



LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map for Writing



*Children to complete at least 1 piece of 'at length' writing per week (length differs dependent on year group). Children may complete this piece in English lessons or as part of cross-curricular work for another subject (1 piece of topic/Science per half term).

*Children are expected to complete and be assessed across a range of pieces of writing, from multiple text types/genres.

*3 pieces of writing are assessed per term using our 'Leas Park Writing Assessment Framework' tick lists. The pieces that are assessed are work completed independently, with minimal adult input. These pieces may be 'blue book' pieces or work in English or Topic books.

*Blue writing books are written in twice per term and are taken through school with the children. These pieces are completely independent, with minimal adult input (to show a true reflection of child's capabilities).

*Children also complete an 'Editing and redrafting' piece of writing once per term, where focus on proof reading, vocabulary improvement, punctuation and sentence structure are a focus.

	Year 3			Year 4			Year 5			Year 6		
Topic/ Unit Curriculum Strand	Autumn: *Stories by the same author *Instructions writing *Recount writing *Stories from other cultures (editing and redrafting unit) *Poetry: Creating images	Spring: *Imaginary Worlds *Non-chronological reports *Myths and Legends *Recounts (editing and redrafting unit)	Summer: *Persuasive writing *Adventure stories *Recounts *Shape poetry *Plays and dialogues	Autumn: *Myths and legends (editing and redrafting unit) *Information texts *Explanation texts *Stories in familiar settings *Image poems	Spring: *Traditional Tales: The Little Shoemaker (editing and redrafting unit) *Newspapers *List Poems *Fables	Summer: *There's a Pharaoh in our bath *Persuasive writing *Nonsense poems *Stories from other cultures Part 1 (Mufaro's beautiful daughters) *Stories from other cultures Part 2 (El Caminante)	Autumn: *Narrative writing: Scary stories *Autobiographies and biographies *Alien invasions (editing and redrafting unit) *Instructions and explanation texts *Funny poetry	Spring: *Short stories *Macbeth *Arguments and debate *Newspaper reports and journalistic writing *Poetic style	Summer: *Non-chronological reports *The Hobbit *Performance poetry *Persuasive writing *Fiction - short stories (fantasy)	Autumn: *Stories with historical settings *Explanation and instructional texts *Thriller and mystery stories (editing and redrafting unit) *Newspaper report	Spring: *Stories with flashbacks *Non-chronological reports *The Tin Forest: Persuasive Texts *Poetry: Metaphors and personification	Summer: *Kensuke's Kingdom *Non-chronological reports
Spelling patterns /rules	Children can... <ul style="list-style-type: none"> Spell most words linking to the year 1 and 2 spelling rules list Begin to spell most words from the year 3 spelling rules list (below) Use knowledge of known spelling rules to begin to modify route words by adding prefixes and suffixes 			Children can... <ul style="list-style-type: none"> Independently and confidently spell words linking to the year 2 and 3 spelling rules list Spell most words from the year 4 spelling rules list (below), applying knowledge of known spelling rules to support self 			Children can... <ul style="list-style-type: none"> Independently and confidently spell words linking to the year 3, 4 and 5 spelling rules list Spell most words from the year 6 spelling rules list (below), applying knowledge of known spelling rules to support self 			Children can... <ul style="list-style-type: none"> Independently and confidently spell words linking to the year 3, 4 and 5 spelling rules list Spell most words from the year 6 spelling rules list (below), applying knowledge of known spelling rules to support self 		

	<ul style="list-style-type: none"> • Begin to contract words accurately including an apostrophe <p>Children know... Following spelling rules revisited from Y2 -</p> <ul style="list-style-type: none"> • -ful and -less word endings • Changing -y to -ies or s (usually verbs and nouns and can link to plural rule) • Homophones/Near Homophones • -ing, -ed, -er word endings • -est and -y word endings • -ment and -ness word endings • Contractions (some) • Word families (linked to use of suffixes and prefixes) <p>Following spelling rules from Y3 (spelling most of correctly) -</p> <ul style="list-style-type: none"> • Adding Vowel Suffixes (-ed, -d, -ing) • -y making I sound • ou making the u sound • -sion word ending • -ation suffix • In-, il-, ir-, im- prefixes • Dis-, mis- prefixes • Re-, sub- and inter- prefixes. • Auto-, Anti-, Super- prefixes • -ous suffix • -ly and -ally suffix • -sure and -ture word endings 	<ul style="list-style-type: none"> • Use knowledge of known spelling rules to independently modify route words by adding prefixes and suffixes • Contract words accurately including an apostrophe • Show possession and plurals using an apostrophe • Accurately select appropriate homophones <p>Children know... Following spelling rules revisited from Y2 & 3-</p> <ul style="list-style-type: none"> • Dis-, mis-, in-, un- prefixes • Apostrophes for possession and contraction • Common exception words • -ly suffix • Homophones • Suffixes ment, ness, ful • -ous suffix <p>Following spelling rules from Y4 (spelling most of correctly)</p> <ul style="list-style-type: none"> • Suffixes -tion, -cian, -sion • Ure (sure/ture) • Ch making sh sound • Que and gue • Sc making s sound • Eigh, ey, ei • Common exception words • Soft c • Silent letters • Possessive apostrophe (plurals) • Homophones and near homophones • Remaining y3/4 word list no covered by above rules 	<ul style="list-style-type: none"> • Use knowledge of known spelling rules to independently modify route words by adding prefixes and suffixes • Contract words accurately including an apostrophe (correctly and independently) • Show possession and plurals using an apostrophe correctly and independently, across multiple pieces of work • Accurately select appropriate homophones across multiple pieces of work • Understand and apply knowledge of silent letters and rules for soft/hard sounds <p>Children know... Following spelling rules revisited from Y3 & 4-</p> <ul style="list-style-type: none"> • adding suffixes beginning with vowels to words of more than one syllable • the /i/ sound spelt y elsewhere than at the end of words • Prefixes: un-, dis-, mis-, re-, sub-, inter-, super-, anti-, auto- • prefixes: im-, il-, in-, ir- • The suffix -ation • The suffix -ly • The suffix -ous • Words with endings sounding like /zhuh/ or /chuch/ or /zhun/ • Endings which sound like /shun/ spelt -tion, -sion, -ssion, -cian • Greek origin words with /k/ sound spelt ch, • French origin words with /sh/ sound spelt ch • Latin origin words with /s/ sound spelt sc • French origin words with the /g/ sound spelt gue and /k/ sound spelt -que • Words with the /ai/ sound spelt ei, eigh, ey <p>Following spelling rules from Y5 (spelling most of correctly) -</p> <ul style="list-style-type: none"> • Endings which sound like /jʌs/ spelt -cious or - • Endings which sound like /jəl/ (-cial, -tial endings) • Words ending in -ant, -ance/-ancy, -ent, -ence/-ency, -able and -ible, -ably and -ibly • Adding suffixes beginning with vowel letters to words ending in -fer 	<ul style="list-style-type: none"> • Contract words accurately including an apostrophe (correctly and independently) and show possession and plurals using an apostrophe correctly and independently, across multiple pieces of work • Understand and apply knowledge of silent letters and rules for soft/hard sounds • Accurately use hyphens to avoid ambiguity • Accurately apply known spelling rules (KS1 and 2) to spell and identify the correct spelling of a word <p>Children know... Following spelling rules revisited from Y3, 4 & 5-</p> <ul style="list-style-type: none"> • -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it and to words of one syllable or more ending in single consonant letter after a single vowel letter • Review 'o' and 'a' sounds • The /z/ sound spelt 's' • -ant, -ance/ancy, -ent, -ence/ency • -cious and -tious • Endings which sound like cial • Suffixes: -ment, -less, -ful, -ness, -ation, -ous, -tion, -sion, -ssion, -cian and -ly • Endings -able and -ible, -ably and -ibly • Adding suffixes beginning with vowel letters to words ending in -fer • Prefixes: un-, in-, dis-, mis-, in-, il-, ir-, re-, sub-, inter-, super-, anti- and -auto • Greek origin words with /k/ sound spelt ch • French origin words with /sh/ sound spelt ch • Latin origin words with /s/ sound spelt sc • French origin words with the /g/ sound spelt gue and /k/ sound spelt -que • Possessive apostrophe and plurals and contractions • Homophones • Words with the 'dge' sounds • Hard c and soft c <p>Following spelling rules from Y6 (spelling most of correctly) -</p> <ul style="list-style-type: none"> • Sc words • Words with ei, eigh, ey • 'ie' after c
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			<ul style="list-style-type: none"> Words with the /i:/ sound spelt ei after c Words containing the letter-string ough Words with 'silent' letters Use of the hyphen to avoid ambiguity Homophones and other words that are often confused: <i>nouns end -ce and verbs end -se (including affect and effect)</i> The suffix -ly Homophones and other words that are often confused: <i>their, there, they're; to, two, too; which, witch; were, we're, wear; our, are; of, off; whose, who's</i> Possessive apostrophe with plural words 	<ul style="list-style-type: none"> 'ough' spelling Hyphens Silent letters Adding suffixes to root words (where the last letter is doubled) Homophones Apostrophes (possession, contractions) and it's its Cial/tial spellings
Grammar	<p>Children can...</p> <ul style="list-style-type: none"> Begin to use a range of sentence structures including coordination and some subordination Identify imperative verbs, time conjunctions and adverbs and begin to use these within sentences. Punctuate sentences using capital letters, full stops, question marks, exclamation marks and commas where needed (fronted adverbials and beginning to use for phrases/clauses). Use grammatical terminology, specifically using and recognising adjectives, nouns, verbs and prepositional phrases Start to write direct speech including inverted commas and sometimes !/? Use conjunctions (coordinating and some subordinating), adverbs and prepositions to express time, place and cause (including through use of time words) Consciously use pronouns for cohesion and to avoid repetition and ambiguity (personal). Begin to use adverbs and adverbials (prepositional phrases which act as adverbs). Create complex sentences using subordinate clauses, beginning to use a variety of sentences within a single piece of writing (including compound and complex) Start to use commas after or before phrases and clauses. Start to include apostrophes for omission and possession Understand the purpose and formation of onomatopoeia 	<p>Children can...</p> <ul style="list-style-type: none"> Confidently identify different word classes: verbs, adverbs, adjectives, nouns, propositions, conjunctions, determiners, adverbials and fronted adverbials. Use prepositions effectively within a sentence and begin to create prepositional phrases (varying sentence structure) To add purposeful description through expanded noun phrases Use commas effectively for sub clauses, lists and marking fronted adverbials (varying sentence structure) Independently use coordinating conjunctions within writing Accurately use inverted commas to punctuate direct speech and reporting clauses (including !, ?, and sometimes , and .) Include adverbs of time, place and quantity within work (depending on purpose/writing) Begin to use linking adverbs to open a sentence Include apostrophes for singular and plural possession when writing Start to explore verb synonyms Apply knowledge of 'an' and 'a' rule to use accurately in their work Use pronouns within work, including possessive and be able to identify these within sentences Use a range of subordinating conjunctions to create subordinating clauses (varying sentence structure) 	<p>Children can...</p> <ul style="list-style-type: none"> Convert nouns or adjectives to verbs using knowledge of suffixes (spelling rules) Begin to understand and use relative clauses, starting with relative pronouns (who, which, where etc) Independently and confidently begin to identify and write a range of sub clauses and conjunctions Demarcate fronted adverbials with commas (consistently and independently) Use inverted commas accurately to punctuate direct speech (including !, ?, . and ,) Use apostrophes for singular and plural possessions e.g. girl's name, boys' books (<i>afternoon grammar task</i>) Begin to use brackets, dashes, commas for parenthesis (relative clause-main/sub clause) Correctly use and identify subordinating and coordinating conjunctions and clauses Begin to use bullet points, dashes, colons and semicolons <p>Children know...</p> <ul style="list-style-type: none"> (beginning to independently) the terms/ purpose of: <ul style="list-style-type: none"> Passive voice Past/present progressive tense Past/present perfect tense Word classes: nouns (starting to understand abstract and collective), adjectives, verbs, determiners, adverbs (including of time), prepositions, conjunctions (subordinating and coordinating) Pronouns (including possessive) 	<p>Children can...</p> <ul style="list-style-type: none"> Punctuate sentences independently and accurately with: capital letters, full stops, exclamation marks, question marks, inverted commas, brackets (including for parenthesis), apostrophes and commas (lists, to avoid ambiguity, demarcate clauses, for parenthesis and fronted adverbials) Begin to understand and accurately use colons, semi-colons and dashes (including for parenthesis) Independently construct complete main clauses, modified by a sub clauses (including relative clauses) and punctuated with a comma where necessary Accurately construct complex sentences, using a variety of coordinating and subordinating conjunctions (included fronted adverbials, correctly punctuated with a comma) Begin to accurately identify and write using a variety of tenses (see below) Identify formal and informal vocabulary Begin to identify subjunctive form and active and passive voice <p>Children know...</p> <ul style="list-style-type: none"> (Confidently/independently) the terms/ purpose/concept of: <ul style="list-style-type: none"> Word classes: verbs (including modal), nouns, adjectives, noun phrases (including expanded), conjunctions, adverbs, adverbials, prepositions, pronouns (relative, possessive), determiners Possessive and relative pronouns

	<ul style="list-style-type: none"> • Begin to appropriately use 'a' and 'an' and identify the rules behind this <p>Children know...</p> <ul style="list-style-type: none"> • The terms imperative verbs, time conjunctions and adverbs • Understand the terms statements, commands and questions. • How to punctuate sentences correctly using capital letters, full stops, question marks, exclamation marks and commas where needed (in lists/fronted adverbials) • Use variety of descriptive language i.e. adjectives, expanded noun phrases and some similes. • Extend the range of sentences with more than one clause by using a wider range of conjunctions • Rules for punctuating and writing direct speech (using inverted commas) • The word classes: verbs, adverbs, adjectives, nouns, propositions, conjunctions, determiners, adverbials and fronted adverbials. • The idea of tense in verbs (past/present) • (Starting to) what makes up a complete sentence (confidently understanding Rainbow grammar Green, Orange, Red and beginning to understand purpose of Yellow, Pink, Purple and Blue for non-finite and conjunction sub clause) • The purpose of apostrophes (possession or omission) and are beginning to understand how these can be used within their work • Begin to understand the purpose of relative clauses 	<ul style="list-style-type: none"> • Identify and correctly use imperative verbs within their work, understanding their purpose • Use knowledge of word families to support independent working <p>Children know...</p> <ul style="list-style-type: none"> • (Begin to) know how sentence type affects punctuation (command, statement etc.) • How to accurately use inverted commas to punctuate direct speech To explore verb tenses • How to use adverbs of time, place and quantity • How to correctly use apostrophes for singular and plural possession • When to use 'an' and 'a' • The use/purpose of pronouns, including possessive • Some verb synonyms • Begin to understand the features of 'perfect present' and 'progressive' tense • Some irregular verbs and why they're considered 'irregular' • Confidently can explain what makes up a complete sentence and is becoming able to explain why certain elements are needed (confidently understanding Rainbow grammar Green, Orange, Red, Yellow and Purple and beginning to understand and apply knowledge of Pink, Purple and Blue for non-finite and conjunction sub clause) 	<ul style="list-style-type: none"> - Commas - Determiners - Modal verbs • Confidently can explain what makes up a complete sentence and is able to explain why certain elements are needed and can expand upon a basic sentence by adding different elements of rainbow grammar independently and can identify the elements within a given sentence (confidently understanding Rainbow grammar Green, Orange, Red, Yellow, Purple, Pink and Blue for and begin to understand and apply knowledge of Pink, Purple and Blue for relative clauses) 	<ul style="list-style-type: none"> - Tenses: past, present, present perfect, past perfect, present and past progressive and simple and past present - Phrases and clauses (the difference between) - Subjunctive form (begin to) - Active and passive voice (begin to) • What makes up a complete sentence and is able to explain why certain elements are needed and can expand upon a basic sentence by adding different elements of rainbow grammar independently and can identify the elements within a given sentence (confidently understanding Rainbow grammar Green, Orange, Red, Yellow, Purple, Pink and Blue)
<p>Text/composition</p>	<p>Children can...</p> <ul style="list-style-type: none"> • Use descriptive language to describe a given creature/character • To write their own version of a given story • Begin to make precise vocabulary choices for effect • Write a synopsis in chronological order and with relevant detail. • Compare the differences between the two versions of a story and express their own opinions and begin to justify these. • Write a set of instructions for an everyday task. 	<p>Children can...</p> <ul style="list-style-type: none"> • Begin to independently and consistently include a range of subordinating conjunctions within their writing • Use research and own knowledge to inform a piece of writing (fiction and non-fiction) • Create clear and detailed descriptions of characters as part of fiction work • Start to use reporting clauses to indicate character's emotions • Confidently produce a piece of writing written in the first person, selecting appropriate pronouns when needed 	<p>Children can...</p> <ul style="list-style-type: none"> • Write speech and dialogue that portrays the characteristics of a character/person (beginning to look at reported speech as well as directed) • Independently begin to use varying sentence types and lengths when writing for impact • Begin to create pieces of writing that engage the reader (aiming to build suspense and atmosphere through description/other techniques including rhetorical questions and emotive language) 	<p>Children can...</p> <ul style="list-style-type: none"> • Accurately uses paragraphs and/or subheadings to organise ideas • Produces character/setting descriptions including a range of purposely chosen vocabulary (synonyms and expanded noun phrases) • Create cohesion within a piece of writing through linking words/phrases • Can consider known grammatical features when writing (listed above) and is beginning include these, with precision, within own work

<ul style="list-style-type: none"> Produce a recount, including some of the taught grammar/spelling rules (including adverbials/noun phrases) and consider character, setting and plot Create setting descriptions, including expanded noun phrases Begin to think about similes/alliterations Start to use a set of criteria to include within their work, with varying levels of accuracy Begin to proof read and make minor alterations/improvements to their own work including spelling and punctuation errors with the support of an adult Start to organise writing into paragraphs or sections (including sub-headings) with adult guidance Develop a rich and varied vocabulary, linking to given themes When reading their own writing aloud, begin to control intonation, tone and volume so that the meaning is clear. Begin to independently use a given stimulus to plan and produce writing/drama pieces. Use subordinate clauses to extend their sentences and use given openers to order and link their sentences effectively. Begin to choose appropriate tense and person depending on purpose of writing/genre and begin to use the appropriate tense/person consistently Apply their know of onomatopoeia to include within relevant pieces Begin to draw from WAGOLLS/example texts to aid their writing with adult guidance Include dialogue between characters, starting to confidently punctuate with relevant speech punctuation <p>Children know...</p> <ul style="list-style-type: none"> The basic features of different text types, including structure, grammar and vocab to support themselves when composing a piece of writing with the support of an adult where needed (instructions, advertisements, recounts, narratives, non-chronological reports, newspaper articles and poetry) That paragraphs and sub-headings can be used to organise your writing, grouping text around theme/time/place 	<ul style="list-style-type: none"> Convey emotion, thoughts and feelings of characters as part of fiction work Independently choose appropriate tense and person depending on purpose of writing/genre and use the appropriate tense/person consistently Confidently organise genres in the appropriate way, with some adult guidance Draw from a variety of WAGOLLS/example texts to aid in text composition/writing Begin to intentionally use similes and metaphors within their work to create powerful description Include accurately punctuated dialogue between two characters, applying relevant speech punctuation rules Use role-play and peer-lead discussion to inspire writing and aid in planning with adult guidance Use rhyming and creative wording (nonsense words) within a poem Begin to write emotive pieces to engage/entertain reader Start to write from multiple perspectives and altering tone of writing to fit 'voice' or narrator With the support of an adult, begin to assess whether a piece of work/writing has met a given criteria Start to independently proof read and improve own work, including basic punctuation errors, spelling mistakes and improvement of vocabulary Organise writing into paragraphs or sections (including sub-headings) <p>Children know...</p> <ul style="list-style-type: none"> And apply the features of different text types, including diaries (recounts), narratives, letters, poetry, reports, fables, information texts and explanation texts What is meant by tense and person and can select appropriate tense/person depending on purpose of writing/genre (Begin to) how the knowledge of certain text types and their features can aid them when appropriately organising and writing in a certain genre/text type (Begin to) the purpose of and how to construct similes and metaphors 	<ul style="list-style-type: none"> Confidently and independently use high-level descriptive vocabulary to portray an image in the readers mind Independently apply know knowledge of a variety of text types to produce work/writing Perform their own work aloud, pronouncing and considering rhythm/rhyming patterns Begin to write for a given purpose confidently and accurately (to persuade/entertain/engage) Start to consciously include various grammatical features (including expanded noun phrases and prepositions, synonyms and pronouns and linking words/phrase) to create cohesion Write from various points of view within a given scenario, portraying character's thought and feelings effectively Begin to assess whether a piece of work/writing has met a given criteria and use this assessment to improve own work Start to consider choosing appropriate sentence structure for effect <p>Children know...</p> <ul style="list-style-type: none"> And apply the features of different text types, play scripts, narratives, recounts, poetry, reports, persuasive writing, biography/autobiography and explanation text. How to punctuate speech and construct dialogue Different sentence types and how to write How to identify sounds and word endings to produce rhyming couplets 	<ul style="list-style-type: none"> Consider vocabulary choices and sentence structure to help create atmosphere and have impact Understand the features of a variety of text types and use this knowledge to write in the correct tone/formality Convey character's personalities within their work, through the use of appropriately chosen speech and actions Confidently and independently use a range of sources/stimulus to inform/improve work Begin to understand the purpose of a piece of writing (to inform, entertain, create suspense, persuade etc) and consciously write with this purpose in mind Independently assess whether a piece of work/writing has met a given criteria and use this assessment to improve own work <p>Children know...</p> <ul style="list-style-type: none"> Relevant text types and their features, including tone/formality How to assess whether a piece of work/writing has met a given criteria and use this assessment to improve own work
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	<ul style="list-style-type: none">• The process of writing a given text type (from planning, to first and second drafts, including editing and improving with guidance/ support)• That both tense and person can vary depending on purpose of writing/ genre• The key elements of an engaging story and how to plan for and include these within their work	<ul style="list-style-type: none">• That there can be two sides to an argument/story and that somebody's point of view can be conveyed/gauged from a piece of writing		
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