







Writing - Long Term Plan and Progression Document



Vision 	Intent 	Implementation 	Impact 
<p>At Eccleston Lane Ends, our vision is to create a stimulating and engaging writing curriculum using a high quality books that prepares our children for the future. Our teaching of writing enables children to experience language through different genres of writing using rich vocabulary and engaging books to encourage children to become lifelong, enthusiastic writers.</p>	<p>At Eccleston Lane Ends, our intent for writing is to develop a quality curriculum and nurture a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts.</p>	<p>Eccleston Lane Ends aims to:</p> <ul style="list-style-type: none"> •give writing a purpose and make it an enjoyable experience by presenting a wide variety of writing opportunities; •develop the children's confidence as young writers; •help children see writing as an important means of communication; •develop writing by positive teaching of skills and encouragement; •give each child the opportunity to write in a variety of genres and for a variety of audiences. <p>Classroom writing situations should emphasise to the children the purpose of Writing and give the children the opportunity to write in a variety of genres and for different purposes and audiences.</p> <p>Shared and modelled Writing, taking place within English lessons, allows the teacher to demonstrate good writing practice to the children while using their ideas. This is done using a variety of high quality texts using 'Pathways to Write'. Teachers must ensure that the writing demonstrated shows high expectations and covers the success criteria they would expect to see in the children's writing including across the ability groups.</p> <p>Children are expected to write daily in a range of forms. Throughout a Pathway to Write unit, Children will immerse themselves in the text to gain an understanding of the purpose</p>	<p>The organisation of the English curriculum has developed enthusiastic writers who enjoy showcasing their developing writing knowledge and skills. Children are confident to take risks in their writing, and love to discuss and share their ideas during English lessons. Outcomes of work in both English and topic books evidence the high quality of work and the impact of varied and cross-curricular writing opportunities. These enable children to write across a range of forms and adapt their writing successfully, considering the purpose.</p> <p>Children are assessed regularly using their independent pieces of writing. Attainment at the</p>



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		<p>for their writing using a hook. Children then will use 'mastery keys', gathering ideas and looking closely at the audience, content and sentence structures within their writing. This will involve lots of discussion and practise around spelling, grammar and punctuation, which is taught in context. Finally, children will have the opportunity to use what they have learnt to write independently using the skills they have learnt throughout the unit of work.</p> <p>In our School we have high expectations of presentation. To support this handwriting, practice is undertaken regularly across School and children write in pencil until they obtain a pen licence. Teachers and Teaching Assistants are expected to demonstrate high quality presentation and handwriting when marking, working with children or scribing in a lesson.</p>	<p>end of EYFS, KS1 and KS2 is above that of the Local and National Average.</p> <p>Children achieving greater depth is also above that of Local and National Average.</p>
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EYFS

In EYFS, children have daily fine motor opportunities. This allows for teachers to continually check the process of children's handwriting (pencil grip and letter formation). This allows for staff to give extra guidance where appropriate. Children use high quality texts and role play areas as a stimulus to write with a purpose, e.g. writing shopping lists, labelling characters and images. They will then develop this into writing instructions, simple punctuated sentences and use texts as a model for writing their own stories.

Writing Drivers



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EFYS						
Year 1						
Year 1/2						
Year 2						



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<p>Year <u>3</u></p>	 <p>Seal Surfer MICHAEL FOREMAN</p>	 <p>WINTERS CHILD Lauren Child</p>	 <p>STONE AGE BOY SATOSHI KITAMURA</p>	 <p>BIG BLUE WHALE NICOLA DAVIES Illustrated by NICK MALAND</p>	 <p>JOURNEY BEST Aaron Becker</p>	 <p>Zeraffa Giraffa Emma Carroll</p>
<p>Year <u>4</u></p>	 <p>GORILLA ANTHONY BROWNE</p>	 <p>LEON AND THE PLACE BETWEEN STELLA MALINGER Illustrated by GUY BAKER SMITH</p>	 <p>ESCAPE FROM POMPEII CHRISTINA BAILEY</p>	 <p>AMAZING ISLANDS NICOLA DAVIES Illustrated by NICK MALAND</p>	 <p>WHERE THE FOREST MEETS THE SEA by Jeannie Baker</p>	 <p>BLUE JOHN LITTLE EPOCH BERLIE DOHERTY Illustrated by Alexandria Neanakis</p>
<p>Year <u>5</u></p>	 <p>QUEEN OF THE FALLS CHRIS VAN ALLSBURG</p>	 <p>The Lost Happy Endings Carol Ann Duffy & Jane Rigby</p>	 <p>ARTHUR AND THE GOLDEN ROPE TED DERRIN</p>	 <p>The Darkest Dark Astronaut Chris Hadfield Illustrated by The Fox Brothers</p>	 <p>The PAPERBAG PRINCE Colin Thompson</p>	 <p>RADIANT CHILD JAVAKA STEPTOE THE STORY OF YOUNG ARTIST JEAN-MICHEL BASQUIAT</p>
<p>Year <u>6</u></p>	 <p>Star of Fear, Star of Hope J.R. R. TOLKIEN ILLUSTRATIONS BY JORANNA EAST</p>	 <p>Can We Save the Tiger? Martin Jenkins Illustrated by Vicky White</p>	 <p>Oscar Wilde Selfish Giant Illustrated by JANE BURN</p>	 <p>ISLAND A Story of the Galapagos JASON CHIN</p>	 <p>MANFISH A Story of Jacques Cousteau JASON CHIN</p>	 <p>SKY CHASERS Emma Carroll From a photograph by NEAL JACKSON</p>



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	I'm going to eat this ant by Chris Naylor-Ballesteros Writing Outcome: To label a plan and attempt to write a simple caption.	Naughty Bus by Jan and Jerry Oke Writing Outcome: To create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus.	The Gingerbread Man by Mara Alperin Writing Outcome: To depict the main events of the story using between 3 and 5 images. Pupils to mark make next to each image explaining what is happening.	The Pirates are Coming! by John Condon Writing Outcome: To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships.	The Whale Who Wanted More by Rachel Bright Writing Outcome: To rewrite the story.	Supertato by Sue Hendra Writing Outcome: To rewrite the story.
	Poetry: Creepy Crawly & Busy Bugs - Performance Poetry		Poetry: The Farmyard by A. A. Attwood - Performance Poetry		Poetry: Eat your Pea, Louise! - Performance poetry	
Year 1	Lost and Found by Oliver Jeffers Writing Outcome: Fiction	Nibbles: The Book Monster by Emma Yarlett Writing Outcome: Recount Diary entry	The Lion Inside by Rachel Bright Writing Outcome: Fiction Journey Story	The Curious Case of the Missing Mammoth by Ellie Hattie Writing Outcome: Fiction	Toys in Space by Mini Grey Writing Outcome: Fiction Fantasy Story	Goldilocks and Just the One Bear by Leigh Hodgkinson Writing Outcome: Fiction Traditional Tale



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	Adventure Story			Adventure story with a change of character		
	Poetry: There are no such thing as Monsters - Simple Language Patterns		Poetry: At the Zoo - List poem		Poetry: Senses - senses poem	
Year 1/2	Look Up! By Nathan Bryon Writing Outcome: Recount Diary Entry	The Great Fire of London by Emma Adams and James Weston Lewis Writing Outcome: Non-fiction Fact Sheet	Grandad's Camper by Harry Woodgate Writing Outcome: Fiction Narrative	My Name is Not Refugee by Kate Milner Writing Outcome: Recount	Tidy by Emily Gravett Writing Outcome: Persuasion Letter	Usborne Illustrated Stories from Shakespeare (The Tempest) Adapted by Rosie Dickens Writing Outcome: Fiction: Retell adapted version
	Poetry: Zebra Question - Riddle		Poetry: From a Railway Carriage - rhyming bird's eye view poem		Poetry: Father and I in the Woods - Shape poem	
Year 2	Troll Swap by Leigh Hodgkinson Writing Outcome: Story focus on characters	The Owl Who Was Afraid of the Dark by Jill Tomlinson (9Picture Book) Writing Outcome: Non-chronological Report	Dragon Machine by Helen Ward Writing Outcome: Fiction Adventure Story	Major Glad, Major Dizzy by Jan Oke Writing Outcome: Recount Diary	The Last Wolf by Mini Grey Writing Outcome: Letter	Grandad's Secret Giant by David Litchfield Writing Outcome: Fiction Moral Story



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	Poetry: The Owl and the Pussycat - Structured Language Patterns		Poetry: Night Sounds Poem		Poetry: Fox! - narrative poetry	
Year 3	Seal Surfer by Michael Foreman Writing Outcome: Recount Letter	Winter's Child by Angela McAllister Writing Outcome: Fiction Fantasy Story based on a fable.	Stone Age Boy by Satoshi Kitamyra Writing Outcome: Fiction Historical Narrative	Big Blue Whale by Nicola Davies Writing Outcome: Persuasion Information Article	Journey by Aaron Becker Writing Outcome: Fiction Adventure Story	Zeraffa Giraffa by Dianne Hofmeyr Writing Outcome: Persuasion Tourism Leaflet
	Poetry: Dance with me Autumn - 5-couplet poem		Poetry: The Magnificent Bull - Dinka-inspired poem		Poetry: Apes to Zebras - Shape poems	
Year 4	Gorilla by Anthony Browne Writing Outcome: Fiction Fantasy Story	Leon and the Place Between by Graham Baker-Smith Writing Outcome: Recount Diary	Escape from Pompeii by Christina Balit Writing Outcome: Fiction Historical Narrative	Amazing Islands by Sabrina Weiss and Kerry Hyndman, Koji's Island by The Literacy Company Writing Outcome: Fiction Adventure Story	Where the Forest Meets the Sea by Jeannie Baker and The Jungle Explorer by The Literacy Company Writing Outcome: Non-chronological Report	Blue John by Berlie Doherty Writing Outcome: Explanation Letter in role as caving expert
	Poetry: The Lost Property Office - List poems		Poetry: Windrush Child - free verse		Poetry: Look Closely - Haiku poem	



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Year 5	Queen of the Falls by Chris Van Allsburg Writing Outcome: Recount Diaries	The Lost Happy Endings by Carol Ann Duffy Writing Outcomes: Fiction Traditional Tale with alternative ending	Arthur and the Golden Rope by Joe Todd-Stanton Writing Outcome: Fiction Myth	The Darkest Dark by Chris Hadfield Writing Outcome: Recount Biography	The Paperbag Prince by Colin Thompson Writing Outcome: Persuasion Hybrid Leaflet	Radiant Child by Javaka Steptoe Writing Outcome: Non-fiction Information Text
	Poetry: The Moon - Range of poetry techniques		Poetry: Finding Magic - free verse metaphor focus		Poetry: Animals of Africa - word play poem	
Year 6	Star of Hope, Star of Fear by Jo Hoestlandt Writing Outcomes: Fiction Flashback Story Non-chronological report	Can We Save the Tiger? By Martin Jenkins Writing Outcomes: Informative hybrid booklet Recount Diary	Selfish Giant by Oscar Wilde Writing Outcomes: Fiction Classic Narrative Explanation	Island by Jason Chin and Jemmy Button by Alix Barzelay Writing Outcome: Recount Journalistic report	Manfish by Jennifer Berne Writing Outcomes: Recount Biography Fiction Adventure Story	Sky Chasers by Emma Carroll Writing Outcomes: Fiction Adventure story from 2 viewpoints Recount autobiography
	Poetry: A Tiger at the Zoo - effective language choices		Poetry: The Sea - narrative poem		Poetry: Sonnets: The View from a Hot Air Balloon - sonnet	



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