ATT

Writing Progression and Overview

Reception – Earth Class	Year 1/2 – Air Class
<u>All the time toolkit (end of the year expectations)</u> • To hold our pencil correctly • To use our phonics to sound out words • To write our letters correctly • To use capital letters to start sentences • To use finger spaces between words. • To use full stops to end our sentences	All the time toolkit (end of the year expectations) • Capital letters used appropriately (nouns and start of sentences) • Spell words with contracted forms (e.g., "don't," "can't," "isn't"). • Use full stops to end sentences correctly. • Use question marks and exclamation marks appropriately. • Begin to use commas in lists. • Use apostrophes for contractions (e.g., "I'm," "he's") and possessives (e.g., "the cat's whiskers"). • Nouns and verbs in writing. • Adjectives to add detail. • Conjunctions like "and," "but," "because," and "so" to join ideas. • Prepositions and time adverbs (e.g., "after," "then," "next") to sequence events. • Correctly write in the past and present tense, maintaining consistency within a piece of writing. • Write events in chronological order
Year 3 /4	**Year 5/6**
All the time toolkit (end of the year expectations) • Capital letters • Full stops • Commas for lists and separate clauses • Commas for fronted adverbials (Y4) • Apostrophes for contraction • Apostrophes for possession • Paragraphs • Correct tenses • 1st, 2nd and 3rd person used appropriately • Correctly punctuated dialogue • Conjunctions • Adverbs – time, place etc. • Joined handwriting • Correct tense and person	All the time toolkit (end of the year expectations) • Capital letters and full stops • Commas to mark clauses and in a list • Relative clauses (with relative pronouns) • Fronted adverbials • Semi-colons, colons and dashes • Consistent tense and person • Correct formality • Clear purpose and audience • Conjunctions • Joined handwriting

Genres

Year A	Earth – Reception	Air – Year 1 / 2	Water – Year 3 / 4	Fire – Year 5 / 6
Autumn	**Autumn 1 - The Way I Feel by Janan Cain** **Week 1:** *Settling in Week* **Week 2:** Book Talk & Immersion **Week 3:** Book Talk & Immersion **Autumn 1 - Giraffes Can't Dance by Giles Andreae** **Week 1:** Book Talk & Immersion **Week 2:** Innovation & Story Writing **Week 3:** Non-Fiction (Invitation) **Autumn 2 - This is the Bear and the Scary Night by Sarah Hayes** **Week 1:** Book Talk & Immersion **Week 2:** Innovation & Story Writing **Week 3:** Non-Fiction (Diary Entry) **Autumn 2 - Owl Babies by Martin Wardell** **Week 1:** Book Talk & Immersion **Week 2:** Innovation & Story Writing **Week 3:** Non-Fiction (Fact File)	**Paddington at the Palace** Descriptive writing – Setting Description Fact File – Paddington Bear **Katie in London** Journey story Journey recount	**Marcy and the Riddle of the Sphinx** Narrative – description Information text - gods **The Great Kapok Tree** Persuasive letter Dilemma story Non-chron report	**The Piano** Narrative – retelling Non fiction piece **Letters from the Lighthouse** Diary writing Non Chron Character description

Spring	**Spring 1 - The Train Ride by June Crebbin & Stephen Lambert** **Week 1:** Book Talk & Immersion **Week 2:** Innovation & Story Writing **Week 3:** Non-Fiction (Recount) **Spring 1 - Mr. Gumpy's Outing by John Burningham** **Week 1:** Book Talk & Immersion **Week 2:** Innovation & Story Writing **Week 3:** Non-Fiction (Fact File) **Spring 2 - The Gingerbread Man Retold by Alan Macdonald** **Week 1:** Book Talk & Immersion **Week 2:** Innovation & Story Writing **Week 3:** Non-Fiction (Instructions) **Spring 2 - The Three Little Pigs by Nicola Baxter** **Week 1:** Book Talk & Immersion **Week 2:** Innovation & Story Writing **Week 3:** Non-Fiction (Recount)	**Vlad and the Great Fire of London** Problem/Resolution story Newspaper article **Jolly Rogers and the Monsters Treasure** Fantasy Story Recount - Letter writing	**The Wild Robot** Narrative Poetry **The Boy who Biked the World** Diary entry Instructions/Explanation	**Harry Potter** Fantasy focus – magical settings Recount - Letter writing Persuasion - Advertising Adventure and Action
Summer	**Summer 1 - Jasper's Beanstalk by Nick Butterworth** **Week 1:** Book Talk & Immersion **Week 2:** Innovation & Story Writing	**The Secret Garden** Poetry (non-structured) **Where the wild things are. Wild Thing Description** Persuasion- Persuade audience to visit the home of "The wild things"	**Street Child** Historical fiction -setting description Non-chronological report **Flotsam** Explanatory	**Romeo and Juliet** Persuasive writing Recount - newspaper reports Poetry (sonnets) Drama and performance

	Week 3: Non-Fiction (Instructions) **Summer 1 - Oliver's Vegetables by Vivian French** **Week 1:** Book Talk & Immersion **Week 2:** Innovation & Story Writing **Week 3:** Non-Fiction (Dairy Entry) **Summer 2 - The Very Hungry Caterpillar by Eric Carle** **Week 1:** Book Talk & Immersion **Week 2:** Innovation & Story Writing **Week 3:** Non-Fiction (Explanation) **Summer 2 - Snail Trail by Ruth Brown** **Week 1:** Book Talk & Immersion **Week 2:** Innovation & Story Writing **Week 3:** Non-Fiction (Fact File)		Science fiction - Story writing	

Year B	Earth – Reception	Air – Year 1 / 2	Water – Year 3 / 4	Fire – Year 5 / 6
Autumn	As above – no rolling programme needed	**Supertato** Mystery (Character Focus) Instruction writing (how to catch the villian) **The Grinch** Settings (describing own whoville) Non-chronological report (what is a Grinch?)	**Stone Age Boy** Time travel story Fiction **How to Wash a Woolly Mammoth** Instructions **Ice Trap!** Recount – diary **Shackleton's Journey** Recount - Newspaper report	**Beyond the lines** (film units) Monologue recount - Letters **Oranges in no Man's Land** Historical fiction - setting and character Non-chronological report Recount - Diary entry Recount – informal and formal letters

Spring	As above – no rolling programme needed	**Lost in a toy museum** Problem and resolution story Explain (Leaflet) **Into the wild woods** Adventure Story Persuasive letters (persuading people to visit the wild woods)	**How to Train your Dragon** Adventure story Explain (How to care for…) **Hidden Figures** Persuasive letter **Cosmic Disco by Grace Nichols** **First Snow by John Mole** Poetry (weather based)	**Kensuke's Kingdom** Debate Poetry – description of Kensuke (I am Kensuke) Biography - Kensuke Mystery writing – how did Kensuke get there **Writing portfolios for SATS** Spooky setting description writing Fantasy writing - quest Poetry Mystery / traditional tale Discussion
Summer	As above – no rolling programme needed	**Coming To England** Diary writing Poems **Here we are** Science Fiction Story Factfile	**Tuesday by David Weisner** Playscript Balanced argument (discussion) **Midsummer Night's Dream (Andrew Matthews/ Orchard Books edition)** Fantasy story Fantasy travel brochures	**The Secret Life of the Zoo** Informative text – designing own animal and habitat Magic map instructions – how to use a their own magic map Explanation writing - how the magic of the zoo happens Lost in the park narrative – what happens when the animals escape Dilemma writing – what to do to find the sister

Handwriting Overview and Progression

In reception, pupils should be taught to:
• write recognisable letters, most of which are correctly formed
• spell words by identifying sounds in them and representing the sounds with a letter or letters
• write simple phrases and sentences that can be read by others
-pencils and paper must be available across the classroom so children can 'write' during continuous and enhanced provision EG role play.
In year 1, pupils should be taught to:
• sit correctly at a table, holding a pencil comfortably and correctly
• begin to form lower-case letters in the correct direction, starting and finishing in the right place
• form capital letters
• form digits 0–9
• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
-Wide-lined paper is essential at this stage. Mid-line guides can also help pupils to position letters. Pupils should be introduced to paper with narrower lines once they can write legibly and easily on wide-lined paper.
In year 2, pupils should be taught to:
• form lower-case letters of the correct size relative to one another
• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
• use spacing between words that reflects the size of the letters, so that later joins do not create extra, confusing shapes
-To join letters easily and legibly, pupils first need to form the shape of each letter correctly, starting and finishing each one at the correct point and ensuring that its size is properly related to other letters in the same family.
-Joined handwriting should not be taught until pupils can form these unjoined letters (print forms) correctly and consistently. Once they can join letters to write words, they should continue to practise handwriting discretely to develop automaticity.
KS2
In key stage 2, the national curriculum focuses on increasing the legibility, consistency and quality of pupils' handwriting, with the aim of increasing the fluency and speed with which they are able to write down what they want to say.

Grammar and sentence progression and overview

Reception
Write simple phrases and sentences that can be read by others.
Sentence examples: • Jack had magic beans. *(Phonetically plausible: majic, beens) • Mum was sad.
Year 1
• How words can combine to make sentences
• Joining words and joining clauses using and
• Separation of words with spaces
• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
• Capital letters for names and for the personal pronoun I
Sentence examples: • Jack went to the market. • Mum was sad and she threw the beans. • He saw a giant and a pot of gold. • Jack took the hen and the harp.
Year 2
• Subordination (using when, if, that, because) and co-ordination (using or, and, but)
• Expanded noun phrases for description and specification
• How the grammatical patterns in a sentence indicate its function as a statement,
question, exclamation or command
• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
• Commas to separate items in a list
• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
Sentence examples: • Jack's mother told him to sell the cow because they needed money. • Jack got magic beans from an old man but his mum was angry. • Jack saw an enormous, sleeping giant. • The beans grew into a big beanstalk. • Why did Jack climb the beanstalk? • What a beautiful castle! • Climb the beanstalk.

Year 3
• Expressing time, place and cause using conjunctions, adverbs and prepositions
• Introduction to inverted commas to punctuate direct speech
Sentence examples: • Jack climbed the beanstalk once his mother had gone to bed. • Finally, Jack arrived at the castle on top of the clouds. • Carefully, Jack climbed the beanstalk so that he could satisfy his curiosity.
Year 4
• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
• Fronted adverbials
• Use of inverted commas and other punctuation to indicate direct speech
• Apostrophes to mark plural possession
• Use of commas after fronted adverbials
Sentence examples: • After saying farewell to his mother, Jack carefully climbed the gigantic beanstalk until he reached the magnificent castle in the clouds. • When he eventually reached the top of the gigantic beanstalk, Jack was exhausted.
Year 5
• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
• Indicating degrees of possibility using adverbs or modal verbs
• Brackets, dashes or commas to indicate parenthesis
• Use of commas to clarify meaning or avoid ambiguity
Sentence examples: • Through the small crack in the castle door, Jack could see the enormous giant who was asleep in the kitchen. • A magnificent castle, which had a huge front door, stood on top of the clouds. • Tiptoeing past the sleeping giant, Jack wondered whether he could make it out of the castle alive. • The giant was certainly going to be angry when he noticed his harp was missing.
Year 6
• Use of the passive to affect the presentation of information in a sentence
• The difference between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms
• Use of the semi-colon, colon and dash to mark the boundary between independent clauses
• Use of the colon to introduce a list and use of semi-colons within lists

• Punctuation of bullet points to list information
• How hyphens can be used to avoid ambiguity
Sentence examples: • The enraged giant chased Jack down the gigantic beanstalk. • Jack was chased down the gigantic beanstalk by the enraged giant.