

Edward Peake CofE Middle School  
English Writing Curriculum Progression

**Curriculum Intent:**

The intention of our English curriculum is to provide all pupils with a broad, balanced and knowledge rich curriculum, one in which each child acquires and masters the skills necessary to access all curricula across the board and make good academic progress throughout. We aim to develop our pupils into the very best readers, writers, communicators and thinkers and do so by equipping them with a strong command of the English language. We have the very highest of expectations of our pupils and promote high standards throughout.

- **Live:** Ensure pupils are able to read, write, spell and speak **competently** in order to communicate ideas effectively to others so that they are ready for the next stage of their educational journey and for life beyond.
- **Love:** To help broaden pupils' access to a range of literature genres and authors, expanding their **cultural** capital, and foster a love of reading and inquisitive, **critical** and evaluative thinking.
- **Learn:** Develop independent, confident and successful readers and writers who are developed culturally, socially and emotionally, able to express themselves **creatively** in a variety of forms.

There are four key concepts which underpin the study of English at Edward Peake: **Competence, Creativity, Culture** and **Critical Understanding**. All that we do in English addresses these key concepts.

**Competence:**

- Pupils are clear, coherent and accurate in spoken and written communication
- Pupils read and understand a range of texts and respond appropriately
- Pupils demonstrate a secure understanding of the conventions of written language
- Pupils adapt in a range of familiar and unfamiliar contexts within and beyond the classroom

**Creativity:**

- Pupils make fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature
- Pupils use inventive approaches to making meaning, take risks, play with language and use it to create new effects
- Pupils use imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters
- Pupils use creative approaches to answering questions, solving problems and developing ideas

**Culture:**

- Pupils gain a sense of the English heritage and engage with important texts in it
- Pupils explore how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions
- Pupils understand how English varies locally and globally, and how these variations relate to identity and cultural diversity

**Critical Understanding:**

- Pupils engage with ideas and texts, understand and respond to the main issues
- Pupils access the validity and significance of information and ideas from different sources
- Pupils explore others' ideas and develop their own
- Pupils analyse and evaluate spoken and written language to appreciate how meaning is shaped.

| Skills and Knowledge            | Year 5  | Year 6  | Skills and Knowledge  | Year 7   | Year 8   |
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| <p><b>Writing- Spelling</b></p> | <p>Know how to spell words using spelling patterns and rules covered in Year 5. Including but not limited to:<br/>words with 'silent' letters.<br/>homophones and other words which are often confused.</p> <p>Know how to apply 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.</p> <p>Know how to use prefixes and suffixes and understand the guidance for adding them.</p> <p>Know how to use dictionaries to check the spelling and meaning of words.</p> | <p>Know how to spell words using spelling patterns and rules covered in Year 5 and 6. Including but not limited to:<br/>words with 'silent' letters.<br/>homophones and other words which are often confused.<br/>Words with double letters<br/>Words in the Year 5 and 6 spelling index</p> <p>Know how to apply 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.</p> <p>Know how to use prefixes and suffixes and understand the guidance for adding them</p> <p>Know how to use dictionaries to check the spelling and meaning of words.</p> | <p><b>Writing - Technical Accuracy</b></p> <p><b>Spelling</b></p> | <p>Know how to spell most common vocabulary accurately with some polysyllabic vocabulary secure.</p> | <p>Know how to spell generally accurately, including a range of polysyllabic vocabulary.</p> |

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|                                     | <p><b>Where in the curriculum this is taught:</b></p> <p>Autumn Term- The Last Wild<br/>Spring Term- Mama Miti<br/>Summer Term- The London Eye Mystery</p> <p>Weekly Big Write and response to feedback sessions.</p> <p>Spelling Shed.</p> | <p><b>Where in the curriculum this is taught:</b></p> <p>Autumn Term- Clockwork<br/>Spring Term- Song from Somewhere Else<br/>Summer Term- Goodnight Mr Tom</p> <p>Weekly Big Write and response to feedback sessions.</p> <p>Spelling Shed.</p> |  | <p><b>Where in the curriculum this is taught:</b></p> <p>Autumn Term- Oliver Twist<br/>Spring Term- The Adventures of Sherlock Holmes<br/>Summer Term- A Midsummer Night's Dream</p> | <p><b>Where in the curriculum this is taught:</b></p> <p>Autumn Term- Macbeth<br/>Spring Term- Stories and Poems from Other Cultures<br/>Summer Term- Refugee Boy</p> |
| <b>Handwriting and presentation</b> | <p>Know how to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Know how to use the writing implement that is best suited for a task.</p>                              | <p>Know how to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Know how to write fluently, at speed whilst maintaining legibility.</p>                                     |  | <p>Know how to use what they know about letter formation to write in a legible way.</p>  | <p>Know how to use what they know about letter formation to write in a legible way.</p>   |
|                                     | <p>Where in the curriculum this is taught:</p> <p>Autumn Term- The Last Wild<br/>Spring Term- Mama Miti<br/>Summer Term- The London Eye Mystery</p>   | <p>Where in the curriculum this is taught:</p> <p>Autumn Term- Clockwork<br/>Spring Term- Song from Somewhere Else<br/>Summer Term- Goodnight Mr Tom</p>   |  | <p>Where in the curriculum this is taught:</p> <p>Autumn Term- Oliver Twist<br/>Spring Term- The Adventures of Sherlock Holmes<br/>Summer Term- A Midsummer Night's</p>              | <p>Where in the curriculum this is taught:</p> <p>Autumn Term- Macbeth<br/>Spring Term- Stories and Poems from Other Cultures<br/>Summer Term- Refugee Boy</p>        |

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|                                      | Weekly Big Write and response to feedback sessions.<br><br>Interventions.  | Weekly Big Write and response to feedback sessions.<br><br>Interventions.   |  | Dream  |  |
| <b>Writing - composition of text</b> | <p>Know how to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Know how to, in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Know how to note and develop initial ideas, drawing on reading and research where necessary</p> <p>Know how to consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a</p> | <p>Know how to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Know how to, in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Know how to note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Know how to write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including</p> | <b>Writing - Content and Organisation</b><br><br><b>Style and Impact</b> | <p>Know how to communicate ideas, developed with some imaginative detail.</p> <p>Know how to demonstrate sound awareness of how to write for a number of different purposes and show some awareness of writing for a particular audience.</p> <p>Know how to select some sentences and vocabulary attached to form, purpose and/or audience.</p> | <p>Know how to clearly communicate with imaginative detail.</p> <p>Know how to demonstrate sound awareness of writing for a number of different audiences and styles, both formal and informal.</p> <p>Know how to match Ideas, tone and language choices to form, audience and purpose.</p> |

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|  | <p>range of audiences and purposes.</p> <p>Know how to describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>Know how to regularly use dialogue to convey a character and to advance the action.</p> <p>Know how to perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p> | <p>literary language, characterisation, structure, etc.).</p> <p>Know how to distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>Know how to select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> |  |   |  |
|  | <p>Where in the curriculum this is taught:</p> <p>Autumn Term- The Last Wild<br/>Spring Term- Mama Miti<br/>Summer Term- The London Eye Mystery</p> <p>Weekly Big Write and response to feedback sessions.</p>   | <p>Where in the curriculum this is taught:</p> <p>Autumn Term- Clockwork<br/>Spring Term- Song from Somewhere Else<br/>Summer Term- Goodnight Mr Tom</p> <p>Weekly Big Write and response to feedback sessions.</p>  |  | <p>Where in the curriculum this is taught:</p> <p>Autumn Term- Oliver Twist<br/>Spring Term- The Adventures of Sherlock Holmes<br/>Summer Term- A Midsummer Night's Dream</p> | <p>Where in the curriculum this is taught:</p> <p>Autumn Term- Macbeth<br/>Spring Term- Stories and Poems from Other Cultures<br/>Summer Term- Refugee Boy</p> |

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|   | <p>Dedicated time given to develop pupils' love for reading, reading for pleasure and discussing reading.</p> <p>Accelerated Reader.</p> <p>myON.</p>   | <p>Dedicated time given to develop pupils' love for reading, reading for pleasure and discussing reading.</p> <p>Accelerated Reader.</p> <p>myON.</p>  |   |   |  |
| <p><b>Writing- composition</b><br/>Drafting and writing texts</p> | <p>Know how to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Know how to, in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action<br/>Précising longer passages</p> <p>Know how to use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Know how to use further organisational and presentational devices to structure text and to guide the</p> | <p>Know how to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Know how to, in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action<br/>Précising longer passages.</p> <p>Know how to use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Know how to use further organisational and presentational devices to structure</p> | <p><b>Writing - Content and Organisation</b></p> <p><b>Organisation</b></p> | <p>Know how to organise ideas clearly, likely with a clear beginning and ending.</p> <p>Know how to use a wide range of vocabulary with some complexity in their work, with some effective choices.</p> <p>Know how to consistently use paragraphs.</p> <p>Know how to use more complex conjunctions (e.g. subordinating conjunctions).</p> | <p>Know how to organise their writing so that it is well-structured.</p> <p>Know how to consistently use appropriate paragraphs.</p> <p>Know how to use a range of linking techniques appropriately.</p> |

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|   | reader.   | text and to guide the reader.   |   |  |  |
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| <p><b>Writing- composition</b></p> <p>Evaluate and edit texts</p> | <p>Know how to assess the effectiveness of their own and others' writing.</p> <p>Know how to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Know how to proofread</p>  | <p>Know how to assess the effectiveness of their own and others' writing.</p> <p>Know how to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>   | <p><b>Writing - Technical Accuracy</b></p> <p><b>Sentence and punctuation</b></p> | <p>Know how to effectively evaluate the effectiveness of their own and others' writing and make appropriate changes to improve their writing.</p> <p>Know how to construct a variety of sentence structures using more complex connectives (e.g. subordinating</p> | <p>Know how to effectively evaluate the effectiveness of their own and others' writing and make appropriate changes to improve their writing.</p> <p>Know how to construct a variety of sentence structures, sometimes for effect.</p> |

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|  | <p>for spelling and punctuation errors.</p> <p>Know how to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Know how to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> | <p>Know how to proofread for spelling and punctuation errors.</p> <p>Know how to ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Know how to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Know how to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> |  | <p>conjunctions)</p>  |  |
|  | <p>Where in the curriculum this is taught:</p> <p>Autumn Term- The Last Wild<br/>Spring Term- Mama Miti<br/>Summer Term- The London Eye Mystery</p> <p>Weekly Big Write and</p>   | <p>Where in the curriculum this is taught:</p> <p>Autumn Term- Clockwork<br/>Spring Term- Song from Somewhere Else<br/>Summer Term- Goodnight Mr Tom</p>   |  | <p>Where in the curriculum this is taught:</p> <p>Autumn Term- Oliver Twist<br/>Spring Term- The Adventures of Sherlock Holmes<br/>Summer Term- A Midsummer Night's Dream</p> | <p>Where in the curriculum this is taught:</p> <p>Autumn Term- Macbeth<br/>Spring Term- Stories and Poems from Other Cultures<br/>Summer Term- Refugee Boy</p> |



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|                                    | response to feedback sessions.   | Weekly Big Write and response to feedback sessions.  |  |   |  |
| <b>Writing - use of vocabulary</b> | <p>Know how to use a thesaurus to choose appropriate vocabulary.</p> <p>Know how to use extended noun phrases to convey complicated information concisely.</p> <p>Know how to use modal verbs or adverbs to indicate degrees of possibility.</p> | <p>Know how to use a thesaurus to choose appropriate vocabulary.</p> <p>Know how to use extended noun phrases to convey complicated information concisely.</p> <p>Know how to use modal verbs or adverbs to indicate degrees of possibility.</p> | <b>Writing - Technical Accuracy Vocabulary</b> | Know how to use a wide range of vocabulary with some complexity in their work, with some effective choices.   | Know how to choose increasingly sophisticated vocabulary to suit the purpose.  |
|                                    | <p>Where in the curriculum this is taught:</p> <p>Autumn Term- The Last Wild<br/>Spring Term- Mama Miti<br/>Summer Term- The London Eye Mystery</p> <p>Weekly Big Write and response to feedback sessions.</p>                                   | <p>Where in the curriculum this is taught:</p> <p>Autumn Term- Clockwork<br/>Spring Term- Song from Somewhere Else<br/>Summer Term- Goodnight Mr Tom</p> <p>Weekly Big Write and response to feedback sessions.</p>                              |  | <p>Where in the curriculum this is taught</p> <p>Autumn Term- Oliver Twist<br/>Spring Term- The Adventures of Sherlock Holmes<br/>Summer Term- A Midsummer Night's Dream</p> <p>:</p> | <p>Where in the curriculum this is taught</p> <p>Autumn Term- Macbeth<br/>Spring Term- Stories and Poems from Other Cultures<br/>Summer Term- Refugee Boy:</p> |
| <b>Writing - use of grammar</b>    | To know how to use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should,  | To know how to ensure the consistent and correct use of tense throughout all pieces of writing, including the correct  |  | Know how to ensure tense agreement is consistent.   | Know how to ensure tense agreement is consistent throughout.   |

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|  | <p>might, etc.</p> <p>Know how to ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p>Using expanded noun phrases to convey complicated information concisely<br/>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>To know how to use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To know how to use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who</p> | <p>subject and verb agreement when using singular and plural.</p> <p>Using expanded noun phrases to convey complicated information concisely<br/>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms<br/>Using passive verbs to affect the presentation of information in a sentence<br/>Using the perfect form of verbs to mark relationships of time and cause<br/>Differences in informal and formal language<br/>Synonyms &amp; Antonyms<br/>Further cohesive devices such as grammatical connections and adverbials<br/>Use of ellipsis</p> <p>Using hyphens to avoid</p> |  |  |  |
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|  | <p>was a famous inventor, had made a new discovery.</p> <p>To know the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p> | <p>ambiguity<br/>Using semicolons, colons or dashes to mark boundaries between independent clauses<br/>Using a colon to introduce a list<br/>punctuating bullet points consistently</p> <p>To know how to use the subjunctive form in formal writing.</p> <p>To know how to use the perfect form of verbs to mark relationships of time and cause.</p> <p>To know how to use the passive voice.</p> <p>To know how to use question tags in informal writing.</p> <p>To know the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p> |  |  |  |
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|                                    | <p>Autumn Term- The Last Wild<br/>Spring Term- Mama Miti<br/>Summer Term- The London Eye Mystery</p> <p>Weekly Big Write and response to feedback sessions.</p> <p>Dedicated time given to develop pupils' love for reading, reading for pleasure and discussing reading.</p> <p>Accelerated Reader.<br/>myON.</p> | <p>Autumn Term- Clockwork<br/>Spring Term- Song from Somewhere Else<br/>Summer Term- Goodnight Mr Tom</p> <p>Weekly Big Write and response to feedback sessions.</p>  |  | <p>Autumn Term- Oliver Twist<br/>Spring Term- The Adventures of Sherlock Holmes<br/>Summer Term- A Midsummer Night's Dream</p> | <p>Autumn Term- Macbeth<br/>Spring Term- Stories and Poems from Other Cultures<br/>Summer Term- Refugee Boy</p> |
| <b>Writing - using punctuation</b> | <p>To know how to use punctuation taught earlier in the key stage, accurately in their writing</p> <p>To know how to use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To know how to use brackets, dashes or commas to indicate parenthesis.</p>   | <p>To know how to use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p> |  | <p>Know how to use a range of punctuation mostly with success.</p>   | <p>Know how to use a range of punctuation mostly with success and sometimes for effect.</p>                     |
|                                    | Where in the   | Where in the  |  | Where in the   | Where in the  |

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|  | <p>curriculum this is taught:</p> <p>Autumn Term- The Last Wild<br/>Spring Term- Mama Miti<br/>Summer Term- The London Eye Mystery</p> <p>Weekly Big Write and response to feedback sessions.</p> | <p>curriculum this is taught:</p> <p>Autumn Term- Clockwork<br/>Spring Term- Song from Somewhere Else<br/>Summer Term- Goodnight Mr Tom</p> <p>Weekly Big Write and response to feedback sessions.</p> |  | <p>curriculum this is taught:</p> <p>Autumn Term- Oliver Twist<br/>Spring Term- The Adventures of Sherlock Holmes<br/>Summer Term- A Midsummer Night's Dream</p> | <p>curriculum this is taught:</p> <p>Autumn Term- Macbeth<br/>Spring Term- Stories and Poems from Other Cultures<br/>Summer Term- Refugee Boy</p> |
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Curriculum Impact:

- **Live:** Ensure pupils are able to read, write, spell and speak **competently** in order to communicate ideas effectively to others so that they are ready for the next stage of their educational journey and for life beyond.
- **Love:** To help broaden pupils' access to a range of literature genres and authors, expanding their **cultural** capital, and foster a love of reading and inquisitive, **critical** and evaluative thinking.
- **Learn:** Develop independent, confident and successful readers and writers who are developed culturally, socially and emotionally, able to express themselves **creatively** in a variety of forms.