EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Settling & Pre-Writing • Name writing using name cards or tracing. **Developing fine motor skills through:** • Dough disco, threading, tweezers, and peg activities. • Drawing lines and shapes with a variety of media (chalk, crayons, paint). • Mark-making in role play • Story scribing – adults model writing • Intro to phonics	**Early Phonetic Writing** • Independent name writing using recognisable letters. • CVC word writing using taught GPCs from phonics • Writing labels and simple captions • Continuing fine motor strengthening and pencil grip. • Begin forming lowercase letters correctly. • Adult-supported sentence formation	**Building Independence** • Writing short words and simple sentences with known phonics (Phase 3 begins). • caption writing (e.g. describing story characters). • Introduction to writing lists, cards, and instructions. • Use finger spaces and some punctuation with adult support. • Begin understanding sentence structure (capital letter, finger spaces, full stop).	**Extending independence** • Writing extended sentences using 'and' or 'because'. • Writing for a wider range of purposes (e.g. letters, postcards, recounts). • Use sentence starters (e.g. "I went to…", "I like…"). • Writing in response to stories or events (e.g. story retelling). • Begin re-reading own writing to check for sense.	**Narrative writing and Fluency** • Use capital letters, finger spaces, and full stops. • Writing simple narratives with a beginning, middle, and end. Writing independently in provision areas (e.g. diary in the home corner).	**Consolidation and ELG** • Writing simple stories, descriptions, and recounts unaided. • Re-reading and editing writing with adult guidance. • Regular opportunities to write for purpose in all areas of provision.

End of year expectations	Transcription (Handwriting)	Spelling (Phonics & Rules)	Sentence Structure	Punctuation	Text Structure	Cohesion	Vocabulary	Planning	Editing
	Forms recognisable letters; left to right	Phonetically plausible spellings	Simple oral sentences	Awareness of sentence boundaries	Communicates ideas through marks	Links ideas orally	Simple descriptive language	Talks about ideas	Re-reads with support

YEAR 1									
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Fiction	• Poetry - acrostic • Labelling • Captioning • Simple sentences • Sequencing • Descriptive sentences • Rhyming chains •	• Sequencing • Labelling • Captioning images • Retell	• Sequencing • Labelling • Captioning images • Retell • Oracy – oral retell	• Sequencing • Character description • Setting description • Retell • *Week 2 & 3: Shakespeare – Drama & Oracy*	• Poetry for performance - rhyme • Sequencing • Diary entry • Retell	• Poetry for performance – onomatopoeia • Character description • Setting description • Retell			
Non fiction		• Procedural writing (instructions)	• Procedural writing (instructions)	• Non-chronological report	• Non-chronological report	• Non-chronological report			
End of year expectations	**Transcription (Handwriting)**	**Spelling (Phonics & Rules)**	**Sentence Structure**	**Punctuation**	**Text Structure**	**Cohesion**	**Vocabulary**	**Planning**	**Editing**
	Forms letters correctly; spacing emerging	Applies phonics; simple suffixes	Simple sentences; and	Capital letters, full stops	Simple sentences	and, then	Basic adjectives	Oral rehearsal	Checks writing makes sense

YEAR 2									
	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2
Fiction	• Poetry – Pyramid poem • Story sequencing (Ish) • Descriptive writing (Here We Are) • Character description (Fantastic Mr Fox)		• Retell (The Magic Paintbrush) • Retell (Billie and the Beast)		• Narrative – Retell (Somebody Swallowed Stanley) •		• Character description *Week 2 & 3: Shakespeare – Drama & Oracy*	• Poetry – 5 senses • Non-chronological report (Windrush) •	• Retell with alteration (Gorilla)
Non fiction			• Recipes		• Non-chronological report (How to make friends with a Ghost)		• Instructions (How to Train Your Dragon) – change text	• Recount – diary (NEW) (Windrush)	• Instructions (Board Games)
End of year expectations	**Transcription (Handwriting)**	**Spelling (Phonics & Rules)**	**Sentence Structure**	**Punctuation**	**Text Structure**	**Cohesion**	**Vocabulary**	**Planning**	**Editing**
	Consistent size/orientation; clear spacing; joined handwriting introduced	Spells CEWs; uses suffixes & rules	Expanded noun phrases; and/but/because	Full stops, ?, !, commas in lists	Sequence of sentences	Simple sequencing	Expanded noun phrases	Simple planning	Corrects basic errors

YEAR 3						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Fiction	*Week 1: Poetry – Haikus* **Text:** The Great Kapok Tree **Text type:** Setting description	**Text:** The Tunnel **Text type:** Informal Letter	Drama – Peter Pan (4 weeks)	*Week 1: Poetry – Lyric* *Week 2 & 3: Drama & Oracy (Shakespeare)* **Text:** The True Story of the 3 Little Pigs **Text type:** Recount from the perspective of a character	**Text:** Rumaysa – A Fairy Tale **Text type:** Character description	**Text:** Literacy Shed – The Clock Tower (film) **Text type:** Diary
Non fiction	**Text/Subject:** Ancient Egypt (Opening Worlds) **Text type:** Instructions – Mumification	**Text/Subject:** Mountains (Opening Worlds) **Text type:** Information booklet TBC	**Text/Subject:** Settlements (Opening Worlds) **Text type:** Fact-file		**Text/Subject:** Volcanoes (Opening Worlds) **Text type:** Newspaper Report	**Text/Subject:** Alexander the Great (Opening Worlds) **Text type:** Biography

End of year expectations								
Transcription (Handwriting)	**Spelling (Phonics & Rules)**	**Sentence Structure**	**Punctuation**	**Text Structure**	**Cohesion**	**Vocabulary**	**Planning**	**Editing**
Consistent size/orientation; clear spacing; joined handwriting introduced	Spells CEWs; uses suffixes & rules	Expanded noun phrases; and/but/because	Full stops, ?, !, commas in lists	Sequence of sentences	Simple sequencing	Expanded noun phrases	Simple planning	Corrects basic errors

YEAR 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	*Wk1: Poetry - Cinquains* **Text:** Kensuke's Kingdom **Text type:** Character description	**Text:** Leon and the Place Between **Text type:** Setting description	**Text:** Journey to the River Sea **Text type:** Diary	*Wk1: Poetry - Narrative* *Wk2-3: Shakespeare – Drama & Oracy* **Text:** Journey to the River Sea - change **Text type:** Narrative (retell)	**Text:** Varmints **Text type:** Narrative	**Text:** Literacy Shed - Tamara **Text type:** Informal Letter
Non fiction	**Text/Subject:** Settlements (Opening Worlds) **Text type:** Fact-file	**Text/Subject:** Persia and Greece (Opening Worlds) **Text type:** Non-chronological report TBC *Week 4: Balanced Arguments (Parliament week)*	**Text/Subject:** Volcanoes (Opening Worlds) **Text type:** Newspaper Report		**Text/Subject:** The Rhine and the Mediterranean (Opening Worlds) **Text type:** Explanation text	**Text/Subject:** The Roman Empire (Opening Worlds) **Text type:** Persuasive writing – leaflet convincing people to join the Roman Army

End of year expectations								
Transcription (Handwriting)	Spelling (Phonics & Rules)	Sentence Structure	Punctuation	Text Structure	Cohesion	Vocabulary	Planning	Editing
Legible, consistent joined handwriting	Wider suffixes; accurate patterns	Fronted adverbials; complex sentences	Fronted adverbial commas, apostrophes	Organised paragraphs	Pronouns, conjunctions	Varied vocabulary	Independent planning	Improves clarity

YEAR 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	*Wk1: Poetry - Descriptive* **Text:** Story Seekers **Text type:** Dramatic storytelling	**Text:** Wild Boy **Text type:** Newspaper Report *Week 4: Debate (Parliament week)*	**Text:** Holes **Text type:** Informal Letter	*Wk1: Poetry - Narrative* *Wk2-3: Shakespeare – Drama & Oracy* **Text:** Greek Myths **Text type:** Mythological Stories	**Text:** High Rise Mystery **Text type:** Diary	**Text:** High Rise Mystery **Text type:** Narrative – alternative ending (dialogue)
Non fiction	**Text:** Oranges in No-Man's Land **Text type:** Explanation Text – Welcoming refugees to our school	**Text/Subject:** Victorians **Text type:** Information Booklet	**Text/Subject:** Recipe Examples **Text type:** Instructional Text – Recipes		**Text/Subject:** Great Women of Science **Text type:** Biography	**Text:** Windrush Child **Text type:** Persuasive text – why there should be a Windrush monument in the local area

End of year expectations

Transcription (Handwriting)	Spelling (Phonics & Rules)	Sentence Structure	Punctuation	Text Structure	Cohesion	Vocabulary	Planning	Editing
Fluent, consistent handwriting	Complex spelling incl. silent letters	Relative clauses; varied structures	Colons, semi-colons, dashes	Linked paragraphs /sections	Range of cohesive devices	Rich, controlled vocabulary	Selects strategies	Edits for effect

YEAR 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	*Week 2: SATs practice* **Text:** There's a Boy in the Girl's Bathroom **Text type:** Diary	**Text:** War Horse **Text type:** Descriptive writing	**Text:** The Matchbox Diary **Text type:** Narrative – continuation of a story	*Wk1: SATs practice* *Wk2-3: Shakespeare – Drama & Oracy* **Focus on publishing**	**Text:** War Horse **Text type:** Narrative – dialogue – change next year?	PRODUCTION
Non fiction	**Text/Subject:** Homelessness **Text type:** Formal letter – letter to MP	**Text/Subject:** War Horse/WW2 **Text type:** Newspaper article	**TBC**	**Text/Subject:** New species of animal (Science link) **Text type:** Non-Chronological report	**TBC**	PRODUCTION

End of year expectations								
Transcription (Handwriting)	Spelling (Phonics & Rules)	Sentence Structure	Punctuation	Text Structure	Cohesion	Vocabulary	Planning	Editing
Fluent, legible, adapted for purpose	Wide range of accurate spelling strategies	Controlled, varied complex sentences	Full punctuation range used accurately	Cohesive, well-structured texts	Sophisticated cohesion	Ambitious, precise vocabulary	Purposeful, independent planning	Refines for impact