



Writing Curriculum Progression Priory Junior School



Key Areas of learning for writing
Spelling
Handwriting and presentation
Composition
Vocabulary, grammar and punctuation

Genre Overview

Year 3		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Core text	The Colour Monster The Bridge	Traditional Cinderella Egyptian Cinderella	The Blue Umbrella The Catch	Tuesday Take One Book Week – Town is by the Sea Feargal Fly	Escape to Pompeii	Stuck – Oliver Jeffers Stone Age Boy Skara Brae
	Text type	Writing to entertain Writing to inform	Character description Diary extract	Writing to entertain	Writing to entertain Writing to inform	Writing to inform	Writing to entertain
	Writing outcome	Character Description Recount Poetry		Recount Comic Strip	Recount Diary Newspaper report	Explanation	Recount Setting description Character description
Non-fiction	Core text	The New Girl How to Mend a Friend Invisible	Meet the Ancient Egyptians Santa Squad	How to plant a seed	Variety of texts	The Secret of Black Rock	How to Wash a woolly mammoth Skara Brae
	Text type	Writing to persuade	Writing to inform Writing to persuade	Writing to inform		Writing to persuade	Writing to inform
	Writing outcome	Letter	Fact File Persuasive Letter	Instructions	Limerick	Leaflet	Instructions Explanation
Poetry	Core text			Various fables		Lava (film)	
	Text type			Writing to entertain		Writing to entertain	



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	Writing outcome			Fable		Song	
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Year 4		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Core text	The Present Charlie and the Chocolate factory	Fairy Tales- The True story of the 3 little pigs Tusk Tusk The Christmas Eve Tree	Iron Man	Take One Book Week – Town is by the Sea Journey to Joburg	The Great Kapok Tree	Wonder Garden
	Text type	Writing to entertain Writing to inform	Writing to entertain Writing to inform	Writing to entertain	Writing to entertain Writing to inform Writing to persuade	Writing to entertain	Writing to entertain
	Writing outcome	Narrative Description of setting	Character description Recount	Character description	Recount – letter Setting description	Character description Setting description	Character description Setting description
Non-fiction	Core text	Charlie and the Chocolate factory	A River		Martin Luther King information texts	There's a Rang-Tang in my bedroom	The Abominables
	Text type	Writing to inform	Writing to inform	Writing to persuade Writing to inform	Writing to persuade Writing to inform	Writing to inform	Writing to inform
	Writing outcome	newspaper report	Writing a letter Diary	Letter Explanation text	Diary Biography Persuasive speech	Recount - Diary	Recount - Diary
Poetry	Core text						River poetry
	Text type			Writing to entertain			Writing to entertain

	Writing outcome			Poetry rhyming couplets			
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Year 5		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Core text		Drag 'n' Drop Coming Home	Lava Who Let the Gods Out?	The Dreadful Menace	The Explorer	Rock, Paper, Scissors
	Text type		Writing to entertain	Writing to entertain Writing to inform		Writing to entertain	Writing to entertain:
	Writing outcome		Recount	narrative with dialogue recount		setting description)	setting/character description/narrative
Non-fiction	Core text	La Luna (Pixar Short) Pandora (short)	Drag 'n' Drop Coming Home		Take One Book Week – Town is by the Sea	The Explorer	Viking Boy
	Text type	Writing to Persuade Writing to inform Writing to entertain	Writing to inform		Writing to inform	Writing to inform	Writing to discuss
	Writing outcome	Job advert Non-chronological report Holiday brochure	Diary entry Newspaper report		Newspaper report	newspaper article /biography	Newspaper/balanced argument
Poetry	Core text	The Day the Moon Came		Lava			



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	Text type	Writing to entertain		Writing to entertain			
	Writing outcome	Poem		poem			

Year 6		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Core text	Stormbreaker	Wonder Christmas Truce	Kensuke's Kingdom	The Journey	Alma	Skellig
	Text type	Writing to entertain Writing to inform	Writing to entertain	Writing to entertain	Writing to entertain	Writing to inform	Writing to inform Writing to entertain
	Writing outcome	Diary entry	Narrative	Narrative	Recount with dialogue	Narrative - film	Character description Setting description
Non-fiction	Core text	Dear Teacher Stormbreaker		Kensuke's Kingdom	Take One Book Week – Town is by the Sea Land of Neverbelieve		
	Text type	Writing to inform		Writing to inform Writing to Persuade	Writing to inform Writing to Persuade		
	Writing outcome	Letter Explanation text		Letter writing – balanced argument	Newspaper report Animal description		
Poetry	Core text						Various
	Text type						Writing to entertain Writing to inform
	Writing outcome						Write a poem about life in Y6

Spelling					
	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules (see Twinkl Plan-it lists)		<p>Know how to spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>Know how to spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>Know how to spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>Know how to spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>Know how to spell words with a /ʃ/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>Know how to spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>Know how to spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>Know how to spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>Know how to spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>Know how to spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>Know how to spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>Know how to spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>Know how to spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>Know how to spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>Know how to spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>Know how to spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>Know how to spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>Know how to spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>Know how to spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>Know how to spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>Know how to spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>Know how to spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>

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Excep tions		Know how to spell 50 of the Y3 and Y4 statutory spelling words correctly.	Know how to spell 70 of the Y3 and Y4 statutory spelling words correctly.	Know how to spell 50 of the Y5 and Y6 statutory spelling words correctly.	Know how to spell 70 of the Y5 and Y6 statutory spelling words correctly.
Prefixes and Suffixes		<p>Know how to spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>Know how to spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>Know how to spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>Know how to spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning</p>	<p>Know how to correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>Know how to form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>Know how to spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	<p>Know how to convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>Know how to convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>Know how to convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>Know how to convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>Know how to use their knowledge of adjectives ending in -ant Know how to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>Know how to use their knowledge of adjectives ending in -ent Know how to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>Know how to spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
Further spelling conventions		<p>Know how to spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>Know how to use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>Know how to spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>Know how to use their spelling knowledge to use a dictionary more efficiently.</p>	<p>Know how to spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>Know how to use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>Know how to spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>Know how to spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>Know how to use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p>

					Know how to use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms
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Handwriting and presentation					
	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning		Know how to use a neat, joined handwriting style with increasing accuracy and speed.	Know how to increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	<p>Know how to increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>Know how to be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>Know how to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.
Joining		Know how to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	Know how to confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	Know how to confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	Know how to recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

Composition					
	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, Writing and Editing		<p>Know how to begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>Know how to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>Know how to begin to organise their writing into paragraphs around a theme.</p> <p>Know how to compose and rehearse sentences orally (including dialogue).</p>	<p>Know how to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Know how to consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>Know how to proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p>	<p>Know how to plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Know how to consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Know how to proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Know how to consistently link ideas across paragraphs.</p> <p>Know how to proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>Know how to note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>Know how to use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>Know how to use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Know how to habitually proofread for spelling and punctuation errors.</p> <p>Know how to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Know how to recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing</p>
Awareness of Audience, Purpose and Structure		<p>Know how to demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Know how to begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>Know how to make deliberate ambitious word choices to add detail.</p>	<p>Know how to write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>Know how to write a range of narratives that are well-structured and well-paced.</p> <p>Know how to create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p>	<p>Know how to consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>Know how to describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>Know how to regularly use dialogue</p>	<p>Know how to write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>Know how to distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>Know how to select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms</p>



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		Know how to begin to create settings, characters and plot in narratives.	Know how to begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	to convey a character and to advance the action. Know how to perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
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Vocabulary, grammar and punctuation

	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Construction and Tense		<p>Know how to try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>Know how to use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>Know how to always maintain an accurate tense throughout a piece of writing.</p> <p>Know how to always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>Know how to use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>Know how to ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>Know how to ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>
Use of Phrases and Clauses		<p>Know how to use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>Know how to use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>Know how to use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>Know how to expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>Know how to consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>Know how to use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>Know how to use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>	<p>Know how to use the subjunctive form in formal writing.</p> <p>Know how to use the perfect form of verbs to mark relationships of time and cause.</p> <p>Know how to use the passive voice.</p> <p>Know how to use question tags in informal writing.</p>
Punctuation		<p>Know how to use the full range of punctuation from previous KS1: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p> <p>Know how to punctuate direct speech accurately, including the use of inverted commas.</p>	<p>Know how to use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>Know how to consistently use apostrophes for singular and plural possession.</p>	<p>Know how to use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>Know how to use brackets, dashes or commas to indicate parenthesis.</p>	<p>Know how to use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>



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Use of Terminology		Know how to recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (speech marks).	Know how to recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	Know how to recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	Know how to recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
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