







# 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 range of tools 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 a variety of stimulus 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"><li>•give Writing a purpose and make it an enjoyable experience by presenting a wide variety of writing opportunities;</li><li>•develop the children's confidence as young writers;</li><li>•help children see writing as an important means of communication;</li><li>•develop Writing by positive teaching of skills and encouragement;</li><li>•give each child the opportunity to write in a variety of genres and for a variety of audiences.</li></ul> <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 books and film stimulus, mostly adapting 'The Write Stuff'. Teachers must ensure that the writing demonstrated shows high expectations and covers the success criteria they would expect to see in</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 end of EYFS, KS1 and KS2 is above that of the Local and National Average.</p>



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		<p>the children's writing including across the ability groups.</p> <p>Children are expected to write daily in a range of forms. Throughout a Write Stuff unit, Children will use experience days to immerse themselves in the text/film clip to gain an understanding of the purpose for their writing. Children then will follow highly structured and scaffolded writing lessons, gathering ideas and looking closely at the audience, content and sentence structures within their writing. This will involve lots of discussion around spelling, grammar and punctuation. 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>In the new English curriculum grammar and spelling now plays a key role in the children's writing. To support our children's grammar and spelling</p>	<p>Children achieving greater depth is also above that of Local and National Average.</p>
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progression and attainment the teachers integrate time to practising these skills within their English 'Write Stuff' lessons and through stand-alone lessons. Children will then use this in a follow up independent writing.

## 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	Read Write Inc writing (Book focuses)  The Naughty Bus (Information including labelling, captions, simple sentences with	Firework Night (List poem)  Something fishy (Literacy shed +)	Recount - Christmas (Time adverbs, adjectives)  Adventures are the pits (Literacy shed+)  Pinocchio (Narrative	How to plant a seed (Instructions)  Dangle (Setting description, sequencing sentences, adjectives)  Jack and the Beanstalk	The Way Back Home (Narrative Science Fiction)  Rhyming poetry (Linked to Liverpool week)	Bog Baby (Character description, letter,)  Polar Bears (Non Chronological report) Independent writing - Wombats/Kangaroos



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	capital letters and full stops)  The Train Ride  Extended piece in topics Weather report (Report)		Traditional Tale)	(Traditional Tales)		
<b>Year 2 cycle 1</b>	Little Red Reading Hood (Narrative Traditional tale)	Samuel Pepys (Setting description and diary entry) Use the book Vlad Bread (This can be changed) instructions (Instructions) Winter poetry (haiku and rhyming)	Handa's Surprise (Character description, adjectives, Narrative other cultures)  Big Cats (Non Chronological report)	The Queen's Knickers (Book review, description, Maid's diary, formal letter to the Queen)	Liverpool poetry (Calligrams/shape) Liverpool Architect (Biography) linked to Liverpool Week)	The Lighthouse Keeper's Lunch (Newspaper Article) The Crow's Tale (Narrative fable)
<b>Year 2 cycle 2</b>	The True Story of the Three Little Pigs (Traditional	Guy Fawkes (Setting description and diary entry)	Leopard's Drum (Character description, adjectives,	The Queen's Hat (Narrative Adventure- Extend for y2 objectives)	Liverpool poetry (Calligrams/shape) Liverpool Architect (Biography) linked	Katie Morag (Narrative Adventure, newspaper report,



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	Tale with a Twist, adapt Y3 planning)	Instructions based on another food type.  Poppy themed poetry (calligram/shape)	Narrative other cultures)  The Day the Crayon's Quit (Persuasive letter)	The Queen's Hat (Autobiography as if they are the Queen)	to Liverpool Week)  New Brighton/seaside destination (Information leaflet)	character description) Scotland (Non chronological)  Grace Darling (Biography)
<b>Year 3</b>	Non-fiction/Non-Chronological Report - Skeletons and Muscles  The Sound Collector (Performance Poetry)	Narrative - Adventure: The Secret of Black Rock  A magic medicine it shall be! - Play script	Street beneath my feet (explanation)  Persuasive writing: Holiday Brochure: Skara Brae	Narrative/Tragedy - Flood  Iron Man (Science fiction)	Non-Fiction: How a robot dog works  The Twits Worm spaghetti and dungballs (Recipe) Independent could link to GMM or your cooking in DT	Narrative/ Traditional tale - The Magic Paintbrush  S&L Debate (Whether Lord Carnarvon and Howard Carter should've opened Tutankhamun Tomb?)
<b>Year 4</b>	Theseus and the Minotaur (Myth)  How to slay the minotaur (Instruction) - Independent	Float (Narrative)  I asked the little boy who couldn't see (Poetry)	Holiday Brochure Sicily  Dracula's Whitby (Narrative story opener)	Journey Aaron Becker (Narrative adventure)	Charlie and Chocolate Factory (Newspaper)	Anglo-Saxon speech  Poetry Kenning



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	How to survive a mythical adventure					
<b>Year 5</b>	<p>Mars Transmission (Journal)</p> <p>Day of the Dead (Diary, setting description, Non chronological report, persuasive leaflet)</p> <p>Letter (To their seedling)</p>	<p>Highwayman (Descriptive writing and narrative Poetry)</p>	<p>The Nowhere Emporium (Narrative Mystery)</p> <p>Flanimals (Non-chronological)</p> <p>Lindisfarne (Newspaper report Viking Invasion)</p>	<p>Stroodle Straw (Persuasive Advert and radio Advert)</p> <p>The Princess' Blankets (Narrative Romance)</p>	<p>The Fantastic Flying Books of Mr Morris Lessmore (Narrative Fantasy)</p> <p>Trade Triangle (Structured poetry Haiku and Fibonacci Poetry)</p> <p>Middle Passage (Diary)</p>	<p>Screen Use (Balanced argument)</p> <p>Moving toy DT (Technical instructions)</p>
<b>Year 6</b>	<p>Goldilocks and the Three Bears (Newspaper Report) (Independent Jack and the Beanstalk)</p> <p>Blood (explanation)</p>	<p>Postcard from Prison (Postcard+Comedy)</p> <p>Alma (Narrative horror) - independent Francis</p> <p>Tenzing Norgay (Biography)</p> <p>Fictional mountain</p>	<p>Paperman (Narrative romance) (Independent Justino)</p> <p>Moth (Narrative poetry - link with evolution)</p>	<p>Rose Blanche (narrative Historical)</p> <p>Letters from the Lighthouse (Recount)</p> <p>Sainsburys advert (War Game) - informal letter</p>	<p>How a teacher really works (Explanation manual)</p> <p>Limerick poem (Liverpool week)</p>	<p>Formal letter</p> <p>Health inspector</p> <p>Grammarsaurus</p> <p>Should fast fashion be banned? (Discussion)</p>



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