

King Ina Church of England Academy

English Writing Progression of Skills KS1/KS2

Our curriculum approach to English reflects our vision statement:

Within our secure Christian environment, our vision is to develop healthy, happy, motivated learners who aspire to achieve their full potential and who look to the future with confidence.

The writing progression for Years 1 to 6 at King Ina Church of England Academy will - in the most part - follow the National Curriculum developmental stages. The content will be driven by the termly and half-termly topics with teachers weaving in the textual and composition themes below as recommended by the Somerset Literacy Network. The writing themes may also follow stimuli directly from text types if the termly and half-termly topics do not lend themselves to exploring a particular writing genre expected to be covered during any particular academic year.

Year 1

Saying out loud what they are going to write about

Composing a sentence orally before having a go at writing them.

Sequencing sentences to form short narratives.

Re-reading back what has been written to check that it makes sense.

Further develop correct orientation and letter size using pencil.

Year 1 – stories with familiar settings, stories with repeating patterns from a range of cultures, traditional tales and fairy tales, fantasy stories, friendship themes, funny stories, labels, lists and signs, commands and instructions, information texts, letters and descriptions, songs and repetitive poems, poems with patterns and rhymes, funny and humorous rhymes, poems about the senses and poems about nature.

Year 2

Develop positive attitudes towards writing and increasing their stamina for writing.

Writing narratives about personal experiences and those of others – both real and fictional. Writing about real events, writing poetry and writing for a range of different purposes.

Planning or saying out loud what they are going to write about, writing down their own ideas and/or key words including new vocabulary and encapsulating what they want to say in their own writing sentence by sentence.

Year 2 – stories in familiar settings, traditional tales, stories by the same authors, including stories from other cultures, quest and adventure stories, postcards and letters, instructions, explanations, information texts, non-chronological reports, songs and repetitive poems, traditional poems for young children, about families and animals, poems using the senses, funny poems, and sharing favourite poetry as a stimulus.

Year 3 and 4

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from the structure, vocabulary and grammar. Discuss and record their own ideas for a similar piece of writing building on their knowledge.

Draft and write by composing and rehearsing ideas orally (including dialogue) building a varied and rich vocabulary and an increasing range of sentence structures.

In narrative creating settings, characters and plot lines and in non-narrative material using simple organisational devices such as headings and sub-headings.

Develop a cursive handwriting style using handwriting pen.

Year 3 – stories with familiar settings, myths and legends, adventure and mystery stories, authors and letters, dialogues and plays, non-chronological and chronological reports, instructions, recounts, information texts, image poems, funny poems, shape poetry, animal poetry and performance poetry.

Year 4 – stories in historical settings, fantasy stories, imaginary world stories, stories from other cultures, stories with issues and dilemmas, fairy stories and play scripts, funny stories, recounts, newspaper and magazine texts, information texts, explanations, persuasive writing, reports, image poems, syllabic poetry forms, list poems and kennings, narrative poetry and nonsense poetry and performance poetry,

These may be taught in year groups or as a two year rolling programme.

Year 5 and 6

Plan their writing by identifying the audience, knowing the purpose of the writing, selecting the appropriate form and using similar writing models.

Note and develop initial ideas, drawing on reading and research and considering how authors have developed characters and settings.

Draft and write using appropriate grammar and vocabulary making specific choices to create desired effects. Use devices to build cohesion within and across paragraphs and use other organisational and presentational devices to structure the text for the reader.

Use fully cursive handwriting using handwriting pen.

Year 5 – stories by significant authors, traditional stories fables myths and legends, stories from other cultures, classic literature, film narrative and dramatic conventions, instructions, reports and explanations, persuasive writing including letters and correspondence, observational poetry, poems on a theme, poems with deep use of imagery and metaphors, and choral performance poetry.

Year 6 – exploring a range of fiction genres, extending narrative, studies on significant authors and texts, flashback historical stories, biographies and autobiographies, journalistic writing, arguments, formal impersonal writing including information texts, blogs and reports (chronological and non-chronological) narrative and imagery poetry, studies on significant poets and reading poetry for performance.

These may be taught in year groups or as a two year rolling programme