



Writing curriculum progression

Year A 2026–2027

Years 1–6

We believe that all children have the right to become unique and ambitious writers. We provide all our children with a secure foundation of writing for a purpose, to empower them to become writers who are equipped to use their skills confidently and creatively in opportunities presented to them now and in the future.

Our intentions are that writers in our school will:

- Become motivated, resilient, and resourceful writers.
- Develop a strong thread of individual creativity in their writing.
- Understand writing for a purpose and audience.
- Have a secure skill set in spelling, punctuation, and grammar.
- Engage in a wide range of experiences that initiate discussion, allowing children to develop their own ideas and opinions in their writing.
- Have opportunities to explore and use a rich and varied bank of vocabulary.
- Use a cursive script designed to promote fluent and neat writing.

Using this plan

Each unit brings together its core text, genre, purposeful writing outcome, grammar and vocabulary. The sequence is organised by mixed-age group and teaching period.

Spelling is taught in groups according to assessment of pupils' needs, through phonics development and progression onto EdShed. Most pupils in Years 5 and 6 follow the EdShed spelling progression. Handwriting follows the separate handwriting progression document.



Years 1 and 2

Autumn 1

Oi Frog!

Genre: Fiction

Writing outcome

To write your own silly rhyming sentences based on the pattern of the text.

Grammar and punctuation

Year 1	Year 2
Spaces between words (Y1) Combine words into sentences (Y1) Join words/clauses with and (Y1) Capital letters and . ? ! (Y1)	Spaces between words (Y1) Combine words into sentences (Y1) Join words/clauses with and (Y1) Capital letters and . ? ! (Y1) Y2

Vocabulary

Y1: letter, word, sentence, punctuation, full stop, question mark, exclamation mark



Years 1 and 2

Autumn 1 / Autumn 2

Boa's Bad Birthday

Genre: Fiction

Writing outcome

To write own birthday story based on the model in a simple sentence sequence.

Grammar and punctuation

Year 1	Year 2
Spaces between words (Y1) Combine words into sentences (Y1) Join words/clauses with and (Y1) Capital letters and . ? ! (Y1) Capital letters for names, places, days and I (Y1)	Spaces between words (Y1) Combine words into sentences (Y1) Join words/clauses with and (Y1) Capital letters and . ? ! (Y1) Capital letters for names, places, days and I (Y1)

Vocabulary

Y1: letter, capital letter, sentence, punctuation, full stop, question mark



Years 1 and 2

Autumn 2 / Spring 1

Dear Mother Goose

Genre: Fiction

Writing outcome

To write a Mother Goose letter in reply to a problem raised (Y1)

To write a letter to Mother Goose based on a problem. (Y2)

Grammar and punctuation

Year 1	Year 2
Spaces between words (Y1) Combine words into sentences (Y1) Join words/clauses with and (Y1) Capital letters and . ? ! (Y1) Capital letters for names, places, days and I (Y1)	Full stops, capital letters and question marks (Y2) Questions (Y2) Subordination: when, if, that, because (Y2) Coordination: or, and, but (Y2)

Vocabulary

Y1: letter, capital letter, word, sentence, punctuation, full stop, question mark Y2: statement, question, exclamation



Years 1 and 2

Spring 1

knights

Genre: Non-Fiction

Writing outcome

Write information for a book about a role/job

Grammar and punctuation

Year 1	Year 2
Spaces between words (Y1) Combine words into sentences (Y1) Capital letters and . ? ! (Y1)	Y2 Full stops, capitals, ! ? (Y2) Present and past tense (Y2)

Vocabulary

Y1: letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark Y2: noun, noun phrase, question, verb, tense (past, present)



Years 1 and 2

Spring 1 / Spring 2

Fatou Fetch the Water

Genre: Fiction

Writing outcome

To write own version of the story using the pattern and a familiar setting

Grammar and punctuation

Year 1	Year 2
Join words/sentences with and (Y1) Sentence punctuation (Y1) Capital letters for names (Y1)	Question and exclamation marks (Y2) Expanded noun phrases (Y2)

Vocabulary

Y1/2 Sentence, full stop, exclamation mark, question mark



Years 1 and 2

Spring 2

Little Red Riding Hood – Nosy Cro and Ed Bryan

Genre: Fiction

Writing outcome

To rewrite the story of Little Red Riding Hood, changing some key details

Grammar and punctuation

Year 1	Year 2
Spaces between words (Y1) Capital letters and . ? ! (Y1) Capital letters for names, places, days and I (Y1)	Full stops, capitals, ! ? (Y2) Commas in lists (Y2) Statements, questions, exclamations, commands (Y2) Expanded noun phrases (Y2) Present and past tense (Y2)

Vocabulary

Y1: capital letter, sentence, punctuation, full stop, question mark, exclamation mark Y2: noun, noun phrase, statement, question, exclamation, command, adjective, verb, suffix, tense (past, present), comma



Years 1 and 2

Summer 1

How to wash a Woolly Mammoth

Genre: Non-fiction

Writing outcome

To write your own set of instructions about caring for an imaginary pet

Grammar and punctuation

Year 1	Year 2
Spaces between words (Y1) Capital letters and . ? ! (Y1) Use grammar terminology (Y1)	Full stops, capitals, ! ? (Y2) Statements, questions, exclamations, commands (Y2) Understand grammar terminology (Y2)

Vocabulary

Y1: letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark Y2: question, exclamation, command, verb, adverb



Years 1 and 2

Summer 2

Seed to Sunflower

Genre: Non-Fiction

Writing outcome

To create a booklet about the life cycle of another plant or animal.

Grammar and punctuation

Year 1	Year 2
Spaces between words (Y1) Combine words into sentences (Y1) Join words/clauses with and (Y1) Capital letters and . ? ! (Y1) Use prior knowledge/vocabulary (Y1/2)	Full stops, capitals, ! ? (Y2) Commas in lists (Y2) Present and past tense (Y2) Subordination: when, if, that, because (Y2) Coordination: or, and, but (Y2) Use prior knowledge/vocabulary (Y1/2) Ask and add questions. Reread for sense and tense (Y2) Progressive verb forms (Y2) Proofread spelling, grammar and punctuation (Y2)

Vocabulary

Y1: letter, capital letter, word, sentence, punctuation, full stop, Y2: compound, verb, comma



Years 1 and 2

Summer 2

Stuck

Genre: Fiction

Writing outcome

To write own story based on the patter of Stuck.

Grammar and punctuation

Year 1	Year 2
Combine words into sentences (Y1) Join words/clauses with and (Y1) Capital letters and . ? ! (Y1) Capital letters for names, places, days and I (Y1) Discuss own writing (Y1)	Full stops, capitals, ! ? (Y2) Apostrophes for contractions/possession (Y2) Expanded noun phrases (Y2) Present and past tense (Y2) Progressive verb forms (Y2) Proofread spelling, grammar and punctuation (Y2) Subordination: when, if, that, because (Y2) Coordination: or, and, but (Y2)

Vocabulary

Y1: letter, capital letter, word, singular, sentence, punctuation, full stop, exclamation mark Y2: noun, noun phrase, compound, adjective, verb, tense (past, present), apostrophe,



Years 3 and 4

Autumn 1

Lord of the Forest

Genre: Fiction

Writing outcome

To write their own story using the pattern of the text.

Grammar and punctuation

Year 3	Year 4
Use capital letters, full stops, question marks and exclamation marks (Yr2) Use commas to separate items in a list (Yr2) · Make correct and consistent choice of present and past tense (Y2) Express place using prepositions (yr3)	—

Vocabulary

Y2: nouns, noun phrase

Y3: speech, preposition, prepositional phrase, inverted commas (or speech marks



Years 3 and 4

Autumn 1 / Autumn 2

The Dragon Machine

Available online from booktrust

Genre: Fiction

Writing outcome

To write a new story based on the pattern of The Dragon Machine.

Grammar and punctuation

Year 3	Year 4
Commas in lists (Y2) Statements, questions, exclamations, commands (Y2) Present and past tense (Y2) Subordination: when, if, that, because (Y2) Coordination: or, and, but (Y2) Standard English (Y2) Grammar terminology (Y2) Conjunctions for time, place and cause (Y3) Adverbs for time, place and cause (Y3) Prepositions for time, place and cause (Y3)	—

Vocabulary

Y2: statement, compound, adjective, verb, , tense (past, present), comma Y3: preposition, conjunction, prefix



Years 3 and 4

Autumn 2

A question of history

Genre: Non-Fiction

Writing outcome

To create a class Question of History book based on a current history study as a series of double page spreads.

Grammar and punctuation

Year 3	Year 4
Wider range of conjunctions: when, if, because, although (Y3/4) Conjunctions, adverbs and prepositions for time, place and cause (Y3) Paragraphs to group related material (Y3) Headings and subheadings (Y3)	Paragraphs to organise ideas around a theme (Y4) Nouns and pronouns for clarity, cohesion and avoiding repetition (Y4) Fronted adverbials (Y4) Commas after fronted adverbials (Y4)

Vocabulary

Y3: adverb, conjunction, clause, subordinate clause Y4: pronoun, adverbial



Years 3 and 4

Spring 1

Arthur and the Golden Rope

Genre: Fiction

Writing outcome

To write own quest story as one of the Brownstone adventures

Grammar and punctuation

Year 3	Year 4
Use conjunctions (when, if, because, although) (Y3/4) Use present perfect verbs (Y3) Use conjunctions, adverbs and prepositions for time, place and cause (Y3) Use and punctuate direct speech (Y3/4)	Use conjunctions (when, if, because, although) (Y3/4) Use fronted adverbials (Y4) Use commas after fronted adverbials (Y4) Use possessive apostrophes with plural nouns (Y4) Use and punctuate direct speech (Y3/4)

Vocabulary

Y3: adverb, conjunction, clause, subordinate clause, direct speech, inverted commas (or 'speech marks') Y4: adverbial



Years 3 and 4

Spring 1 / Spring 2

An Anthology of Intriguing Animals

Genre: Non-fiction

Writing outcome

To write an information text about 3 different animals organised in a specific way.

Grammar and punctuation

Year 3	Year 4
- Use conjunctions (when, if, because, although) - Use adverbs (then, next, soon, therefore) - Use prepositions (before, after, during, in, because of) - Use paragraphs to group related ideas - Use headings and subheadings	- Use nouns and pronouns for cohesion and to avoid repetition - Use possessive apostrophes with singular and plural nouns - Use paragraphs to organise ideas around a theme

Vocabulary

Y3: adverb, preposition, conjunction, clause, subordinate clause Y4: determiner, pronoun, adverbial



Years 3 and 4

Spring 2

Usbourne Illustrated Grimm's Fairy Tales

Genre: Fiction

Writing outcome

Write an alternative ending to a fairy tale (Tom Thumb) in the style of the model text.

Grammar and punctuation

Year 3	Year 4
- Use possessive apostrophes with singular nouns (KS1 revision) - Use apostrophes for contractions (KS1) - Use conjunctions, adverbs and prepositions for time, place and cause (Y3) - Use direct speech (Y3/4) - Use inverted commas for direct speech (Y3)	- Use fronted adverbials (Y4) - Use commas after fronted adverbials (Y4) - Use possessive apostrophes with plural nouns (Y4) - Use direct speech (Y3/4) - Use inverted commas and punctuation for direct speech (Y4)

Vocabulary

Y3: adverb, preposition, conjunction, direct speech, inverted commas (or 'speech marks') Y4: possessive pronoun, adverbial



Years 3 and 4

Summer 1

I Don't believe It Archie

Genre: Fiction

Writing outcome

To write own chapter based on a series of events

Grammar and punctuation

Year 3	Year 4
Use conjunctions (when, if, because, although) (Y3) Use present perfect verbs (Y3) Use conjunctions, adverbs and prepositions for time, place and cause (Y3) Use and punctuate direct speech (Y3/4) Use paragraphs to group related ideas (Y3)	Use conjunctions (when, if, because, although) (Y4) Use and punctuate direct speech (Y3/4) Use paragraphs to organise ideas around a theme (Y4)

Vocabulary

Y3: adverb, clause, subordinate clause, direct speech, inverted commas (or 'speech marks') Y4: adverbial



Years 3 and 4

Summer 1 / Summer 2

Fantastically great Women Who changed the World

Genre: Non-fiction

Writing outcome

To write a biography of a famous person, choosing elements of layout, presentation and language.

Grammar and punctuation

Year 3	Year 4
Use conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore) and prepositions (before, after, during, in, because of) for time, place and cause (Y3) Use paragraphs to group related ideas (Y3) Use headings and subheadings (Y3)	Use fronted adverbials (Y4) Use commas after fronted adverbials (Y4) Use expanded noun phrases with adjectives, nouns and prepositional phrases (Y4) Use paragraphs to organise ideas (Y4) Use Standard English verb forms (we were, I did) (Y4)

Vocabulary

Y3: adverb, preposition Y4: determiner, pronoun, adverbial



Years 3 and 4

Summer 2

The Julian Stories

Genre: Fiction

Writing outcome

To write an everyday story based on your real-life experiences.

Grammar and punctuation

Year 3	Year 4
Use and punctuate direct speech (Y3/4) Use inverted commas for direct speech (Y3)	Use fronted adverbials (Y4) Use commas after fronted adverbials (Y4) Use and punctuate direct speech (Y3/4) Use expanded noun phrases (Y4) Use inverted commas and other punctuation for direct speech (Y4)

Vocabulary

Y3: adverb, preposition, direct speech, inverted commas (or 'speech marks')

Y4: adverbial



Years 5 and 6

Autumn Book 1

Book of Hopes

Genre: Narrative

Writing outcome

Write a complete story that makes sense following the basic structure of the model.

Grammar and punctuation

Expected standard and above	Greater depth	Years 3 and 4 foundations
Portray character using direct speech Create atmosphere of the setting using prepositional phrases and effective vocabulary. Use a range of sentences e.g. short single clause sentences, multiclaue sentences.	Link the ending of the story to the beginning communicating the change that has happened and bringing the story to a satisfactory conclusion.	Describe the main character clearly for the reader using a range of techniques. Include dialogue and punctuate it correctly. Use a range of sentences e.g. short single clause sentences, multiclaue sentences.

Vocabulary

Y3: adverb, preposition, conjunction, clause, subordinate clause, direct speech, inverted commas (or 'speech marks') Y4: adverbial Y5: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity Y6: subject, object



Years 5 and 6

Autumn Book 2

Everything you need to know about snakes

Genre: Non-fiction

Writing outcome

To write a hybrid text about a subject of children's own choice or linked to cross curricular work.

Grammar and punctuation

Expected standard and above	Greater depth	Years 3 and 4 foundations
(Y5/6) Use present or past tense consistently throughout writing. Choose verbs for precision and detail. Use modal verbs or adverbs. Use relative clauses beginning with who, which, where, when, whose, that, or, with an implied (i.e. omitted) relative pronoun. (Y4)	Use expanded noun phrases to convey complicated information concisely. Use layout devices (e.g. headings, sub headings, columns, bullet points or tables to structure text) Parenthesis	Secure understanding of verb forms previously taught and maintain accuracy. (simple, progressive, perfect) Use a range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although. Choosing nouns and pronouns accurately for clarity and cohesion to avoid repetition. Use paragraphs to organise ideas around a theme.

Vocabulary

Y3: adverb, preposition, conjunction, clause, subordinate clause Y4: determiner, pronoun, adverbial



Years 5 and 6

Autumn Book 3

Tear Thief

Genre: Narrative

Writing outcome

Write a story about a thief stealing something abstract e.g. a feeling

Grammar and punctuation

Expected standard and above	Greater depth	Years 3 and 4 foundations
Use commas after a fronted adverbial (Y4) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. (Y4 revision) Understand post and pre-modified nouns (Y4) Inverted commas and direct speech punctuation (Y4 revision) Consolidate understanding of multi clause sentences including relative clauses.	Use expanded noun phrases to convey complicated information.	Use commas after a fronted adverbial. Use and punctuate direct speech. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. (Y4 revision)

Vocabulary

Revision from Y3: adverb, preposition, direct speech, inverted commas (or 'speech marks') Revision from Y4: adverbial Y5: cohesion Y6: synonym, antonym



Years 5 and 6

Spring Book 1

The Boy at the Window

(need to have read the whole book before the unit)

Genre: Narrative

Writing outcome

To write an original mysterious story in which a character is replaced or trapped by someone or something.

Grammar and punctuation

Expected standard and above	Greater depth	Years 3 and 4 foundations
Link paragraphs with adverbials of time, place, number or tense (Y5) Semicolons, colons or dashes between clauses (Y6) Colons to introduce lists (Y6)	Linking ideas across paragraphs using a wider range of cohesive devices. Choose appropriate punctuation within a sentence to influence how the reader thinks.	Understand that a noun can be post modified as well as pre-modified. Understand that prepositional phrases can be part of a noun phrase and that they come after a noun. (Y4) Understand how to choose pronouns and vary nouns for cohesion.

Vocabulary

Y5: dash, cohesion Y6: subject, colon



Years 5 and 6

Spring Book 2

Are Humans damaging the atmosphere?

Genre: Non-fiction

Writing outcome

To write an information text based on a topic of interest

Grammar and punctuation

Expected standard and above	Greater depth	Years 3 and 4 foundations
Cohesion within paragraphs (Y5) Cohesion across paragraphs (Y6) Layout devices: headings, subheadings, columns, bullets, tables (Y6)	—	Using relative clauses beginning with who, which, where, when, whose, that, or with an implied (ie omitted) relative pronoun (Y4)

Vocabulary

Y5: relative pronoun, relative clause ambiguity

Y6: subject, object active, passive



Years 5 and 6

Spring Book 3

The Secrets of Stonehenge

Genre: Non-fiction: diary

Writing outcome

To create a book about the secrets of a local place and it's history over time.

Grammar and punctuation

Expected standard and above	Greater depth	Years 3 and 4 foundations
Perfect verb forms (Y5/6) Modal verbs/adverbs for possibility (Y5) Cohesion within paragraphs (Y5) Formal/informal language (Y6) Passive voice (Y6) Perfect verb forms (Y5/6) Semicolons, colons or dashes between clauses (Y6) Colons to introduce lists (Y6) Cohesion across paragraphs (Y6) Additional Grammar (Y6) Hyphens to avoid ambiguity. Punctuation bullet points consistently (Y6)	Use a wider variety of punctuation to enhance the meaning (colons, dashes to separate clauses and colons to introduce a list)	Express time/place/cause with conjunctions, adverbs and prepositions (Y3) Present perfect verb form (Y3) Paragraphs around a theme (Y3) Headings and subheadings (Y3) Expanded noun phrases (Y4) Fronted adverbials (Y4) Commas after fronted adverbials (Y4) Paragraphs to organise ideas (Y4) Pronouns/nouns for cohesion (Y4) Standard English verb forms (Y4)

Vocabulary

Y5: modal verb, cohesion, Y6: subject, object, active, passive, colon,



Years 5 and 6

Summer

D-day

Genre: Non-fiction

Writing outcome

To present an account of a momentous historical event, shared by many but experienced personally by an individual (real or imagined), writing a) in role at the time, and b) as an external expert looking back.

Grammar and punctuation

Expected standard and above	Greater depth	Years 3 and 4 foundations
Perfect verb forms (Y5/6) Modal verbs/adverbs for possibility (Y5) Link paragraphs with adverbials of time, place, number or tense (Y5) Formal/informal language (Y6) Passive voice (Y6) Perfect verb forms (Y5/6) Appropriate register (Y6) Edit vocabulary, grammar and punctuation Proofread spelling and punctuation	Adopt a convincing register appropriate to the imagined writer and their purpose(s). · Control the use of a range of verb forms to cohesively link ideas and the events being described.	Conjunctions for time, place and cause (Y3) Adverbs for time, place and cause (Y3) Prepositions for time, place and cause (Y3) Present perfect verb form (Y3) Paragraphs around a theme (Y3) Headings and subheadings (Y3) Evaluate vocabulary choices (Y3) Retrieve/record non-fiction information (Y3) Proofread spelling and punctuation (Y3) Expanded noun phrases (Y4) Fronted adverbials (Y4) Commas after fronted adverbials (Y4) Paragraphs to organise ideas (Y4) Nouns/pronouns for cohesion (Y4) Choose appropriate vocabulary (Y4) Retrieve/record non-fiction information (Y4) Evaluate/edit writing (Y4) Proofread spelling and punctuation (Y4)

Vocabulary

Y5: modal verb Y6: subject, object, active, passive



Years 5 and 6

Summer

My Secret War Diary

Genre: Narrative

Writing outcome

To write another character's diary related to the second World War

Grammar and punctuation

Expected standard and above	Greater depth	Years 3 and 4 foundations
Perfect verb forms (Y5/6) Modal verbs/adverbs for possibility (Y5) Parenthesis: brackets, dashes, commas (Y5) Link paragraphs with adverbials/tense (Y5) Formal/informal language (Y6) Perfect verb forms (Y5/6) Semicolons, colons or dashes between clauses (Y6) Cohesion across paragraphs (Y6) Layout devices: headings, subheadings, columns, bullets, tables (Y6)	—	Present perfect verb form (Y3) Conjunctions for time/cause (Y3) Adverbs for time/place/cause (Y3) Paragraphs around a theme (Y3) Headings and subheadings (Y3) Choose vocabulary for effect (Y3) Proofread spelling and punctuation (Y3) Standard English verb forms (Y4) Expanded noun phrases (Y4) Fronted adverbials (Y4) Commas after fronted adverbials (Y4) Nouns/pronouns for cohesion (Y4) Paragraphs to organise ideas (Y4) Choose vocabulary/grammar for effect (Y4) Proofread spelling and punctuation (Y4)

Vocabulary

Y5: modal verb, parenthesis, bracket, dash, cohesion Y6: ellipsis, hyphen, colon, semi-colon



Years 5 and 6

Summer

The Boy with Big Decisions

Genre: Narrative

Writing outcome

To write a 'you choose' story with two possible endings at a pivotal dilemma moment in the plot.

Grammar and punctuation

Expected standard and above	Greater depth	Years 3 and 4 foundations
Modal verbs/adverbs for possibility (Y5) Formal/informal language (Y6) Passive voice (Y6)	Modal verbs/adverbs for possibility (Y5) Tense consistency and cohesion (Y5) Passive voice (Y6) Formal/informal register (Y6) Perfect verb forms (Y5/6)	Standard English forms (Y4) Verb inflections in Standard English (Y4) Conjunctions for time/cause (Y3) Adverbs for time/cause (Y3) Present perfect verb form (Y3)

Vocabulary

Y5: modal verb

Y6: subject, object, active, passive