



**BERROW PRIMARY**  
Church Academy

# Writing At Berrow



***'You write in order to change the world ...  
if you alter, even by a millimetre, the way  
people look at reality, then you can  
change it'***

**James Baldwin**

### **Writing**

At Berrow, we believe every child is an author and understand that developing a love for writing, and a life-long engagement with books and wider literature, is essential for each child to achieve across all aspects of the curriculum. We believe writing expresses thoughts and breaths creativity, allowing our children to make their mark and for their voices to be heard.

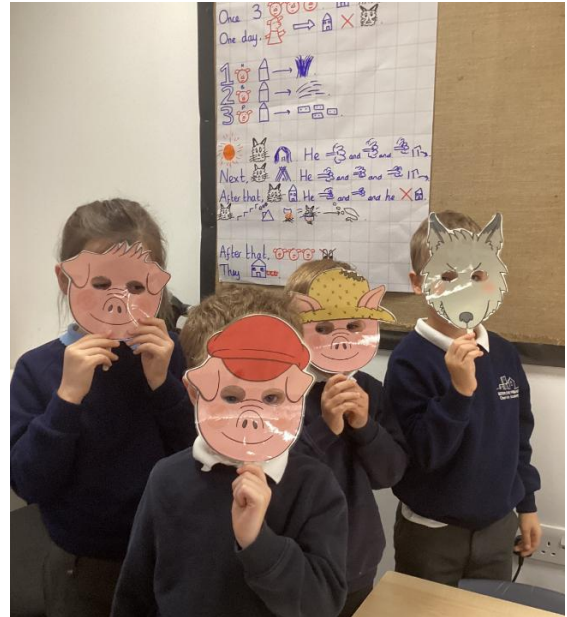
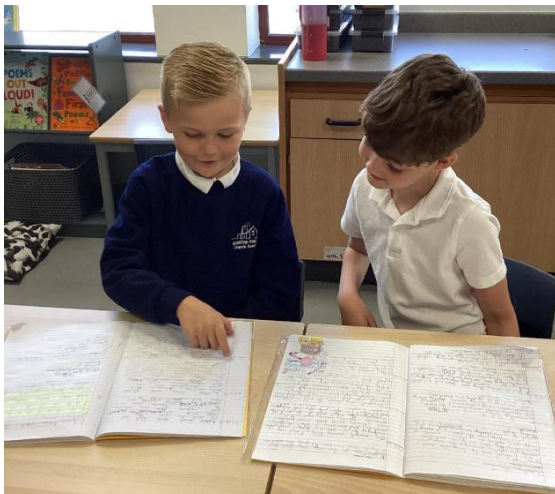
We promote a positive ethos, where children are able to develop their love of literacy and literature through being given many opportunities to write across the curriculum and apply taught skills in a nurturing and safe environment.

In order to develop as writers, children need:

- inspirational teachers who are writers
- experience of a wide range of texts
- opportunities to talk about what they write before, during and after writing
- experience of writing for a range of purposes

High-quality texts form the spine of our writing curriculum, allowing learners to access models of excellence whilst developing their own style of writing. We aim to model and immerse children in different styles of writing, including a wide range of vocabulary, rhythmic patterns and figurative language.

We know that children who read, and are read to by others, achieve significantly improved outcomes and that is why reading at Berrow is intrinsically linked to writing and wider English skills. Reading and writing are intertwined and are woven into the fabric of our English curriculum.



### **Learning Through Literature**

Our texts have been carefully selected to offer children an exposure to a broad and rich world of literature. Texts draw on difficult cultures from around the world that support deep discussions to enable our children to grow into successful citizens who will make a difference in the wider world.

Children are taught about cultures from around the world; broadening their horizons from their locality, culture and experience. Our children are encouraged to reflect, consider and establish different perspectives of all members of our society. Our texts teach children about different lifestyles, history and show case a wide variety of protagonists to inspire and motivate our leaders of the future.

By placing high quality texts at the centre of our learning, teachers use these texts as the context for meeting the requirements of the National Curriculum.

Whilst our texts and knowledge choice represent the core learning journey that children at Berrow will experience through literature, it is not a restrictive and exhaustive list. This forms the foundation and starting point of a deep journey through our curriculum of literature.

Our teachers bring each story to life whilst sparking awe and wonder.

Carefully selected high quality picture books are our starting point for each unit of writing. They may be further supported by extracts and other similarly inspiring works in order to allow children to make essential connections in literature.

Through literature, children from our demographic are taught about cultures from around the world; broadening their horizons from their locality, and our wider coverage is selected with this diversity in gender and culture deeply rooted at its heart.

### Little Learners Preschool Text Overview

Preschool	Term 1 What is in my house?			Term 2 What do I celebrate?			Term 3 What can I make?					
		Only one of you by Linda Kranz		My Magic Family-Lotte Jeffs and Sharon Davey		Supertato carnival catastrophe-Sue Hendra and Paul Linnet		Mog's Birthday-Judith Kerr		The enormous Turnip-Irene Yates (ladybird story)		Three Little Pigs- Nick Sharratt
		The Toy Maker – Martin Waddell and Terry Milne		Oliver's vegetables by Vivian French		Binny's Diwali-Thirty Umrigar		Dream Snow-Eric Carle-		Tough Trucks-Tony Milton and Ant Parker		The Elves and the shoe maker
	Term 4 What is in my Garden?			Term 5 What do I care about?			Term 6 What do I want to be?					
		The Leaf Thief-Alice Hemming.		Storm Dragon-Dianne Hofmeyr-		Forever Star-Gareth Peter		Love our earth-Jane Cabrera		I'm special, I'm me- Ann Meek and Sarah Massini		I try – Susie Brook
		Do you Love Bugs?- Matt Robertson		Hungry caterpillar-Eric Carle		Lulu gets a cat-Alanna Max		Hello Me-Dr Naira Wilson		A little bit brave – Nicola Kinnear		Who do you want to be when you grow up?
	Autumn Poetry			Spring Poetry			Summer Poetry					
	Poems/nursery rhymes: Harvest Time is Here Again I See Leaves			Poems/Nursery Rhymes: Christmas Pudding Twinkle Little Star The Firework Song			Poems/Nursery Rhymes: Crayon poem – James Carter Construction song			Poems/Nursery Rhymes: Harvest Time is Here Again I See Leaves		
	Poems/Nursery Rhymes: Christmas Pudding Twinkle Little Star The Firework Song			Poems/Nursery Rhymes: Christmas Pudding Twinkle Little Star Construction song			Poems/Nursery Rhymes: Christmas Pudding Twinkle Little Star The Firework Song			Poems/Nursery Rhymes: Crayon poem – James Carter Construction song		

### Reception Text Overview

Reception	Terms 1 and 2 What makes me unique and belong?			Terms 3 and 4 What makes living things change and grow?			Terms 5 and 6 What do other countries look like?					
	Key Text		Super Duper You		The colour of us by Lezette Rivera		The Tiny Seed by Eric Carle		Lifecycle – Egg to Chicken		Coming to England	
		The Colour Monster by Anna Lenas		Spreading by Wings by Nadiya Hussain		Where does my food come from / Oliver's Vegetables		Three billy goats gruff		Hand's surprise		The gingerbread Man
		Family and Me by Michaela Dias-Hayes		Goldilocks and the Three Bears		The very hungry caterpillar		Jack and the Beanstalk		The sea below my toes		Dear Greenpeace
	Poetry: Different but the same by Kate Williams			Poetry: Up with the dawn and the dogs and the ducklings by John Rice			Poetry: Living at the seaside by Marian Swinger					







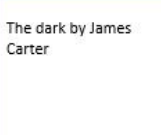



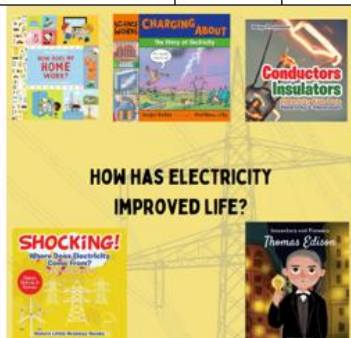
## Year 1 Text Overview

Year 1	Terms 1 and 2 What is around me?			Terms 3 and 4 What are things made from?			Terms 5 and 6 What is my village like?					
		Stuck by Oliver Jeffers		Night Gardener by the Fan Brothers		The Tree Little Pigs		The dragon Machine by Helen Ward		The lighthouse keeps lunch by Ronda and David Armitage		The Secret of the Black Rock by Joe Todd Stanton
	Poetry		Reading		Poetry		Reading		Poetry		Reading	
Key Texts		Tidy By Emily Gaffit		Rabbit and Bear – Julian Gough & Jim Field		<a href="#">Hurt No Living Thing</a> by <a href="#">Christina Rossetti</a>		Rosie Revere Engineer by Andrea Beaty		Flotsam by David Wisner		The Owl Who is afraid of the Dark by Jill Tomlinson
												












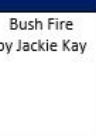





## Year 2 Text Overview

Year 2	Terms 1 and 2 What helps living things grow and thrive?			Terms 3 and 4 What difference can a person make?			Terms 5 and 6 What will we see when we explore the world?					
		Pip and Egg by Alex Latimer		The Secret Sky Garden by Linda Sarah		Home for Grace by Kathryn White		Nen and the lonely fisherman by Ian Eagleton		Hom The best of friends, the last of his kind by Jeanne Willis		Billy and the Pirates by Nadia Shireen
	Poetry		Reading		Poetry		Reading		Poetry		Reading	
Key Texts		Bloom by Anna Booth		Hedgehog by Dick Kingsmith		<a href="#">Kind Hearts are the Gardens</a> by Henry Wadsworth Longfellow		Charlie and the Chocolate Factory by Roald Dahl		The Owl and the Pussycat		The Wild Robot by Peter Brown
												

## Year 3 Text Overview

Year 3	Terms 1 and 2 How has electricity improved life?			Terms 3 and 4 How did people start to settle?			Terms 5 and 6 How do civilisations grow?		
									
	Poetry	Reading	Poetry	Reading	Poetry	Reading	Poetry	Reading	
Key Texts									
									



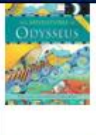








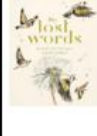




## Year 4 Text Overview

Year 4	Terms 1 and 2 How did the Roman invasion change life in Britain?			Terms 3 and 4 How is the natural world unpredictable?			Terms 5 and 6 How do animals survive and thrive?		
									
	Poetry	Reading	Poetry	Reading	Poetry	Reading	Poetry	Reading	
Key Texts									
									

## Year 5 Text Overview

Year 5	Terms 1 and 2 <b>Why do people invade and settle?</b>				Terms 3 and 4 <b>Why is our world unequal?</b>				Terms 5 and 6 <b>Why is it important to look after our world?</b>			
Key Texts		Arthur and the Golden Rope by Joe Todd and Stanton		Paper Son Inspiring Story of Tyrus Wong		Freedom on the Menu By Carol Boston		Moses By Carole Boston		The Giant and the Sea Trent Jamieson		The Crown by Emily Kapff
	Poetry		Reading		Poetry		Reading		Poetry		Reading	
		<a href="#">Refugee by Brian Bilson</a>		Riddle of the Runes by Janina Ramirez		<a href="#">Caged Bird by Maya Angelou</a>		Barnaby Rocket by John Boyne		Green Poems for a Blue Planet by Martin Kizsko		Boy in the Tower by Polly Ho-Yen
 <p><b>WHY DO PEOPLE INVADE AND SETTLE?</b></p>				 <p><b>WHY IS OUR WORLD UNEQUAL?</b></p>				 <p><b>WHY IS IT IMPORTANT TO LOOK AFTER OUR WORLD?</b></p>				

## Year 6 Text Overview

Year 6	Terms 1 and 2 <b>Why must we remember?</b>				Terms 3 and 4 <b>Why is power important?</b>				Terms 5 and 6 <b>Why do we need to adapt and change?</b>					
Key Texts		Rose Blanche by Ian McEwan		WALL by Tom Clohesy Cole		The adventure of Odysseus		Gender Swapped Greek Myths		The Golden Cage Anna Castagnoli & Caril Cneut		The Lost Words by Robert McFarlane and Jackie Morris		Darwin's Dragons Lindsay Galvin
	Poetry		Reading		Poetry		Reading		Poetry		Reading for Pleasure			
		<a href="#">Flanders Field by John McCrae</a>		Letters of the Lighthouse Emma Carroll		<a href="#">The Watchers by Joseph Coelho</a>		Percy Jackson by Rick Riordan		The Lost Words by Robert McFarlane and Jackie Morris		Darwin's Dragons Lindsay Galvin		
 <p><b>WHY MUST WE REMEMBER?</b></p>				 <p><b>Why is Power so important?</b></p>				 <p><b>WHY DO WE NEED TO ADAPT AND CHANGE?</b></p>						

## Phonics Scheme

At Berrow, we are dedicated to enabling our children to become enthused, engaged and successful writer. To achieve this, we implement structured daily phonic lessons where phonetic knowledge is developed. We use the Read, Write, Inc programme to deliver a highly successful, rigorous reading programme, which is carefully matched to the National Curriculum. This enables children to apply their reading skills when writing from the very beginning. Children progress through 3 sets of sounds, allowing them to learn the essential 'building blocks' of words to help them read and spell with greater fluency.

Phonics takes place across our school for 40 minutes per day, 8.50-9.30am.



Children are taught in small groups by our early English teaching team who have all had specific and specialised training in RWI.

All of our RWI lessons are taught using a consistent and repeated approach.

- **Revisit** the phonemes (sounds) already learned
- **Teach** new phonemes and graphemes
- **Practise** new phonemes learned
- **Apply** the new phonemes by reading and writing words
- **Assess** the new knowledge

All staff who teach using the RWI programme have had training to give them the skills, knowledge and confidence to plan, deliver and assess phonics to a high standard. Training is delivered fortnightly during 'practise time' and termly through the lens of phonics development days led by external experts. These training days provide opportunities for teachers to ask specific questions regarding any challenges they are facing, monitor children's progress and identify any gaps required to ensure our children stay on track.

Staff are very clear on progress expectations and which sounds children are expected to know and spell by each half term.

In EYFS, they are taught how to recognise and write the sounds that each individual letter makes, identify the sounds that different combinations of letters make and then blend these sounds together from left to right to make a word. Children can then use this knowledge to 'decode' new words they hear or see.

In KS1, children learn set 2 and 3 sounds, which enable them to read and write a range of words. Children learn different representations of a sound ('graphemes'). This enables children to become more confident with not only their reading, but also spelling and the development skills which are transferrable across the curriculum.

In Year 1, there is a greater emphasis on the reading of the sounds, whereas in year 2 this progresses by using the graphemes more in spelling. After completing the programme, Year 2 move towards our whole class reading approach.

As children are taught new sounds, they are taught formation rhymes to ensure they are able to form their letters correctly. This helps children to grasp and secure their fine motor skills during the early stages of Reception and KS1 building fluency and writing stamina across the curriculum.

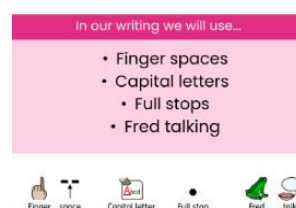
During phonics lessons, children learn to 'hold a sentence'. This is the regular teaching of dictation which gives children the opportunity to apply their phonics knowledge and practise key grammatical skills. This activity helps develop spelling and punctuation skills by encouraging children to remember the entire sentence and focus on the individual words and punctuation marks.

Our reading team are trained to use 'live marking and feedback' to address incorrect use of phonemes and graphemes as well as to incorrect letter formation and or missing punctuation. This helps our children to make progress during each lesson. Children are also taught to 'tick' or 'fix' their learning to improve.

### Red words 'Common Exception Words'

Common exception words are taught at each phase by looking at word parts that are not phonetically decodable (the 'tricky parts') and through the explicit teaching of spelling rules. Every phonics lesson is planned using an explicit, consistent structure to enable children to easily access new learning within a familiar framework. Every lesson includes the opportunity to revisit and review, teach, practise

At Berrow, every child matters and those children who still need support with phonics and early reading, writing and spelling during Early years/KS1 and beyond, will be supported using Fast Track Tutoring and Fresh start programmes to ensure they become successful readers.





## Spelling

Across KS1 and KS2, we use Spelling Shed's spelling scheme of learning to deliver high quality spelling lessons including the discrete teaching of spelling rules and patterns.

### The Science of Spelling

The Science of Spelling is a systematic approach that involves understanding the relationship between sounds and written symbols. Learning to spell is a key ingredient to becoming a good reader and is far more intricate than just memorising words.

There are over 300 words on the statutory spelling lists from years one to six. Committing each word to memory would be an enormous and daunting task for any learner. Instead, The Science of Spelling teaches children to recognise spelling patterns and highlights notable exceptions. Words are taught in context and linked to other words with similar patterns in order to fully explore their meanings.

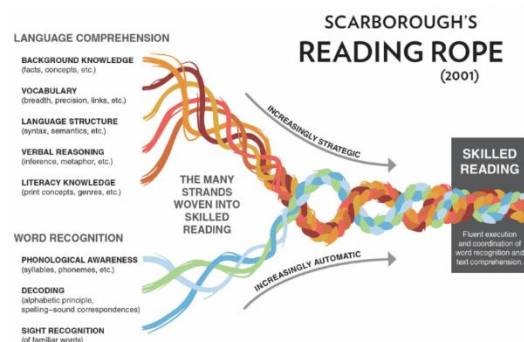
Written language is a form of communication. Errors in spelling can lead to misunderstandings and a loss of meaning. While the basic meaning may still be conveyed in a message peppered with spelling errors, the authority and tone of the communication have likely been lost. Daffern and Fleet (2021) notes that: "In an age of fast-paced digital modes of communication such as texting, emailing, and messaging through social media platforms, it seems more important than ever to be able to efficiently spell words in a range of contexts."

Learning to spell is a key ingredient to becoming a good reader and is far more intricate than just memorising words. Catherine Snow et al. (2005) summarise the real importance of spelling for reading as follows: "Spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading." Encoding (spelling) is a developmental process that impacts fluency, writing, pronunciation and

vocabulary. Fluency is best developed through a combination of mastering systematic phonics, practicing high frequency words and repeated readings (Moats, 1998; LeBerge & Samuels, 1974; Rasinski, 2009).

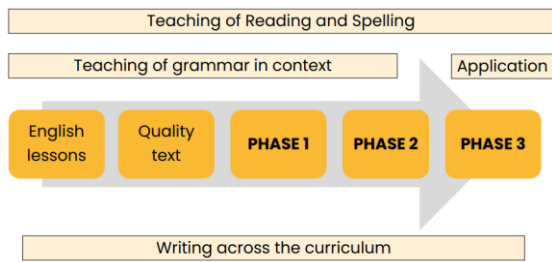
As pupils begin to master phonics, it is advantageous to use those skills to practice the 300 high frequency words that make up 65% of all texts (Fry, 1999). When the relationship between spelling and reading is conveyed, pupils gain a better understanding of the code and demonstrate gains in reading comprehension (Moats, 2005), vocabulary (Moats, 2005), fluency (Snow et al., 2005) and spelling (Berninger, 2012).

At the beginning of each Stage, there is an intentional spiral review of skills expected to have been acquired in the previous Stage but they also include words of increasing difficulty. Throughout the progression, new and more advanced concepts and skills are delicately intertwined within the review. This aids in linking past learning to the new concepts and skills and reinforces and solidifies learning. If pupils are struggling with a particular skill, teachers can use previous Stage lists, which will have a more in-depth focus to match pupils' needs. The majority of the words selected for each list contain only the grapheme-phoneme correspondences (GPC's) that have been previously reviewed to avoid cognitive overload, help ensure focus and attain mastery of the skill at hand.



To view the Spelling Curriculum Progression – click [here](#)

## The teaching of writing



The explicit teaching of writing at Berrow happens in three distinct ways: **modelled writing**, **shared writing and guided writing**.

### Modelled writing

This is where the teacher shows the children how to do something in writing that is new and will help the children make progress. The teacher writes in front of the children, on a flip chart or using a visualiser, giving a running commentary of their thought process as a writer. The children are witnessing a 'writer' at work. This modelling must be focused on 'making the invisible, visible' and centred on key aspects that need teaching linked to the learning objective.

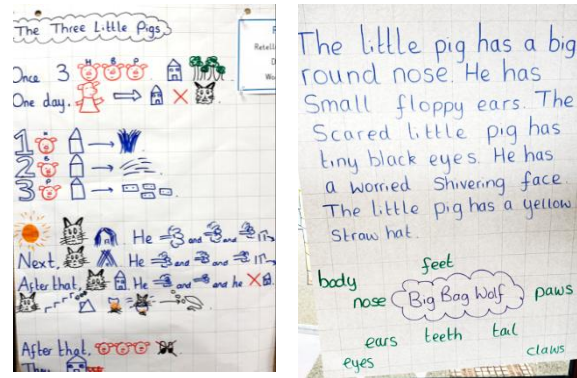
In this context, the modelled writing is the WAGOLL (What A Good One Looks Like) and, whilst teachers may sometimes present children with a pre-prepared and typed WAGOLL, the children will experience the process that an 'expert' goes through to produce that. Without that process they are only ever seeing the tip of the iceberg and not seeing all of the thinking, composing and refining that goes on in the writer's head.

### Shared Writing

This is an example of the class teacher and the children working collectively to create a piece of writing. The children compose orally and contribute to the shared writing process. This can bridge the gap between dependence and independence for many children. Teachers should always have a clear direction for the writing and should lead this process, modelling appropriate spelling, punctuation and grammar.

### Guided Writing

Guided writing is a form of targeted small group teaching. It focuses on children who have similar needs – or next steps – based upon a teacher's assessment of their writing; gaps in their skill set; and observations of how they write. It facilitates the teaching and learning of individual children within the group and allows the teacher to give live feedback. Working in small groups enables the teacher to tailor learning to meet the needs of the children.



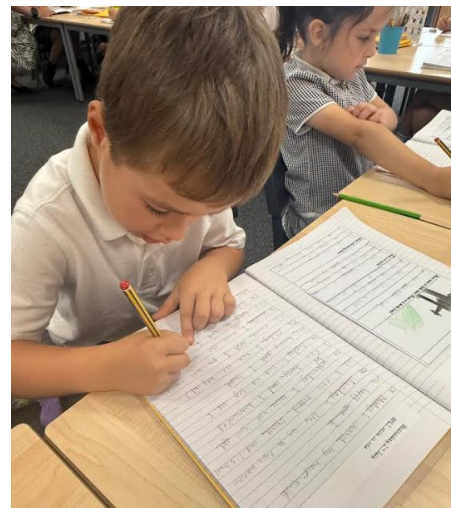
Within Key Stage One and Foundation Stage, and also for emerging writers in Key Stage Two, this may take the form of transcription. This is where the teacher dictates sentences which are tailored to support and practise spelling, punctuation and grammar, or phonics skills and common exception words that have been taught.

This means that the children are not having to focus on the composition of their writing. Guided writing accelerates progress by focusing on the child's next steps, giving them very explicit guidance and instruction.

### WAGGOLS

At Berrow, we use WAGOLLS (What A Good One Looks Like) to model high-quality writing for children. These may be taken from a range of professional sources or drafted by teachers. All WAGOLLS model high-quality vocabulary, punctuation and spelling. A part of this process may be presenting a WAGOLL with purposeful mistakes to support learning and opportunities to edit and revise a written piece.

We believe modelling high-quality examples of writing is fundamental to ensuring that we are demonstrating an example of the writing process. Teachers will always model on flip chart paper or under a visualiser to demonstrate this process to children.



## Handwriting

At Berrow Primary Church Academy, our handwriting curriculum is closely linked to our Read Write Inc. phonics scheme of learning progressing from Early Years through to year 6. Handwriting is taught progressively in-line with the requirements of the National Curriculum.

### We aim for our children to:

- Understand the importance of neat presentation in order to communicate their ideas clearly.
- Take pride in the presentation of their work and gain a sense of achievement.
- Present work in a neatly and legibly
- Use the correct letter formation.
- Develop fluency and speed whilst writing, so that they are able to write in a neat cursive style by the end of KS2.

### Knowledge, skills and understanding in the early stages children are taught:

- How to hold a pen/pencil correctly and form letters and numbers of regular size and shape.
- Write from left to write and top to bottom of a page.
- To form upper and lower case letters correctly.
- Put regular spaces between letters and words.
- The importance of clear and neat presentation in order to communicate meaning effectively.

### In the later stages children are taught to:

- Write legibly in a joined style with increased fluency and speed.
- Use different forms of handwriting for different purposes, e.g. understand that making quick written notes in English or jottings in maths does not require the same level of neatness across the curriculum

### Teachers use a variety of strategies for the teaching of handwriting including:

- Direction
- Demonstration
- Modelling
- Scaffolding
- Explanation

### Basic structure of a handwriting lesson

- Posture check and book positioning
- Teacher modelling on the visualiser / board / flip chart
- Children practising with teacher model, then from memory - repeated practise.

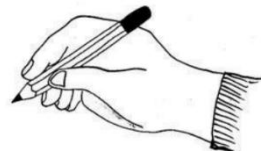
In EYFS and KS1, children use a pencil in their handwriting lessons.

In KS2, children use a pencil until the end of year 4 and during years 5 and 6, they begin to use a handwriting pen if they choose to.

Visual of Pencil Grip  
Left-Handed



Visual of Pencil Grip  
Right-Handed



### Letter formation

We teach the Read Write Inc letter formation. There are four types of letters: 'around', 'down', 'curly' and 'zigzag'.

'Around' letters:

a d g c o q

'Down' letters:

l h k b i j m  
n p r t u y

'Curly' letters:

e f s

Zigzag letters:

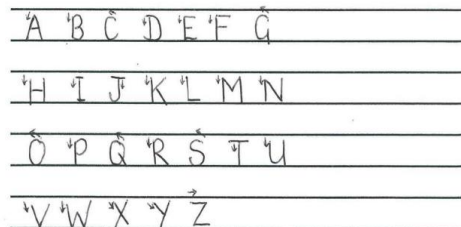
v w z x

See also the following which are available on the school drive:

- [RWI letter formation sheets a – z](#)
- ['Handwriting Stage 1a: Letter Formation'](#)
- ['Handwriting Stage 1b: Relative Size of Letters'](#)
- ['Handwriting Stage 2'](#)

### Capital Letter Formation

Upper case letters are formed as follows:



## Early Years Foundation Stage

In the Early Years, children's teaching and learning is based on 17 early learning goal descriptors that children should achieve at the end of Reception to meet a good level of development (GLD). Secure reading and writing outcomes are essential for children to meet many of the descriptors including listening and attention, understanding, speaking, moving and handling, reading and writing.

### 6.2 Specific areas of learning and their associated ELGs

#### Literacy

This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials such as books, poems, and other written materials to ignite their interest.

#### ELG 09 Reading:

- Children read and understand simple sentences
- They use phonic knowledge to decode regular words and read them aloud accurately
- They also read some common irregular words
- They demonstrate understanding when talking with others about what they have read

#### ELG 10 Writing:

- Children use their phonic knowledge to write words in ways which match their spoken sounds
- They also write some irregular common words
- They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible



### Little Learners Preschool

During the Early Years, children start their writing journey through the teaching of mark making, role play, storytelling and the development of gross motor skills, fine motor skills and physical development.

#### Nursery rhymes and Storytime

The main focus in our preschool classroom is reading stories and rhymes to develop help children's language. Our preschool practitioners carefully plan the nursery rhymes and stories throughout the curriculum to help build children's confidence, love for stories and oral rehearsal.

#### Role play together

Once the children know a story, they are given the opportunity to retell, act out and role play the story.

#### Writing through play

Children are introduced early to letters, their sounds (Set 1) and letter names. Children are taught to form letters through the use of letter rhymes and are provided with opportunities to practise these skills during provision. Children are also taught to apply this knowledge when learning to recognise, read and write their own name.



## Reception

Children at Berrow make a strong start in early years, using a 'phonics first' approach to reading and writing through the use of the Read Write Ink.

They have daily progressive phonic lesson where they are active participants. Children are given the task to practise their new skills through reading and writing and apply their skills at the end of the lesson by reading or writing a sentence. These phonic skills are then used as a basis for English planning in Reception.

It is essential in the Early Years that children are provided with rich opportunities where they can develop their own ideas through self-initiated reading and writing. To nurture this, Reception teachers plan for this during daily continuous and enhanced provision; this consists of an inspiring reading area, writing area, and role-play area full of writing opportunities as well as optimising the use of the outdoor space where children have access to a range of reading and writing materials: chalk, paint, clipboards and the story shed.



### Daily Handwriting – letter formation practice

As part of the phonics lesson, children are systematically taught the correct letter formation corresponding to each new sound they learn. A handwriting rhyme is introduced to support this process, and all staff members consistently guide children in forming their letters accurately.



## Dictation

As children progress throughout the year, they begin to practise writing phrases and simple sentences. Within phonics sessions, this is introduced through a strategy known as "Hold a Sentence"—a phonemically decodable sentence matched to the children's reading level and linked to the text they are reading.

Across the wider curriculum, we also incorporate a range of dictated sentences, allowing the content to align with each child's phonetic knowledge. This approach ensures that children are well-positioned for success. We place a strong emphasis on oral sentence composition during whole-class teaching and within continuous provision.

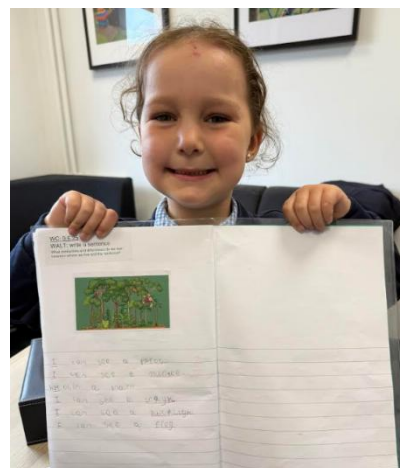
Alongside phonics teaching, children also begin weekly guided mark making and writing groups with their class teacher. Children are set tasks consistent with their current phonics knowledge, providing expectations which are achievable for all, regardless of their starting points. Children are asked to hear and write the initial sounds for common pictures and begin with the first 6 sounds (s, a, t, p, i, n) as one of their earliest directed writing tasks. Once children know more sounds, their phonics knowledge continues to be woven into the writing lessons and writing opportunities extend to being text-based to enthuse and inspire our writers, whilst still being focused on outcomes consistent with the sounds that the children know.

### Physical development

A child's physical development plays a vital role in their writing progression. Throughout the year, we plan and implement a range of gross and fine motor activities to ensure that pupils develop the necessary skills to write with fluency and control.

### Planned opportunities throughout play

Teachers plan a variety of writing opportunities across the Reception environment, using their knowledge of each child's development and next steps to inform the design of the learning space. The value of play as a powerful vehicle for learning is fully recognised and embedded within this approach.



## Progression in Writing in Years 1-6

We believe that all children are empowered in life when they can confidently communicate. Therefore, we aim to provide the children at Berrow with a secure foundation of writing for a purpose, to empower them to become writers who are equipped to use their skills confidently and creatively in opportunities presented to them both now and in the future.

Working collaboratively with [Claire Ridsdale \(Leaf Trust and Integra Schools; English School Improvement Partner; Head of English\)](#), we have carefully designed our English curriculum through the choosing of high quality texts and the use of the following progression in writing documents.

### Narrative Progression for Writing

***“After nourishment, shelter and companionship, stories are the thing we need most in the world.”***  
**Philip Pullman.**



We believe stories help us to understand the world we live in, to understand each other and to understand our emotions. They can transport us to other worlds; take us on extraordinary journeys and open our eyes to cultures and customs beyond our own experience.

Children's first encounters with narrative occur long before they start school: singing nursery rhymes; language and role-play; sharing board and picture books and watching familiar television programmes all develop a very early comprehension of stories.

At the start of our children's journey in Early Years, stories are an integral part of daily teaching, with story times, oral storytelling, drama and role play all helping to broaden children's understanding of literature.

This document has been written to support schools in planning progression in their teaching of fiction. It aims to provide guidance about the key components of stories (characterisation, setting, dialogue and plot), the skills and language features that may be taught in each year group to ensure that children's writing becomes more sophisticated as they progress through primary school (Claire Ridsdale, 2021) [Appendix –Fiction Progression](#)

## Non Fiction Progression for Writing



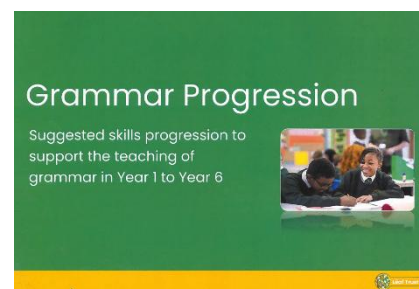
Understanding non-fiction is an essential feature of the broader curriculum. Children who become confident readers of non-fiction are able to access subject-specific content more easily, allowing them to develop their knowledge and make links with prior learning, often leading to academic success.

*‘The vocabulary and style of fiction is typically very different to many of the non-fiction informational texts so commonly read in the school curriculum.’*  
(Alex Quigley, 2018)

We know recognising and being able to use the features of writing to inform, argue and explain is therefore a key skill. We use this document that has been written to support schools in planning the progression of non-fiction teaching. It aims to provide guidance about the skills and features that are taught in each year group to ensure that children's writing in each text type becomes more sophisticated as they progress through primary school (Claire Ridsdale, 2021).

### [Appendix – Non Fiction Progression](#)

### Grammar Progression



Developing a clear progression for the teaching of grammar is crucial in supporting children to develop effective writing skills.

This document has been written to support schools across academy Trusts with their planning and the teaching of grammar. It is aligned with the Trust progression documents (Teacher Assessment criteria, writing exemplifications and Narrative and Non-Fiction progressions) and is intended to provide guidance for schools to ensure grammar is taught discretely building upon knowledge taught in each year group in line with the National Curriculum (Claire Ridsdale, 2025).





## Years 1- 6 Planning of Writing





Across Years 1-6 children are taught to write using a range of rich literature. Staff plan three weekly writing cycles working towards both narrative and non-fiction outcomes ensuring children understand the learning journey and the 'purpose for writing'. During the cycle, children are taught discrete grammar and punctuation skills, the power of figurative language and use of language pattern as well as how to structure and include the key features in a coherent piece.

Children are 'hooked' in during phase 1. They dive deep into the text and fully immerse themselves in the characters and setting. Throughout phase 2, children begin to learn the specific skills required to help prepare them to create their final piece such as sentence structures, language pattern and grammar techniques. During phase 3, children apply all of the skills they have learnt to create a final piece. Throughout each phase, children are given opportunities to apply skills along their learning journey through the use of 'short burst' writes. This helps children to build writing stamina throughout each unit whilst writing for purpose. Each unit, provides children with the skills they need to work towards achieving the objectives set out in the National Curriculum.

Example of Year groups – English long term planning overviews

### Berrow Primary Church Academy English Curriculum Long Term Plan

Year 2 Autumn				
What helps living things grow and thrive?				
Text	Narrative outcome	Non-Fiction outcome	Reading for Pleasure Class Texts	
<b>Term 1</b> Pip and Egg by Alex Latimer 	<b>Writing to Entertain</b> Simple re-tell OR Pip's story (What happened while Egg was away?)	<b>Writing to Inform</b> Recount: Egg's diary	The Hedgehog by Dick Kingsmith 	
<b>Grammar</b> Co-ordinating and subordinating conjunctions Expanded noun phrases to add interest and detail Progressive verb forms	<b>Narrative Features</b> Plan and write stories with a simple beginning, middle and end Describe key elements of the place Describe what can be seen Use noun phrases to support description Co-ordinating and subordinating conjunctions Expanded noun phrases to add interest and detail Progressive verb forms	<b>Non-Fiction Features</b> Opening that sets the scene Adverbs for time 5Ws: Who? What? Why? When? Where? Expanded noun phrases to add interest Simple closing statement	<b>Poem</b> Bloom by Anna Booth 	<b>Poetry Outcome</b> Repeated poetry 'It is good to be kind'
Text	Narrative outcome	Non-Fiction outcome	Linked Texts	
<b>Term 2</b> The Secret Sky Garden by Linda Sarah 	<b>Writing to Entertain</b> Story Innovation: A new place for Fanni and Zoo to improve	<b>Writing to Explain</b> Instruction: How to create a sky garden	Bug Hotel by Clover Robin The Wall and the Wild Christina Dendy & Katie Rewse Lifecycles: Seed to Sunflower Camilla De la Bedoyere Look and Wonder: The Amazing Life Cycle of Plants Kay Barnham The Big Book of Blooms Yuval Zommer The secret sky garden Linda Sarah	
<b>Grammar</b> Co-ordinating and subordinating conjunctions Expanded noun phrases to add interest and detail Progressive verb forms	<b>Narrative Features</b> Use a variety of simple noun phrase structures to add detail (e.g. the scary dragon; the huge and scary dragon, the huge, scary dragon.) Describe characters 'appearance and personalities Use noun phrases to describe physical appearance Choose verbs carefully to reflect the way characters act. Write narratives with a clear main character. Use 'stock' characters from shared reading (e.g. heroes, villains, wicked witch)	<b>Non-Fiction Features</b> chronological order equipment or material list (if appropriate) organisation using bullet points/numbers imperative verbs final evaluative statement		

Year 5 Summer				
Why is it important to look after our world?				
Text	Narrative outcome	Non-Fiction outcome	Reading for Pleasure Class Texts	
<b>Term 5</b> The Giant and the Sea Trent Jamieson 	<b>Writing to Entertain</b> Sequel: What happens the second time around?	<b>Writing to Argue</b> Discussion: the girl's speech to the people of the city persuading them to turn off the machine	Boy in the Tower by Polly Ho-Yen 	
<b>Grammar</b> Range of verb forms Fronted adverbials Expanded noun phrases Range of sentence types Range of clause structures, including relative clauses Parenthesis Cohesion within and between paragraphs Appropriate level of formality	<b>Narrative Features</b> Describe the place, time and environment, including the social/cultural context Show how the setting affects the plot e.g. how obstacles/limitations create conflict to overcome Use relative and subordinate clauses to add detail about the setting and its impact	<b>Non-Fiction Features</b> Previous related learning from persuasive texts and: title in the form of a question Present tense, third person Adverbs for quantity e.g. several, few, much and frequency e.g. seldom, frequently, rarely, consistently Modal verbs and adverbs for possibility Formal, impersonal style Appropriate, subject-related vocabulary Reasons with evidence to support each point Generic e.g. politicians, protesters, pollution and abstract nouns e.g. greed Structural signposts e.g. There are several reasons..., turning to... Simple structure e.g. - opening statement of the issues and preview of the main arguments- arguments for with supporting evidence- arguments against or alternative views, with supporting evidence- final summary and recommendation/conclusion	<b>Poem</b> Green Poems for a Blue Planet by Martin Kiszko 	<b>Poetry Outcome</b> Write a poem about environmental issues.
Text	Narrative outcome	Non-Fiction outcome	Linked Texts	
<b>Term 6</b> The Crown by Emily Kapff The Promise - 	<b>Writing to Entertain</b> Sequel – what is the new world like?	<b>Writing to Explain</b> Instruct: How to save the planet	Talking History – Link The Promise by Nicola Davies The Biggest Footprint: Eight Billion Humans. One Clumsy Giant by Rob & Tom Sears	
<b>Grammar</b> Range of verb forms Fronted adverbials Expanded noun phrases Range of sentence types Range of clause structures, including relative clauses Parenthesis Cohesion within and between paragraphs Appropriate level of formality	<b>Narrative Features</b> Describe characters 'motives Use noun phrases in apposition to emphasise aspects of characterisation Use the plot to reveal characterisation Use dialogue to show the relationship between characters Use a confidante where appropriate to reveal a characters 'true feelings	<b>Non-Fiction Features</b> Direct appeal to the reader for example through warnings, Don't add more glue...; additional advice, If it doesn't stick...; suggestions, You could improve it by...; persuasion, You're bound to love the result...; encouragement, Only one-step left... Rhetorical questions maintain the chosen level of formality throughout the text Write instructions at different levels of formality, using appropriate language and style		



