Writing Sequence

How the sequence is devised:

- Ensuring KPIs can be met
- Ensuring the NC is covered
- Ensuring that the pupils are ready for the following year's curriculum

Guiding principles:

1. Assessment drives this long-term plan; it is essential to know the current attainment, progress, strengths and weaknesses of every cohort before the start of the year. Ongoing formative assessment and termly summative assessment must happen. This information is to be used to strategically assign flexible lessons in the units that are most relevant.
2. Writing lessons happen every day; flexible content is not to be used for trips / incidentals - it is too valuable.
3. Retrieval of key concepts happens through dictation and 'connects': this is especially important for spelling.

Flexible content - This chart shows roughly how many lessons each year group is allocated in the CSP sequence for 'flexible content'. This is where the sequence has some spare lesson slots, which should be used to re-teach poorly-grasped writing skills or add in extra skills in response to the needs of your class or year group.

Year group	Number of units	Number of weeks	Flexible content weeks	Flexible content lessons
1	16	28	10	25
2	16	34	4	10
3	16	34	4	20
4	16	34	4	20
5	16	34	4	20
6	16	30	8	40

Year 1 Autumn Term

3/9 (Insets)	7/9	14/9	21/9	28/9	5/10	12/10	19/10	26/10 (half term)	2/11	9/11	16/11	23/11	30/11 4/12 W deadline	7/12	14/12	21/12 (Xmas)
	CUSP bridging units x 3 weeks Beegu x 2 WtWTA x 2/3								WtWTA 3/3, The Storm Whale x 2 The Owl & the Pussycat or Rapunzel x 2, Aesop's Fables - TBWCW x 2							
	CUSP bridging units			Strong Start					Daily sentence composition Ensure at least fortnightly chances to write independently.							

Year 1 Spring Term

	4/1	11/1	18/1	25/1 (Moderation 29th or 1st)	1/2 (Moderation 29th or 1st)	8/2	15/2 (half term)	22/2	1/3	8/3	15/3 16/3 W deadline	22/3	29/3 (Easter)
	The Tale of Peter Rabbit x 4, Look Up! x2,							And Tango Makes 3 x2, Chocolate Cake or Too Much Stuff x2					
	Daily sentence composition Ensure at least fortnightly chances to write independently.							Setting Descriptions Block A 1x flexible 1x enrich		Instructional Writing Block A 1x flexible 1x enrich		Poetry A (pattern & Rhyme)	

Year 1 Summer Term

	12/4	19/4	26/4	3/5	10/5	17/5	24/5	31/5 (half term)	7/6	14/6	21/6	28/6 1/7 W deadline	5/7	12/7	19/7	26/7 (holidays)
	Here We Are x 4 or Spend It!, The Lion Inside x2 or Peace on Earth x1, There's a Rangtan 1/4								There's a Rangtan 3/4, Aesop's Fables - The Hare & the Tortoise x2, The Proudest Blue x2							
	Instructional Writing Block B 1x flexible 1x enrich		Stories with familiar settings Block A 1x flexible 1x enrich			Recount from personal experience Block A 1x flexible 1x enrich			Stories with familiar settings Block B 1x flexible 1x enrich			Recount from personal experience Block B 1x flexible 1x enrich		Setting Descriptions Block B 1x flexible 1x enrich		

Year 2 Autumn Term

3/9 (Insets)	7/9	14/9	21/9	28/9	5/10	12/10	19/10	26/10 (half term)	2/11	9/11	16/11	23/11	30/11 4/12 W deadline	7/12	14/12	21/12 (Xmas)
	Grandad's Island x2 The Goose Golden Egg x2 Mrs Noah's pockets x2								Paddington 4 The Christmas Pine or The Last Tree x2							
	Strong start *This is a good time to reset dictation and teach conjunctions as it is a KPI.*				Character Descriptions A Ensure conjunctions are secure		Poems devel vocab A		Simple Retelling of a Narrative A 1x flexible 1x enrich			Assessment week 1x plan 2x write / edit	Formal Invitations A 1x flexible 1x enrich		Poetry devel vocab B	
	Use assessment info to decide content here. It can be taught stand alone or subsumed into the relevant units								1 x extra week of flexible content OR Poetry Develop Vocab B +2 days from assess week							

Year 2 Spring Term

	4/1	11/1	18/1	25/1 (Moderation?)	1/2 (Moderation 29th or 1st)	8/2	15/2 (half term)	22/2	1/3	8/3	15/3 16/3 W deadline	22/3	29/3 (Easter)
	The Quangle Wangle's Hat (2) or Somebody Crunched Colin (2), Coming to England (2) The Street Beneath My Feet (2) or A Planet Full of Plastic (2)							Rhythm of the Rain (4) or #Goldilocks (A Hashtag Cautionary Tale) (2) Aesop's Fables – The Sun and The Wind (2)					
	Non Chron Reports A 1x flexible 1x enrich			Cultural Stories A 1x flexible 1x enrich				Recount from personal experience A 1x flexible 1x enrich		Assessment week 1x plan 2x write / edit	Formal Invitations B 1x flexible 1x enrich		
	1 x extra week of flexible content here							+2 days from assess week					

Year 2 Summer Term

	12/4	19/4	26/4	3/5	10/5	17/5	24/5	31/5 (half term)	7/6	14/6	21/6	28/6 1/7 W deadline	5/7	12/7	19/7	26/7 (holidays)
	Little People Big Dreams - David Attenborough (2) or The Shopping Basket Fantastically Great Women Who Changed the World (4)								Fantastic Mr Fox (6) or The Enormous Crocodile (6)							
	Character Descriptions B 1x flexible 1x enrich		Recount from personal experience B 1x flexible 1x enrich		Simple Retelling of a Narrative B 1x flexible 1x enrich				Non Chron Reports B 1x flexible 1x enrich		Asses Week 1x plan 1x write / edit	Cultural Stories B 1x flexible 1x enrich			Poetry Block A	
									1 x week of flexible content here +2 days from assess week or Poetry Block A							

Year 3 Autumn Term

3/9 (Insets)	7/9	14/9	21/9	28/9	5/10	12/10	19/10	26/10 (half term)	2/11	9/11	16/11	23/11	30/11 4/12 W deadline	7/12	14/12	21/12 (Xmas)
	Greta and the Giants (2) & Pebble in My Pocket (4)								Leon and the Place Between (4) 'Twas the Night before Christmas (2)							
	Strong Start Recap dictation routines Check: conjunctions, punctuation (inc apostrophe), dialogue Must be able to form a sentence!!				First person narrative descriptions A 1x enrich 1x flexible		Performance poetry (inc. poetry from other cultures) A		Non chronological reports A 1x enrich 1x flexible			Asses Week 2 x plan 2 x write/edit	Dialogue through narrative (historical stories) A 1x enrich 1x flexible			
									+1 from assess week							

Year 3 Spring Term

	4/1	11/1	18/1	25/1 (Moderation 29th or 1st)	1/2 (Moderation 29th or 1st)	8/2	15/2 (half term)	22/2	1/3	8/3	15/3 16/3 W deadline	22/3	29/3 (Easter)
	Sam Wu is Not Afraid of the Dark inc. My Shadow by Robert Louis Stephenson (3)							Operation Gadgetman (6)					
	Advanced Instructional Writing A 1x enrich 1x flexible	Third person narrative (animal stories) A 1x enrich 1x flexible						First person narrative descriptions B 1x enrich 1x flexible		Asses Week 2 x plan 2 x write/edit	Formal Letters to Complain A 1x enrich 1x flexible		
	1 x extra week of flexible content here							+1 from assess week					

Year 3 Summer Term

	12/4	19/4	26/4	3/5	10/5	17/5	24/5	31/5 (half term)	7/6	14/6	21/6	28/6 1/7 W deadline	5/7	12/7	19/7	26/7 (holidays)
	Dancing Bear (6)								The Magician's Nephew (6)							
	Advanced Instructional Writing B 1x enrich 1x flexible		Dialogue through narrative (historical stories) B 1x enrich 1x flexible			Non chronological reports B (⅔) 1x enrich 1x flexible			Non chronological reports B	Asses Week 2 x plan 2 x write/edit	Third person narrative (animal stories) B 1x enrich 1x flexible +1 from assess week			Formal Letters to Complain B 1x enrich 1x flexible		

Year 4 Autumn Term

3/9 (Inset)	7/9	14/9	21/9	28/9	5/10	12/10	19/10	26/10 (half term)	2/11	9/11	16/11	23/11	30/11 4/12 W deadline	7/12	14/12	21/12 (Xmas)
	The Queen's Nose (4) The Raven (2)								The Girl Who Stole an Elephant (6)							
	Strong Start Flexible content for noted weakness.			Persuasive writing (adverts) A 1x enrich 1x flexible		First Person Diary Entry A 1x enrich 1x flexible			3rd Person adventure stories A 1x enrich 1x flexible			Assessment Week	News reports 1x enrich 1x flexible		Poems which explore form A	
									+1 from assess week							

Year 4 Spring Term

	4/1	11/1	18/1	25/1	1/2	8/2	15/2 (half term)	22/2	1/3	8/3	15/3 16/3 W deadline	22/3	29/3 (Easter)
	Varjak Paw (6)							Young, Gifted and Black inc. I Know Why the Caged Bird Sings by Maya Angelou (6)					
	Cultural Stories A 1x enrich 1x flexible				Explanatory texts A 1x enrich 1x flexible			Persuasive writing (adverts) B 1x enrich 1x flexible		Assessment Week 2 x plan 2 x write/edit	First Person Diary Entry B 1x enrich 1x flexible		
	1 x extra week for flexible content across term 3							+ 1 from assess week					

Year 4 Summer Term

	12/4	19/4	26/4	3/5	10/5	17/5	24/5	31/5 (half term)	7/6	14/6	21/6	28/6 1/7 W deadline	5/7	12/7	19/7	26/7 (holidays)
	The Boy at the Back of the Class (6)								The Land of Roar (4) & What a Waste (2)							
	3rd Person adventure stories B 1x enrich 1x flexible				Explanatory texts B 1x enrich 1x flexible				News reports B 1x enrich 1x flexible 1x extra week	Assessment Week 2 x plan 2 x write/edit	Cultural Stories B 1x enrich 1x flexible				Poems which explore form B	
	2 x extra weeks to use as flexible content in term 5								+1 from assess week							

Year 5 Autumn Term

3/9 (Insets)	7/9	14/9	21/9	28/9	5/10	12/10	19/10	26/10 (half term)	2/11	9/11	16/11	23/11	30/11 4/12 W deadline	7/12	14/12	21/12 (Xmas)
	Shackleton's Journey								The Explorer							
	Strong Start Use assessment info from Y4. Subsume 1 or 2 weeks into another unit from T1 & 2 if assessment identifies particular areas			Formal Letters of Application A 1x enrich 1x flexible		Dialogue in Narrative (1st person Myths) A 1x enrich 1x flexible (⅔)			Dialogue in Narrative (1st person Myths) A 1x enrich 1x flexible (3/3)		Asses Week	Balanced Argument A 1x enrich 1x flexible			Poems that use word play A	
						1 x extra week of flexible content here						1 x extra week of flexible content here				

Year 5 Spring Term

	4/1	11/1	18/1	25/1	1/2	8/2	15/2 (half term)	22/2	1/3	8/3	15/3	22/3	29/3 (Easter)
	Boy in the Tower & Daffodils or Boy Giant							A Midsummer Night's Dream & I am Not a Label					
	3rd person stories set in another culture A 1x enrich 1x flexible			Formal Letters of Application B 1x enrich 1x flexible				Poems that use word play B	Assess Week	Biography A 1x enrich 1x flexible			
	1 x extra week available across both units							+1 from assess week					

Year 5 Summer Term

	12/4	19/4	26/4	3/5	10/5	17/5	24/5	half term	7/6	14/6	21/6	28/6	5/7	12/7	19/7	26/7 holidays
	Secrets of a Sun King or Wrinkle in Time								Five Children and It or Rabbits							
	Balanced Argument B 1x enrich 1x flexible			Dialogue in Narrative (1st person Myths) B 1x enrich 1x flexible			Biography B (⅓)		Biography B 1x enrich 1x flexible (⅔)		Assessment Week	3rd person stories set in another culture B 1x enrich 1x flexible				
	1 x extra week of flexible content here											1 x extra week of flexible content here to secure the Y6 WTS TAF (below)				

Year 6 Autumn Term

3/9 (Insets)	7/9	14/9	21/9	28/9	5/10	12/10	19/10	26/10 (half term)	2/11	9/11	16/11	23/11	30/11	7/12	14/12	21/12 (Xmas)
	War Horse								Shackleton							
	Strong Start	1st person recount (diary) (A)	War Poetry (A)	Speeches/ monologues (A)		Non-chronological report (A)	Formal persuasive letter (A)		War Poetry (B)	1st person narrative description (A)		1st person recount (captain's log) B	Writing Assessment (description)	Balanced discussion (A)	Dialogue (3rd person)(A)	

Year 6 Spring Term

	4/1	11/1	18/1	25/1 (Moderation)	1/ 2 (Moderation)	8/2	15/2 (half term)	22/2	1/3	8/3	15/3 (Moderation)	22/3	29/3 (Easter)
	Journey to the River Sea							The Highwayman & All Aboard the Empire Windrush					
	3rd person narrative (setting and characters)	Dialogue (3rd person) (B)	Non-chronological report (B)		Writing assessment (1st person diary recount)			3rd person narrative (setting and characters)	Speech/ monologues (B)	Balanced discussion (B)	Formal persuasive letter (B)	Writing Assessment (soliloquy)	

Year 6 Summer Term

	12/4	19/4	26/4	3/5	10/5	17/5	24/5 (Moderation)	31/5 (half term)	7/6 (Moderation)	14/6	21/6 LA deadline	28/6	5/7	12/7	19/7	26/7 holidays
	The Listeners	Dare to be You							The Final Year (authorial intent focus - secondary transition)							
	1st person narrative description (B)		Informal monologue (Kid Doubt -Dare to be You)		SATs Week	- The Assassin (3rd person narrative)			Writing Outcomes will be designed based on prior assessment, to ensure the Teacher Assessment Framework objectives are secure.							

Key indicators in Y1

	Transcription	VGPS	Composition
1	○ Application of phonics ○ Letter/number formation secure ○ Orientation on the page secure (e.g. spacing, sizing etc)	○ Basic co-ordination (and) ○ CL ○ FS ○ ? ○ ! ○ Basic affixes (e.g. un/ing/s/es)	○ Write simple dictated sentences ○ Orally compose and record a sentence ○ Sequence sentences to form a short narrative

Key indicators in Y2*

	Transcription	VGPS	Composition
2	• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.	• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words	• write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly

Key indicators in Y3

	Transcription	VGPS	Composition
3	○ Fluent handwriting with evidence of learning to join ○ Spelling using phonics confidently (e.g. selection of appropriate alternative GPC) ○ Spelling high-frequency words securely ○ Check spelling using a dictionary ○ Identify and correct basic transcriptional errors	○ Select the appropriate spelling of homophones (e.g. there, where, one, two) ○ Subordination to join clauses (e.g. after, while, because) ○ Basic knowledge of present/past tense ○ Basic knowledge of 1st/3rd person ○ Inverted commas to mark dialogue ○ Detail added through expanded noun phrases and adverbs	○ Write dictated sentences containing spellings and punctuation taught so far ○ Write well-organised paragraphs ○ Plan, draft and edit simple whole texts that follow a tight structure ○ Create simple narrative settings and characters

Key indicators in Y4

	Transcription	VGPS	Composition
4	○ Joined fluent handwriting ○ Spelling using phonics, etymology, morphology etc ○ Secure use of a range of affixes ○ Check and correct spelling using a dictionary ○ Identify and correct transcriptional errors with a high degree of accuracy	○ Spell common homophones (e.g. here, weather, who's) ○ Varied sentence structure ○ Sustained tense/perspective ○ Inverted commas and other associated punctuation ○ Detail added through a range of devices, including fronted adverbials ○ Apostrophes for plural possession	○ Write dictated sentences containing spellings and punctuation taught so far ○ Write well-structured paragraphs around a theme ○ Plan, draft and edit simple whole texts that follow a tight structure ○ Create simple narrative settings, characters and plots

Key indicators in Y5

	Transcription	VGPS	Composition
5	○ Joined fluent handwriting, sustained at pace ○ Application of spelling knowledge ○ Secure use of a wider range of affixes ○ Use dictionaries to check the spelling and meaning of words ○ Use a thesaurus to enhance vocabulary choices	○ Spell a wider range of homophones ○ Varied sentence structure ○ Sustained tense/perspective ○ Range of devices to build cohesion ○ Modal verbs ○ Parenthesis including relative clauses ○ Commas to separate clauses ○ Integration of accurately punctuated dialogue to convey character	○ Draw on reading to inform writing (e.g. characters, settings, language) ○ Focus on effectiveness of writing as well as accuracy ○ Conscious control of syntax for impact ○ Awareness of context, audience and purpose ○ Selection of appropriate register ○ Plan, draft and edit more advanced compositions, still within a clear structure

Key indicators in Y6*

	Transcription	VGPS	Composition
6	○ spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary ○ maintain legibility in joined handwriting when writing at speed	○ use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs ○ use verb tenses consistently and correctly throughout their writing ○ use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	○ Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) ○ in narratives, describe settings, characters and atmosphere ○ integrate dialogue in narratives to convey character and advance the action ○ select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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)