

English Curriculum Coverage

Intent

At Bridge Street, we believe every child has a voice and deserves the opportunity to become a confident communicator, reader and writer, regardless of their starting point. Many of our pupils have experienced interrupted education, barriers to learning or significant gaps in their literacy development. Our English curriculum has therefore been designed around developmental stages rather than chronological year groups, ensuring that every pupil can access learning that is appropriately matched to their current stage of development while maintaining high expectations.

Our curriculum is underpinned by the principles of Talk for Writing, recognising that children need to hear language, speak language and rehearse ideas before they can write confidently and independently. Oral language, storytelling and vocabulary development are central to every stage of learning and provide the foundation for successful reading and writing.

The curriculum has been carefully sequenced so that knowledge and skills build progressively from Stage N through to Stage 6. Children revisit and consolidate previous learning while gradually developing greater independence, accuracy and confidence. Each stage focuses on the development of:

- Spoken language and communication
- Reading comprehension and language acquisition
- Writing composition
- Grammar and punctuation
- Vocabulary development
- Transcription, handwriting and spelling
- Independent application across the wider curriculum

High-quality texts are used to expose pupils to ambitious vocabulary, rich language structures and a wide range of genres. Through imitation, innovation and invention, pupils learn how effective writing is constructed before applying these skills independently.

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The curriculum promotes purposeful writing across all curriculum areas, enabling children to write for a range of audiences and purposes. As pupils progress, they develop resilience, creativity and pride in their work through regular opportunities to plan, draft, edit and improve their writing.

By the end of Stage 6, pupils will be confident, independent writers who can communicate clearly, write for different audiences and purposes, and successfully access the next stage of their education.

Why Stages?

This curriculum has been organised into developmental stages rather than chronological year groups to reflect the needs of pupils at Bridge Street. Children may move through stages at different rates depending on prior learning, attendance, SEND and social, emotional and mental health needs. The stages ensure high expectations while allowing teaching to be matched to pupils' current attainment rather than age.

Implementation

Our English curriculum is delivered through a structured developmental model from Stage N to Stage 6. Teaching is informed by Talk for Writing principles, enabling pupils to learn language through imitation, innovation and independent application. High-quality texts form the basis of each unit and are used to develop reading comprehension, vocabulary, spoken language and writing outcomes simultaneously.

Teachers explicitly model reading and writing through shared, guided and independent practice. New vocabulary is taught directly and revisited regularly to support language acquisition. Oral rehearsal, storytelling, discussion and drama are embedded throughout the curriculum to ensure pupils can articulate ideas confidently before recording them in writing.

Progression is mapped through clearly defined developmental stages rather than chronological year groups, ensuring learning is appropriately matched to pupils' current attainment. Assessment is ongoing and informs planning, intervention and next steps for

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learning. Pupils are regularly given opportunities to write for different purposes and audiences across the curriculum, applying their knowledge independently in meaningful contexts.

Reading is promoted through a carefully selected reading spine, exposure to high-quality literature, daily reading opportunities and explicit teaching of comprehension strategies. Writing, grammar, handwriting, spelling and vocabulary are taught progressively and revisited regularly to ensure knowledge is retained and applied independently.

Impact

The impact of the English curriculum is evidenced through pupils' ability to communicate confidently, read with increasing fluency and comprehension, and write independently for a range of purposes and audiences. Pupils demonstrate progression through the developmental stages by applying previously taught knowledge and skills with increasing accuracy, confidence and independence.

By the end of each stage, pupils produce a range of independent writing outcomes that reflect the expectations set out within the curriculum. Outcomes show clear progression in vocabulary, sentence construction, text organisation, grammar and punctuation. Pupils are able to discuss texts thoughtfully, use ambitious vocabulary and explain their choices as readers and writers.

Teachers monitor progress through ongoing assessment, independent writing, pupil conferencing, moderation activities and review of pupils' work over time. This enables leaders to evaluate curriculum effectiveness and ensure that pupils continue to make strong progress from their individual starting points.

Ultimately, pupils leave Bridge Street as confident communicators who can read widely, think critically and write effectively. They are equipped with the literacy skills necessary to access the next stage of education and participate successfully in the wider world.

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Stage N

Respect points 3-5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-term Focus	Becoming Communicators	Joining in with Stories and Rhymes	Becoming Story Explorers	Retelling Familiar Stories	Creating Stories Through Play	Becoming Storytellers
Communication & Language	Develop attention and listening through songs, stories and play. Follow simple one-step instructions.	Join in with repeated phrases and rhymes. Respond to simple questions.	Listen to longer stories and answer who and what questions.	Retell familiar events using pictures and props.	Use talk to explain ideas and make choices.	Speak in simple sentences to share experiences and ideas.
Reading	Enjoy sharing books and rhymes with adults. Handle books appropriately.	Recognise familiar rhymes, stories and characters.	Join in with repeated refrains and story language.	Talk about what is happening in pictures.	Predict what might happen next in familiar stories.	Retell familiar stories using props and story maps.
Writing and Mark Making	Explore mark making using a range of media.	Give meaning to marks and drawings.	Draw pictures and talk about what they represent.	Use marks to represent people, objects and stories.	Create simple picture sequences.	Draw and orally tell simple stories and experiences.

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Physical Development	Finger strength, wrist extension, gross motor proprioception.	Inferior pincer grip, hand-eye coordination and vestibular processing.	Neat pincer grip, crossing the midline, pressing and stamping.	Scissor hold, thumb rotation and hand strength.	Forming circles and lines, postural control and wrist stability.	Purposeful mark making, copying marks and shoulder stability.
Talk for Writing	Join in with actions, songs and familiar story language.	Learn and retell simple stories using actions and props.	Retell familiar stories using repeated phrases.	Use story maps and sequencing pictures to retell stories.	Innovate familiar stories orally by changing a character or object.	Create and share simple oral stories with adult support.
Vocabulary Development	Name familiar people, objects and classroom resources.	Learn nursery rhyme and story vocabulary.	Learn and use topic-specific vocabulary.	Use simple describing words when talking about stories and experiences.	Compare objects using vocabulary such as big, small, same and different.	Use new vocabulary independently in play and conversation.
Continuous Provision	Small world play, role play, sensory trays, construction, book corner, mark-making station.	Nursery rhyme provision, puppets, story sacks, painting and fine motor activities.	Gardening, investigation areas, transient art and mark making.	Animal habitats, small world play and storytelling baskets.	Role-play professionals, construction challenges and outdoor exploration.	Story creation stations, loose parts play, maps and adventure role play.
Adult-led Writing	Large-scale mark making and name recognition activities.	Meaningful marks linked to stories and rhymes.	Drawing and talking about pictures.	Creating simple picture sequences.	Oral storytelling with adult scribing.	Shared storytelling and creating class books.

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Independent Writing Outcomes	Makes marks with a purpose.	Gives meaning to marks and drawings.	Draws and talks about ideas.	Uses marks to represent events and stories.	Creates simple picture sequences independently.	Draws and orally retells a simple story.
End of Half-term Expectations	Can listen for short periods and engage in mark making.	Joins in with familiar rhymes and repeated story language.	Talks about pictures and familiar stories.	Retells familiar events using pictures and props.	Uses talk to explain simple ideas and makes purposeful marks.	Retells familiar stories and creates simple oral narratives independently.

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Stage R

Respect points 6-8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-term focus	Becoming storytellers	Retelling familiar stories	Innovating stories	Becoming independent writers	Applying writing across provision	Ready for Year 1
Communication & Language	Listen to and join in with repeated stories. Retell with actions, props and puppets. Learn and use new vocabulary.	Retell familiar stories with increasing independence. Sequence events using story language.	Innovate stories orally by changing characters, settings or events. Ask and answer questions about stories.	Tell simple stories from imagination. Explain ideas using full sentences.	Sustain conversations and explain ideas clearly. Retell stories independently.	Confidently create and tell original stories. Speak clearly in complete sentences.
Reading	Enjoy sharing books. Recognise print carries meaning. Join in with repeated refrains.	Understand beginning, middle and end. Recognise familiar story patterns.	Predict events and discuss characters. Recognise story language.	Understand different text types including simple non-fiction.	Use story maps to retell stories independently.	Demonstrate good comprehension of familiar stories and information texts.

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Writing and mark making	Give meaning to marks. Draw to represent ideas. Attempt own name. Hear initial sounds.	Write labels and simple captions. Orally rehearse sentences before writing. Begin to use known phonemes.	Write simple captions linked to stories and topics. Begin writing short phrases.	Write simple sentences using known sounds. Re-read writing with adult support.	Independently write captions and simple sentences for different purposes.	Write simple, readable sentences that can be understood by others.
Physical Development	Secure pincer grip, shoulder stability and gross motor control.	Copying marks, forming lines and circles with increasing control.	Anticlockwise movements, pattern making and wrist stability.	Scissor control, hand strength and name writing.	Correct pencil grip and letter formation linked to phonics.	Fluent letter formation, simple words and sentence writing readiness.
Talk for Writing	Imitate a simple repetitive story using actions and story maps.	Retell the story independently. Begin simple innovations orally.	Innovate stories by changing characters, settings and objects.	Invent simple stories with adult support using story maps.	Plan and tell own stories before writing.	Independently invent and record simple stories.
Vocabulary Development	Learn ambitious vocabulary from quality texts. Use describing words orally.	Introduce positional language and interesting verbs.	Extend vocabulary through role play and storytelling. Use story language independently.	Choose interesting vocabulary when speaking and writing.	Use vocabulary from class texts across provision.	Select vocabulary independently to improve writing.

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Continuous Provision	Storytelling area, role play, mark making, labels, signs, magnetic letters, story baskets.	Story maps, puppets, small world, writing opportunities in provision.	Story innovation stations, message writing, book making.	Independent writing challenges across provision.	Writing in all curriculum areas.	Independent story making, information books and writing for real purposes.
Adult-led Writing	Model oral rehearsal before writing. Model drawing then writing. Celebrate all mark making.	Model labels and captions. Encourage hearing initial sounds.	Model writing captions and simple phrases. Encourage independence.	Model simple sentence writing. Introduce rereading to check meaning.	Model writing for different purposes including stories and information.	Model editing by rereading and improving simple writing.
Independent Writing Outcomes	Labels, names, signs, drawings with meaning.	Labels, captions, lists, simple cards.	Captions, simple book pages, invitations.	Simple sentences, speech bubbles, story pages.	Short stories, information posters, instructions.	Independent stories, information books, simple recounts.

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End of Half-term Expectations	Children enjoy stories, retell familiar texts with support and understand that marks carry meaning.	Children retell familiar stories using story language and write simple labels and captions.	Children innovate familiar stories orally and write short captions using known sounds.	Children write simple sentences and communicate ideas through writing.	Children independently apply writing across provision using simple sentences.	Children meet or are working towards the Writing Early Learning Goal by writing recognisable letters, spelling simple words phonetically and writing simple sentences that can be read by others.
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Stage 1

Respect points 9-11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-term focus	Transition from Reception – writing simple sentences	Building simple narratives	Expanding sentences	Writing for different purposes	Becoming independent writers	Secure Year 1 writer
Text Structure	Retell familiar stories using story maps. Understand beginning, middle and end. Introduce five-part story structure (opening, build-up, problem, resolution, ending).	Plan simple stories using story maps. Introduce openings describing characters and settings.	Develop complete five-part stories. Begin simple information texts using headings and labels.	Organise simple non-fiction using introduction, facts and ending.	Independently plan stories and information texts using Talk for Writing planning tools.	Apply story and non-fiction structures confidently across different genres.

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Sentence Construction	Write simple sentences orally rehearsed before writing. Secure capital letters and full stops. Introduce and to join ideas.	Use and , but and or to join sentences. Introduce statements, questions and exclamations orally.	Use adjectives to expand simple sentences.	Introduce because to extend sentences, simple questioning and sentence expansion with adjectives.	Write compound sentences confidently. Use simple questions and exclamations appropriately.	Independently select conjunctions to improve writing and maintain meaning.
Word Structure & Language	Consolidate Reception vocabulary. Use adjectives to describe nouns. Introduce determiners (the, a, an, my, your).	Introduce alliteration and descriptive vocabulary. Expand noun phrases using one adjective.	Introduce simple similes (as...as). Use interesting verbs instead of repeated high-frequency verbs.	Introduce repetition for rhythm and description. Use ambitious vocabulary from class texts.	Select vocabulary to engage the reader. Begin choosing words appropriate to purpose.	Apply descriptive vocabulary independently across fiction and non-fiction.

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Punctuation	Secure finger spaces, capital letters and full stops. Capital letter for names and I .	Introduce question marks and exclamation marks.	Use punctuation accurately in independent writing.	Consolidate question and exclamation marks. Begin using bullet points in simple instructions.	Apply punctuation consistently across different text types.	Use capital letters, full stops, question marks and exclamation marks independently and accurately.
Grammar & Terminology	Sentence, word, letter, capital letter, full stop.	Question mark, exclamation mark, adjective.	Verb, noun, conjunction (through use).	Singular and plural. Connective.	Simile, bullet point.	Secure Year 1 terminology confidently.
SPaG progression	Verbs, suffix -ing, finger spaces, sentence writing	Personal pronoun I, plural -s, prefix un-	Singular nouns, past/present tense, suffix -ed, days of the week capitals	Plural nouns with -s/-es, compound words, question marks, sequencing sentences	Exclamation marks, capital letters for names and places, question writing	Joining clauses with and, suffix -er, statements/questions/exclamations
Talk for Writing	Imitate familiar stories using actions and story maps.	Innovate stories by changing characters or settings.	Innovate both fiction and simple non-fiction texts.	Begin inventing simple stories using story maps independently.	Plan and write own stories with reduced adult support.	Independently imitate, innovate and invent across familiar text types.

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Vocabulary Development	Learn ambitious vocabulary from quality texts and topics.	Use describing words to improve writing.	Introduce precise verbs and simple adverbs.	Use vocabulary from reading to enhance writing.	Choose ambitious vocabulary independently.	Apply topic-specific and descriptive vocabulary confidently.
Independent Writing Outcomes	Labels, captions, simple sentences, story retells.	Character descriptions, simple narratives, postcards.	Information texts, instructions, simple stories.	Recounts, simple reports, story innovations.	Stories, instructions, non-chronological reports.	Independent stories, recounts, reports and simple explanations.
Handwriting	Ladder Family (l, i, u, t, y, j) and review	One-Armed Robot Family (n, m, h)	One-Armed Robot Family (k, b, p, r) and review	Curly Caterpillar Family (c, a, d, e, s, g)	Curly Caterpillar Family (f, q, o) and review	Zigzag Monster Family (z, v, w, x) and final review
End of Half-term Expectations	Children write simple sentences independently with capital letters and full stops.	Children write short stories with a clear sequence and simple expanded sentences.	Children use conjunctions to extend ideas and organise simple information texts.	Children apply a wider range of sentence types and vocabulary in independent writing.	Children independently plan and write fiction and non-fiction using Talk for Writing strategies.	Children meet the Year 1 National Curriculum expectations , writing sequences of simple and compound sentences with appropriate punctuation, using familiar story structures and basic non-fiction organisation.

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Stage 2

Respect points 12-14	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-term focus	Securing Year 1 skills and developing sentence variety	Building detailed narratives	Extending vocabulary and grammar	Writing across a range of genres	Becoming independent writers	Secure Year 2 writer
Text Structure	Consolidate five-part story structure. Plan stories using story maps and boxing-up. Organise writing into clear beginning, middle and end.	Develop detailed story openings describing characters, settings and atmosphere. Extend endings beyond a single sentence.	Introduce clear organisation of non-fiction using headings, introductions and sections.	Group related information into sections using subheadings, bullet points and labelled diagrams.	Independently plan and organise fiction and non-fiction using Talk for Writing planning tools.	Apply story and non-fiction structures confidently across a range of genres with increasing independence.
Sentence Construction	Consolidate simple and compound sentences using and, but, or, so . Vary sentence openers with -ly starters (Eventually, Carefully, Slowly).	Introduce subordinating conjunctions because, when, while, if, so that .	Develop expanded noun phrases. Use long sentences for description and short sentences for effect. Introduce the list of three .	Secure a range of complex sentences using subordinating conjunctions. Use commands and questions appropriately.	Select sentence types to suit purpose and audience. Maintain tense consistently.	Independently apply a range of sentence structures across fiction and non-fiction.

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Word Structure & Language	Consolidate adjectives and adverbs. Introduce alliteration and similes using like . Use ambitious vocabulary from shared reading.	Introduce two adjectives before a noun and expanded noun phrases. Use adverbs to describe actions and information.	Use precise verbs and technical vocabulary linked to topics.	Develop descriptive language through repetition, noun phrases and ambitious verbs.	Select vocabulary for effect, including topic-specific language.	Independently choose effective vocabulary to engage the reader and suit the purpose.
Punctuation	Secure capital letters, full stops, question marks and exclamation marks. Revise commas in lists.	Introduce apostrophes for contractions (don't, can't, I'm). Introduce commas after -ly openers.	Introduce apostrophes for singular possession (the fox's tail).	Apply commas in lists consistently.	Use punctuation accurately across different text types.	Independently apply Year 2 punctuation with accuracy and consistency.

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Grammar & Terminology	Identify and use nouns. Distinguish between vowels and consonants. Understand the purpose of capital letters, full stops, question marks and exclamation marks when demarcating sentences. Introduce the term suffix through -ness.	Identify and use adjectives to describe nouns. Recognise and create compound words. Compare using adjectives ending in -er and -est. Introduce subordination using when, if, that and because. Distinguish between statements and exclamations.	Identify and create expanded noun phrases for description. Recognise and use homophones correctly. Form adjectives using -ful and -less. Identify, write and punctuate questions and commands.	Identify and use verbs and adverbs. Understand singular and plural forms. Create adverbs using the suffix -ly. Use commas to separate items in a list. Change adjectives into adverbs.	Consolidate understanding of word classes: noun, verb, adjective and adverb. Use coordinating conjunctions and, but and or. Recognise and use apostrophes for possession. Identify and use past and present tense consistently.	Recognise and use pronouns to avoid repetition. Form nouns using the suffix -er. Identify and use present and past progressive tense. Recognise and use apostrophes for contractions. Edit and improve sentences using Year 2 grammar accurately and independently.
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SPaG progression	Nouns. Vowels and consonants. Correct sentence demarcation. Form nouns using -ness . Secure punctuation	Adjectives. Compound words. Comparative and superlative adjectives (-er , -est). Subordination using when , if , that , because . Statements and exclamations.	Expanded noun phrases. Homophones and near homophones. Form adjectives using -ful and -less . Questions and commands. Secure sentence writing.	Verbs. Singular and plural nouns. Adverbs ending in -ly . Commas in lists. Change adjectives into adverbs.	Adverbs. Word classes (noun, verb, adjective, adverb). Coordination using and , but , or . Apostrophes for possession. Past and present tense.	Pronouns. Form nouns using -er . Present and past progressive tense. Apostrophes for contractions. Edit and improve sentences independently.
Talk for Writing	Secure imitation of familiar story types and simple non-fiction.	Innovate stories by changing characters, settings, problems and endings.	Innovate information texts and instructions using boxing-up.	Invent simple stories and non-fiction independently using planning tools.	Plan, draft and edit writing with increasing independence.	Confidently imitate, innovate and invent across familiar genres.
Vocabulary Development	Learn ambitious vocabulary from high-quality texts. Explore synonyms for common words (said, went, nice).	Develop descriptive vocabulary using adjectives, adverbs and precise verbs.	Introduce technical vocabulary linked to curriculum topics.	Use ambitious vocabulary independently in writing.	Choose vocabulary to suit audience and purpose.	Apply a rich vocabulary confidently across all writing.

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Independent Writing Outcomes	Story retells, character descriptions, simple recounts, captions.	Traditional tales, story innovations, diary entries, letters.	Instructions, information texts, non-chronological reports.	Recounts, explanations, simple persuasive writing.	Adventure stories, reports, instructions, poetry.	Independent narratives, reports, explanations and persuasive pieces demonstrating secure Year 2 expectations.
Handwriting	Ladder Family (l, i, u, t, y, j) and review. Begin diagonal and horizontal joins.	One-Armed Robot Family (n, m, h). Practise consistent letter size and spacing.	One-Armed Robot Family (k, b, p, r) and review. Develop joined handwriting.	Curly Caterpillar Family (c, a, d, e, s, g). Secure correct joins.	Curly Caterpillar Family (f, q, o) and review. Improve fluency and presentation.	Zigzag Monster Family (z, v, w, x), final review and themed handwriting practice. Consistent joins, sizing and spacing.
End of Half-term Expectations	Children confidently write sequenced stories using simple and compound sentences with	Children develop stories with richer vocabulary, conjunctions and clear structure.	Children organise fiction and non-fiction using headings, sections and expanded noun phrases.	Children write increasingly complex sentences using a wider range of grammar and punctuation.	Children independently plan, draft and edit writing across different genres.	Children meet the Year 2 National Curriculum expectations , confidently using simple, compound and some complex



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	accurate punctuation.					sentences, apostrophes, commas, expanded noun phrases and well-organised story and non-fiction structures.
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Stage 3

Respect points 15-17	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-term Focus	Transition to KS2 writing	Developing paragraphs and description	Extending sentence structure	Writing for purpose and audience	Becoming reflective writers	Secure Year 3 writer
Text Structure	Introduce paragraphs to organise ideas. Secure use of story maps and boxing-up. Plan detailed story openings.	Develop five-part story structure with stronger build-up and resolution. Introduce topic sentences in non-fiction.	Organise non-fiction into logical paragraphs with headings and subheadings.	Build cohesion within paragraphs. Develop effective endings and personal responses.	Select appropriate structures independently for fiction and non-fiction.	Write sustained, well-organised texts with clear paragraphing and purposeful structure.
Sentence Construction	Consolidate compound and complex sentences. Introduce fronted adverbials for time and place (Later that day..., In the forest...).	Introduce fronted adverbials for manner (Carefully..., Silently...). Use commas after fronted adverbials. Introduce relative clause using who and which .	Develop complex sentences using a wider range of subordinating conjunctions. Introduce -ing starters (Running quickly...).	Use the rule of three for description and persuasion.	Vary sentence length for effect. Develop dialogue using powerful speech verbs.	Independently select sentence structures to create atmosphere, pace and interest.

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Word Structure & Language	Introduce powerful verbs and ambitious adjectives. Develop topic-specific vocabulary.	Introduce precise nouns and technical vocabulary. Use determiners accurately (a/an).	Introduce word families and prefixes (super-, auto-, anti-). Introduce generalisers (Most..., Some...).	Develop figurative language through similes and expanded description.	Choose vocabulary for impact and audience.	Apply ambitious vocabulary confidently and appropriately across genres.
Punctuation	Secure Year 2 punctuation. Introduce commas after fronted adverbials.	Secure inverted commas for direct speech. Begin punctuating dialogue accurately.	Introduce colons before lists. Secure commas in lists and speech punctuation. Secure speech marks for direct speech.	Introduce ellipses to create suspense. Apply commas after fronted -ly openers	Apply punctuation accurately across a range of text types.	Independently select punctuation for effect and clarity.

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Grammar & Terminology	Use nouns and pronouns for clarity and avoid repetition. Distinguish between vowels and consonants. Form adverbs using the suffix -ly . Identify subordinate clauses and distinguish between past and present perfect tense.	Use adjectives to add detail and select a or an correctly. Form words using the prefixes super- , anti- and auto- . Use apostrophes for possession accurately.	Identify and use verbs and compound nouns. Form negative meanings using the prefixes dis- , mis- and un- . Use subordinating conjunctions and punctuate direct speech with inverted commas.	Identify adverbs expressing time, place and cause. Form words using the prefix in- and suffix -ation . Use coordinating conjunctions and organise information with headings and subheadings.	Use prepositions to express time, place and cause. Form words using the prefixes re- , sub- and inter- . Organise ideas into paragraphs linked by time conjunctions.	Recognise homophones and word families. Form adjectives using the suffix -ous . Use place and cause conjunctions. Edit and improve writing for grammar, punctuation and vocabulary.
SPaG progression	Nouns and pronouns for clarity. Consonants and vowels. Suffix -ly . Past tense and present	Adjectives. Choosing a or an correctly. Prefixes super- , anti- , auto- . Present tense. Apostrophes for possession.	Verbs. Compound nouns. Prefixes dis- , mis- , un- . Subordinating conjunctions. Introduce inverted commas for direct speech.	Adverbs of time, place and cause. Prefix in- . Suffix -ation . Coordinating conjunctions. Headings and subheadings.	Prepositions. Prefixes re- , sub- , inter- . Suffixes beginning with vowels. Time conjunctions. Paragraphs.	Homophones and near homophones. Suffix -ous . Word families. Place and cause conjunctions. Editing and evaluating writing.

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Talk for Writing	Secure imitation of new story types using story maps and boxing-up.	Innovate stories by adapting characters, settings and problems.	Innovate information texts and explanation texts using paragraph planning.	Invent original stories and non-fiction with increasing independence.	Plan, draft, revise and improve writing independently.	Confidently imitate, innovate and invent across a wide range of genres.
Vocabulary Development	Learn ambitious vocabulary from high-quality class texts. Explore synonyms for common verbs.	Develop technical vocabulary linked to the wider curriculum.	Use figurative language to create atmosphere and description.	Explore precise verbs, adverbs and noun phrases.	Select vocabulary to engage the reader and suit the purpose.	Demonstrate confident vocabulary choices across fiction and non-fiction.
Independent Writing Outcomes	Character descriptions, adventure stories, recounts, simple reports.	Traditional tales, diary entries, information texts, instructions.	Explanation texts, non-chronological reports, myths and legends.	Persuasive posters, newspaper reports, story innovations.	Adventure stories, letters, poetry and information writing.	Independent narratives, reports, persuasive and explanation texts demonstrating secure Year 3 expectations.
Handwriting	Ladder Family and review. Secure diagonal and horizontal joins.	One-Armed Robot Family. Improve consistency of joined handwriting.	One-Armed Robot Family and review. Develop fluency and speed.	Curly Caterpillar Family. Secure joins and letter formation.	Curly Caterpillar Family and review. Improve presentation and spacing.	Zigzag Monster Family and final review. Maintain legibility, consistent sizing and spacing.

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End of Half-term Expectations	Children confidently organise ideas into paragraphs and use fronted adverbials for time and place.	Children write increasingly detailed stories using dialogue and accurate speech punctuation.	Children organise information logically using paragraphs, headings and topic sentences.	Children use increasingly varied sentence structures and ambitious vocabulary across genres.	Children independently plan, draft and edit writing using a range of grammatical features.	Children meet the Year 3 National Curriculum expectations , writing well-organised paragraphs, using fronted adverbials, direct speech, expanded vocabulary and varied sentence structures with increasing independence.
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Stage 4

Respect points 18-20	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-term Focus	Strengthening paragraph organisation	Developing character, setting and dialogue	Extending sentence structures	Writing with cohesion and precision	Writing for audience and purpose	Secure Year 4 writer
Text Structure	Secure paragraphing in fiction and non-fiction. Plan engaging openings using description and action.	Develop suspense through the build-up. Introduce paragraphs to show changes in time and place.	Strengthen cohesion within paragraphs using appropriate connectives. Organise non-fiction logically using topic sentences.	Link ideas across paragraphs using pronouns and cohesive devices. Develop effective conclusions and personal responses.	Select the most appropriate text structure independently for a range of genres.	Write sustained, cohesive texts demonstrating clear organisation and audience awareness.

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Sentence Construction	Consolidate fronted adverbials. Introduce -ed starters (Exhausted,...). Use commas accurately after fronted adverbials.	Develop expanded -ing clauses (Grinning mischievously,...). Secure compound and complex sentences using a full range of conjunctions.	Introduce -ly sentence starters (Unfortunately,...). Use the rule of three for action and description. Introduce relative clauses using who, which, whose .	Develop dialogue using reporting clauses and adverbs ("Run!" shouted Ben nervously.). Improve sentence fluency by varying sentence openings.	Manipulate sentence length for pace and effect. Avoid repetition through careful use of pronouns and noun choices.	Select sentence structures confidently to engage the reader and create atmosphere.
Word Structure & Language	Develop ambitious verbs and precise adjectives. Introduce comparative and superlative adjectives.	Explore Standard English forms in speaking and writing. Use powerful vocabulary to create mood.	Introduce conditionals (could, should, would). Select nouns and verbs precisely.	Improve cohesion through careful vocabulary choices and synonyms.	Choose language appropriate to audience and purpose.	Confidently apply ambitious vocabulary across all genres.
Punctuation	Secure commas after fronted adverbials and commas in lists.	Develop accurate speech punctuation including a new speaker on a new line and commas before closing inverted commas.	Introduce apostrophes for plural possession. Consolidate direct speech punctuation.	Apply punctuation accurately across longer pieces of writing.	Select punctuation deliberately to improve clarity and effect.	Secure all Year 4 punctuation independently.

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Grammar & Terminology	Distinguish between singular and plural nouns. Use pronouns to avoid repetition. Use Standard English verb forms. Identify compound nouns and adverbs expressing time and cause.	Recognise and use possessive pronouns. Use fronted adverbials and commas accurately. Use prepositions to express time and cause. Distinguish between plural and possessive -s .	Select powerful adjectives and expanded noun phrases to add detail. Identify and use homophones accurately. Evaluate and improve writing independently.	Identify and use determiners. Recognise word families and prepositional phrases. Understand present perfect tense. Use speech punctuation and inverted commas accurately.	Use Standard English verb inflections consistently. Use conjunctions to express time and cause. Apply possessive apostrophes accurately. Organise ideas into coherent paragraphs.	Distinguish between past and present perfect tense. Use prefixes to modify meaning. Apply apostrophes for plural possession. Use subordinate clauses and organisational devices to structure writing.
SPaG progression	Singular and plural nouns. Pronouns. Standard English forms. Compound nouns. Adverbs expressing time and cause.	Possessive pronouns. Fronted adverbials. Prepositions expressing time and cause. Plural and possessive -s . Commas after fronted adverbials.	Powerful adjectives. Homophones. Expanded noun phrases. Editing and evaluating writing.	Determiners. Word families. Prepositional phrases. Present perfect tense. Inverted commas and speech punctuation.	Standard English verb inflections. Conjunctions expressing time and cause. Suffixes. Possessive apostrophes. Paragraph organisation.	Past and present perfect tense. Prefixes. Apostrophes for plural possession. Subordinate clauses. Organisational devices including headings and subheadings.

English Curriculum Coverage

Talk for Writing	Imitate more sophisticated story types using story maps and boxing-up.	Innovate stories by developing suspense, dialogue and characterisation.	Innovate non-fiction through reports, explanations and persuasive writing.	Invent increasingly complex stories and non-fiction independently.	Plan, draft, revise and edit writing with growing independence.	Confidently imitate, innovate and invent across a wide range of genres.
Vocabulary Development	Develop ambitious vocabulary from class texts and wider reading.	Explore figurative language and effective word choices.	Introduce synonyms to improve precision and avoid repetition.	Use vocabulary to create atmosphere and support cohesion.	Select language appropriate to audience and purpose.	Demonstrate confident, ambitious vocabulary choices independently.
Independent Writing Outcomes	Adventure stories, setting descriptions, recounts, reports.	Historical narratives, myths, diary entries, explanation texts.	Persuasive letters, information texts, newspaper reports.	Stories with dialogue, balanced arguments (simple), explanation texts.	Extended narratives, reports, poetry, persuasive writing.	Independent fiction and non-fiction demonstrating secure Year 4 expectations.
Handwriting	Ladder Family and review. Secure diagonal and horizontal joins.	One-Armed Robot Family. Improve consistency of joined handwriting.	One-Armed Robot Family and review. Develop fluency and speed.	Curly Caterpillar Family. Secure joins and letter formation.	Curly Caterpillar Family and review. Improve presentation and spacing.	Zigzag Monster Family and final review. Maintain legibility, consistent sizing and spacing.

English Curriculum Coverage

End of Half-term Expectations	Children organise writing confidently into cohesive paragraphs and use fronted adverbials accurately.	Children develop suspense, dialogue and descriptive language while maintaining paragraph organisation.	Children write logically organised fiction and non-fiction using cohesive devices and varied sentence structures.	Children demonstrate increasingly accurate punctuation, Standard English and cohesive writing.	Children independently plan, draft, edit and improve writing across a range of genres.	Children meet the Year 4 National Curriculum expectations , writing cohesive, well-structured texts using varied sentence structures, accurate dialogue punctuation, fronted adverbials, pronouns for cohesion and increasingly ambitious vocabulary.
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English Curriculum Coverage

Stage 5

Respect points 21-23	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-term Focus	Crafting effective paragraphs	Developing atmosphere and authorial voice	Writing with sophistication	Writing for purpose and impact	Becoming reflective writers	Secure Year 5 writer
Text Structure	Secure independent planning using Talk for Writing tools. Develop cohesive paragraphs using a range of connectives.	Strengthen narrative structure through flashbacks, dialogue and suspense. Develop non-fiction using clear introductions and summaries.	Link ideas across paragraphs using time, place and cause. Develop effective topic sentences and conclusions.	Manipulate paragraph structure to influence the reader. Maintain viewpoint throughout persuasive and discussion texts.	Independently select and adapt structures for different genres and audiences.	Write sustained, cohesive fiction and non-fiction demonstrating control and independence.

English Curriculum Coverage

Sentence Construction	Consolidate Year 4 sentence structures. Introduce expanded -ed sentence starters (Terrified by the noise...). Use relative clauses confidently.	Develop sentence reshaping by varying sentence length and moving clauses for effect. Introduce rhetorical questions.	Introduce stage directions in dialogue ("Stop!" shouted Ben, grabbing his coat.). Use modal verbs (might, could, should, must) to express possibility.	Manipulate sentence structure to create atmosphere, pace and emphasis. Develop cohesion through careful sentence sequencing.	Select sentence structures deliberately for audience and purpose.	Confidently manipulate sentence structures for effect across all genres.
Word Structure & Language	Introduce metaphors, personification and onomatopoeia . Develop ambitious vocabulary from reading.	Explore empty words (someone, somewhere, something) to create mystery and suspense.	Develop technical vocabulary and precise word choices appropriate to genre.	Convert nouns and adjectives into verbs using suffixes (-ate, -ise, -ify). Explore verb prefixes (dis-, mis-, re-, over-).	Refine vocabulary choices to enhance cohesion, tone and authorial voice.	Independently select ambitious vocabulary to influence and engage the reader.
Punctuation	Consolidate Year 4 punctuation. Introduce brackets, commas and dashes for parenthesis.	Introduce colons to introduce lists and explanations.	Use commas to clarify meaning and avoid ambiguity. Secure parenthesis in extended writing.	Select punctuation deliberately to enhance meaning and control pace.	Apply punctuation accurately across increasingly complex writing.	Secure all Year 5 punctuation independently and appropriately.



English Curriculum Coverage

Grammar & Terminology	Identify proper nouns and expanded noun phrases. Use adverbs of possibility. Convert nouns and adjectives into verbs using - ate , - ise and - ify . Distinguish between present perfect and progressive verb forms. Use possessive apostrophes accurately.	Use modal verbs and adverbs to indicate degrees of possibility. Apply prefixes dis- , de- , mis- , over- and re- . Use Standard English verb inflections. Punctuate direct speech accurately using inverted commas.	Use prepositions and coordinating conjunctions effectively. Form words using a range of prefixes. Use brackets to indicate parenthesis and commas to clarify meaning and avoid ambiguity.	Identify and use determiners. Apply a range of suffixes accurately. Use subordinating conjunctions to create complex sentences. Link paragraphs using adverbials. Distinguish between direct and indirect speech.	Use pronouns and possessive pronouns for cohesion and clarity. Recognise word families and etymological links. Use subordinate clauses confidently. Create cohesion within paragraphs. Use commas to indicate parenthesis.	Use fronted adverbials and relative clauses to add detail and cohesion. Use dashes to indicate parenthesis. Apply dictionary skills independently. Edit and evaluate writing for effectiveness, accuracy and impact.
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English Curriculum Coverage

SPaG progression	Proper nouns. Adverbs of possibility. Convert nouns and adjectives into verbs using - ate , - ise ,	Adverbs. Modal verbs to indicate possibility. Verb prefixes dis- , de- , mis- , over- , re- . Standard English verb forms. Secure inverted commas for direct speech.	Prepositions. Prefixes in- , im- , il- , ir- , non- , ex- , co- . Coordinating conjunctions. Brackets for parenthesis. Commas for clarity.	Determiners. Suffixes and word endings. Subordinating conjunctions. Linking paragraphs using adverbials. Direct and indirect speech.	Pronouns and possessive pronouns. Word families. Subordinate clauses. Cohesion within paragraphs. Commas for parenthesis. Homophones and near homophones.	Fronted adverbials. Relative clauses. Dictionary skills. Dashes for parenthesis. Editing and evaluating.
Talk for Writing	Imitate sophisticated story types and non-fiction models. Analyse author's choices.	Innovate by adapting viewpoint, setting and structure.	Develop original narratives and non-fiction using boxing-up independently.	Invent increasingly sophisticated texts demonstrating control of structure and language.	Plan, draft, edit and improve writing independently using success criteria.	Confidently imitate, innovate and invent across a broad range of genres.
Vocabulary Development	Develop ambitious vocabulary through high-quality class texts and reading.	Explore figurative language and its impact on the reader.	Build subject-specific vocabulary linked to the wider curriculum.	Select vocabulary deliberately to influence audience and create tone.	Refine word choices during editing to improve clarity and impact.	Demonstrate confident and sophisticated vocabulary choices independently.

English Curriculum Coverage

Independent Writing Outcomes	Historical narratives, adventure stories, biographies, reports.	Suspense stories, balanced information texts, explanations.	Persuasive letters, speeches, newspaper reports, myths.	Discussion texts, narrative flashbacks, formal reports.	Extended narratives, poetry, persuasive writing, balanced arguments.	Independent fiction and non-fiction demonstrating secure Year 5 expectations.
Handwriting	Ladder Family (l, i, u, t, y, j) and review. Write legibly and fluently using a consistent joined style.	One-Armed Robot Family (n, m, h). Refine presentation, size and spacing.	One-Armed Robot Family (k, b, p, r) and review. Increase speed whilst maintaining accuracy.	Curly Caterpillar Family (c, a, d, e, s, g). Develop personal handwriting style.	Curly Caterpillar Family (f, q, o) and review. Maintain fluency across extended writing.	Zigzag Monster Family (z, v, w, x). Final review. Adapt handwriting for different purposes and audiences.

English Curriculum Coverage

End of Half-term Expectations	Children write cohesive paragraphs using varied sentence structures and figurative language.	Children develop suspense, atmosphere and dialogue while maintaining cohesion across paragraphs.	Children manipulate sentence structures and vocabulary to suit different audiences and purposes.	Children sustain viewpoint and use sophisticated grammar and punctuation accurately.	Children independently plan, draft, edit and refine writing across a wide range of genres.	Children meet the Year 5 National Curriculum expectations , demonstrating confident use of figurative language, relative clauses, modal verbs, parenthesis, rhetorical questions and cohesive devices across sustained pieces of writing.
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English Curriculum Coverage

Stage 6

Respect points 24-26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-term Focus	Writing with control and precision	Manipulating language for effect	Writing for a range of audiences	Refining authorial style	Mastering independent writing	Ready for Key Stage 3
Text Structure	Plan, organise and draft extended texts using Talk for Writing planning tools. Develop cohesive paragraphs linked through adverbials, pronouns and repetition.	Manipulate narrative structure (flashbacks, dual narratives, shifts in time). Organise balanced arguments and formal reports logically.	Select and adapt structures to suit audience and purpose. Develop introductions and conclusions that engage the reader.	Develop cohesion across entire texts through deliberate paragraph sequencing and reference chains.	Independently select, adapt and refine structures across all fiction and non-fiction genres.	Produce sustained, polished writing demonstrating confidence, accuracy and independence.

English Curriculum Coverage

Sentence Construction	Consolidate Year 5 sentence structures. Introduce active and passive voice and explore when each is most effective.	Manipulate sentence length and word order to control pace, tension and emphasis. Use a range of subordinate and relative clauses confidently.	Develop parallel sentence structures and varied openings. Use ellipsis and short sentences for dramatic effect.	Select sentence structures deliberately to match audience, purpose and text type. Maintain consistent viewpoint throughout.	Refine sentence fluency through editing and redrafting.	Demonstrate complete control over sentence variety and structure in extended writing.
Word Structure & Language	Develop sophisticated vocabulary choices, including subject-specific and formal language. Refine figurative language (metaphor, personification, symbolism where appropriate).	Manipulate register, choosing between formal and informal language appropriately. Develop subtle vocabulary choices to influence the reader.	Use precise vocabulary to convey shades of meaning and avoid ambiguity.	Sustain an appropriate tone and voice across different genres.	Refine vocabulary during editing to maximise clarity, cohesion and impact.	Independently select ambitious vocabulary appropriate to audience and purpose.

English Curriculum Coverage

Punctuation	Consolidate all previous punctuation. Introduce and apply semi-colons to link closely related clauses.	Develop confident use of colons and semi-colons in extended writing. Secure punctuation of bullet points where appropriate.	Use hyphens to avoid ambiguity. Refine parenthesis using brackets, commas and dashes.	Select punctuation deliberately to influence pace, emphasis and clarity.	Apply punctuation accurately and consistently across all writing.	Demonstrate confident, purposeful punctuation choices throughout extended pieces.
Grammar & Terminology	Use expanded noun phrases and relative clauses to add precision and detail. Use modal verbs and begin to understand the subjunctive form. Apply commas accurately for clarity and meaning.	Use pronouns and possessive pronouns effectively. Apply prefixes to modify meaning. Use colons to introduce lists. Secure understanding of subordinate clauses and conjunctions.	Select synonyms and antonyms to improve vocabulary choices. Use adverbs of possibility appropriately. Identify root words and word families. Use hyphens accurately to avoid ambiguity.	Identify subject and object within sentences. Use perfect verb forms to indicate relationships of time and cause. Use hyphenated compounds and punctuate bullet points consistently.	Distinguish between direct and reported speech. Use active and passive voice for effect. Apply semi-colons, colons and dashes correctly. Select formal or informal language according to audience and purpose.	Use a full range of verb forms accurately. Apply parenthesis using brackets, commas and dashes. Maintain cohesion across paragraphs. Edit, evaluate and improve writing independently using Year 6 grammar and punctuation accurately.

English Curriculum Coverage

SPaG progression	Expanded noun phrases. Modal verbs and subjunctive forms. Relative clauses. Verb suffixes. Accurate comma use.	Pronouns and possessive pronouns. Adverbs of frequency. Prefixes. Colons for lists. Subordinating conjunctions and clauses.	Synonyms and antonyms. Adverbs of possibility. Root words. Hyphens. Coordinating conjunctions.	Subject and object. Ambiguity. Hyphenated compound words. Bullet points. Perfect forms of verbs to mark time and cause.	Direct and reported speech. Active and passive voice. Semi-colons, colons and dashes between clauses. Formal and informal language. Layout devices.	Verb forms and tenses. Parenthesis using brackets, commas and dashes. Formal and informal writing. Cohesion across paragraphs. Editing and evaluation.
Talk for Writing	Analyse high-quality model texts, identifying authorial choices. Secure independent planning using story maps and boxing-up where appropriate.	Innovate sophisticated fiction and non-fiction by adapting structure, viewpoint and language.	Invent original texts demonstrating increasing authorial confidence.	Refine writing through peer critique, editing and redrafting.	Produce extended independent writing across a range of genres.	Demonstrate confidence in the full Talk for Writing process: imitate, innovate and invent independently.
Vocabulary Development	Explore ambitious vocabulary through reading, discussion and etymology.	Develop language choices appropriate to formal and informal contexts.	Refine vocabulary for precision, cohesion and audience.	Evaluate and improve vocabulary choices through editing.	Select vocabulary deliberately to create atmosphere, persuasion or explanation.	Demonstrate a mature, varied vocabulary across fiction and non-fiction.

English Curriculum Coverage

Independent Writing Outcomes	Narrative with flashback, formal letter, biography, report.	Balanced argument, newspaper report, historical narrative, explanation.	Persuasive speech, discussion text, scientific report, suspense narrative.	Formal report, narrative from an alternative viewpoint, poetry.	Extended narrative, persuasive campaign, balanced discussion, explanation.	Independent portfolio demonstrating secure Year 6 expectations across a range of genres.
Handwriting	Ladder Family and review. Consolidate fluent, automatic joined handwriting.	One-Armed Robot Family. Maintain legibility during extended writing tasks.	One-Armed Robot Family and review. Adapt join choices for efficiency and style.	Curly Caterpillar Family. Develop a mature and consistent handwriting style.	Curly Caterpillar Family and review. Write rapidly whilst maintaining accuracy and presentation.	Zigzag Monster Family and final review. Select the most effective handwriting style for different contexts and audiences.

English Curriculum Coverage

End of Half-term Expectations	Children write extended texts with clear cohesion and begin to manipulate voice and structure for effect.	Children confidently use active and passive voice, semi-colons and register to suit purpose.	Children write effectively for a range of audiences using sophisticated vocabulary and sentence structures.	Children edit critically to improve clarity, cohesion and impact.	Children independently produce polished fiction and non-fiction demonstrating confidence across the full curriculum.	Children meet the Year 6 National Curriculum expectations , writing with precision, control and independence. They confidently select grammar, vocabulary, punctuation and structure to suit audience and purpose and are fully prepared for the transition to Key Stage 3.
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English Curriculum Coverage

Assessing Writing Across the Stages

Assessment within this curriculum is formative, continuous and responsive. Teachers use daily observations, independent writing outcomes, discussions, reading responses and pupil work to identify each child's current stage of development and next steps for learning.

As pupils often make progress at different rates, assessment is based upon developmental readiness rather than chronological age. Pupils may remain within a stage for an extended period while securing key knowledge and skills or may move between stages as their confidence and attainment develop.

Judging Progress - Teachers assess pupils against the expectations for each stage using three broad judgements.

Emerging

- Beginning to demonstrate the skills within the stage.
- Requires significant adult modelling and support.
- Skills are inconsistent and not yet applied independently.

Developing

- Demonstrates most of the skills within the stage.
- Increasing independence with occasional adult prompts.
- Applies learning in familiar contexts but requires further consolidation.

Secure

- Consistently demonstrates the expectations within the stage.
- Applies knowledge independently across a range of writing tasks.
- Ready to access learning within the next stage.

English Curriculum Coverage

Evidence Used

Assessment draws upon a range of evidence including:

- Independent writing
- Teacher observations
- Oral storytelling and language development
- Reading comprehension activities
- Editing and redrafting
- Cross-curricular writing
- Pupil conferencing

Independent writing is given the greatest weighting when judging attainment, as it demonstrates what pupils can do without adult support.

Moderation

Teachers regularly moderate writing together using the stage expectations to ensure assessment is consistent across the school. Professional discussion focuses on identifying secure evidence within pupils' independent work and agreeing next steps for teaching.

Using Assessment

Assessment informs future planning by identifying the specific knowledge and skills pupils need to secure before progressing. The curriculum is designed to allow pupils to move flexibly through developmental stages, ensuring teaching is personalised whilst maintaining ambitious expectations for every learner.