p>· subject, object · active, passive</p> <p>· synonym, antonym</p> <p>· ellipsis, hyphen, colon, semi-colon, bullet points.</p>

			speech marks)			
<u>Writing</u> <u>Composition</u>	<u>Plan writing</u> Say out loud what they are going to write about.	<u>Plan writing</u> Plan or say out loud what they are going to write about. Write idea and/or key words including new vocab.	<u>Plan writing</u> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.	<u>Plan writing</u> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.	<u>Plan writing</u> Identify audience and purpose, selecting appropriate form and use other similar writing as a model. Note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.	<u>Plan writing</u> Identify audience and purpose, selecting appropriate form and use other similar writing as a model. Note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.
	<u>Drafting & writing</u> Compose a sentence orally before writing.	<u>Drafting & writing</u> Encapsulate what they want to say, sentence by sentence.	<u>Drafting & writing</u> Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of	<u>Drafting & writing</u> Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and	<u>Drafting & writing</u> Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.	<u>Drafting & writing</u> Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.

			sentence structures.	increasing range of sentence structures.		
	Sequence sentences to form short narratives	Encapsulate what they want to say, sentence by sentence.	Organise paragraphs around a theme.	Organise paragraphs around a theme.	Use a wide range of devices to build cohesion within and across paragraphs.	Use a wide range of devices to build cohesion within and across paragraphs.
			In narratives, create settings, characters and plot.	In narratives, create settings, characters and plot.	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
			In non-narrative material, use simple organisational devices such as headings and sub headings.	In non-narrative material, use simple organisational devices such as headings and sub headings.	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).
		Make additions, revision and corrections to their own writing by: • Evaluating their own writing with the teacher or other pupils.	Evaluate and edit: • Assess the effectiveness of their own and others' writing and suggest	Evaluate and edit: • Assess the effectiveness of their own and others' writing and suggest	Evaluate and edit: • Assess the effectiveness of their own and others' writing and suggest	Evaluate and edit: • Assess the effectiveness of their own and others' writing and suggest

		<ul style="list-style-type: none"> • Rereading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. 	<p>improvements.</p> <ul style="list-style-type: none"> • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 	<p>improvements.</p> <ul style="list-style-type: none"> • Propose changes to grammar and vocabulary to improve consistency, including the 	<p>improvements.</p> <ul style="list-style-type: none"> • Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. 	<p>improvements.</p> <ul style="list-style-type: none"> • Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
	Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.	Read aloud their writing with appropriate intonation to make the meaning clear.	Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Read aloud their writing, to a group or 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