



Wood Field Writing Curriculum

Wood Field Writing Curriculum Progression of skills - composition

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instruction Writing	• follow and give oral instructions • create picture instructions • appropriate title (e.g. How to...) • simple present tense • second person (you) - key vocabulary - time - Adverbials - bossy (Imperative) verbs - numbered points	Previous features and: • chronological order • equipment or material list (if appropriate) • organisation using bullet points/ numbers • imperative verbs • final evaluative statement	Previous features and: • conjunctions and adverbs for time e.g. firstly, next, then, after • adverbs for manner e.g. carefully, quickly • diagrams or illustrations • subject-specific vocabulary • clear and concise	Previous features and: • direct appeal to the reader - for example through warnings, Don't add more glue...; additional advice, If it doesn't stick...; suggestions, You could improve it by...; persuasion, You're bound to love the result...; encouragement, Only one step left... • rhetorical questions	Previous features and: • maintain the chosen level of formality throughout the text • write instructions at different levels of formality, using appropriate language and style	• maintain the chosen level of formality throughout the text • write instructions at different levels of formality, using appropriate language and style • include instructions within other text types
Explanation Writing				title (using why or how) • generic opening statement to introduce the topic • series of logical steps/phases, in chronological order • conclusion • present tense, third person • adverbs and conjunctions for time • causal connectives e.g. consequently, due to this, as a result. therefore • technical language • diagrams/images/flow charts (if appropriate)	Previous related learning from other non-fiction writing and: • title (using why or how) • generic opening statement to introduce the topic • series of logical steps/phases, in chronological order • conclusion • present tense, third person • adverbs and conjunctions for time • causal connectives e.g. consequently, due to this, as a result. therefore • technical language • diagrams/images/flow charts (if appropriate)	Previous features and: • passive voice to create a formal tone e.g. Once the blood has been oxygenated... • glossary for technical vocabulary (if needed) • direct appeal to the reader e.g. through rhetorical questions, interesting detail, relating to their experiences



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Reports	• Simple present tense • Third person • Relevant vocabulary	Previous features and: • simple and progressive present/past tense • brief introduction • sub headings • pictures • subject specific vocabulary	Previous features and: • present/past perfect • introduction • summary • chronological order if needed • technical vocabulary • glossary	Previous features and: • adverbs for quantity e.g. many, few, some, every • adverbs for frequency e.g. often, always, rarely • logical structure, moving from the generic to the more specific • rhetorical questions to engage the reader	Previous features and: • logically sequenced paragraphs e.g. opening statement; more detailed classification; description of the subject with examples/elaboration of points; summary • tables, diagrams or images that add or summarise information • appropriate level of formality for the intended audience	Previous features and: • passive voice to avoid personalisation and maintain an appropriate level of formality • nominalisation to maintain formality • language of comparison and contrast e.g. equally, both...and..., similarly, just as...so does, in contrast, alternatively • description used to add precision • integration of other text types if appropriate
Recounts	• simple past tense • chronological order • first person	Previous features and: • opening that sets the scene • adverbs for time • 5Ws: Who? What? Why? When? Where? • expanded noun phrases to add interest • simple closing statement	Previous features and: • first or third person (as required) • adverbs and conjunctions for time • topic sentences and signposts to guide the reader	Previous features and: • inclusion of additional information to amuse, interest or inform the reader • inclusion of quotes	Previous features and: • appropriate style and formality for the genre and intended audience	Previous features and: • use of passive voice and nominalisation to create a formal tone in impersonal recounts • possible adapting of chronology in fictional recounts through using flashbacks
Persuasive text	• simple present tense • second person (you) • simple descriptive language • captions or pictures where appropriate	Previous features and: • clear viewpoint • opening that sums up the main point • strong, positive words and phrases	Previous features and: • effective layout e.g. title/heading, captions, illustrations, photos • direct address to the reader • closing statement that reinforces the argument • use of devices such as alliteration, slogans and power of three • adverbs and conjunctions for cause e.g. because, so,	Previous features and: • effective ordering of main points • elaboration/evidence/ examples for each key point • repetition for effect • rhetorical questions • emotive or boastful language • logical connectives e.g. therefore, as a result, in conclusion • adverbs for quantity	Previous features and: • structure that moves from the generic to the more specific for each point • simple psychology to appeal to the reader • use of statistics and quotes to support points • modal verbs e.g. will, can, may, must, should • adverbs for possibility e.g. certainly, surely, undoubtedly, possibly	Previous features and: • words and phrases to indicate concession e.g. while it is true that, in spite of, despite this, however, still, nevertheless • evidence to discredit possible counter arguments



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			which, otherwise, so that	e.g. many, few, some, every and frequency e.g. often, always, rarely	• adverbs for viewpoint e.g. obviously, clearly, evidently, naturally	
Argument/ Discussion					Previous related learning from persuasive texts and: • title in the form of a question • present tense, third person • adverbs for quantity e.g. several, few, much and frequency e.g. seldom, frequently, rarely, consistently • causal connectives e.g. consequently, due to this, as a result • modal verbs and adverbs for possibility • formal, impersonal style • appropriate, subject-related vocabulary • reasons with evidence to support each point • generic e.g. politicians, protesters, pollution and abstract nouns e.g. greed • structural signposts e.g. There are several reasons..., turning to... • simple structure e.g. - opening statement of the issues and preview of the main arguments - arguments for with supporting evidence - arguments against or alternative views, with supporting evidence - final summary and recommendation/conclusion	Previous features and: • effective balance of both sides of the argument • appropriate level of formality maintained across the whole text • use of statistics and quotes to support points • passive voice e.g. It can be argued that... it is thought that... • nominalisation e.g. the growth of pollution, the bravery of campaigners • sentences building from the generic e.g. most campaigners believe... to the specific e.g. Greta Thunberg, a 15-year-old climate change activist, argues... • more sophisticated structure e.g. - opening statement of the issues and preview of the main arguments - first point, arguments for and against, both with supporting evidence - second point, arguments for and against, both with supporting evidence - next point etc. - final summary and recommendation/conclusion



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Story Writing	- Beginning - Middle - End - Characters - Setting - Adjectives to describe	- Include an opening paragraph which describe characters and setting - Include a problem or dilemma - Begin to describe the character's feelings and emotions - Include simple adjectives, verbs. - Use noun phrases which add detail to description - Use coordinating conjunctions to link two main ideas - Use exclamation sentences where appropriate (What big eyes you have, Grandma!)	- Include an opening paragraph which describe characters and setting - Include a problem or dilemma - Describe the character's feelings and emotions - Use of inverted commas for speech - Include powerful adjectives, verbs and adverbs. - Include a some synonyms, similes, metaphors and alliteration - Write in paragraphs and include multi clause sentences - Use coordinating conjunctions to link two main ideas - Use noun phrases which add detail to description - Use the progressive form for verbs (Goldilocks was walking through the woods) - Use exclamation sentences where appropriate (What big eyes you have, Grandma!) - Use nouns and pronouns for clarity and cohesion - Begin to use inverted commas to mark direct speech where appropriate	- Planning Stage - Story Map / Boxed up - Interesting start which hooks the reader - Include an opening paragraph which describe characters and setting - Include a build up to a problem - Include a problem or dilemma - Describe the character's feelings and emotions - Include speech to move the events of the story forward. - Use of inverted commas for speech - Include powerful adjectives, verbs and adverbs. - Include a range of synonyms, similes, metaphors and alliteration - Write in paragraphs and include multi clause sentences - Use fronted adverbials to show how / when an event occurs - Use subordinate clauses to add detail or context - Use nouns and pronouns for clarity and cohesionShow the character's	- Planning Stage - Boxed up - begin to show authorial intent, - Opener paragraph can be action, description or dialogue - Include a build up to a problem - Include a description of the setting which sets the atmosphere through vocabulary - Create historical settings and characters - Include a problem or dilemma - Include speech to move the events of the story forward and shows nuance of character - Use of correct speech punctuation - Include powerful adjectives, verbs and adverbs. - Include a range of synonyms, similes,	- Planning Stage - Boxed up showing authorial intent, deliberate - Opener paragraph can be action, description or dialogue - Include a build up to a problem which increases tension. - Include a description of the setting which sets the atmosphere through carefully chosen vocabulary - Create historical settings and characters - Include a problem or dilemma - Show the character's feelings and emotions through selection of effective vocabulary - Include speech to move the events of the story forward and shows nuance of character - Use of correct speech punctuation - Vary the order of reported speech in the sentence - Include powerful adjectives, verbs and adverbs.
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		• Begin to use inverted commas to mark direct speech where appropriate		feelings and emotions through selection of effective vocabulary •	metaphors and alliteration • Write in paragraphs and include mult clause sentences • Manage shifts in time using cohesive devices	· Include a range of synonyms, similes, metaphors and alliteration · Write in paragraphs and include mult clause sentences · Manage shifts in time using cohesive devices
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Poetry	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acrostic/Shape	<u>Shape</u> The poem usually describes an object. The poem is presented in the shape of the object which it is describing. The layout may either be with the words inside a shape or around the outline of the shape. <u>Acrostic</u> The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word. The acrostic links to a given theme, e.g. winter. Lines usually end with commas. Ideas could be extended through using couplets.	<u>Diamante</u> The poem is presented in the shape of a diamond. The line structure is as follows: • Line 1: Beginning subject; • Line 2: Two adjectives about line 1; Line 3: Three verbs or words ending '-ing' about line 1; • Line 4: A short phrase about line 1, a short phrase about line 7; • Line 5: Three verbs or words ending '-ing' about line 7; • Line 6: Two adjectives about line 7; • Line 7: End subject. Precise verbs and adjectives are used in the relevant lines indicated above. Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines.	<u>Acrostic</u> The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word. The acrostic links to a given theme, e.g. winter. Lines usually end with commas. Ideas could be extended through using couplets.			
Free verse	• joining in with rhymes and repetition • counting syllables • clapping rhythms	• alliteration rhyme • counting syllables • repetition thinking and feeling details	• repetition • rhyme • simile • rhythm	• simile • rhythm • metaphor • onomatopoeia	• simile • metaphor • personification • structure of author • focus • mood and tone • an awareness of vocabulary choice	• simile • metaphor • personification • rhyme • author intent • mood and tone • enjambment • an awareness of vocabulary choice



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					poetry from different cultures and periods of time	poetry from different cultures and periods of time
Narrative			<u>Riddle</u> The poem describes a noun (usually an object), but does not name it, i.e. it may describe a tiger as striped and furry. Ideas could be extended through use of adjectives to describe each part of the object, or through prepositions.		- rhyme - structure - archaic language - hyperbole - symbolism - personification - pathetic fallacy	rhyme structure archaic language hyperbole symbolism personification pathetic fallacy repetition
Riddles/Limericks/Kennings			<u>Limerick</u> The poem is five lines in length and follows the rhyme scheme AABBA. The line structure is as follows: - Line 1: 7-10 syllables; - Line 2: 7-10 syllables; - Line 3: 5-7 syllables; - Line 4: 5-7 syllables; - Line 5: 7-10 syllables.	<u>Kenning</u> A 'kenning' is a two-word phrase which describes an object, often using a metaphor to do so. kenning poems are a type of riddle which use kennings to describe something or someone. - each line consists of one kenning. - no set number of lines in each verse. ordered within the poem with consideration of the impact on the reader eg last clue is easiest		
Structured syllables/Haiku/Clerihew/ Limericks		<u>Haiku</u> The haiku originates from Japan. The mood of a haiku is generally serious, and can relate to many themes, including nature or love. The line structure is as follows: - Line 1: 5 syllables; - Line 2: 7 syllables;	<u>Clerihew</u> A clerihew is four lines in length and includes rhyming couplets (AABB). subject of the poem is typically a character who is named on one of the lines.			



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		• Line 3: 5 syllables. (14 in total). Each line starts with a capital letter	• mood of this type of poem is comic.			
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