# Accrington Benjamin Hargreaves Church of England Primary School




Our vision is the centre of everything we do. It underpins our teaching and learning, interactions, and environment.

## Document Title

Key Stage 2 Writing Curriculum Progression

2026-2027

Together, in God's love, we aspire to shine and succeed in all that we do.
*'Let all that you do be done in love.'* 1 Corinthians 16:14

**Vertical Strands**

1) Audience

2) Purpose

3) Word

4) Sentence

5) Punctuation

6) Text

| | | | | | | | |
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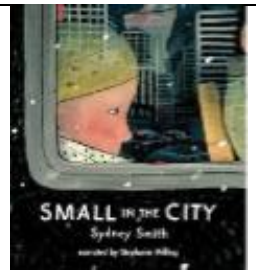
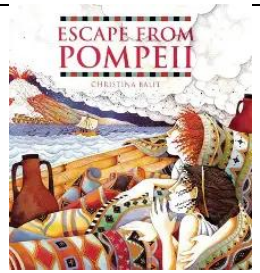
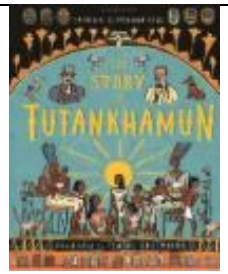
| **CI.3** | **Book title** |   |   |   |   |   |   |
| | **Outcomes** | Imaginary scenarios<br>Character descriptions<br>Diary entries<br>Recounts<br>Non chronological reports<br><br>Own version narrative | Setting description<br>Poems<br>Diary entries<br>Dialogue<br>Letters of advice<br>Lost posters<br><br>Extended narrative | Setting descriptions<br>Diaries<br>Letters<br>Thought bubbles<br>Volcano descriptions<br><br>Newspaper report | Retellings<br>Recounts (postcards)<br>Setting descriptions<br>Labels<br>Diary entries<br>Instructions<br><br>Sequel story | Non chronological reports<br>Instructions<br>Character descriptions<br>Diary entries<br>News report<br>Warning poster<br><br>Biography | Short news reports<br>Diary entries<br>Character descriptions<br>Adverts<br><br>Own version narrative |
| | **Audience** | Imaginary Stone Age scenarios | Description of city setting | Setting description of the city | Postcard from the boy to his best friend | Report on Egypt lifestyle | Short news report about a message in a bottle |

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| | | Diary of a Stone Age boy<br>Description of a woolly mammoth<br>First person recount<br>First person historical narrative | Poem about being small in the city<br>Diary entry of being in the city<br>Letter of advice to Small<br>Lost poster for cat<br>Alternative ending to story<br>Narrative from perspective of cat | Letter of advice to Livia and Tranio<br>Thought bubble of a character<br>Description of volcano eruption<br>Newspaper report of volcano eruption | Soundscape setting description<br>Technical labels for a flying machine<br>Instructions for a flying machine<br>Letter from father to son<br>Sequel with the boy as the new main character | Instructions for mummification process<br>Character description of Howard Carter<br>Telegram to Lord Carnarvon<br>Diary of Howard Carter<br>News report about opening of tomb<br>Warning poster<br>Biography of Howard Carter | Diary entry for Rhodopis<br>Description of new 'Cinderella' character<br>Lonely hearts advvert<br>Own traditional tale |
| | **Purpose** | Reflect<br>Describe<br>Entertain | Describe<br>Entertain<br>Persuade<br>Inform | Describe<br>Persuade<br>Reflect<br>Inform | Recount<br>Inform<br>Describe<br>Instruct<br>Reflect | Inform<br>Instruct<br>Describe<br>Reflect<br>Persuade<br>Inform | Inform<br>Reflect<br>Describe<br>Persuade<br>Entertain |
| | **Word** | modal verbs*<br>regular* / irregular plural nouns | adverbs with -ly<br>personification<br>antonyms | adverbs with -ly<br>modal verbs | -ing verbs as nouns<br>personification | imperative verbs<br>suffixes -ous, -able, -ent, -ive<br>superlatives with -est | figurative language – simile / metaphor / abstract nouns<br>-ment / -ness suffix<br>imperative verbs |
| | **Sentence** | subordination – because, as, since<br>conditional sentences – if<br>noun phrases expanded with 'with'<br>fronted adverbials | contrasting / extending conjunctions<br>expanded noun phrases<br>prepositions questions /commands<br>adverbials to sequence | statements / questions<br>preposition phrases<br>conjunctions – because, since, as<br>conditionals – if / when expanded noun phrases<br>adverbial phrases | modal verbs<br>conjunctions to explain<br>questions<br>noun phrases with abstract nouns<br>sentence order multi-clause sentences<br>prepositions to extend noun phrases – with, for, to<br>adverbial phrases | modal verbs<br>multi-clause sentences<br>cause and effect conjunctions<br>adverbials of time<br>noun phrases expanded with preposition phrases | commands<br>conjunctions of time / place / cause<br>expanded noun phrases<br>adverbs of time / place / cause |
| | **Punctuation** | exclamation marks<br>question marks<br>inverted commas for speech | questions marks<br>inverted commas for speech | question marks<br>plural / possessive apostrophes | question marks<br>commas after fronted adverbials | commas after fronted adverbials parenthesis | sentence ending punctuation |

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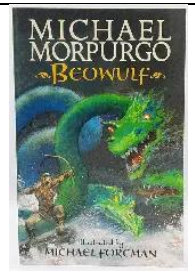
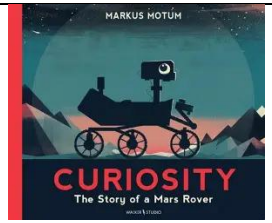
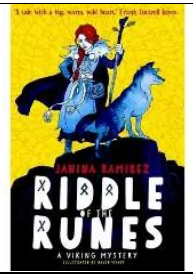
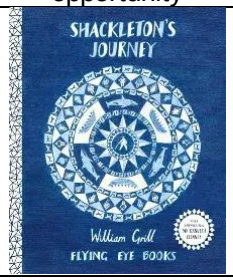
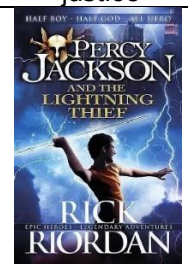
| | | apostrophes for possession / omission | commas after fronted adverbials | inverted commas for speech | | | |
| | **Text** | paragraphs to group materials | present perfect paragraphs to group material | present progressive headings / headlines paragraphs for chronology | present perfect tense conjunctions for cohesion | present perfect tense paragraphs to organise around a theme subheadings pronouns for cohesion | present prefect paragraphs to group material |
| | **EDJI links** | Equality, creativity, cultural heritage | Inclusion, empathy, belonging | Displacement, migration, community | Family relationships, aspirations, opportunity | Cultural diversity, heritage, social inequality | Cultural diversity, gender equality, social justice |
| **CI.4** | **Book title** |  |  |  |  |  |  |
| | **Outcomes** | Letters of advice<br>Diary entries<br>Dialogue<br>Character descriptions<br>Setting descriptions<br>Actions scenes<br>Obituaries<br><br>Own version legend | Proposals to NASA<br>Information labels<br>Short explanations<br>NASA logs<br>News report<br><br>Expanded explanation | Character descriptions<br>Setting descriptions<br>Dialogue<br>Instructions<br>Letter<br><br>Alternative ending | Packing lists<br>Letters (formal and informal)<br>Setting descriptions<br>Non chronological reports<br><br>Newspaper report | Labels<br>Diaries<br>Poetry<br>Interviews<br>Poster<br><br>Information text | Poetry (ode)<br>Soliloquy<br>Setting descriptions<br>Diary entries<br>Additional chapters<br>Non-chronological reports<br><br>Own version narrative |
| | **Audience** | Letter of advice to the king<br>Heroic speech by Beowulf<br>Descriptive fight scene<br>Recount in role as Hrothgar<br>Description of a party<br>Obituary for Beowulf<br>Legend based on Beowulf | Proposal to NASA for a new Mars rover<br>Labels for Curiosity diagram<br>Explanation of Curiosity's launch<br>NASA log of Mars landing<br>News report for Mars landing<br>Expanded explanation of a new Mars rover | Character description of Alva<br>Crime scene setting descriptions<br>Dialogue between characters<br>Directions<br>Persuasive letter<br>Alternative ending | Packing list with justifications<br>Telegram to family member<br>First person setting description<br>Diary of a crew member<br>Letter to Shackleton<br>Conversation between crew members | Descriptive label of their own crown<br>Diary entry in role as the girl<br>Descriptive poem<br>Interview an expert<br>'Good news' posters<br>Information text for a class 'Book of Wonders' | Character description of a bear<br>Descriptions of farewell scenes<br>Newspaper article about rescue of soldier<br>Own version historical narrative where new cuddly animal is found |

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| | | | | | Newspaper report on Shackleton's journey | | |
| | **Purpose** | Persuade<br>Describe<br>Recount<br>Reflect<br>Entertain | Inform<br>Explain<br>Recount | Describe<br>Inform<br>Entertain<br>Persuade | Inform<br>Describe<br>Reflect | Describe<br>Recount<br>Entertain<br>Inform | Reflect<br>Inform<br>Recount |
| | **Word** | alliteration-ful / -less suffix<br>Superlatives<br>dis- / de- / mis- / over- / re- prefixes<br>Idioms | differences in formality of language-er / -or suffix | -ous suffix | -ous suffix | similes and other figurative language<br>verb choice | synonyms / antonyms<br>formal vocabulary |
| | **Grammar** | modal verbs<br>subjunctive form<br>relative clauses<br>abstract noun phrases<br>sentence order<br>adverbial / prepositional phrases | modal verbs<br>multi-clause sentences<br>relative clauses<br>adverbial phrases<br>sentence order<br>passive voice<br>expanded noun phrases | noun phrases expanded with adjectives and preposition phrases<br>adverbs / adverbial phrases<br>fronted adverbials<br>contrasting conjunctions | questions<br>cause and effect conjunctions<br>adverbial phrases<br>opposing conjunctions<br>fronted adverbials | noun phrases expanded with adjectives, nouns and prepositions<br>conjunctions for time, cause and place<br>sentence types<br>present perfect form | use modals for possibility<br>subordinate clauses<br>multi-clause sentences<br>conjunctions |
| | **Punctuation** | use of hyphens<br>dialogue punctuation | commas for clauses<br>use of single dash | commas after fronted adverbials<br>inverted commas for speech and other speech punctuation | question marks<br>inverted commas for speech<br>other speech punctuation | inverted commas for speech<br>other speech punctuation | commas to avoid ambiguity<br>commas for clauses |
| | **Text** | tense choice for cohesion | progressive verb forms<br>adverbials for cohesion | paragraphs to organise around a theme<br>conjunctions for cohesion<br>pronouns to avoid repetition | perfect present tense<br>subheadings | subheadings to organise information<br>paragraphs to organise ideas around a theme<br>present perfect tense | cohesive devices<br>paragraphs to group materials |
| | **EDJI links** | Cultural diversity, identity, justice | Equality, diversity, inclusion | Gender equality, cultural heritage | Equality, inclusion, teamwork | Equality, diversity, identity, social justice, power and belonging | Neurodiversity, acceptance, belonging |

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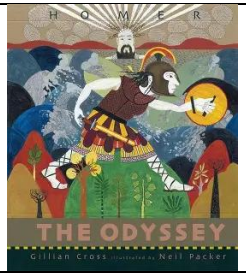
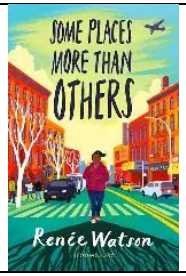
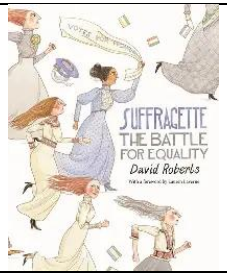
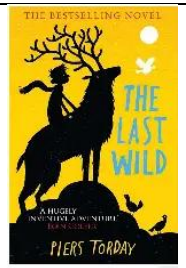
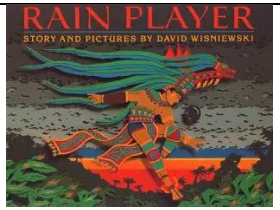
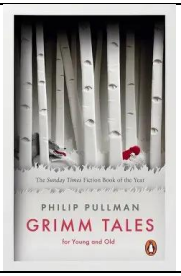
| | **Book title** |  |  |  |  |  |  |
| | **Outcomes** | Speeches<br>Diary entries<br>Dialogue<br>Missing scenes<br>Postcards<br>Advertisements<br><br>Epic adventure story | Letters<br>Diary entries<br>Short reflections<br>Labels<br>Poems<br>Biographies<br>Instructions<br><br>Suitcase project | Formal letters<br>Diary entries<br>Balanced arguments<br>Short news report<br><br>Persuasive campaign | Posters<br>Narrative retelling<br>Formal reports<br>Character description<br>Diary entries<br>Formal letters<br><br>Own version narrative | Instructions<br>Posters<br>Missing scenes<br>Diary entries<br>Newspaper reports<br>Debates<br><br>Analytical essay | Retelling from a particular viewpoint<br>Analyses<br>Dialogue<br>Character development<br><br>Own version traditional tale |
| **CI.5** | **Audience** | Oral proclamation to begin the Odyssey<br>Persuasive speech of a lotus eater<br>Soliloquy in role as Odysseus<br>Diary entry as Odysseus<br>Conversation between Odysseus and Circe<br>Postcard to Penelope<br>Advert for a Greek monster<br>Epic adventure based on The Odyssey | Letteer from Amara to parents<br>Diary entry in role as Amara<br>Short reflections about family relationships<br>'Memory map' labels<br>Poem about 'roots'<br>Short biography of Langston Hughes<br>Recipe instructions<br>Poem - 'Recipe for a happy life'<br>Range of writing to create 'The Suitcase Project' | Letters to William Gladstone<br>Diary entry as Christabel Pankhurst<br>Letter from WSPU<br>Balanced argument in response to a question<br>Newspaper about Epsom Derby events<br>Campaign to raise awareness | Warning posters to other humans<br>Retelling of section of story<br>Official Facto incident report<br>Character description of The Last Wild<br>Diary entry in role as Kester<br>Formal letter from Facto Medical Association<br>Own version dystopian narrative | Instructions for Pok-A-Tok<br>Recruitment poster<br>Missing scene of dialogue<br>Diary entry for Pik<br>Newspaper report for Pok-A-Tok game<br>Essay about legacy of the Maya | Impromptu fairy tale<br>Analyses of traditional features<br>Retelling from first person viewpoint<br>Dialogue for a section of story<br>Creation of characters<br>Own version traditional tale |
| | **Purpose** | Persuade<br>Reflect<br>Entertain<br>Inform | Persuade<br>Reflect<br>Entertain<br>Inform<br>Instruct | Persuade<br>Reflect<br>Discuss<br>Inform | Persuade<br>Entertain<br>Inform<br>Describe<br>Reflect | Instruct<br>Persuade<br>Reflect<br>Recount | Entertain<br>Discuss |

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| | **Word** | converting nouns to adjectives with -ful / -less / -ness suffixes<br>most / -est superlatives<br>Y5/Y6 Statutory List | similes<br>metaphors<br>alliteration<br>synonyms | vocabulary of formal writing<br>suffixes | -tious / -cious suffixes<br>abstract nouns | -able / -ible suffixes | genre specific language<br>determiners / articles<br>-ful suffix |
| | **Grammar** | modal verbs<br>expanded noun phrases<br>adverbs to indicate degrees of possibility<br>range of sentence types<br>multi-clause sentences<br>adverbs / adverbial phrases<br>relative clauses<br>relative pronouns / omitted pronouns | conjunctions to explain<br>question tags<br>adverbial phrases<br>range of noun phrases<br>conditional sentences<br>modifying adverbs | subjunctive mood<br>passive voice<br>modal verbs<br>adverbial phrases<br>imperative verbs | modal verbs<br>range of sentence types<br>noun / prepositional phrases<br>conjunctions to explain<br>relative clauses<br>omission of relative pronoun<br>passive voice<br>range of noun phrase constructions<br>question tags<br>subjunctive mood | modal verbs<br>adverbial phrases<br>passive voice<br>fronted adverbials<br>subordinating conjunctions | modal verbs<br>fronted adverbials<br>relative clauses<br>omitted pronouns |
| | **Punctuation** | sentence ending punctuation<br>apostrophes for contraction<br>use of colons<br>dialogue punctuation | apostrophes for contraction<br>use of colons / semi-colons | bullet points to list information | parenthesis punctuation<br>dialogue punctuation<br>use of colons / semi-colons<br>ellipsis | use of colons / semi-colons<br>dialogue punctuation<br>apostrophes for contraction | dialogue punctuation<br>commas for clarity |
| | **Text** | range of tenses - present progressive / past perfect<br>authorial devices for cohesion<br>future tense<br>adverbial phrases to advance action | future tense constructions | range of cohesive devices | layout conventions – news report<br>short sentences for effect<br>range of past tense constructions – simple / perfect / progressive<br>repetition to link across paragraphs | subheadings to organise<br>perfect tense<br>pronouns / adverbials for cohesion | adverbials for cohesion |
| | **EDJI links** | Cultural diversity, gender equality, justice | Cultural identity, diversity, belonging | Gender equality, justice, democracy | Environmental justice, responsibility, inclusion | Cultural diversity, Indigenous heritage | Cultural heritage, gender equality, social justice |