

Writing Overview

2026/27

Writing Overview by Half-Term

Half-term	Reception	Year 1/2	Year 3	Year 4	Year 5/6
Autumn 1	List and labels • Mark making • Oral composition • Noun vocabulary	Letters Introduce themselves (real) Year 1 • Capital letters and full stops • Simple sentences • Joining ideas using <i>and</i> • Oral rehearsal Year 2 • Expanded noun phrases • Statements and questions • Present and past tense consistency • Apostrophes for contraction	Information text Fact files Mythical creatures • Present perfect contrasted with past tense • Paragraphing around a theme • Headings/subheadings • Expanded noun phrases.	Non chronological report 'Foodimals' • Fronted adverbials and commas • Paragraphs around a theme • Expanded noun phrases • Technical/factual vocabulary.	Character Description (Dream Giver) Imaginatively and figuratively to convey character, personality and appearance Year 5 • Expanded noun phrases • Relative clauses • Figurative language • Paragraph cohesion • Choosing vocabulary to enhance meaning. Year 6 • RECAP: Y5 expanded noun phrases • Relative clauses • Figurative language. • NEW Y6: controlled viewpoint • Deliberate formality/register • Advanced cohesion • Vocabulary choices.

Half-term	Reception	Year 1/2	Year 3	Year 4	Year 5/6
Autumn 2	Letter, Invitation and Poster - Purpose for writing - Simple sentence construction	Diaries Florence Nightingale Year 1 - Sequencing events - Time words - Simple recount structure - Continuing on from Autumn one - Question marks - Reread for sense Year 2 - First person writing - Past tense - Coordination/subordination using when, because, if - Apostrophes - Time/ cause vocabulary (-ful, -er, -ness)	Instructions How to catch a Pokemon - Adverbs/prepositions for time and place - Imperative/command language - Conjunctions - Paragraph organisation	Discussion text - Formal discussion language - Paragraphs - Conjunctions/adverbials - Noun/pronoun cohesion - Evidence/reasons organised clearly	Balanced arguments Year 5 - formal register - Modal verbs - Relative/embedded clauses - Paragraph cohesion - Semicolons for a list - Audience and viewpoint. - Perfect form of verbs; converting nouns/adjectives to verbs Year 6 - RECAP: Y5 modal verbs - Relative/embedded clauses - Paragraphing - NEW Y6: formal register - Subjunctive - Passive voice - Advanced cohesion - Semicolons and colon for a list Suspense narrative Dialogue Including moving on action and character Year 5 - Narrative atmosphere - Integrated dialogue - Setting/character - Cohesion; varied sentence structures - Adverbials of time, place and number - Punctuation for direct speech - Commas to avoid ambiguity Year 6 - RECAP: Y5 dialogue to advance action/convey character and setting. - NEW Y6: controlled viewpoint - Cohesion across paragraphs - Precise vocabulary - Hyphens - Varied sentence structures.

Half-term	Reception	Year 1/2	Year 3	Year 4	Year 5/6
Spring 1	Fact Files • Speaking in sentences • Factual language	Fact Files Animals Year 1 • Labels and captions • Facts in simple sentences • Capital letters, full stops, exclamation • Expanded vocabulary Year 2 • Expanded noun phrases • Commas in a list • Technical vocabulary • Organization of information • Conjunctions for cause/ time • Features of standard English	Adventure Narrative (beginning) • Setting/character descriptions • Narrative openings • Settings/characters • Conjunctions expressing cause • Paragraphs • Direct speech can be introduced through dialogue preparation.	Persuasive Writing Beowulf must kill Grendal • Formal vocabulary • Persuasive viewpoint • Paragraphs • Fronted adverbials • Direct speech • Edit for clarity and register.	Diary – Evacuees Year 5 • First-person writing • Parenthesis • Relative clauses • Informal register • Precise vocabulary • Adverbials of time, place and number • Editing for tense and cohesion. • Precising Setting description - WW2 Year 5 • Y5: description of atmosphere • Expanded noun phrases • Figurative language • Paragraph cohesion • Adverbials of time, place and number • Parenthesis • perfect form of verbs; converting nouns/adjectives to verbs • Vocabulary choices. Year 6 • RECAP: Y5 parenthesis/relative clauses. • NEW Y6: deliberate shifts in register • Precise vocabulary • Cohesion and tense control • Edit for effect.

Half-term	Reception	Year 1/2	Year 3	Year 4	Year 5/6
Spring 2	Fact Files Extending sentences with adjectives	Narrative - Fairy Tales (others) Year 1 - Story sequence - Beginning-middle-end - Capital letters, full stops and exclamations - Reread to check sense Year 2 - Character description - Dialogue preparation orally - Sentence variety - Full stops, capital letters, question marks, exclamation marks, commas in a list.	Poetry Recital Recycling – facts ORACY - Vocabulary choices - Sentence/line construction - Performance with intonation, tone and volume - Figurative vocabulary.	Poetry Narrative poetry and performance - Setting, characters and plot within a narrative poem - Organise lines/verses around a theme - Extended noun phrases (including with prepositions) - Fronted adverbials and commas - Wider range of conjunctions (when, if, because, although). - Direct speech punctuation if dialogue is included. - Read aloud to a group or class with intonation, tone and volume. - Evaluate and edit; proofread.	Non-Chronological Biography WW2 Year 5 - Y5: research and note-taking - Formal biography - Headings/subheadings - Paragraph cohesion - Colons for boundaries - Bullet points - Precise factual vocabulary. Year 6 - RECAP: Y5 organisational devices - Research/note taking and colons. - NEW Y6: formal biographical style - Controlled viewpoint - Cohesion - Passive constructions and precise vocabulary. Narrative Boy and the fish - Describe setting, character and atmosphere. - Integrate dialogue to convey character and advance the action. - Punctuation for direct speech. - Cohesion within and across paragraphs. - Consistent tense. - Evaluate and edit. Year 6 - RECAP: dialogue, setting, character and atmosphere - NEW Y6: cohesion across/within paragraphs, - Controlled viewpoint - Deliberate vocabulary and sentence choices.

Half-term	Reception	Year 1/2	Year 3	Year 4	Year 5/6		
Summer 1	Description • Oral rehearsal • Simple sentences • Expanded noun phrases	Recount - Trip Year 1 • Writing about real events • Chronological sequence • Time vocabulary • Reread for sense Poetry Animal poems (e.g. list, riddle or acrostic poems) Year 1 • Say words and phrases out loud before writing. • Compose a line orally first. • Capital letters and full stops. • Join ideas using <i>and</i>. • Reread for sense. • Read aloud clearly enough to be heard.	Year 2 • Detailed recounts • Consistent tense • Coordination and subordination • Time conjunctions • Paragraph like grouping • Features of standard English Year 2 • Collect new vocabulary and key words. • Expanded noun phrases to describe. • Commas in lists. • Write ideas sentence by sentence or line by line. • Read aloud with intonation to make the meaning clear. • Evaluate with the teacher and other pupils • Proofread.	Recount/ Diary • Letters to inform • Paragraphing • Direct speech punctuation • Past tense • First person where appropriate • Cohesive pronouns.	Narrative - middle As an explorer • Settings, characters and plot. • Fronted adverbials and commas. • Direct speech punctuation (inside and around inverted commas). • Nouns/pronouns chosen for cohesion. • Paragraphs organised around events. • Standard English verb forms. • Editing for tense and punctuation.	Letters to inform Charles Darwin Writing in role to inform. Formality – formal and informal recounts. Year 5 • Formal letter conventions • Audience/purpose • Modal verbs • Paragraphing • Cohesion • Appropriate register. Persuasive argument Year 5 • Formal register • Modal verbs • Relative clauses • Paragraph cohesion • Persuasive vocabulary • Semicolon/colon for boundaries • Editing.	Year 6 • RECAP: Y5 formal letters and modal verbs. • NEW Y6: passive voice • Register shifts and advanced cohesion • Audience/purpose control. Year 6 • RECAP: Y5 persuasive devices • modal verbs • Paragraphing. • NEW Y6: formal register • Cohesion • Passive voice/subjunctive where appropriate • Sophisticated vocabulary • Editing for effect.

Half-term	Reception	Year 1/2	Year 3	Year 4	Year 5/6
Summer 2	Instructions - Sequencing - command language	Instructions Sandwich Year 1 - Commands - Sequencing - Precise vocabulary - Capital letters, full stops, question marks and exclamation. - Rereading and proofreading Year 2 - Command vocabulary - Precise verbs - Numbered instructions - Adverbs of manner (-ful, -er, -ness)	Narrative middle and ending The Tunnel - Narrative structure - Settings/characters/plot - Cohesion across a sequence - Dialogue/direct speech - Editing for tense and punctuation.	Setting description Egypt - Complex sentence structures - Expanded noun phrases - Fronted adverbials - Precise vocabulary - Atmosphere/description - Editing.	News report Survivors Year 5 - Journalistic structure - Formal register - Passive voice can be introduced where appropriate - Parenthesis - Paragraph cohesion - Precise vocabulary. Poetry Year 5 - Figurative language - Imagery - Deliberate vocabulary choice - Punctuation including parenthesis - Performance/editing. Year 6 - Y5 journalistic features and parenthesis. - NEW Y6: passive voice, - Semicolons/colons for lists - figurative language - Formal register - Cohesion. Year 6 - RECAP: figurative language and imagery. - NEW Y6: deliberate imagery - Precise vocabulary - Punctuation for effect and performance/editing.

Writing Progression Across Birch Hill Primary School

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	- hear, say and segment the sounds in spoken words (initial, middle and end sounds) - learn the letter-sound correspondences (GPCs) taught, including the first digraphs - spell CVC words by identifying the sounds and representing them with a letter or letters - spell some common exception words (e.g. I, the, to, no, go) - write their own name - begin to learn the names of the letters of the alphabet	- words containing each of the 40+ phonemes taught - common exception words - the days of the week - name the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound	- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - distinguishing between homophones and near-homophones	- spell further homophones - spell words that are often misspelt (Appendix 1)	- spell further homophones - spell words that are often misspelt (Appendix 1)	- spell some words with 'silent' letters - 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 Appendix 1	- spell some words with 'silent' letters - 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 Appendix 1
Other word building spelling	- begin to add -s to make plurals of simple nouns (e.g. cats) - hear, say and read the endings -ing and -ed on words where the root word does not change (building towards spelling them in Year 1) - make phonetically plausible attempts at longer words using the sounds they know	- 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 - apply simple spelling rules and guidance from Appendix 1	- learning the possessive apostrophe (singular) - learning to spell more words with contracted forms - add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly - apply spelling rules and guidelines from Appendix 1	- use further prefixes and suffixes and understand how to add them - place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals - use the first 2 or 3 letters of a word to check its spelling in a dictionary	- use further prefixes and suffixes and understand how to add them - place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals - use the first 2 or 3 letters of a word to check its spelling in a dictionary	- use further prefixes and suffixes and understand the guidance for adding them - 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 further prefixes and suffixes and understand the guidance for adding them - 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
Transcription	write from memory a simple word, caption or short sentence dictated by the teacher that includes the GPCs and common exception words taught so far	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		

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Handwriting	- develop gross motor strength and fine motor control (e.g. dough, threading, large-scale mark making, pattern making) - sit correctly at a table and hold a pencil comfortably and effectively, using a tripod grip - make marks and patterns with increasing control - begin to form lower-case letters in the correct direction, starting and finishing in the right place - write recognisable letters, most of which are correctly formed - begin to form capital letters (starting with the first letter of their name) and some digits	- 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' and to practise these	- 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.	- 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	- 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	- 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	- 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
Contexts for Writing	- mark making and early writing with meaning in play, role play and continuous provision - writing lists and labels (Autumn 1) - writing letters, invitations and posters for a purpose (Autumn 2) - writing fact files about real things they have learnt about (Spring 1 and 2) - writing descriptions (Summer 1) and instructions (Summer 2) - writing about their own experiences and ideas		- writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

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Planning Writing	- talking about what they want to draw, make marks or write about - composing a caption or sentence orally before writing it - holding a sentence in their head, saying it aloud and counting the words (e.g. on fingers) before writing - using drawings and pictures to rehearse ideas	- saying out loud what they are going to write about - composing a sentence orally before writing it	planning or saying out loud what they are going to write about	- discussing and recording ideas - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	- discussing and recording ideas - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	noting and developing initial ideas, drawing on reading and research where necessary	noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	- representing ideas through drawing and mark making, then adding letters and words - writing labels, captions and lists - writing a simple phrase or sentence that can be read by others, using initial, medial and end sounds - beginning to put ideas in order (e.g. the steps in a set of instructions)	- sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense	- writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence	- organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices (headings & subheadings)	- organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices	- 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 - precising 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	- 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 - precising 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

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Editing Writing	• talking about what they have written with the teacher or another child • re-reading their writing with an adult to check it says what they meant • with support, adding a missing letter or finger space • beginning to notice capital letters and full stops in their writing	• discuss what they have written with the teacher or other pupils	• evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation	• 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 • proofread for spelling and punctuation errors	• 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 • proofread for spelling and punctuation errors	• 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	• 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
Performing Writing	• reading their writing back (a word, caption or sentence) to an adult or friend • speaking audibly and clearly in full sentences when sharing their ideas • sharing their writing with a small group or the class	• read their writing aloud clearly enough to be heard by their peers and the teacher.	• read aloud what they have written with appropriate intonation to make the meaning clear	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	- learning and using new vocabulary from stories, non-fiction, rhymes and poems - using nouns to name and label familiar things - extending sentences with adjectives (e.g. the big, red ball) - beginning to use simple expanded noun phrases to describe, orally and in writing - joining ideas orally using 'and'	- leaving spaces between words - joining words and joining clauses using "and"	expanded noun phrases to describe and specify	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause (and place)	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	- use a thesaurus - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility	- use a thesaurus - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility
Grammar (edited to reflect content in Appendix 2)	- speaking and writing in simple sentences - joining words and ideas using 'and' - using adjectives to describe nouns - using sequencing words and command verbs in simple instructions (e.g. first, next, then; mix, spread) - beginning to leave finger spaces between words	- regular plural noun suffixes (-s, -es) - verb suffixes where root word is unchanged (-ing, -ed, -er) - un- prefix to change meaning of adjectives/adverbs - to combine words to make sentences, including using and - Sequencing sentences to form short narratives - separation of words with spaces - sentence demarcation (. ! ?) - capital letters for names and pronoun 'I')	- sentences with different forms: statement, question, exclamation, command - the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - some features of written Standard English - suffixes to form new words (-ful, -er, -ness) - sentence demarcation - commas in lists - apostrophes for omission & singular possession	- using the present perfect form of verbs in contrast to the past tense - form nouns using prefixes (super-, anti-) - use the correct form of 'a' or 'an' - word families based on common words (solve, solution, dissolve, insoluble)	- using fronted adverbials - difference between plural and possessive -s - Standard English verb inflections (I did vs I done) - extended noun phrases, including with prepositions - appropriate choice of pronoun or noun to create cohesion	- using the perfect form of verbs to mark relationships of time and cause - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - converting nouns or adjectives into verbs - verb prefixes - devices to build cohesion, including adverbials of time, place and number	- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - differences in informal and formal language - synonyms & Antonyms - further cohesive devices such as grammatical connections and adverbials - use of ellipsis

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Punctuation (edited to reflect content in Appendix 2)	- beginning to recognise capital letters and full stops in books and in their own writing - using a capital letter at the start of their name - beginning to use a full stop at the end of a simple sentence, with support - noticing question marks and exclamation marks when listening to and reading texts	- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	using and punctuating direct speech (i.e. Inverted commas)	- using commas after fronted adverbials - indicating possession by using the possessive apostrophe with singular and plural nouns - using and punctuating direct speech (including punctuation within and surrounding inverted commas)	- using commas to clarify meaning or avoid ambiguity in writing - using brackets, dashes or commas to indicate parenthesis	- using hyphens to avoid ambiguity - using semicolons, colons or dashes to mark boundaries between independent clauses - Semicolons in a list - using a colon to introduce a list - punctuating bullet points consistently
Grammatical Terminology	letter, sound, word, finger space, sentence, capital letter, full stop, label, caption, list	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points