

WCPS Writing Curriculum Progression Model from Reception - Year 6 2025-2026

WCPS Curriculum Intent for Writing

At Wymondham College Prep School we aim to:

- Deliver an engaging & exciting curriculum that helps develop a love of writing & inspires children to want to write.
- Encourage children to be imaginative, and to bring this to their writing
- Create a culture where children love to read and take pride in their writing.
- Support children to be articulate & confident communicators who express themselves and enhance their learning when engaging in discussions.
- Provide children with essential skills in grammar, spelling, punctuation and composition that will be life-long.
- Support children to express their thoughts & ideas clearly & creatively through the written word.
- Develop children into writers with an understanding of the writing process, including proof reading & editing to enhance their work.

In EYFS, KS1 and KS2, the components of writing are taught through the following schemes:

- Daily English lessons using 'The Write Stuff' approach by Jane Considine.
- Daily phonics lessons using 'Little Wandle' scheme
- Spelling lessons using 'Ready, Steady, Spell'
- Handwriting lessons using 'Letterjoin'

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EYFS Writing

*See separate curriculum planning document for phonics

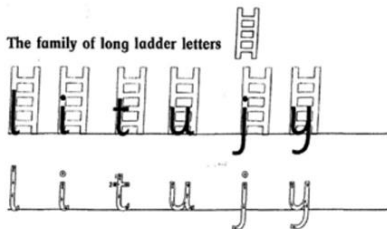
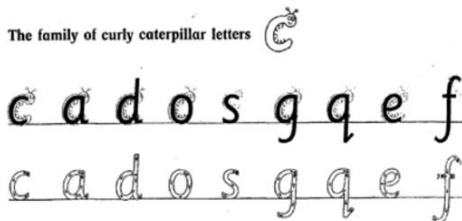
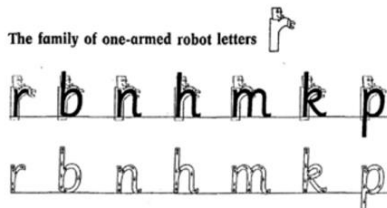
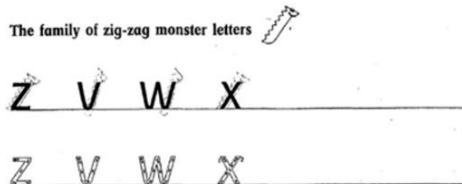
Writing ELG Children at the expected level of development will:

- 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

EYFS Transcription- handwriting and spelling

Autumn	Spring	Summer
Spelling (see phonics programme for detail of specific sounds) • Write own first name. • Orally segment and write VC and CVC words independently. Handwriting • Begin to form letters from their name correctly. • Model comfortable pen grip. • Begin to form other recognisable letters from Phase 2 phonics.	Spelling (see phonics programme for detail of specific sounds) • Attempt to spell some tricky words e.g. the, I etc independently • Spell words using knowledge of phase 3 phonics • Begin to use some phase 3 digraphs in their writing • Write own first name and attempt surname Handwriting • Hold a pencil effectively to form recognisable letters • Form some lower case letters correctly • Start to use Capital letters e.g. at start of name. • Begin to form clear ascenders and descenders. • Focus on developing a comfortable way of writing - tripod pencil grip, position on	Spelling (see phonics programme for detail of specific sounds) • Spell words independently using Phase 2 and 3 graphemes and digraphs • Make phonetically plausible attempts when writing more complex unknown words. • Spell some tricky words e.g., he, she, we, be, me independently • Write own first name and surname Handwriting • Form most lower-case letters correctly. • Write some capital letters correctly. • Use a pencil confidently to write letters that can be clearly recognised • Use finger spaces between their words independently. • Write on the lines

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	paper, writing from left to write when writing. • Anticlockwise movements • Start to position letters correctly on the line	
The family of long ladder letters  The family of curly caterpillar letters  The family of one-armed robot letters  The family of zig-zag monster letters 		
EYFS Composition		
Autumn	Spring	Summer
• Talk to link ideas, clarify thinking and feelings	• Orally compose a 4-5-word phrase and hold it in memory.	• Begin to use a capital letter at the beginning of a sentence and continue to use a full stop at the end.

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• Write their name by copying it from a name card or memory. • Begin to write some initial sounds. • Segment CVC words and attempt to write using taught sounds. • Begin to write short phrases / captions with support (the cat) • Know there is a sound/symbol relationship.	• Write short captions/phrases independently. (4-5 words) I can see a cat. • Begin to write a simple sentence. • Begin to use full stop at the end of a sentence.	• Develop the ability to write captions and short sentences independently. • Write different text forms for different purposes (e.g., lists, simple stories, instructions) • They can read their own sentences and so can teachers Year 1 ready: • Demarcate sentences with full stops • Leave spaces between words • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
EYFS Writing Units		
Autumn	Spring	Summer
Narrative • We're going on a bear hunt • On Sudden Hill - Linda Sarah • Poppies CBeebies Animation • How to catch a star • Meet the Weather	Narrative • Handa's surprise - Eileen Browne • The Proudest Blue (multicultural - spring) • All aboard the London Bus • Jack and the Jellybean Stalk - Rachael Mortimer • Pigs might Fly - Jonathan Emmett and Steve Cox	Narrative • Katie and the Sunflowers • Rainbow Fish - Marcus Pfister Non-fiction • Bugs (Fact file) • Chocolate Mud cake - Michael Rosen (Instructions) • The Snail and the Whale (Postcard)

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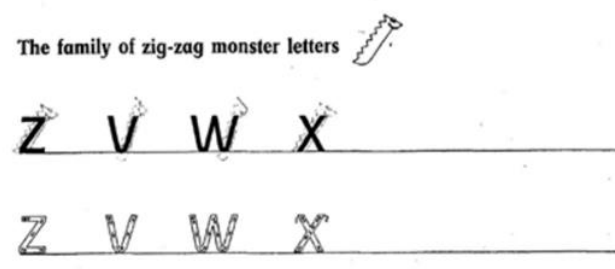
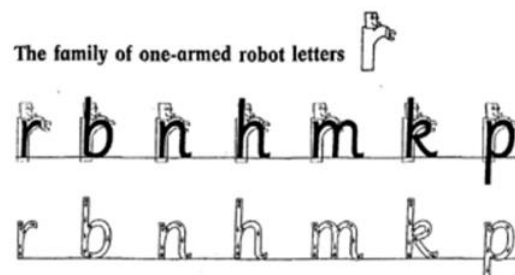
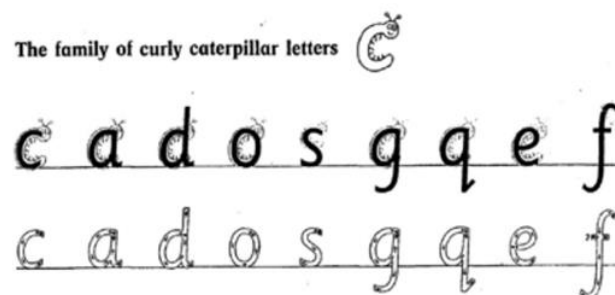
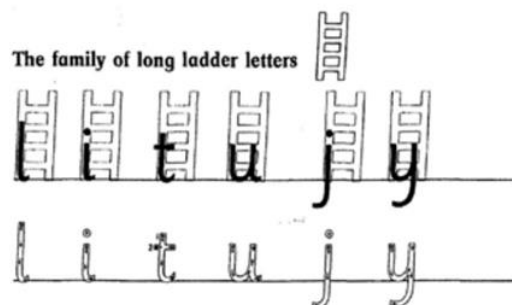
Year 1 Writing Transcription *see separate curriculum planning document for phonics		
Autumn	Spring	Summer
Spelling: - words containing each of the 40+ phonemes already taught - common exception words - the days of the week name the letters of the alphabet: - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <u>The national curriculum in England - English Appendix 1: Spelling</u> Handwriting: - 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		

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The letter families

- long ladder letters l i j t u y
- one-armed robot letters r b h k m n p
- curly caterpillar letters c a d e g o q f s
- zigzag letters z, v, w, x



Year 1 Writing Composition

Pupils should be taught to write sentences by:

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- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- Sequence sentences to produce non- narrative writing
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 1 Writing Vocabulary, grammar and punctuation

Autumn	Spring	Summer
• Demarcate sentences with full stops • Leave spaces between words • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	• Demarcate sentences with full stops • Leave spaces between words • Join words and clauses using and • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	• Demarcate sentences with full stops • Leave spaces between words • Join words and clauses using and • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • demarcate sentences with a question mark or exclamation mark where appropriate

Year 1 Writing Units

Autumn	Spring	Summer
Narrative * The Bear and the Piano - fantasy * Last stop on Market Street - familiar setting * George and the Dragon - legend Poetry * Firework Night	Narrative * The way back here - adventure *The Storm Whale - adventure *Song of the sea - adventure Non-fiction *Travel journey - On Safari	Narrative * Pinocchio - traditional tale *Wombat goes walkabout - adventure *The Queen's Hat - dilemma Non-fiction *Our trip to the woods - recount

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Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	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
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

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Year 2 Writing Transcription		
*See separate curriculum planning document for phonics		
Autumn	Spring	Summer
Spelling: Pupils should be taught to spell by: - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones - add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly English 30 Statutory requirements - apply spelling rules and guidance, as listed in English Appendix 1 - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far The national curriculum in England - English Appendix 1: Spelling Handwriting: - 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 - Begin to form and use the four basic handwriting joins - 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 <u>The letter families</u> long ladder letters l i j t u y one-armed robot letters r b h k m n p curly caterpillar letters c a d e g o q f s zigzag letters z, v, w, x		

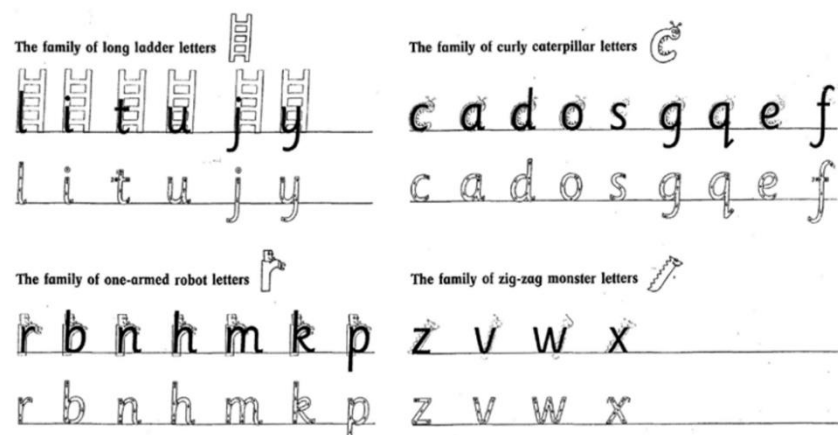
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The Joining Style

Joins are made **both to and from** the following 17 letters: a c d e f h i k l m n o r t u v w

Joins are made **to but not from** the following 8 letters: b g j p q s x y

Joins are not made **to or from** the letter z



Year 2 Writing Composition

Pupils should be taught to: develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils

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- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

Year 2 Writing Vocabulary, grammar and punctuation

Autumn	Spring	Summer
• full stop • capital letters • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • demarcate sentences with a question mark or exclamation mark where appropriate • exclamation marks • sentences with different forms: statement, , exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but)	• full stop • capital letters • exclamation marks • question marks • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • subordination (using when, if, that, or because)	• full stop • capital letters • exclamation marks • question marks • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • subordination (using when, if, that, or because) • commas for lists • apostrophes for contracted forms and the possessive (singular) see spelling

Year 2 Writing Units

Autumn	Spring	Summer
Narrative	Narrative * A Crow's Tale - fable	Narrative * Little Red Riding Hood - traditional tale

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*The Owl Who Was Afraid of the Dark - story with a familiar setting *My Christmas Star - retell of animated story Non-fiction *Recount diary - The Great Fire of London *Recount - Fire engine visit Poetry * Bonfire poetry / art (bonfire night)	Non-fiction *Habitats - non-chronological report *How To make a bird feeder - instructions *Big cats - non-chronological report.	Non-fiction *Plants - information page *Recount visit Poetry * If I were in charge
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Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>] Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Year 2: Detail of content to be introduced (statutory requirement)	
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]
Punctuation	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 [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

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Year 3 Writing Transcription		
*See separate curriculum planning document for phonics		
Autumn	Spring	Summer
Spelling Pupils should be taught to: • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. The national curriculum in England - English Appendix 1: Spelling Handwriting: Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, 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]. <u>The letter families</u> • long ladder letters l i j t u y • one-armed robot letters r b h k m n p • curly caterpillar letters c a d e g o q f s • zigzag letters z, v, w, x		

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Year 3 Writing Composition

Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising **paragraphs** around a theme
- In narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 3 Writing Vocabulary, grammar and punctuation

Autumn	Spring	Summer
• full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify	• full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command	• full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify

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- the present and past tenses correctly and consistently including the progressive form co-ordination (using or, and, or but) subordination (using when, if, that, or because) - some features of written Standard English - Begin to use adverbs - Begin to use prepositions to express time and cause	- expanded noun phrases to describe and specify - the present and past tenses correctly and consistently including the progressive form co-ordination (using or, and, or but) - some features of written Standard English - Begin to use adverbs - Begin to use prepositions to express time and cause - Use inverted commas to punctuate direct speech - Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...)	- the present and past tenses correctly and consistently including the progressive form co-ordination (using or, and, or but) - some features of written Standard English - Begin to use adverbs - Begin to use prepositions to express time and cause - Use inverted commas to punctuate direct speech - Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...)
Year 3 Writing Units		
Autumn	Spring	Summer
Poetry * Autumn is here Narrative * The Incredible book eating boy - fantasy story * Stone Age Boy - historical setting Non-fiction * Christmas dessert - persuasive writing	Narrative * The True story of the three little pigs * Flood Non-fiction * Newspaper report - responding to an event * Roman letter - gladiators	Narrative George's Marvellous Medicine by Roald Dahl - fantasy A boggle at Bewilderwood - adventure story Poetry * Dragon poetry Non-fiction * Dragons - non-chronological report

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Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>] Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech

Year 3: Detail of content to be introduced (statutory requirement)	
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

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Year 4 Writing Transcription		
*See separate curriculum planning document for phonics		
Autumn	Spring	Summer
Spelling • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. The national curriculum in England - English Appendix 1: Spelling Handwriting: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, 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]. <u>The letter families</u> • long ladder letters l i j t u y • one-armed robot letters r b h k m n p • curly caterpillar letters c a d e g o q f s • zigzag letters z, v, w, x		

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Year 4 Writing Composition

Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- In narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Clearly and coherently convey plot in a narrative

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 4 Writing Vocabulary, grammar and punctuation

Autumn	Spring	Summer
• full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command	• full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command	• full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command

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- expanded noun phrases to describe and specify - the present and past tenses correctly and consistently including the progressive form co-ordination (using or, and, or but) adverbs prepositions to express time and cause - Use inverted commas to punctuate direct speech - Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) - Use fronted adverbials and punctuate these with commas - Use subordinating conjunctions at the start of sentences	- expanded noun phrases to describe and specify - the present and past tenses correctly and consistently including the progressive form co-ordination (using or, and, or but) adverbs prepositions to express time and cause - Use inverted commas to punctuate direct speech - Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) - Use fronted adverbials and punctuate these with commas - Use subordinating conjunctions at the start of sentences - Use pronouns to avoid repetition - Use prepositional phrases - Use apostrophes to show plural progression - Standard English	- expanded noun phrases to describe and specify - the present and past tenses correctly and consistently including the progressive form co-ordination (using or, and, or but) adverbs prepositions to express time and cause - Use inverted commas to punctuate direct speech - Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) - Use fronted adverbials and punctuate these with commas - Use subordinating conjunctions at the start of sentences - Use pronouns to avoid repetition - Use prepositional phrases - Use apostrophes to show plural progression - Standard English
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Year 4 Writing Units		
Autumn	Spring	Summer
Narrative * The Bike Boy - familiar setting The Iron Man - science fiction Non-fiction *Balanced Argument - should we feed animals at National Parks? Biography - Nikola Tesla	Narrative * The Invisible - dilemma narrative Journey - fantasy story Arthur and the Golden Rope - Norse myths Non-fiction *Explanation text - Microbiomes	Narrative * The Whale - mysteries Non-fiction *Script - Once Upon a Raindrop Persuasive writing - holiday brochure Poetry * The River

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Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>] Apostrophes to mark plural possession [for example, <i>the girl’s name</i> , <i>the girls’ names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

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WCPS Writing Curriculum Progression Model from Reception - Year 6 2025-2026

Year 5 Writing Transcription		
*See separate curriculum planning document for phonics		
Autumn	Spring	Summer
Spelling - Pupils should be taught to: - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 - use dictionaries to check the spelling and meaning of words - use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus The national curriculum in England - English Appendix 1: Spelling Handwriting: - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether it is better or not to join specific letters - choosing the writing implement that is best suited for a task		
Year 5 Writing Composition		
Pupils should be taught 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 - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action		

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- Select language that shows good awareness of the reader
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Year 5 Writing Vocabulary, grammar and punctuation

Autumn	Spring	Summer
• full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but)	• full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but)	• full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • prepositions to express time and cause • Use inverted commas to punctuate direct speech

WCPS Writing Curriculum Progression Model from Reception - Year 6 2025-2026

• prepositions to express time and cause • Use inverted commas to punctuate direct speech • Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) • Use fronted adverbials and punctuate these with commas • Use subordinating conjunctions at the start of sentences • Use pronouns to avoid repetition • Use prepositional phrases • Use apostrophes to show plural progression • Standard English • Adverbials of time place and number • Relative clauses - who, which, when, whose, that or with	• prepositions to express time and cause • Use inverted commas to punctuate direct speech • Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) • Use fronted adverbials and punctuate these with commas • Use subordinating conjunctions at the start of sentences • Use pronouns to avoid repetition • Use prepositional phrases • Use apostrophes to show plural progression • Standard English • Adverbials of time place and number • Relative clauses who, which, when, whose, that or with • Brackets, dashes, and commas to indicate parenthesis • Commas to clarify meaning	• Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) • Use fronted adverbials and punctuate these with commas • Use subordinating conjunctions at the start of sentences • Use pronouns to avoid repetition • Use prepositional phrases • Use apostrophes to show plural progression • Standard English • Adverbials of time place and number • Relative clauses who, which, when, whose, that or with • Brackets, dashes, and commas to indicate parenthesis • Commas to clarify meaning • Semi-colon
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Year 5 Writing Units

Autumn	Spring	Summer
Narrative * Rose Blanche - historical setting Non-fiction *Speech - Refugees	Non-fiction - Biographies * <i>David Attenborough</i> Poetry * <i>The Malfeasance</i> Fiction - Adventure Story	Fiction - Different perspectives * Zoo Non-fiction - Non-chron' Report * Penguins Fiction - Story

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Non-fiction - Journal Writing * <i>Moon / Mars Transmission</i> Fiction - Suspense * <i>One small step...</i>	* <i>The Explorer</i>	* <i>Varmints</i> Non-fiction -Persuasive Pitch * <i>Plastic Pollution</i>
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Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

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WCPS Writing Curriculum Progression Model from Reception - Year 6 2025-2026

Year 6 Writing Transcription		
*See separate curriculum planning document for phonics		
Autumn	Spring	Summer
Spelling • Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus The national curriculum in England - English Appendix 1: Spelling Handwriting • write legibly, fluently and with increasing speed by: • 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		

WCPS Writing Curriculum Progression Model from Reception - Year 6 2025-2026

Year 6 Writing Composition

Pupils should be taught 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
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Select language that shows good awareness of the reader
- précising longer passages
- using a wide **range of devices to build cohesion** within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

WCPS Writing Curriculum Progression Model from Reception - Year 6 2025-2026

Year 6 Writing Vocabulary, grammar and punctuation

Autum	Spring	Summer
• full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • prepositions to express time and cause • Use inverted commas to punctuate direct speech • Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) • Use fronted adverbials and punctuate these with commas • Use subordinating conjunctions at the start of sentences • Use pronouns to avoid repetition • Use prepositional phrases	• full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • prepositions to express time and cause • Use inverted commas to punctuate direct speech • Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) • Use fronted adverbials and punctuate these with commas • Use subordinating conjunctions at the start of sentences • Use pronouns to avoid repetition • Use prepositional phrases	• full stop, capital letters • exclamation marks and question marks • commas for lists • apostrophes for contracted forms and the possessive (singular) <i>see spelling</i> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently including the progressive form • co-ordination (using or, and, or but) • prepositions to express time and cause • Use inverted commas to punctuate direct speech • Use a wider range of subordinating conjunctions to extend the length of sentences with more than one clause (when, as, because, although...) • Use fronted adverbials and punctuate these with commas • Use subordinating conjunctions at the start of sentences • Use pronouns to avoid repetition • Use prepositional phrases • Use apostrophes to show plural progression • Standard English • Adverbials of time place and number • Relative clauses who, which, when, whose, that or with

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• Use apostrophes to show plural progression • Standard English • Adverbials of time place and number • Relative clauses who, which, when, whose, that or with • Brackets, dashes, and commas to indicate parenthesis • Commas to clarify meaning • Use of passive verbs • Using the perfect form of verbs • Using modal verbs or adverbs to indicate degrees of possibility	• Use apostrophes to show plural progression • Standard English • Adverbials of time place and number • Relative clauses who, which, when, whose, that or with • Brackets, dashes, and commas to indicate parenthesis • Commas to clarify meaning • Use of passive verbs • Using the perfect form of verbs • Using modal verbs or adverbs to indicate degrees of possibility • Hyphens to avoid ambiguity • Use semi colons, colons and dashes to mark boundaries • Use colon to introduce a list • Punctuate bullet points consistently	• Brackets, dashes, and commas to indicate parenthesis • Commas to clarify meaning • Use of passive verbs • Using the perfect form of verbs • Using modal verbs or adverbs to indicate degrees of possibility • Hyphens to avoid ambiguity • Use semi colons, colons and dashes to mark boundaries • Use colon to introduce a list • Punctuate bullet points consistently
Year 6 Writing Units		
Autumn	Spring	Summer
Narrative * Little red riding hood description text *Alma - Setting and character description *Kick - part of an adventure story. Non-fiction *Blog pet peeves *Greta speech - persuasive writing Poetry	Narrative *Other words for home - setting description and speech to advance the story *The arrival - setting description and speech. *Story based on Victorian school setting (cogheart) speech to advance the action and descriptive language Non-fiction	Narrative * Macbeth diary *Macbeth character description with speech to advance the action. Non-fiction *Letter to Mr Underhill about residential persuasive writing. *Explanation text on something of their choice.

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* If	*Victorian invention information text *Non-fiction - Non-chronological Report Science - living things and their habitats	*Non-fiction - Balanced Argument - Lady Macbeth - villain or misunderstood?
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WCPS Writing Curriculum Progression Model from Reception - Year 6 2025-2026

Year 6: Detail of content to be introduced (statutory requirement)	
Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] 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 [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]

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