

# Literacy Progression Map & Planned Curriculum for Writing

Curriculum content, study texts and key skills taught

EYFS to Year 6



	AUTUMN (13 weeks)				SPRING (12 weeks)				SUMMER (12 weeks)											
<b>Cornerstones topic:</b>	Settling In Autumn People Who Help Us Nursery Rhyme Week Sparkle and Shine / Christmas				Winter Wonderland Chinese New Year Starry Night Dangerous Dinosaurs Ready, Steady, Grow! Once Upon A Time				Creep, Crawl and Wiggle Sunshine and Sunflowers Animal Safari The Beach Move It											
<b>Special Events</b>	Bonfire Night Remembrance Day Diwali		Children In Need Anti-bullying Week Christmas		World Book Day Mother's Day Safer Internet Day		Autism Awareness Day Easter		Father's Day Eid Ul Fitr											
<b>Study text:</b>																				
<b>Focus skills for Writing:</b> <small>(Always follow skills objectives in Writing document for full coverage)</small>	Notice print such as the first letter of their name. Enjoy drawing freely. Talk about their pictures. Demonstrate increasing control when holding a pencil.				Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.				Recognise words with the same initial sound. Write their name. Write some letters accurately.											
<b>Reading for pleasure / School reading spine:</b>																				

	AUTUMN (13 weeks)			SPRING (12 weeks)			SUMMER (12 weeks)		
<b>Cornerstones topic:</b>	Me and My Community	Exploring Autumn	Sparkle and Shine	Winter Wonderland	Ready, Steady, Grow!	Signs of Spring	On The Beach	Move It	Moving On
<b>Special Events</b>		Bonfire Night	Remembrance Day Diwali Christmas	Chinese New Year	Mother's Day	Easter		Father's Day	Eid
<b>Study text:</b>									
<b>Writing genres taught:</b>	CVC Words	Labels and captions	Simple sentences.	Non Chronological report	List Recipe	Easter cards Labels and captions of observations	Instructions	Retelling a simple story.	Poetry. Creating stories.
<b>Focus skills for Writing:</b>	<p>Link the letters of the alphabet with the corresponding phoneme.</p> <p>Recognise and say sounds represented by graphemes.</p> <p>Retell stories and narratives.</p>	<p>Use writing to support their play.</p> <p>Use writing to communicate thoughts, ideas, experiences and events.</p>	<p>Write simple captions with words with known sound-letter correspondences.</p> <p>Spell words by identifying the sounds and writing the sounds with letters.</p>	<p>Write short sentences with words with known sound-letter correspondences.</p>	<p>Use writing to communicate thoughts, ideas experience and events.</p> <p>Write short sentences with words containing known sound letter correspondence and introduce capital letters and full stops.</p>	<p>To use harder to read and spell words independently within their writing.</p> <p>Use writing to communicate thoughts, ideas experiences and events.</p> <p>Write sentences with words containing known sound letter correspondence and capital letters and full stops.</p>	<p>Apply to writing new knowledge and vocabulary from reading non-fiction books</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Write sentences that can be read by others.</p> <p>Express their ideas and feelings about their experiences using full sentences, use of tenses.</p> <p>Extend sentences using conjunctions.</p>	<p>Articulate their ideas and thoughts in well-formed sentences and describe events in some detail.</p>
<b>Reading for pleasure / School reading spine:</b>									

	AUTUMN (13 weeks)				SPRING (12 weeks)				SUMMER (12 weeks)			
<b>Cornerstones topic:</b>	<b>Childhood (History)</b> Our Wonderful World (Geography) Mix it! Funny Faces, Fabulous Features (Art & Design) Everyday materials and human senses (Science) Shade and Shelter (D&T)				<b>Bright Lights, Big City (Geography)</b> Rain and Sunrays (Art & Design) Seasonal Changes (Science) Taxi! (D&T)				<b>School Days (History)</b> Plant and animal parts (Science) Street View (Art & Design) Chop. Slice and Mash (D&T)			
<b>Study text:</b>												
<b>Writing genres taught:</b>	Lists, labels and captions. (2 weeks)  Stories with familiar settings (3 weeks) 	Stories with predictable/patterned language (3 weeks) 	Instructions (3 weeks) 	Poetry—repeated pattern/simple rhyme (2 weeks) 	Traditional/Fairy Tales (3 weeks) 	Letter (2 weeks)  Stories with a familiar setting (3 weeks) 	Poetry—using the senses (2 weeks) 	Instructions (2 weeks) 	Stories from a range of cultures (2 weeks)  Stories from a range of cultures (3 weeks)	Recount (2 weeks) 	Letter (3 weeks) 	Poetry—poems on a theme (2 weeks) 
<b>Previously taught in:</b>	Reception	Reception	Reception	Reception	Reception	N/A		Reception	Reception	Reception	N/A	
<b>Focus skills for Writing:</b> <small>(Always follow skills objectives in Writing document for full coverage)</small>	Use finger spaces. Write a simple sentence. Capital letters and full stops. To use 'and' for description. Use given story language.	Understand stories have a beginning, middle and end. Simple verbs and adjectives.	Order instructions. Identify simple sequence words.	Generate and use simple adjectives. Generate and use simple verbs.	Use story language to order events. Use vocabulary that matches ideas.	Use 'and' to write compound sentences. To use feeling words to describe a character/setting. Use a range of adjectives.	Synonyms for familiar adjectives/verbs. Use vocabulary that matches ideas.	Understand verbs and match appropriate verb to an action. Order instructions using sequence words.	Think of ideas/ language for beginning/middle/end of a story. Use of simple and compound sentences. Use verbs for description.	Use feeling words. Exclamation marks in sentences.	Use a range of adjectives. Use descriptive language.	Use question words in a sentence. Use question marks accurately.
<b>Extended Write task:</b>	Write a list of linked to History topic.  Write a setting description of the Mr Bear's bedroom.	Write a character description.	Write an instruction text with a real life context.	Write a winter poem themed poem.	Write a retelling of a fairy tale.	Write a letter from Paddington.  Write an adapted version of the story.	Write an animal themed poem.	Write an instruction text linked to D&T topic.	Write a setting description.  Write an adapted version of the story.	Write a recount with a real life context.	Write a letter from Max to the class, describing the wild things he has seen.	Write a dinosaur themed poem.
<b>Reading for pleasure / School reading spine:</b>												

	AUTUMN (13 weeks)				SPRING (12 weeks)				SUMMER (12 weeks)			
<b>Cornerstones topic:</b>	<b>Movers and Shakers (History)</b> Let's Explore the World (Geography) Mix it! And Still Life (Art & Design) Human survival and Habitats (Science) Remarkable Recipes (D&T)				<b>Coastline (Geography)</b> Flower Head (Art & Design) Uses of Materials and Plants Survival (Science) Beah Hut (D&T)				<b>Magnificent Monarchs (History)</b> Animal Survival (Science) Portraits and Poses (Art & Design) Cut, Stitch and Join, and Push and Pull (D&T)			
<b>Study text:</b>												
<b>Writing genres taught:</b>	Stories with familiar settings (3 weeks) 	Traditional Stories (2 weeks)   Traditional Stories (3 weeks)	Instructions (2 weeks) 	Letter (3 weeks) 	Different stories by the same author (2 weeks)  Different stories by the same author (3 weeks) 	Non-chronological reports—biography (3 weeks) 	Recounts (2 weeks) 	Poetry - Patterns on the page (2 weeks) 	Fantasy Stories (3 weeks)  Diary (3 weeks) 	Letter (2 weeks) 	Non-chronological report—information text (2 weeks) 	Poetry - Poets and their poems. (2 weeks) 
<b>Previously</b>	Year 1	Reception and Year	Reception and Year	Year 1	N/A	N/A	Year 1	Reception and Year	N/A	Year 1	N/A	
<b>Focus skills for Writing ARE:</b>	<b>To use full stops, question marks and exclamation marks.</b>  <b>Commas to separate adjectives strings.</b>  <b>To organise writing with a beginning and an end.</b>	<b>Suitable adjectives for description.</b>  Think of more than one idea about the same thing.  Use noun phrases in writing.  <b>Compound sentences.</b>	<b>To use the correct organisational features to structure writing.</b>  Sequence words.	<b>Think of and use the most interesting adjectives.</b>  Understand the effect writing needs to have an effect.  Generate and use topic language.	<b>Identify and use different conjunctions.</b>  <b>Use of a range of pronouns.</b>  Powerful adjectives and verbs.	<b>Sequence words as openers.</b>  Understand the purpose of different organisational features.  Group ideas around a common idea/theme.	<b>Use a range of prepositions as openers.</b>  <b>Varied sentence openers.</b>	<b>Understand how language creates an effect.</b>  Use specific language for a specific effect,	<b>Widen punctuation use (including apostrophes).</b>  <b>Using a range of sentence openers.</b>  Develop ideas logically.  Use language for a specific effect.	<b>To identify viewpoint and show viewpoint in own writing.</b>  Use language to interest the reader.	<b>Paragraphing—expanding ideas around the same point.</b>  Organising texts into paragraph-like sections.	<b>Use specific language to engage the reader.</b>  Use of similes.
<b>Extended Write task:</b>	Write a character description of Trac-tion Man.	Write a setting description.  Write a retelling of The True Story of The 3 Little Pigs.	Write an instruction text linked to D&T topic.	Write a letter to The Owl.	Write the opening to a story.  Write the build up to a problem from Hodgehog's perspective.	Write a biography of a famous explorer linked to Geography topic.	Recount with a real life context.	Write a jungle themed poem.	Write a short narrative inspired by Quest.  Write a diary entry linked to a real life experience.	Write a letter from the perspective of Sunny.	Write an information text linked to Magnificent Monarch (History topic).	Write a poem inspired by John Mitton.
<b>Reading for pleasure / School reading spine:</b>												

	AUTUMN (13 weeks)				SPRING (12 weeks)				SUMMER (12 weeks)			
<b>Cornerstones topic:</b>	<b>Through the Ages (History)</b> One Planet, Our World (Geography) Contrast & Complement, and Prehistoric Pots (Art & Design) Skeletal and Muscular Systems (Science) Cook Well, Eat Well (D&T)				<b>Rocks, Relics and Rumbles (Geography)</b> Ammonite and People & Places (Art & Design) Forces and Magnets (Science) Making it Move (D&T)				<b>Emperors and Empires (History)</b> Plant Nutrition & Reproduction, Light & Shadows (Science) Beautiful Botanicals, and Mosaic Masters (Art & Design) Greenhouse (D&T)			
<b>Study text:</b>												
<b>Writing genres taught:</b>	Familiar Authors (2 weeks) Familiar Authors (2 weeks) 	Adventure/Mystery story (3 weeks) Diary (2 weeks) 	Recounts (2 weeks) 	Non-chronological report—biography (2 weeks) 	Poetry—calligrams (2 weeks) 	Stories which raise issues - poverty (3 weeks) Letter (3 weeks) 	Non-chronological report—information text (3 weeks) 	Persuasive adverts (2 weeks) 	Stories with familiar settings (3 weeks) 	Recount—diary (3 weeks) 	Non-chronological report—explanation texts (2 weeks) 	Persuasive letter - informal (2 weeks) Poets and their poems (2 weeks) 
<b>Previously taught in:</b>		- Year 2	Year 1 and Year 2	Year 2	N/A	- N/A	Year 2	N/A	Year 1 and Year 2	Year 2	N/A	- N/A
<b>Focus skills for Writing ARE:</b>	To use noun phrases to add detail. Range of conjunctions. Organisational and language features of a narrative.	Fronted adverbials for time. To use time to move from beginning, to middle and to end. Range of verbs and adjectives for specific impact.	To understand and use first and third person. To use a range of conjunctions in writing.	Adverbs for modification. To understand and use technical, topic language.	Generate verbs / adjectives for specific impact. To generate effective noun phrases.	Subordination (when / as / if) Use of commas. Generate appropriate resolutions.	Paragraphs and linking phrases. Use specific, technical vocabulary in sentences.	To use language to match a specific purpose. Linking words (also/ in addition/ furthermore)	Complex sentences and subordination. Use characters to describe setting.	Linking openers. Using topic sentences to introduce a paragraph. Use of pronouns to link ideas in paragraphs.	Use the appropriate organisational features of a text. Understand how effective adjectives, verbs and adverbs form effective description.	Establish viewpoint and match language to viewpoint. Language for emotion. Use similes to enhance description.
<b>Extended Write task:</b>	Write a character description. Write a story opening.	Write a build up to a problem. Write a diary from the perspective of the camera.	Write a recount with a real life context.	Write a biography of Charles Darwin.	Write a New Year themed calligram.	Write a resolution to end the narrative. Write a letter to persuade Isabel that she belongs.	Write an information text on a prehistoric species linked to Geography topic.	Write an advert persuading people to purchase an invention.	Write a setting description.	Write a diary entry for an action scene.	Write an explanation linked to Science topic (Light & Shadows).	Write a persuasive letter to the White Witch. Write a Narnia themed poem.
<b>Reading for pleasure / School reading spine:</b>												

	AUTUMN (13 weeks)			SPRING (12 weeks)			SUMMER (12 weeks)		
<b>Cornerstones topic:</b>	<b>Invasion (History)</b> Interconnected World (Geography) Contrast & Complement, and Warp & Weft (Art & Design) Digestive System, and Sound (Science) Fresh Food, Good Food (D&T)			<b>Misty Mountain, Winding River (Geography)</b> Vista, and Animal (Art & Design) States of Matter, and Grouping & Classifying (Science) Functional and Fancy Fabrics (D&T)			<b>Ancient Civilisations (History)</b> Electrical Circuits and Conductors (Science) Statues, Statuettes & Figurines, and Islamic Art (Art & Design) Tomb Builders (D&T)		
<b>Study text:</b>									
<b>Writing genres taught:</b>	Stories set in imaginary worlds (2 weeks) Stories set in imaginary worlds (3 weeks) 	Recount—diary (3 weeks)  Adventure stories (3 weeks) 	Persuasive adverts (2 weeks) 	Significant authors (2 weeks) Significant authors (3 weeks) 	Journalistic writing—newspapers (2 weeks) 	Stories which raise issues (2 weeks)  Persuasive letter - informal (3 weeks) 	Myths and Legends (3 weeks) Myths and Legends (3 weeks) 	Poetry - Exploring imagery (2 weeks) 	Non-chronological report—explanation text (3 weeks) Recount - diary (2 weeks) 
<b>Previously taught in:</b>	- Year 2 - Year 2 and Year 3	- Year 2 and Year 3 - Year 2 and Year 3	Year 3	Year 2 and Year 3	N/A	- Year 3 - Year 3	N/A	Year 1	- Year 3 - Year 2 and Year 3
<b>Focus skills for Writing ARE:</b>	<b>Speech marks.</b> (Using these for when a character is speaking) Settings are described and developed. Organisational and language features of a narrative.	<b>Subordinating conjunctions to open sentences.</b> <b>Subordinating conjunctions to extend sentences.</b> Sustaining ideas within a paragraph.	Language choices for precision and impact (adjectives, verbs and adverbs).	<b>Experiment with different tenses.</b> Use commas accurately to separate clauses.	<b>Direct speech and accurate speech layout/punctuation.</b> Use paragraphs to organise texts clearly. Link ideas in a paragraph in a variety of ways.	Combine adjectives, verbs and adverbs effectively. Writing is lively to interest/engage the reader. Long and short sentences (clauses and appropriate punctuation) Effective language choices for viewpoint.	Creating pace in narrative (speech and action) Different tenses experimented with. A range of sentence openers used appropriate to purpose and text type. Comma accuracy.	Language used to match purpose and style. Similes used effectively and appropriately.	Paragraphs are structured cohesively: time/topic / events / processes. Purpose is maintained across a text.
<b>Extended Write task:</b>	Write a character description. Write a narrative with speech.	Write a diary entry from the perspective of the Iron Man. Write a build up to a problem.	Write an advert persuading people to eat healthily (D&T link).	Write a setting description. Write an action scene from the story.	Write a newspaper article linked to climate change.	Write a narrative piece based on Ivan's typical day caged in the mall. Write a persuasive letter about animals in captivity.	Write a narrative opening inspired by the legend of Tutankhamun. Write an action scene from the story.	Write a poem about a mythical creature.	Write an explanation text about mummification. Write a recount with a real life context.
<b>Reading for pleasure / School reading spine:</b>									

	AUTUMN (13 weeks)				SPRING (12 weeks)			SUMMER (12 weeks)			
<b>Corner-stones topic:</b>	<b>Dynamic Dynasties (History)</b> Investigating our World (Geography) Tints, Tones & Shades, and Taotie (Art & Design) Forces & Mechanisms, and Earth & Space (Science) Moving Mechanisms (D&T)				<b>Sow, Grow and Farm (Geography)</b> Line, Light & Shadows, and Nature’s Art (Art & Design) Human Reproduction & Ageing (Science) Eat The Seasons (D&T)			<b>Ground-breaking Greeks (History)</b> Properties & Changes of Materials (Science) Mixed Media, and Expression (Art & Design) Architecture (D&T)			
<b>Study text:</b>											
<b>Writing genres taught:</b>	Fables (2 weeks) Fables (3 weeks) 	Poet’s Voice (2 weeks) 	Persuasive letter — formal (3 weeks) 	Non chronological report - biography (3 weeks) 	Significant children’s authors (2 weeks) Significant children’s authors (3 weeks) 	Journalistic writing— newspaper report (2 weeks) 	Stories which raise issues (3 weeks) Argument - one sided (2 weeks) 	Myths and Legends (3 weeks) 	Diary entries (2 weeks) Speech (3 weeks) 	Persuasive letter— informal (2 weeks) 	Balanced arguments (2 weeks) 
<b>Previously taught in:</b>	N/A	N/A	Year 4	Year 2 and Year 3	Year 2, Year 3 and Year 4	Year 4	- Year 4 - N/A	N/A	- Year 2, Year 3 and Year 4 - Year 3	Year 3 and Year 4	N/A
<b>Focus skills for Writing ARE:</b>	Experiment with a range of punctuation in speech sentences. Understand how narrative uses a build up to a problem. Use long sentences for description and short sentences for suspense, Develop action through effective vocab choices.	To understand, and use effective language to create, mood/tone/feeling.	Modal verbs. Language used to create emotion.	Begin to use paragraph changes for different purposes. Purpose is maintained across a text.	Different effects of word order within a sentence. Vary the lengths of paragraphs for pace / emphasis.	Use layout to support the reader. Use speech to organise of a text.	Use effective noun phrases to add detail and to engage the reader. Develop viewpoint throughout a text. Vary sentence structures and length for effect.	Metaphors and personification. Vary use of tense within a text.	Commas used accurately to mark clauses. Generate a range of words for precision to create specific interest. Range of words and phrases used to link texts. Use different narrative techniques to engage and entertain the reader.	Effectively develop and sustain ideas across a text. Use language to create emotion.	Subtle links for cohesion. Use language for a clear purpose. Use a range of techniques to engage a reader.
<b>Extended Write task:</b>	Write a narrative with speech based on a scene from The Fox and the Tiger. Write a narrative inspired by the action scene from The pearl that shone in the dark (pg 35-38).	Write a poem inspired by the themes in the study text.	Write a formal letter to August from the headteacher, persuading him to stay at Beecher Prep.	Write a biography about one of the significant Muslim figures from the study text.	Write a setting description of the Secret Garden. Write	Write a newspaper report on a current event.	Write a build up to a problem from the story. Write a one sided argument inked to an issues raised in the study text.	Write a poem inspired by Greek myths.	Write a diary entry from the perspective of Eliot. Write a narrative piece based on the study text.	Write an informal letter to Zeus about recapturing Thanatos.	Write a balanced argument about life as a child in Ancient Greece.
<b>Reading for pleasure / School reading spine:</b>											



	AUTUMN (13 weeks)					SPRING (12 weeks)				SUMMER (12 weeks)			
<b>Cornerstones topic:</b>	<b>Maafa (History)</b> Our Changing World (Geography) Tints, Tones & Shades, and Trailblazers, Barrier Breakers (Art & Design) Circulatory System (Science) Food for Life (D&T)					<b>Frozen Kingdoms (Geography)</b> Inuit, and Environmental Artists (Art & Design) Electrical Circuits & Components (Science) Engineer (D&T)				<b>Britain at War (History)</b> Light Theory, and Evolution & Inheritance (Science) Distortion & Abstraction, and Bees, Beetles & Butterflies (Art & Design) Make Do and Mend (D&T)			
<b>Study text:</b>													
<b>Writing genres taught:</b>	Stories which raise issues (3 weeks) 	Biography (2 weeks) 	Classic authors and texts (3 weeks) 	Persuasive writing – informal (2 weeks) 	Arguments—one-sided (3 weeks) 	Recount—diary (2 weeks) Adventure stories (3 weeks) 	Imagery and poetry (2 weeks) 	Non-chronological reports—information text (2 weeks) 	Journalistic writing—newspaper report (3 weeks) 	Characterisation in stories (3 weeks) Recount—diary (2 weeks) 	Explanation texts (2 weeks) 	Campaign (2 weeks) 	Arguments—balanced (3 weeks) 
<b>Previously taught in:</b>	Year 3, Year 4 and Year 5	Year 3 and Year 5	N/A	Year 4 and Year 5	Year 5	- Year 2, 3, 4 and 5 - Year 3 and 4	N/A	Year 2 and Year 3	Year 4 and Year 5	- N/A - Year 2, 3, 4 and 5	Year 3 and Year 4	N/A	Year 5
<b>Focus skills for Writing ARE:</b>	Create language for emotion to engage the reader. Verbs as openers. Understanding the different effects created by varying sentence lengths.	Use a wide range of linking techniques effectively. Wider punctuation use (colons and semi-colons)	Embedded clauses for relevant detail. Wider punctuation use (apostrophes, commas, brackets) Develop narrator's voice.	Ideas maintained and developed across a text. Accurate verb/tense agreement. Specific language to engage the reader.	Effective linking techniques and conclusions. Repetition and the impact of this.	Adverbials used in various places within a sentence. Wide range of conjunctions are used to extend sentences. Use split speech accurately.	Language choices create imagery through use of repetition and alliteration. Language for precision.	Introductions used effectively for engagement and direction. Links consistently made across a text.	A range of devices are used to support cohesion. Direct and reported speech.	Narrator's voice for thoughts / feelings / intentions. Punctuation for effect. Wide range of sentence structures (including parenthesis).	Use of appropriate and purposeful layout (precision, purpose and audience). Introduce, link and conclude texts effectively.	Use language to support formality. Use the full range of devices to create text cohesion.	Punctuation to clarify meaning. Sentence structure and combinations for a range of effects. Convincing language choices.
<b>Extended Write task:</b>	Write a narrative piece of Alem and Mr Kelo arriving in the UK.	Write a biography of Benjamin.	Write a setting description based on the study text.	Write an informal letter to persuade Scrooge to change his wicked ways.	Write a one sided argument whether children should only have 1 Christmas present.	Write a diary entry from the perspective of Feo on the run. Write a scene from the story with speech.	Write a poem inspired by nature.	Write an information text linked to the Geography topic.	Write a newspaper report on a current event.	Write a narrative piece on the characterisation of Mister Tom. Write a diary entry from the perspective of Willie.	Write an explanation text linked to the Science topic, e.g. the theory of light.	Write a campaign speech inspired by Winston Churchill.	Write a balanced argument about the role of women during WWII.
<b>Reading for pleasure / School reading spine:</b>													