



Oasis Academy Pinewood Horizontal Curriculum Progression Map

English

Writing



What knowledge and skills the children will learn and the key vocabulary they will understand and be able to use through Talk For Writing					
Curriculum Strand	EYFS	Year One and Two	Year Three and Four	Year Five and Six	Year Seven
<p><u>Knowledge, skills and vocabulary</u></p>	<p><u>Knowledge and skills:</u></p> <p>To use finger spaces, capital letters and full stops.</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> *Connectives – and, who, but *Prepositions *Letter, word 	<p><u>Knowledge and skills:</u></p> <p>To write clear sentences that are punctuated correctly, and edited. To write short stories, adding detail and using the correct punctuation.</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> *alliteration *punctuation *singular/plural *question, exclamation *suffixes, prefixes 	<p><u>Knowledge and skills:</u></p> <p>To write fluently, using joined up handwriting. The children will be able to write from memory simple sentences, with spellings spelt correctly, using punctuation taught so far. The children will also be able to proof-read and edit their own work.</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> *Consolidate all prior learning *Word family Introduce: Subordinating conjunction <ul style="list-style-type: none"> • Clause • Subordinate clause • • Inverted commas • Consonant/Vowel <ul style="list-style-type: none"> • Relative clause • Relative pronoun • Imperative • Colon for instructions 	<p><u>Knowledge and skills:</u></p> <p>Pupils’ knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils will be able to enhance the effectiveness of their writing as well as their competence.</p> <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> • Inverted commas • Bullet points • Apostrophe contractions/possession <ul style="list-style-type: none"> • Commas for sentence of 3 – description, action, views/opinions, facts • Colon – instructions • Parenthesis • Bracket- dash • Colon/ semi-colon • Bullet points • Ellipsis 	



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				<ul style="list-style-type: none"> • Hyphen Singular/ plural Suffix/ Prefix Word family Consonant/Vowel 	
Fiction	<ul style="list-style-type: none"> *Be introduced to story map /story mountain *Whole class retelling of story *Understanding of beginning/ middle / end *Retell simple 5-part story: Once upon a time First / Then / Next But So Finally,.....happily ever after 	<ul style="list-style-type: none"> * Build on story maps, ensuring they are more detailed. *Plan opening around character(s), setting, time of day and type of weather . *Understanding - 5 parts to a story: Opening Once upon a time... Build-up One day... Problem / Dilemma Suddenly,.. / Unfortunately,... Resolution Fortunately,... Ending Finally,.... 	<ul style="list-style-type: none"> * Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid * Plan opening around character(s), setting, time of day and type of weather *Paragraphs to organise ideas into each story part *Extended vocabulary to introduce 5 story parts: <ol style="list-style-type: none"> 1. Introduction Build-up – build in some suspense towards the problem or dilemma 2/3. Problem / Dilemma – include detail of actions / dialogue 4.. Resolution - should link with the problem 5. Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. 	<ul style="list-style-type: none"> *Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph *Use change of place, time and action to link ideas across paragraphs. *Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks *Introduction –should include action / description -character or setting / dialogue *Build-up –develop suspense techniques *Problem / Dilemma –may be more than one problem to be resolved *Resolution –clear links with dilemma *Ending –character could reflect on events, any changes or lessons, look 	<p>Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety of purposes and audiences across a range of contexts. Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information. They should be able to:</p> <ul style="list-style-type: none"> • write for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and



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					formal letters • summarise and organise material, and support ideas and arguments with any necessary factual detail • apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form
Non-Fiction	<p>*Factual writing closely linked to a story:</p> <ul style="list-style-type: none"> -Simple factual sentences based around a theme -Names -Labels - Captions -Lists – Diagrams <p>*Say a sentence, write and read it back to check it makes sense.</p>	<p>* Factual writing using headings.</p> <p>*Writing to include: Opening factual statement, simple factual sentences around them, bullet points for instructions, labelled diagrams, ending concluding sentence.</p>	<p>*Factual writing to use Paragraphs to organise ideas around a theme</p> <p>*Writing to include: Introduction, Develop hook to introduce and tempt reader, Sub headings to introduce sections / paragraphs, Topic sentences to introduce paragraphs, Lists of steps to be taken, Bullet points for facts ,Flow diagram.</p> <p>*Develop Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader.</p>	<p>*Introduce: Independent planning across all genres and application *Secure use of range of layouts suitable to text.</p> <p>*Structure: Introduction / Middle / Ending Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>*Link ideas within and across paragraphs using a full range of connectives and signposts</p> <p>*Use rhetorical questions to draw reader in.</p> <p>*Express own opinions clearly</p> <p>*Consistently maintain viewpoint</p> <p>*Summary clear at the end to appeal directly to the reader</p>	<p>Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety of purposes and audiences across a range of contexts.</p>
Poetry	<p>*Repetition for rhythm.</p>	<p>*Repetition for description e.g. a lean</p>	<p>*Prepositions Next to by the side of In front of during</p>	<p>*Metaphor</p> <p>*Personification *Onomatopoeia</p>	



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	<p>e.g. He walked and he walked Repetition in description e.g. a lean cat, a mean cat</p>	<p>cat, a mean cat a green dragon, a fiery dragon. *Use long sentences to add description or information. Use short sentences for emphasis. *List of 3 for description including alliteration.</p>	<p>through throughout because of *Powerful verbs e.g. stare, tremble, slither *Boastful Language e.g. magnificent, unbelievable, exciting! *Long and short sentences: *Long sentences to enhance description or information *Short sentences to move events on quickly. *Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road. * Secure use of simple / embellished simple sentences</p>	<p>*Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p>	
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