

Writing Progression Document

Version 1

Summer 2024





Reception Writing Progression

V1	Autu	mn 1	Autu	nn 2	Sprii	ng 1	Spri	ng 2		Summer 1			Summer 2	
Text	Where the Wild Things Are	Anansi	Look Up!	I am Henry Finch	The Magic Paintbrush	Super Milly and the Super School Day	The Tiny Seed	The Extraordinar y Gardener	Weirdo	So Much	The Night Pirates	Tango Makes Three	Hairy Maclary from Donaldson's Dairy	Izzy Gizmo
Outcomes	Labels, captions, oral re-telling developing a new character	Labels and captions, call-and- response poems, descriptive posters, simple explanations	Dialogue, diaries, re-telling (oral dictation), mini- autobiography, ship's log	Signs and labels, captions, invitations, thought bubbles, advertisement s,	Thought bubbles labels, oral re-telling, writing in role, thank you letters	Letters of encouragement ; a retelling; song lyrics and job applications	Labels and captions, advice, retellings, writing in role, narrative, letter	Labels, letters of advice, instructions, narratives	Writing in role, letters, captions and labels, narrative retellings	Past tense sentences, writing in role, performance/ narrative poetry	Writing in role, letters, labels and captions	Signs and lists, writing in role, letters of advice, 'new baby' cards	Character description, writing in role, letters, leaflets	Signage, letters of advice, lists, labelled diagrams
Main Outcome	Own Version 'Wild Thing' Narratives	Booklets about Spider	Non- Chronologic Reports	letters of advice Narrative sequels	Own version 'overcoming tales'	Alternative Character version	Advice Leaflets	Narrative inspired by the original text	Instruction al guides to being brave	Own So Much Narrative Poems	How to be a pirate guide tructional	Alternative Version Narratives	Alternative Version Narratives	Simple Explanatio ns





Year 1 Writing Progression

V1	Autu	.mn 1	Autu	mn 2	Spri	ng 1	Spri	ing 2	Sum	ner 1	Sumi	mer 2
Text	NAUGHTY BUS	ASTRO GIRL	I WANT MY HAT BACK	BILLY AND THE BEAST	BEEGU	LEO AND THE OCTOPUS	STANLEY'S STICK	DINOSAURS & ALL THAT RUBBISH	LOST AND FOUND	PIG THE PUG	IGGY PECK, ARCHITECT	THE MAGIC BED
Outcomes- Non-fiction Fiction	Letters Diaries Sequel Non- chronological report	Writing in role Commands Letters	Questions Speech bubbles Letters Lists	Posters Emails Character description Recipes	Descriptions Commands Letters Poetry Dictionary Senses description Non-fiction reports	Poster Letter Labels Recount Writing in role Scripts	Alternative ending Captioning Retelling Description	Letters Instructions Poster Retelling	Character descriptions Retellings Advice Instructions Non- chronological reports	Character comparisons Shared poem Fact sheets Letter in role Narrative	Labels Character comparisons Character descriptions Building descriptions Posters	Setting description Additional scene Item description Lists
Outo	Narrative	Fact-files	Narrative sequel	Narrative	Narrative	Fact-file	Narrative	Information booklet	Narrative	'How to' guides	Fact files	Narrative
Audience / Form	Letter to the Naughty Bus explaining the school rules Diary entry in role as the Naughty Bus Sequel about the Naughty Night Bus All About Toys – non-fiction guide Own stories based on the adventures of another naughty toy.	Thought bubbles in role as Astrid Guide for how to train to be an astronaut Letter to Astrid Fact-files about being an astronaut	Questions about mystery hats Speech bubbles between Bear and Rabbit Letters of advice for Rabbit for getting his friend back Packing list for Rabbit's journey Narrative sequel – I want my friend back!	Wanted poster to describe the beast Advice email to Billy Character description for a new character Instructional recipe for a beastly dish Own version 'defeating a monster' tale	Character description of Beegu How to look after an alien Letter of advice to Beegu Nonsense rhyming poetry Dictionary to explain Beegu's language Retelling a section of Beegu focusing on senses Non-fiction report about own alien Own version alien narrative story	'This Is Me' poster celebrating uniqueness Letters of advice for Leo Information labels about an octopus Logbook of the week's events Speech bubbles in role Transcript for a nature documentary Non-fiction report about octopuses for the London Aquarium	Alternative ending to Stanley's Stick Sequencing and captioning of key events Retelling the story of Stanley's Stick Create and describe own item Own version narrative based on Stanley's Stick	Letter to describe how the world has changed Instructions for making the world beautiful again Poster showing who the world belongs to Narrative retelling of the story Pamphlet on how to look after the world	Questions about the lost penguin Character descriptions for 'Found' tags Oral retelling Notes of advice for how to help the penguin Instructions for helping someone who is lost Fact-file about an Antarctic animal Own version losing / finding narrative	Character comparison between Pig and Trevor Shared poetry about Pig Research notes on caring for a chosen pet Own version narrative about a pet Letter in role as a pet to Pig the Pug How to be a guide	Labels and description of own created buildings Character comparison between Iggy and his teacher Letter of advice Character description Competition poster Fact files about famous buildings	Setting description of favourite scene An extra section for the adventure Description of own magical furniture List of items for a magical journey Own version narrative
Purposes covered	Inform Persuade Recount Entertain	Reflect Instruct Inform	Inform Persuade Entertain	Describe Persuade Instruct Entertain	Describe Inform Instruct Entertain Persuade	Inform Persuade Recount Reflect	Recount Describe Entertain	Describe Instruct Persuade Inform Entertain	Describe Entertain Persuade Instruct Inform	Describe Entertain Inform Entertain Reflect	Inform Describe Persuade	Describe Entertain Inform



	F	Buckton N Primary S	School	I 									Liter
Text		NAUGHTY BUS	ASTRO GIRL	I WANT MY HAT BACK	BILLY AND THE BEAST	BEEGU	LEO AND THE OCTOPUS	STANLEY'S STICK	DINOSAURS & ALL THAT RUBBISH	LOST AND FOUND	PIG THE PUG	IGGY PECK, ARCHITECT	THE MAGIC BED
	WORD	naming and spelling the days of the week	Alphabetical order	-ing suffix un- prefix syllables	-ing suffix use of pronouns	-ing suffix use of pronouns	suffixes -s and - es for plurals past tense -ed suffix technical vocabulary	-ed suffix for past tense -ly suffix with adverbs* adverbs	suffix -ing superlatives with -est suffix*	-er / -est suffix* -ed suffix	-ing suffix un- prefix	-est suffix -er suffix	-e and -es for plural nouns -ed past tense suffix days of the week
taught multiple times throughout the sequence)	SENTENCE	adjectives to describe* using and / but* to join ideas	adjectives to describe nouns* commands* subordinating conjunction because* coordinating conjunctions (and, but*, so*) questions statements*	join clauses using and, but*, so* questions	adjectives to describe* command sentences* imperative verbs* introduction to but* questions and statements use of 'and'	adjectives to describe* command sentences* imperative verbs* introduction to but* questions and statements use of 'and'	adjectives for feelings and description* exclamations*, statements*, commands* and questions noun phrases* use of when* use of conjunction and verbs are and have	noun phrases* adjectives to describe 'and' to join ideas	adjectives* commands* imperative verbs* noun phrases* nouns statements* use of but*	adjectives to describe* use of question words imperative verbs* adverbs to sequence* 'but' to contrast ideas	adverbials of time to sequence* adverbs and adverbials* could and should expanded noun phrases* prepositional language* using and in a sentence using but in a sentence*	conjunction but to join sentences* commands* questions exclamations	adjectives for detail and description* adverbials of time* expanded noun phrases* nouns past tense use of because*
mmar coverage (these may be taug	PUNCTUATION	Introduction to capital letters capital letters for proper nouns / I full stops	capital letters full stops question marks	capitals for proper nouns exclamation marks question marks	capital letters full stops	capital letters full stops	capital letters capital letters for names and days of the week full stops pronoun T	capital letters commas in lists* full stops	possessive apostrophe*	question marls capital letters full stops	capital letters full stops question marks	capital letters full stops capital letters for names question marks exclamation marks	apostrophe for possession * capital letters capital letters for proper nouns full stops
Gramr	TEXT	sequencing sentences to form short narratives writing in 1 st person	nf / f formats and layouts questions as subheadings	sequencing sentences to form short narratives	sequencing sentences to form short narratives	sequencing sentences to form short narratives	first person irregular verbs subheadings and bullet points*	simple adverbs to sequence* paragraphing sequence sentences to form short narratives	adverbs to sequence* present progressive subheadings*	sequence sentences to form narratives subheadings	sequence sentences to form narratives	consistent present tense*	sequence sentences to form narratives



Text	Primary S NAUGHTY BUS	ASTRO GIRL	I WANT MY HAT BACK	BILLY AND THE BEAST	BEEGU	LEO AND THE OCTOPUS	STANLEY'S STICK	DINOSAURS & ALL THAT RUBBISH	LOST AND FOUND	PIG THE PUG	IGGY PECK, ARCHITECT	THE MAGIC BED
	Saying out loud	Saying out loud	Saying out loud	Saying out loud	Saying out loud	Saying out loud	Saying out loud	Saying out loud	Saying out loud	Saying out loud	Saying out loud	Saying out loud
	what they are	what they are	what they are	what they are	what they are	what they are	what they are	what they are	what they are	what they are	what they are	what they are
	going to write	going to write	going to write	going to write	going to write	going to write	going to write	going to write	going to write	going to write	going to write	going to write
	about	about	about	about	about	about	about	about	about	about	about	about
	Composing a	Composing a	Composing a	Composing a	Composing a	Composing a	Composing a	Composing a	Composing a	Composing a	Composing a	Composing a
	sentence orally	sentence orally	sentence orally	sentence orally	sentence orally	sentence orally	sentence orally	sentence orally	sentence orally	sentence orally	sentence orally	sentence orally
	before writing it	before writing it	before writing it	before writing it	before writing it	before writing it	before writing it	before writing it	before writing it	before writing it	before writing it	before writing
	Sequencing	Sequencing	Sequencing	Sequencing	Sequencing	Sequencing	Sequencing	Re-reading	Sequencing	Sequencing	Sequencing	Sequencing
	sentences to	sentences to	sentences to	sentences to	sentences to	sentences to	sentences to	what they have	sentences to	sentences to	sentences to	sentences to
	form short	form short	form short	form short	form short	form short	form short	written to check	form short	form short	form short	form short
	narratives	narratives	narratives	narratives	narratives	narratives	narratives	that it makes sense	narratives	narratives	narratives	narratives
z	Re-reading		Re-reading	Re-reading	Re-reading	Re-reading	Re-reading		Re-reading	Re-reading	Re-reading	Re-reading
Ē	what they have		what they have	what they have	what they have	what they have	what they have	Discuss what	what they have	what they have	what they have	what they hav
Composition	written to check		written to check	written to check	written to check	written to check	written to check	they have	written to check	written to check	written to check	written to chec
Ē	that it makes		that it makes	that it makes	that it makes	that it makes	that it makes	written with the	that it makes	that it makes	that it makes	that it makes
ပိ	sense		sense	sense	sense	sense	sense	teacher or other	sense	sense	sense	sense
								pupils				
	Discuss what		Discuss what	Discuss what	Read aloud	Discuss what	Discuss what			Discuss what	Discuss what	Discuss what
	they have		they have	they have	their writing	they have	they have			they have	they have	they have
	written with the		written with the	written with the	clearly enough	written with the	written with the			written with the	written with the	written with th
	teacher or other		teacher or other	teacher or other	to be heard by	teacher or other	teacher or other			teacher or other	teacher or other	teacher or oth
	pupils		pupils	pupils	their peers and the teacher.	pupils	pupils			pupils	pupils	pupils
	Read aloud			Read aloud		Read aloud	Read aloud				Read aloud	
	their writing			their writing		their writing	their writing				their writing	
	clearly enough			clearly enough		clearly enough	clearly enough				clearly enough	
	to be heard by			to be heard by		to be heard by	to be heard by				to be heard by	
	their peers and			their peers and		their peers and	their peers and				their peers and	
	the teacher.			the teacher.		the teacher.	the teacher				the teacher.	





Year 2 Writing Progression

V1	Autv	umn 1	Autv	umn 2	Sprir	ng 1	Sprin	ng 2		Summer 1		Sum	umer 2
Text	THE JOURNEY HOME	DEAR EARTH	GOLDILOCK S PROJECT	WOLVES	THE BEAR UNDER THE STAIRS	THE MINPINS	THE OWL AND THE PUSSYCAT	IF ALL THE WORLD WERE	LIZZY AND THE CLOUD	THE DRAGON MACHINE	OCEAN MEETS SKY	ROSIE REVERE, ENGINEER	A WALK IN LONDON
Outcomes- Non-fiction Fiction	Missing posters Fact-files Lists Postcards Wanted posters Information report Short retellings	Future aspirations Set of instructions Poems Travel blogs/vlogs Persuasive speeches Letters	Character descriptions Wanted posters Letters Retellings Speech bubbles	Captions Information Character descriptions Comparisons	Personal reflections Letters Narrative re- tellings Own version narratives	Danger posters Setting descriptions Character descriptions Narrative retelling Information reports Postcards	Letters Interviews Lists Instructions	Writing in role Diary entry 'Top tips' guide Letter of advice	Descriptions / instructions Adverts / market stall pitches Letters of advice Postcards in role	Dragon guide Letters of advice Encyclopaedi a entry Explanation Shopping list Description	Labels Diary entries Instructions Postcards Captain's log Dialogue Fantasy setting descriptions	Short explanations Advertiseme nts Letters of advice School report cards (character descriptions) Invention descriptions	Instructions Persuasive poster Setting descriptions Captions Postcards Diary entries
	Persuasive letter	Informative leaflet	Sequel	Non- chronological leaflet	Non- chronological report	Own version narrative	Rhyming poem	Non- narrative poem	Guidebook	Own version narrative	Fantasy narrative	Explanation text	'A Walk in' guidebook
Audience / Form	Missing poster to find lost animal Fact-file about extinct animals Postcard to recount events Wanted poster to catch hunters Persuasive letters to save an endangered animal	Personal aspirations for the future Instructions – rules for Explorers' Club Poems about being an explorer Travel vlog or blog Short speech about saving the environment Letter to the earth Informative leaflet to save the environment	Description of Goldilocks Wanted poster to find Goldilocks Retelling of traditional version Letter of apology to bears Speech bubble conversation between Goldilocks and bears Retelling from alternative perspective Sequel to Goldilocks	Character description of a wolf Factual sentences about wolves Captions about wolf artefacts Leaflet about wolves	Reflections about fears Letter from William to a friend Letter in reply Re-telling of narrative Own-version narrative Non- chronological report about bears	Danger poster about entering the woods Character description of a monster Contrasting character descriptions of boy / Minpin Retelling of short section Report about the Minpins Postcard home from the boy Own version narrative adventure	Packing list of things to take on boat Love letter from Owl to Pussycat Interview between Owl and Pussycat Instructions to find land Rhyming poem	Thought bubble in role Diary entry for girl / grandad 'Top tips for dealing with feelings' guide Letter of advice to the girl Non- narrative read-aloud poem	Instructions to find the Cloud Seller Posters to advertise the Cloud Seller's stall Letter of advice from Cloud Seller to Lizzy Postcard from Milo to Lizzy Guidebook for how to care for a cloud	A guide to spotting dragons Letter of advice to George Encyclopaedia entry about dragons Description of dragon machine Own version dragon narrative	Labels for box of precious items Diary entry in present tense / past tense Instructions for building a boat Description of a boat Captain's log of a long voyage Postcard to mother Dialogue for Finn and Grandpa Description of fantasy setting Extended fantasy narrative	Short explanation of bridge design Advert for Rosie's Cheese Hat Letter of advice to Rosie Rosie's school report Description of an invention Explanation of a new invention	Instructions for preparing for a trip Poster to persuade others to go on regular walks Setting description of St. Paul's Cathedral Postcard about a trip to London Diary entry of a trip to a local place 'A Walk in' guide to a local place

V	
	Literacy
	Tree

C		Buckton Primary S	Vale School											Literacy Tree
Purposes	covered	Inform Recount Persuade	Reflect Instruct Entertain Inform	Inform Persuade Entertain	Describe Persuade Instruct Entertain	Reflect Entertain Inform	Inform Describe Entertain	Instruct Reflect Inform Entertain	Reflect Instruct Inform Entertain	Instruct Describe Persuade Inform Reflect	Inform Persuade Describe Entertain	Inform Reflect Instruct Describe Recount Entertain	Explain Persuade Describe Inform Instruct	Instruct Persuade Describe Inform Recount
Tex	t	THE JOURNEY HOME	DEAR EARTH	GOLDILOCK S PROJECT	WOLVES	THE BEAR UNDER THE STAIRS	THE MINPINS	THE OWL AND THE PUSSYCAT	IF ALL THE WORLD WERE	LIZZY AND THE CLOUD	THE DRAGON MACHINE	OCEAN MEETS SKY	ROSIE REVERE, ENGINEER	A WALK IN LONDON
(aouanbas	WORD	-e and -es for plural nouns	imperative verbs similes adverbs with -ly suffix -ness	singular / plural - s and -es*	use of -er suffix with adjectives	homophones graphemes for phoneme /air/	-ment and -ness adjectives contrasting adjectives -er -est suffixes	-ful and -less adjectives -ly adverbs un- prefix rhyming words / syllables	imperative verbs modal verbs – could, should, would* -ment and -ness suffixes simile/metaphor	imperative verbs un- prefix -less / -ness suffix -ful / -less suffix	un- prefix modal verbs – could, should, would* -ment / -ness suffix	adverbs with -ly -est suffix adjectives with - ing suffix -ment / -ness suffix	-est suffix -ful suffix technical vocabulary	imperative verbs -ful /-less suffix -ment / -ness suffix -est suffix
coverage (these may be taught multiple times throughout the s	SENTENCE	noun phrases statements questions exclamations coordinating conjunctions (and, but, so, or)	modal verb – would * subordinating conjunctions (when, if, because) expanded noun phrases range of sentence types adverbials of time* coordinating conjunctions (and, but, so, or)	subordination (because) statements adverbials of time* coordinating conjunctions (but)	noun phrases subordination (so that, because, in order to, by) statements questions	statements questions exclamations coordination (and, but, or) adverbials of time*	noun phrases commands coordination (and, or, but) questions exclamations subordination (because, as, when, while)	subordination (when, if, that, because) noun phrases statements questions commands	questions statements commands subordination (if, because) noun phrases repetition for effect*	questions expanded noun phrases prepositions* coordinating conjunctions commands exclamations statements subordinating conjunctions – when, if	simple prepositions* coordination (and, but, or) subordination (because, when, if, that) commands statements questions simple / expanded noun phrases adverbials of time*	coordination (and) subordination (because) noun phrases simple prepositions* commands exclamations questions adverbials of time*	subordination adverbs of time * expanded noun phrases statements exclamations commands questions prepositions*	questions commands exclamations expanded noun phrases prepositions* subordination (because, if) adverbials of time*
ige (these may be ta	PUNCTUATIO	capital letters full stops questions marks exclamation marks commas in a list	commas in lists (between adjectives) possessive apostrophe question marks exclamation marks	capital letters full stops	capital letters full stops questions marks	full stops capital letters questions marks exclamation marks	questions marks exclamation marks possessive apostrophe	apostrophes for contractions capital letters – functions question marks	question marks	question marks exclamation marks	question marks commas in lists	commas in lists exclamation marks question marks	exclamation marks questions marks commas in lists capital letters for proper nouns*	capital letters for proper nouns* question marks exclamation marks
Grammar covera	TEXT	subheadings* present progressive verbs simple past tense	present tense past tense verbs subheadings * paragraphs to group material*	sequencing sentences to form short narratives*	subheadings* paragraphs to group material*	sequencing sentences to form short narratives*	simple past -ed past progressive - ing subheadings* present tense verbs	past progressive verb agreement	subject-verb agreement	present tense verbs paragraphs to group*	simple past -ed sequencing sentences to form short narratives*	present tense verbs simple past -ed paragraphs to group*	present tense verbs paragraphs to group*	consistent present tense regular / irregular past tense verbs first / second person paragraphs to group* subheadings*

0	Buckton Primary S	Vale School										Y	Literacy Tree
Text	THE JOURNEY HOME	DEAR EARTH	GOLDILOCK S PROJECT	WOLVES	THE BEAR UNDER THE STAIRS	THE MINPINS	THE OWL AND THE PUSSYCAT	IF ALL THE WORLD WERE	LIZZY AND THE CLOUD	THE DRAGON MACHINE	OCEAN MEETS SKY	ROSIE REVERE, ENGINEER	A WALK IN LONDON
Composition	Writing narratives about personal experiences and those of others (real and fictional) Writing for different purposes Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence Evaluating their Writing with the teacher and other pupils Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	Writing about real events Writing poetry Writing for different purposes Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence Evaluating their Writing with the teacher and other pupils Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	Writing narratives about personal experiences and those of others (real and fictional) Writing for different purposes Planning or saying out loud what they are going to write about Evaluating their Writing with the teacher and other pupils	Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing for different purposes Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence Evaluating their Writing with the teacher and other pupils	Writing narratives about personal experiences and those of others (real and fictional) Encapsulating what they want to say, sentence by sentence Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	Writing narratives about personal experiences and those of others (real and fictional) Writing for different purposes Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Evaluating their Writing with the teacher and other pupils Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Writing poetry Writing for different purposes Encapsulating what they want to say, sentence by sentence Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	Writing poetry Writing for different purposes Encapsulating what they want to say, sentence by sentence Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	Writing narratives about personal experiences and those of others (real and fictional) Writing for different purposes Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Evaluating their Writing with the teacher and other pupils Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	Writing about real events Writing for different purposes Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence Evaluating their Writing with the teacher and other pupils Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate	Writing narratives about personal experiences and those of others (real and fictional) Writing for different purposes Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Evaluating their Writing with the teacher and other pupils Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	Writing for different purposes Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.	Writing about real events Writing for different purposes Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence Evaluating their Writing with the teacher and other pupils Reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate
		Read aloud what they have written								intonation to			intonation to

Literacy Tree
make the
meaning clear.
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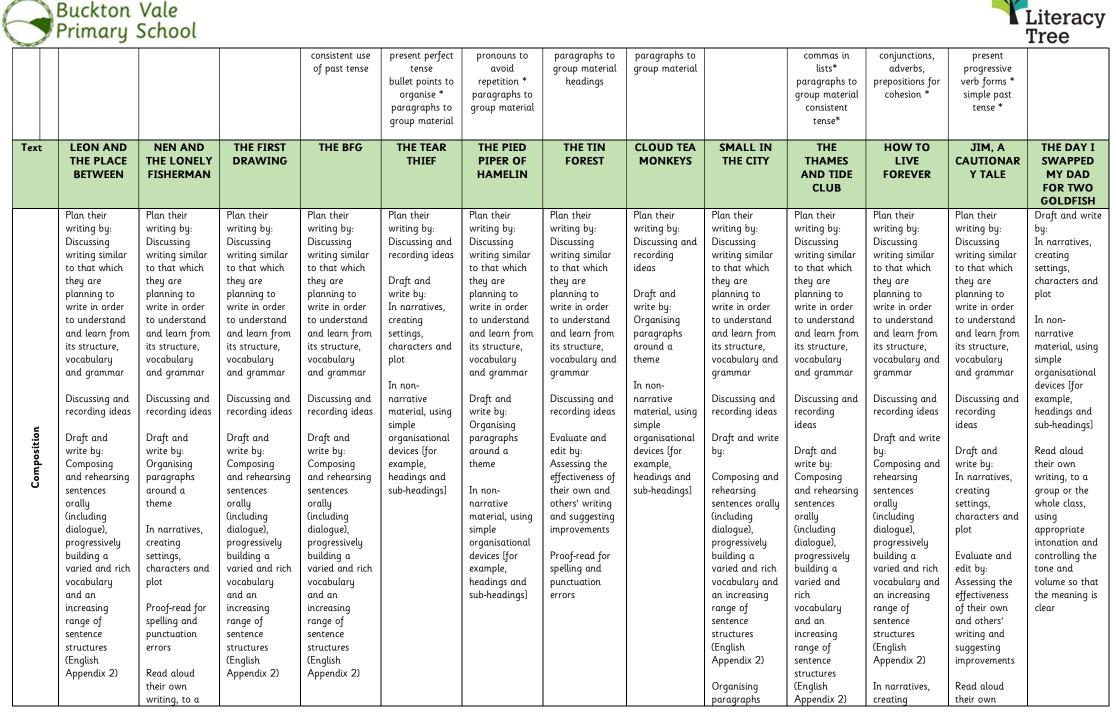




Year 3 Writing Progression

V1		Autumn 1		Autu	imn 2	Spri	ing 1	Spri	ing 2	Sum	mer 1	Sum	ner 2
Text	LEON AND THE PLACE BETWEEN	NEN AND THE LONELY FISHERMAN	THE FIRST DRAWING	THE BFG	THE TEAR THIEF	THE PIED PIPER OF HAMELIN	THE TIN FOREST	CLOUD TEA MONKEYS	SMALL IN THE CITY	THE THAMES AND TIDE CLUB	HOW TO LIVE FOREVER	JIM, A CAUTIONAR Y TALE	THE DAY I SWAPPED MY DAD FOR TWO GOLDFISH
Outcomes- Non-fiction Fiction	Persuasive posters Reviews Setting descriptions Thought bubbles / diary entries Dialogue	Adverts Character descriptions Thought bubbles Diary entries Setting descriptions	Imaginary scenarios Character descriptions Diary entries Recounts	Character descriptions Wanted posters Instructions Dream scenarios Diary entry recounts New Chapters Letters	Diary entries Shared poem Persuasive posters Letters of explanation Discussion	Writing in role Information reports Adverts Formal letters	Persuasive posters Information leaflets Postcards Diary entries Wishes Setting descriptions	Descriptive passages Writing in role 'How to' guides Letters Discussions	Setting descriptions Poems Diary entries Dialogue Letters of advice Lost posters	Persuasive letters Diary entries Weather reports Advertiseme nts Dialogue	Lost posters Dialogue Character descriptions Setting descriptions Ledger entries Instructions Letters of warning	Warning posters Warning announceme nts Letters of apology Alternative endings Performance poetry	Dialogue Thought bubbles Missing scenes Diary entries
0	Own version narrative	Own version narrative	Own version narrative	Own version narrative	Newspaper article	Own version myth / legend	Persuasive information leaflet	Non- chronologica l report	Extended narrative	Own version fantasy narrative	Prequel	Narrative poem	Own version narrative
Audience / Form	Persuasive poster invite to the magic show Audience member review of the show Setting description inside the tent Conversation between the children Own version fantasy narrative	Lonely hearts advert Thought bubbles for Nen and Ernest Diary entry for Nen about a key event Message in a bottle setting description Own version traditional tale with a twist	Imaginary Stone Age scenarios Diary of a Stone Age boy Description of a woolly mammoth First person recount First person historical narrative	Character description of the giant Wanted poster for a giant Recipe instructions for 'Revolting Recipes' book Dream scenarios New chapter called 'The Plan' Letter to the BFG Own version 'child and giant' story	Diary entry in role as the Tear Thief Shared group / class poem Letter to the Tear Thief from the girl Posters about importance of crying Letter of advice to the girl Newspaper article about stolen tears	First person reaction to seeing rats Information report about rats Advert for a rat-catcher Persuasive letter to the Mayor Own version myth	Persuasive poster to encourage recycling Informative leaflet for getting rid of rubbish Postcard to offer advice to Old Man Diary entry in role as Old Man Wish to the Moon Setting description of forest Information leaflet about protecting the local environment	Tea label descriptions Description of scene Thought bubble in role as Tashi Tea-tasting instructions Thank you letters from Tashi Questions about fair trade Non- chronologica l report about fair trade	Description of city setting Poem about being small in the city Diary entry of being in the city Letter of advice to Small Lost poster for cat Alternative ending to story Narrative from perspective of cat	Persuasive letter to join the mudlarks Diary entry as Clem Weather report for London Email of advice to Clem Tourist advert for Undercity of London Section of dialogue Own version mudlarking fantasy narrative	Lost poster to warn Setting description of the Chinese garden Character description of old men Prequel to the story Instructions for 'how to live forever' Letter from the Ancient Child Prequel story	Warning poster about consequences of actions Tannoy announcement to warn Jim Letters of apology from Jim to Nurse Alternative ending to Jim story Performance of Jim poem Own version cautionary narrative poem	Dialogue Thought bubble for Nathan Missing scene Diary entry for Dad Own version 'swap' story

0	Buckton Primary	Vale School											Literacy Tree
Purposes covered	Persuade Inform Describe Entertain	Describe Reflect Entertain	Reflect Describe Entertain	Recount Describe Persuade Entertain Inform	Recount Entertain Inform	Reflect Inform Persuade	Persuade Inform Reflect Describe	Describe Reflect Inform	Describe Entertain Persuade Inform	Persuade Reflect Inform Entertain	Persuade Describe Inform Entertain	Inform Reflect Entertain	Reflect Entertain
Text	LEON AND THE PLACE BETWEEN	NEN AND THE LONELY FISHERMAN	THE FIRST DRAWING	THE BFG	THE TEAR THIEF	THE PIED PIPER OF HAMELIN	THE TIN FOREST	CLOUD TEA MONKEYS	SMALL IN THE CITY	THE THAMES AND TIDE CLUB	HOW TO LIVE FOREVER	JIM, A CAUTIONAR Y TALE	THE DAY I SWAPPED MY DAD FOR TWO GOLDFISH
the sequence)	abstract nouns word classes vocab choices for effect modal verbs*	use forms of a or an -ing forms of adjectives verbs for personification	modal verbs* regular* / irregular plural nouns	word classes noun / verb / adjective choices for effect compound words * -sion / -cian / - tion suffix	simile / metaphor	word classes * adverbs with - ly * -sion / -tion suffix modal verbs *	alliteration strength of adjectives	use forms of a or an imperative verbs homophones	adverbs with - ly * personification	modal verbs* use forms of a or an adverbs with - ly*	word families – mortal, forever -ful, -less suffix modal verbs*	rhyming words adverbs with - ly*	
may be taught multiple times throughout t	range of sentence types * expanded noun phrases adverbs / adverbial phrases conditional sentences — if	expanded noun phrases conjunctions to jon / contrast preposition phrases adverbs of time	subordination – because, as, since* conditional sentences – if noun phrases expanded with 'with'* fronted adverbials	adverbs / adverbial phrases similes with 'like' or 'as' commands * conditional sentences – if / when cause and effect conjunctions – because, as, whilst	noun phrases expanded with 'of' range of sentence types * conditional sentences – if conjunctions – because / when adverbial phrases	noun phrases with 'of * conjunctions – as, because, but, although, so sentence types * conditional sentences – if questions * adverbial phrases	noun phrases * expanded noun phrases with 'with' * range of sentence types * subordinating conjunctions – although, whilst, because, since modal verbs * preposition phrases	expanded noun phrases prepositions conjunctions of time / place / cause sentence types *	contrasting / extending conjunctions expanded noun phrases prepositions questions / commands * -ly adverbs to sequence	conjunctions – because, as, since conditional sentences – if noun phrases with 'of' or 'with' range of sentence types * adverbials of time	conditional sentences — if conjunctions — because, or, as, since range of sentence types * noun phrases with 'of' or 'with' adverbs / conjunctions / prepositions of time	range of sentence types * adverbial phrases conditional sentences – if/then order of clauses *	conjunctions — because, when, while multi-clause sentences adverbs /adverbial phrases of time fronted adverbials *
Grammar coverage (these n	*	question marks * commas in a list	exclamation marks * question marks * inverted commas for speech apostrophes for possession / omission *	begin to use commas after fronted adverbials * inverted commas for speech	apostrophes for possession * begin to use commas after fronted adverbials * inverted commas for speech	question marks *	question marks * exclamation marks *	sentence ending punctuation *	questions marks * inverted commas for speech	apostrophes for contraction* question marks * exclamation marks * inverted commas for speech	question marks * exclamation marks * inverted commas for speech	question marks * exclamation marks * commas between clauses *	inverted commas for speech apostrophes for possession and contraction * comma after fronted adverbials *
TEXT	pronouns for cohesion * consistent use of tense *	present perfect paragraphs to group material	paragraphs to group material	headings – recipe writing paragraphs to group material	verbs in progressive form *	heading / subheadings to organise	past perfect tense future tense – will	present perfect headings and sub-headings	present perfect paragraphs to group material	present perfect change of tense *	imperative verb forms to sequence	rhyming couplets	simple past tense * past progressive *



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	theme	appropriate	theme	theme		In	n narratives,	setting
		intonation and				cr	reating	chara
	In narratives,	controlling the	In narratives,	In narratives,		se	ettings,	plot
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	settings,	volume so that	settings,	settings,		pl	lot	Evalu
	characters and	the meaning is	characters and	characters and				edit b
	plot	clear	plot	plot		Εv	valuate and	Asses
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			punctuation	effectiveness of		ot	thers' writing	sugge
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				improvements		Pr	roof-read for	spellir
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Year 4 Writing Progression

V1	Autu	imn 1	Autu	ımn 2	Spri	ing 1	Spri	ng 2	Sum	mer 1	Sumi	ner 2
Text	TAR BEACH	THE MERMAID OF ZENNOR	UNTIL I MET DUDLEY	THE IRON MAN	WINTER'S CHILD	THE SELFISH GIANT	THE BAKER BY THE SEA	THE MATCHBOX DIARY	THE EVER- CHANGING EARTH	THE STORY OF TUTANKHAM UN	GRANNY CAME HERE ON THE EMPIRE WINDRUSH	JABBERWOC KY
Outcomes- Non-fiction Fiction	Poetry Setting descriptions Formal letters Dialogue (scripts)	Information booklets Retelling from a different perspective Letters Tourist guides	Explanatory posters Letter Short informal explanations	Character descriptions Short news bulletins Letters of advice Diary entries Menus Logbook entries	Descriptive poems Postcards (recount) Dialogue Setting descriptions Retellings	Letters First person recounts Diaries Letters Posters Reports	Job applications Advertisemen ts Setting descriptions (poetry) Letters in role Group speeches	Dialogue Diary entry Retelling Mini- autobiograph y Fact file	Informal letters Explanatory leaflets List poems Dictionaries of terms	Non- chronological reports Instructions Character descriptions Diary entries News report Warning poster	Informal letters Factual statements Future aspirations Postcard Diary entry Speech Quotations	Performance poetry Explanatory descriptions
ō	Retelling as a	Own version	Explanation	Mystery	Fantasy story	Own version	Tourist	Biography	Narrative	Biography	Factual report	Nonsense
	script	legend	texts	narrative	sequel	narrative	brochure		sequel			poem
Audience / Form	Poem about freedom First person setting description of New York City Formal persuasive letter to the Union Dialogue as a play script Narrative retelling as a play script	Love letter to the mermaid Letter of advice to Zachy Letters in a bottle from sailors to mermaids Retelling of the story from mermaid's perspective Tourist guide to Zennor Own version mermaid legend	Poster to explain an invention Letter to ask Dudley for help Explanatory paragraph about how a refrigerator works Extended informal explanatory paragraph Two explanation texts – formal and informal	Short news bulletin about coming of the Iron Man Character description of The Iron Man Letter of advice to Hogarth Diary entry as Hogarth Menu for the Iron Man Astronomer's log Description of alternative character Own version mystery narrative	Descriptive poem of a wintry scene Postcard recount of reindeer adventure Conversation between two boys Letter to Winter's Child Retelling of the story Sequel for an alternative season	Letter to a friend Description of the garden Letter to the giant First person recount of a child Diary entry for the giant Sorry letter from the giant Missing poster for the boy Own version narrative about kindness	Personal statement for job application Job advert Non-narrative poem – The Village by the Sea Book blurb Letter to the council leader Shared group speech Tourist brochure for the town	Conversations between family members Diary entry of great- grandfather Retelling section of story Autobiography of three objects Fact file of a landmark Biography of the main character	Postcard to Kûn Dictionary of new vocabulary Explanatory leaflets about the Northern Lights List poems about the formation of the Earth Cyclical sequel narrative	Report on Egyptian lifestyle Instructions for mummification process Character description of Howard Carter Telegram to Lord Carnarvon Diary of Howard Carter News report about opening of tomb Warning poster Biography of Howard Carter	Letter to Ava Factual statements about a historical figure Future aspirations of a passenger Postcard from Granny Speech as Ava Quotations from Windrush passengers Factual report on the Empire Windrush	Group choral performance of poem Explanatory description of creature from poem Nonsense poem about an imagined creature
Purposes covered	Entertain Describe Persuade	Inform Persuade Entertain	Inform Reflect Explain	Inform Describe Reflect Recount Entertain	Recount Describe Entertain	Reflect Describe Recount Inform	Inform Entertain Persuade	Reflect Entertain Inform	Inform Explain Entertain	Inform Instruct Describe Reflect Persuade	Inform Reflect	Entertain Explain



	F	Buckton N Primary S	School	I 									Liter
Text		NAUGHTY BUS	ASTRO GIRL	I WANT MY HAT BACK	BILLY AND THE BEAST	BEEGU	LEO AND THE OCTOPUS	STANLEY'S STICK	DINOSAURS & ALL THAT RUBBISH	LOST AND FOUND	PIG THE PUG	IGGY PECK, ARCHITECT	THE MAGIC BED
	WORD	naming and spelling the days of the week	Alphabetical order	-ing suffix un- prefix syllables	-ing suffix use of pronouns	-ing suffix use of pronouns	suffixes -s and - es for plurals past tense -ed suffix technical vocabulary	-ed suffix for past tense -ly suffix with adverbs* adverbs	suffix -ing superlatives with -est suffix*	-er / -est suffix* -ed suffix	-ing suffix un- prefix	-est suffix -er suffix	-e and -es for plural nouns -ed past tense suffix days of the week
taught multiple times throughout the sequence)	SENTENCE	adjectives to describe* using and / but* to join ideas	adjectives to describe nouns* commands* subordinating conjunction because* coordinating conjunctions (and, but*, so*) questions statements*	join clauses using and, but*, so* questions	adjectives to describe* command sentences* imperative verbs* introduction to but* questions and statements use of 'and'	adjectives to describe* command sentences* imperative verbs* introduction to but* questions and statements use of 'and'	adjectives for feelings and description* exclamations*, statements*, commands* and questions noun phrases* use of when* use of conjunction and verbs are and have	noun phrases* adjectives to describe 'and' to join ideas	adjectives* commands* imperative verbs* noun phrases* nouns statements* use of but*	adjectives to describe* use of question words imperative verbs* adverbs to sequence* 'but' to contrast ideas	adverbials of time to sequence* adverbs and adverbials* could and should expanded noun phrases* prepositional language* using and in a sentence using but in a sentence*	conjunction but to join sentences* commands* questions exclamations	adjectives for detail and description* adverbials of time* expanded noun phrases* nouns past tense use of because*
mmar coverage (these may be taug	PUNCTUATION	Introduction to capital letters capital letters for proper nouns / I full stops	capital letters full stops question marks	capitals for proper nouns exclamation marks question marks	capital letters full stops	capital letters full stops	capital letters capital letters for names and days of the week full stops pronoun T	capital letters commas in lists* full stops	possessive apostrophe*	question marls capital letters full stops	capital letters full stops question marks	capital letters full stops capital letters for names question marks exclamation marks	apostrophe for possession * capital letters capital letters for proper nouns full stops
Gramr	TEXT	sequencing sentences to form short narratives writing in 1 st person	nf / f formats and layouts questions as subheadings	sequencing sentences to form short narratives	sequencing sentences to form short narratives	sequencing sentences to form short narratives	first person irregular verbs subheadings and bullet points*	simple adverbs to sequence* paragraphing sequence sentences to form short narratives	adverbs to sequence* present progressive subheadings*	sequence sentences to form narratives subheadings	sequence sentences to form narratives	consistent present tense*	sequence sentences to form narratives



Text	Primary S NAUGHTY BUS	ASTRO GIRL	I WANT MY HAT BACK	BILLY AND THE BEAST	BEEGU	LEO AND THE OCTOPUS	STANLEY'S STICK	DINOSAURS & ALL THAT RUBBISH	LOST AND FOUND	PIG THE PUG	IGGY PECK, ARCHITECT	THE MAGIC BED
	Saying out loud	Saying out loud	Saying out loud	Saying out loud	Saying out loud	Saying out loud	Saying out loud	Saying out loud	Saying out loud	Saying out loud	Saying out loud	Saying out loud
	what they are	what they are	what they are	what they are	what they are	what they are	what they are	what they are	what they are	what they are	what they are	what they are
	going to write	going to write	going to write	going to write	going to write	going to write	going to write	going to write	going to write	going to write	going to write	going to write
	about	about	about	about	about	about	about	about	about	about	about	about
	Composing a	Composing a	Composing a	Composing a	Composing a	Composing a	Composing a	Composing a	Composing a	Composing a	Composing a	Composing a
	sentence orally	sentence orally	sentence orally	sentence orally	sentence orally	sentence orally	sentence orally	sentence orally	sentence orally	sentence orally	sentence orally	sentence orally
	before writing it	before writing it	before writing it	before writing it	before writing it	before writing it	before writing it	before writing it	before writing it	before writing it	before writing it	before writing
	Sequencing	Sequencing	Sequencing	Sequencing	Sequencing	Sequencing	Sequencing	Re-reading	Sequencing	Sequencing	Sequencing	Sequencing
	sentences to	sentences to	sentences to	sentences to	sentences to	sentences to	sentences to	what they have	sentences to	sentences to	sentences to	sentences to
	form short	form short	form short	form short	form short	form short	form short	written to check	form short	form short	form short	form short
	narratives	narratives	narratives	narratives	narratives	narratives	narratives	that it makes sense	narratives	narratives	narratives	narratives
z	Re-reading		Re-reading	Re-reading	Re-reading	Re-reading	Re-reading		Re-reading	Re-reading	Re-reading	Re-reading
Ē	what they have		what they have	what they have	what they have	what they have	what they have	Discuss what	what they have	what they have	what they have	what they hav
Composition	written to check		written to check	written to check	written to check	written to check	written to check	they have	written to check	written to check	written to check	written to chec
Ē	that it makes		that it makes	that it makes	that it makes	that it makes	that it makes	written with the	that it makes	that it makes	that it makes	that it makes
ပိ	sense		sense	sense	sense	sense	sense	teacher or other	sense	sense	sense	sense
								pupils				
	Discuss what		Discuss what	Discuss what	Read aloud	Discuss what	Discuss what			Discuss what	Discuss what	Discuss what
	they have		they have	they have	their writing	they have	they have			they have	they have	they have
	written with the		written with the	written with the	clearly enough	written with the	written with the			written with the	written with the	written with th
	teacher or other		teacher or other	teacher or other	to be heard by	teacher or other	teacher or other			teacher or other	teacher or other	teacher or oth
	pupils		pupils	pupils	their peers and the teacher.	pupils	pupils			pupils	pupils	pupils
	Read aloud			Read aloud		Read aloud	Read aloud				Read aloud	
	their writing			their writing		their writing	their writing				their writing	
	clearly enough			clearly enough		clearly enough	clearly enough				clearly enough	
	to be heard by			to be heard by		to be heard by	to be heard by				to be heard by	
	their peers and			their peers and		their peers and	their peers and				their peers and	
	the teacher.			the teacher.		the teacher.	the teacher				the teacher.	





Year 5 Writing Progression

V1	Autu	mn 1	Autu	mn 2	Spri	ng 1	Spri	ng 2	Sum	ner 1	Sumi	mer 2
Text	THE MAN WHO WALKED BETWEEN THE TOWERS	HIDDEN FIGURES	THE TEMPEST	THE ODYSSEY	THE ISLAND	FREEDOM BIRD	THE WHALE	BEOWULF	KASPAR, PRINCE OF CATS	ANNE FRANK	HIGH RISE MYSTERY	FIREBIRD
Outcomes- Non-fiction Fiction	Fact files Journalistic writing Setting descriptions Letters of advice Persuasive speeches	Non- chronological reports Job adverts Formal persuasive letters Informal letters Diary entries Character descriptions Opinion pieces	Setting descriptions Character descriptions / comparisons Diary entries Dialogue	Speeches Diary entries Dialogue Missing scenes Postcards Advertisemen ts	Welcome guides Descriptions Letters of advice Analysis Comparisons Diary entries Imagined conversations	'Instant' non- narrative poems Explanations Dialogue Postcards Letters of advice Descriptions Recounts Narrative poems	Reported speech Speech and thought bubbles Description Recount in role Letter to newspaper editor	Letters of advice Diary entries Dialogue Character descriptions Setting descriptions Actions scenes Obituaries	Character descriptions Reports Letters Advertising leaflet Balanced reports Information reports	Letters Short descriptions Extended diary entries Obituaries (Opinion piece)	Character descriptions Police reports Setting descriptions Newspaper articles Dialogue Persuasive letters	Formal letters Retellings Character descriptions
	Biography	Memoir	Playscript	Epic adventure story	Narrative sequel	Biography	Film pitch	Own version legend	Newspaper article	Newspaper article	Extended narrative	Fairytale narrative
Audience / Form	Fact file about twin towers Letter of advice to Philippe Diary entry as Philippe Interview transcript Persuasive speech to a judge Biography of Philippe Petit	Report about NASA Recruitment advert for NACA or NASA Formal letter to the judge Letter from Katherine to her daughters Diary entry of Dorothy Vaughan Opinion piece about women's achievements Memoir of one of the 'hidden figures'	Informal letter describing a setting Character descriptions Diary entry of the tempest Missing play scene Character comparisons Desert island playscript	Oral Proclamation to begin the Odyssey Persuasive speech of a lotus eater Soliloquy in role as Odysseus Diary entry as Odysseus Conversation between Odysseus and Circe Postcard to Penelope Advert for a Greek monster Epic adventure based on The Odyssey	Welcome guide for a new arrival Description of 'normal' island life Letter of advice to the fisherman Text analysis Diary entry of the man Conversation between Andrew and the man Narrative sequel from an alternative perspective	'Instant' non- narrative poem about freedom Explanation of rights of enslaved people Dialogue for a scene Postcard to Millicent and John Letter of advice from Bird to Millicent Recount of children's escape Narrative poem of escape Biography of Harriet Tubman	Reported speech for newspaper article Thought and speech bubbles in role Description of sighting the whale Recount of whale sighting in role Response letter to newspaper editor Film pitch for The Whale	Letter of advice to the king Heroic speech by Beowulf Descriptive fight scene Recount in role as Hrothgar Description of a party Obituary for Beowulf Legend based on Beowulf	Letter home to mother Character description for Kaspar Letter to Lizziebeth Character descriptions – Lizziebeth and Skullface Advert for Titanic Balanced report about Victorian times Report on icebergs Newspaper report about sinking of Titanic	Penpal letter to Anne Diary entries in role as Anne Description of the annex Obituary for Anne Diary as Otto returning after the war Newspaper report about Otto's return	Character descriptions Diary entry as Nik or Norva Murder investigation manual Description of a police cordon Article for Cloud News Letter to the police Extended detective narrative	Description of a rare bird Letter of advice to the prince Retelling a section of story Description of the princess Alternative fairytale narrative

	Inform	School Inform	Describe	Persuade	Inform	Entertain	Recount	Persuade	Reflect	Reflect	Describe	Tree Describe
covered	Persuade Reflect Recount	Persuade Reflect Discuss Recount	Reflect Entertain	Reflect Entertain Inform	Describe Persuade Discuss Reflect Entertain	Explain Persuade Recount Inform	Reflect Describe Inform	Describe Recount Reflect Entertain	Inform Describe Persuade Discuss	Describe Inform	Reflect Recount Inform Persuade	Entertain
αt	THE MAN WHO WALKED BETWEEN THE TOWERS	HIDDEN FIGURES	THE TEMPEST	THE ODYSSEY	THE ISLAND	FREEDOM BIRD	THE WHALE	BEOWULF	KASPAR, PRINCE OF CATS	ANNE FRANK	HIGH RISE MYSTERY	FIREBIRD
	-ing words as adjectives figurative language	-er, -ologist, -cian, -ist suffixes un- / in- prefixes most / -est superlatives *	converting verbs into adjectives / nouns	converting nouns to adjectives with -ful / -less / -ness suffixes most / -est superlatives *	idioms	figurative language	synonyms for effect * precise verb choices	alliteration -ful / -less suffix * superlatives dis- / de- / mis- / over- / re- prefixes idioms	-cious / -ous suffix comparatives / superlatives	difference between vocabulary for formal / informal speech idioms	technical vocabulary figurative language	synonyms / antonyms -ate / -ise / -ify suffixes
nar coverage (these may be taught multiple times throughout the sequen	modal verbs conjunctions to explain * range of sentence types * multi-clause sentences order of clauses expanded noun phrases * relative clauses formal adverbials of time and place	conjunctions to link ideas * range of sentence types * abstract noun phrases subjunctive form * conditional sentences – if * fronted adverbials	relative clauses range of relative pronouns / omitted relative pronouns adverbial phrases of manner * modal verbs multi-clause sentences conjunctions to extend ideas *	modal verbs expanded noun phrases * adverbs to indicate degrees of possibility range of sentence types * multi-clause sentences adverbs / adverbial phrases relative clauses relative pronouns / omitted pronouns	modal verbs difference between formal / informal structures * question tags * passive voice * subjunctive form * subordinating clauses / conjunctions expanded noun phrases *	subordinating conjunctions modal verbs relative clauses multi-clause sentences adverbs / adverbial phrases * sentence order difference between formal / informal structures *	multi-clause sentences modal verbs subordinating conjunctions expanded noun phrases * adverbs / adverbs / adverbial phrases * relative clauses	modal verbs subjunctive form * relative clauses abstract noun phrases sentence order adverbial / prepositional phrases *	expanded noun phrases * subordinate clauses multi-clause sentences order of clauses modal verbs passive voice *	modal verbs + contractions range of sentence types * question tags * expanded noun phrases * relative clauses adverbial phrases * passive voice *	modal verbs conjunctions to justify * order of clauses passive voice * command sentences * adverbial phrases * relative clauses subjunctive form * fronted adverbials *	noun phrases expanded with prepositions * subjunctive form * multi-clause sentences modal verbs subordinating conjunctions *
	sentence ending punctuation * apostrophes for contraction * use of colons dialogue punctuation *	sentence ending punctuation * apostrophes for contraction * bullet points to list information * parenthesis	parenthesis punctuation use of colons	dialogue punctuation * commas / semi- colons to avoid ambiguity commas to avoid ambiguity parenthesis	commas for clarity dialogue punctuation *	dialogue punctuation * bullet points to list information *	commas for clarity parenthesis punctuation	use of hyphens dialogue punctuation *	commas for clauses commas to clarify bullet points to list information *	apostrophes for contractions * brackets for parenthesis dialogue punctuation * commas for clarity use of single dash	parenthesis punctuation dialogue punctuation *	commas after fronted adverbials
	subheadings * pronouns to avoid repetition * present perfect tense * tense choice for cohesion paragraphs to organise around a theme *	subheadings * paragraphs to organise around a theme * adverbials of time for cohesion	present perfect tense * adverbials to link ideas	range of tenses - present progressive / past perfect * authorial devices for cohesion future tense adverbial phrases to advance action	present perfect * dialogue to advance action cohesive devices consistency of tense for cohesion	dialogue to advance action progressive tense adverbials to link ideas paragraphs to organise around a theme * cohesive devices	short sentences consistent present tense cohesion between paragraphs	tense choice for cohesion	perfect tense * conjunctions / adverbials for cohesion	adverbials to link ideas	short sentences formal speech vocabulary tense choice for cohesion	progressive verb forms * past perfect tense * tense choice and pronouns for cohesion

Tex t	THE MAN WHO WALKED BETWEEN THE TOWERS	HIDDEN FIGURES	THE TEMPEST	THE ODYSSEY	THE ISLAND	FREEDOM BIRD	THE WHALE	BEOWULF	KASPAR, PRINCE OF CATS	ANNE FRANK
	Plan their writing	Plan their writing	Plan their writing	Plan their writing	Plan their writing	Plan their writing	Plan their writing	Plan their writing	Plan their writing	Plan their writ
	by:	by:	by:	by:	by:	by:	by:	by:	by:	by:
	Identifying the	Identifying the	Identifying the	Identifying the	Identifying the	Identifying the	Identifying the	Identifying the	Identifying the	Identifying the
	audience for and	audience for and	audience for and	audience for and	audience for and	audience for and	audience for and	audience for and	audience for and	audience for a
	purpose of the	purpose of the	purpose of the	purpose of the	purpose of the	purpose of the	purpose of the	purpose of the	purpose of the	purpose of th
	writing, selecting	writing, selecting	writing, selecting	writing, selecting	writing, selecting	writing, selecting	writing, selecting	writing, selecting	writing, selecting	writing, select
	the appropriate	the appropriate	the appropriate	the appropriate	the appropriate	the appropriate	the appropriate	the appropriate	the appropriate	the appropria
	form and using	form and using	form and using	form and using	form and using	form and using	form and using	form and using	form and using	form and usir
	other similar	other similar	other similar	other similar	other similar	other similar	other similar	other similar	other similar	other similar
	writing as models for their own	writing as models for their own	writing as models for their own	writing as models for their own	writing as models for their own	writing as models for their own	writing as models for their own	writing as models for their own	writing as models for their own	writing as mo for their own
	Noting and	In writing	In writing	Noting and	Noting and	Noting and	In writing	In writing	Noting and	Draft and wr
	developing initial	narratives,	narratives,	developing initial	developing initial	developing initial	narratives,	narratives,	developing initial	by:
	ideas, drawing on	considering how	considering how	ideas, drawing on	ideas, drawing on	ideas, drawing on	considering how	considering how	ideas, drawing on	Selecting
	reading and	authors have	authors have	reading and	reading and	reading and	authors have	authors have	reading and	appropriate
	research where	developed	developed	research where	research where	research where	developed	developed	research where	grammar and
	necessary	characters and	characters and	necessary	necessary	necessary	characters and	characters and	necessary	vocabulary,
	Draft and write	settings in what pupils have read,	settings in what pupils have read,	In writing	Draft and write	Draft and write	settings in what pupils have read,	settings in what pupils have read,		understandin how such cho
	by:	listened to or seen	listened to or seen	narratives,	by:	by:	listened to or seen	listened to or seen	Draft and write	can change a
	Selecting	performed	performed	considering how	Selecting	Selecting	performed	performed	by:	enhance mea
	appropriate	perjointed	perjointeu	authors have	appropriate	appropriate	perjointea	perjointea	Précising longer	childrice med
2	grammar and	Draft and write	Draft and write	developed	grammar and	grammar and	Draft and write	Draft and write	passages	In narratives,
2	vocabulary,	by:	by:	characters and	vocabulary,	vocabulary,	by:	by:	1	describing
) S (understanding	Selecting	Selecting	settings in what	understanding	understanding	Selecting	Selecting	Evaluate and edit	settings,
Composition	how such choices	appropriate	appropriate	pupils have read,	how such choices	how such choices	appropriate	appropriate	by:	characters an
50	can change and	grammar and	grammar and	listened to or seen	can change and	can change and	grammar and	grammar and	Assessing the	atmosphere a
5	enhance meaning	vocabulary,	vocabulary,	performed	enhance meaning	enhance meaning	vocabulary,	vocabulary,	effectiveness of	integrating
		understanding	understanding			. .	understanding	understanding	their own and	dialogue to
	In narratives,	how such choices	how such choices	Draft and write	In narratives,	In narratives,	how such choices	how such choices	others' writing	convey chard
	describing settings,	can change and enhance meaning	can change and enhance meaning	by: Selecting	describing settings,	describing settings,	can change and enhance meaning	can change and enhance meaning	Proof-read for	and advance action
	characters and	ennance meaning	ennance meaning	appropriate	characters and	characters and	ennance meaning	ennance meaning	spelling and	Using a wide
	atmosphere and	In narratives,	In narratives,	grammar and	atmosphere and	atmosphere and	In narratives,	In narratives,	punctuation errors	range of devi
	integrating	describing	describing	vocabulary,	integrating	integrating	describing	describing	partetaation en ors	to build cohe
	dialoque to	settings,	settings,	understanding	dialogue to	dialogue to	settings,	settings,		within and a
	convey character	characters and	characters and	how such choices	convey character	convey character	characters and	characters and		paragraphs
	and advance the	atmosphere and	atmosphere and	can change and	and advance the	and advance the	atmosphere and	atmosphere and		
	action	integrating	integrating	enhance meaning	action	action	integrating	integrating		Evaluate and
		dialogue to	dialogue to				dialogue to	dialogue to		by:
	Evaluate and edit	convey character	convey character	In narratives,	Using a wide	Using a wide	convey character	convey character		Assessing the
	by:	and advance the	and advance the	describing	range of devices	range of devices	and advance the	and advance the		effectiveness
	Assessing the	action	action	settings,	to build cohesion	to build cohesion	action	action		their own an
					sectable to second second as					

within and across

Evaluate and edit

Assessing the

effectiveness of

paragraphs

by:

within and across

Evaluate and edit

Assessing the

effectiveness of

paragraphs

by:

passages

Précising longer

Using a wide

range of devices

to build cohesion

Using a wide

paragraphs

range of devices

to build cohesion

within and across

other similar other similar writing as models writing as models for their own for their own In writing Draft and write narratives, by: considering how Selecting authors have appropriate developed grammar and characters and vocabulary, settings in what understanding pupils have read, how such choices listened to or seen can change and performed enhance meaning Draft and write In narratives, describing Selecting settings, appropriate characters and grammar and atmosphere and vocabulary, integrating dialogue to understanding how such choices convey character and advance the can change and enhance meaning action In narratives. describing Précising longer settings, passages characters and atmosphere and Using a wide integrating range of devices dialogue to to build cohesion convey character within and across and advance the paragraphs action Evaluate and edit Using a wide by: range of devices Assessing the to build cohesion effectiveness of within and across their own and paragraphs others' writing

Literacy Tree

FIREBIRD

Plan their writing

Identifying the

purpose of the

audience for and

writing, selecting

the appropriate form and using

by:

HIGH RISE

MYSTERY

Plan their writing

Identifying the

audience for and

writing, selecting

the appropriate

form and using

purpose of the

by:

by:

others' writing

Ensuring the

consistent and

correct use of

tense throughout

a piece of writing

* indicates coverage from a different year group

Using a wide

paragraphs

range of devices

to build cohesion

within and across

effectiveness of

their own and

others' writing

Proof-read for

punctuation errors

spelling and

by:

Evaluate and edit

Assessing the

effectiveness of

their own and

others' writing

integrating

dialogue to

action

characters and

atmosphere and

convey character

and advance the



Literacy

5										1100
	Evaluate and edit	Proposing changes	Using a wide	their own and	their own and	within and across	Evaluate and edit		Evaluate and edit	Ensuring the
	by:	to vocabulary,	range of devices	others' writing	others' writing	paragraphs	by:		by:	consistent and
	Assessing the	grammar and	to build cohesion				Assessing the		Assessing the	correct use of
	effectiveness of	punctuation to	within and across	Proposing changes	Ensuring the	Evaluate and edit	effectiveness of		effectiveness of	tense throughout
	their own and	enhance effects	paragraphs	to vocabulary,	consistent and	by:	their own and		their own and	a piece of writing
	others' writing	and clarify		grammar and	correct use of	Assessing the	others' writing		others' writing	
		meaning	Evaluate and edit	punctuation to	tense throughout	effectiveness of				
	Proposing changes		by:	enhance effects	a piece of writing	their own and	Proposing changes		Proposing changes	
	to vocabulary,	Perform their own	Assessing the	and clarify		others' writing	to vocabulary,		to vocabulary,	
	grammar and	compositions,	effectiveness of	meaning	Proof-read for	-	grammar and		grammar and	
	punctuation to	using appropriate	their own and	-	spelling and	Proposing changes	punctuation to		punctuation to	
	enhance effects	intonation,	others' writing	Ensuring the	punctuation errors	to vocabulary,	enhance effects		enhance effects	
	and clarify	volume, and	3	consistent and		grammar and	and clarify		and clarify	
	meaning	movement so that	Proposing changes	correct use of		punctuation to	meaning		meaning	
	5	meaning is clear.	to vocabulary,	tense throughout		enhance effects	5		5	
		5	grammar and	a piece of writing		and clarify				
			punctuation to			meaning				
			enhance effects	Ensuring correct		5				
			and clarify	subject and verb						
			meaning	agreement when						
				using singular and						
			Ensuring the	plural,						
			consistent and	distinguishing						
			correct use of	between the						
			tense throughout	language of						
			a piece of writing	speech and						
			a piece of writing	Writing and						
			Ensuring correct	choosing the						
			subject and verb	appropriate						
			agreement when							
				register						
			using singular and	Desidential feat						
			plural,	Proof-read for						
			distinguishing	spelling and						
			between the	punctuation errors						
			language of							
			speech and	Perform their own						
			Writing and	compositions,						
			choosing the	using appropriate						
			appropriate	intonation,						
			register	volume, and						
				movement so that						
			Proof-read for	meaning is clear.						
			spelling and							
			punctuation errors							





Year 5/6 Writing Progression Cycle A

V1	Autu	ımn 1	Autu	mn 2	Spri	ng 1	Spri	ing 2	Sum	mer 1	Sumi	mer 2
Text	THE THREE LITTLE PIGS PROJECT	THE PROMISE	THE TEMPEST	PERCY JACKSON	STONEWALL	THE LIZZIE AND BELLE MYSTERIES	THE SLEEPER AND THE SPINDLE	GRIMM TALES	CHILDREN OF THE BENIN KINGDOM	ALTE ZACHEN	HIGH RISE MYSTERY	CURIOSITY
Outcomes- Non-fiction Fiction	Newspaper headlines News reports Persuasive speeches Narrative from a particular perspective Diaries Debates Opinion letters	Promises Extended thought bubbles Diary entries Short descriptions Letters in role Figurative captions Poems Sequel narrative poem	Setting descriptions Character descriptions / comparisons Diary entries Dialogue Playscript	Poetry (ode) Soliloquy Setting descriptions Diary entries Additional chapters Non- chronological <u>reports</u> Own version narrative	Adverts Short news reports Contrasting setting descriptions Protest banners Writing in role Visitor's guide	Posters Diary entries Case notes Letters Dialogue Character descriptions Fact files Persuasive speeches Biography	Warning poster Diary entry Dialogue Setting description Character description Missing narrative Book review Fairytale reworking	Retelling from a particular viewpoint Analyses Dialogue Character development	Informal letter Contrasting diary entries Survival guides Eyewitness reports Summaries Non- chronological	Character descriptions Flashbacks Diary entries Short autobiographies Analytical essay	Character descriptions Police reports Setting descriptions Newspaper articles Dialogue Persuasive letters Extended narrative	Proposals to NASA Information labels Short explanations NASA logs News report Expanded explanation
Audience / Form	News headlines showing bias Short news report Further report from alternative perspective Persuasive closing statement Letter from the wolf Diary entry as a little pig Opinions from different perspectives Range of opinion letters	Promise to improve the local area Thought bubble for the girl Diary entry as the old lady Descriptions on leaves Letter to the next 'Keeper of the Acorns' Simile poems to summarise story Narrative poem sequel to continue cyclical story	Informal letter describing a setting Character descriptions Diary entry of the tempest Missing play scene Character comparisons Desert island playscript	Ode from point of view of Percy Soliloquy for Percy Description of a new character Description of Came Half-Blood Diary entry as Percy Additional chapter Non-chronological report about a Greek god/goddess Own version mythical narrative	Advert for The Stonewall Inn Short news report about Stonewall uprising Protest banners Writing in role as the Stonewall building Visitor's guide to The Stonewall Inn	Theatre advert for Othello Diary entry for Lizzie Crime scene case notes (ongoing throughout) Letter to Belle / Lizzie Character profile for Ignatius Sancho Fact file on the Somerset Ruling Poster and speech to fight for a cause Biography of Ignatius Sancho	Warning poster about crossing the mountains Diary entry for the princess Dialogue between dwarfs and queen Estate agent's description of a castle Character comparisons Missing scene of narrative Description of woman Book review Fairytale sequel or prequel	Impromptu fairy tale Analyses of traditional features Retelling from first person viewpoint Dialogue for a section of story Creation of characters Own version traditional tale	report Letter from Papa Eze to Ada Contrasting diaries of Mama Ginika / children Jungle survival guide Eyewitness report to the Chief Summary of a section of story Non- chronological report about the Benin Kingdom	Character analysis of Bubbe Flashback in role as Bubbe Diary entry in role as Bubbe Thought bubbles for Benji and Bubbe Autobiography as Bubbe Analytical essay about learning from older generations	Character descriptions Diary entry as Nik or Norva Murder investigation manual Description of a police cordon Article for Cloud News Letter to the police Extended detective narrative	Proposal to NASA for a new Mars rover Labels for Curiosity diagram Explanation of Curiosity's launch NASA log of Mars landing News report for Mars landing Expanded explanation of a new Mars rover
Purposes covered	Inform Persuade Reflect Discuss	Reflect Describe Inform Entertain	Describe Reflect Entertain	Entertain Describe Reflect Inform	Persuade Inform Reflect	Persuade Reflect Inform	Persuade Reflect Entertain Describe Discuss	Entertain Discuss	Reflect Inform Recount	Describe Discuss Reflect Recount Discuss	Describe Reflect Recount Inform Persuade	Inform Explain Recount

P	THE THREE LITTLE PIGS PROJECT	THE PROMISE	THE TEMPEST	PERCY JACKSON	STONEWALL	THE LIZZIE AND BELLE MYSTERIES	THE SLEEPER AND THE SPINDLE	GRIMM TALES	CHILDREN OF THE BENIN KINGDOM	ALTE ZACHEN	HIGH RISE MYSTERY	CURIOSITY
WORD	differences in vocabulary for formal / informal writing language of bias	synonyms / antonyms figurative language	converting verbs into adjectives / nouns	-ness / -ment to create abstract nouns	emotive verbs / adjectives vocabulary of formal writing	vocabulary for formal writing adjectives ending - ous *	homophones comparatives / superlatives synonyms / antonyms for effect *	genre specific language determiners / articles -ful suffix *	synonyms / antonyms formal vocabulary	synonyms / antonyms for contrast dis-/ mis- prefix *	technical vocabulary figurative language	differences in formality of language -er / -or suffix
SENTENCE		modal verbs * range of expanded noun phrases * fronted adverbials * preposition phrases * multi-clause sentences subordinating conjunctions order of clauses	relative clauses range of relative pronouns / omitted relative pronouns adverbial phrases of manner * modal verbs multi-clause sentences conjunctions to extend ideas *	adverbial phrases * modal verbs range of sentence types * expanded noun phrases * preposition phrases * multi-clause sentences relative clauses subjunctive form *	noun phrases expanded with adverbial / preposition phrases * range of sentence types * passive voice relative clauses * contrasting conjunctions modal verbs * question tags relative clauses	multi-clause sentences subordinating conjunctions range of sentence types * expanded noun phrases * modal verbs adverbs / adverbs / adverbs / adverbs / adverbs / adverbs to phrases* relative clauses question tags * subjunctive form *	noun phrases expanded with prepositions * relative clauses adverbs / adverbial phrases * clause order for effect modal verbs subordinating conjunctions subjunctive form * passive voice *	modal verbs * fronted adverbials * relative clauses * omitted pronouns	modal verbs contrasting conjunctions * multi-clause sentences order of clauses relative clauses / pronouns passive voice *	modal verbs + contractions question tags * noun phrases expanded with prepositions * conjunctions to justify * adverbial phrases * sentence order exclamatory sentences * range of sentence types *	modal verbs conjunctions to justify * order of clauses passive voice * command sentences * adverbial phrases * relative clauses subjunctive form * fronted adverbials *	modal verbs multi-clause sentences adverbial phrases * sentence order passive voice * expanded noun phrases
PUNCTUATION	parenthesis punctuation * use of hyphen (hyphenated adjectives)	use of semi-colons commas for clarity *	parenthesis punctuation use of colons	hyphens to avoid ambiguity * commas to clarify meaning	dialogue punctuation * apostrophes for contraction * sentence ending punctuation *	parenthesis punctuation dialogue punctuation * bullet points to list information *	dialogue punctuation * commas for clarity parenthesis punctuation	dialogue punctuation * commas for clarity	apostrophes for contractions * dashes for parenthesis use of single dash bullet points to list information *	apostrophes for contractions * use of hyphens dashes for parenthesis	parenthesis punctuation dialogue punctuation *	commas for clauses use of single dast
	adverbials for cohesion	repetition for effect (poetry)	present perfect tense * adverbials to link ideas	cohesive devices within a paragraph repetition / ellipses to link paragraphs * paragraphs to organise around a theme *	layout devices – headings, subheadings, paragraphs consistent tense for cohesion	switch in tense paragraphs to organise around a theme * layout devices * noun phrases to avoid repetition *	cohesive devices to move time / place / action		future tense adverbial phrases to link ideas paragraphs to organise around a theme * subheadings *	cohesive devices - tense choice, adverbs /adverbial phrases, pronouns subheadings * paragraph structure	short sentences formal speech vocabulary tense choice for cohesion	progressive verb forms * adverbials for cohesion
x	THE THREE LITTLE PIGS PROJECT	THE PROMISE	THE TEMPEST	PERCY JACKSON	STONEWALL	THE LIZZIE AND BELLE MYSTERIES	THE SLEEPER AND THE SPINDLE	GRIMM TALES	CHILDREN OF THE BENIN KINGDOM	ALTE ZACHEN	HIGH RISE MYSTERY	CURIOSITY





Norman Norman<		Draft and write	Draft and write	Plan their writing	Plan their writing	Plan their writing	Plan their writing	Plan their writing					
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Propugation consign of devices writin and across writin and ac		Lleine e wide	In narratives	Jor titeti owit	Jor their own	Jor their own	Jor their own	Joi titeti owit	joi titeti owit		Jor titeti owit	Joi titeti owit	Jor their own
Voluit one-sond paragraphs setting, ⁵ (modeling) paragraphs narrative, ⁶ (modeling) setting, ⁶ (modeling) voluit paragraphs voluit p				In writing	Draft and write	Draft and write	Noting and	In writing	Draft and write		Noting and	In writing	Noting and
Visiting and across in proprioting grammar and purchases near ang			5	5	5	5	2	5	5		5	5	5
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meaning	others' writing	tense throughout	Proposing changes	effectiveness of	others' writing	punctuation to
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	between the					
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	Proof-read for					
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	Perform their own					
	compositions,					
	using appropriate					
	intonation,					
	volume, and					
	movement so that					
	meaning is clear.					





Year 6 Writing Progression

V 1	Autumn 1		Autu	ımn 2	Spri	ing 1	Spri	ing 2	Sumi	mer 1	Summer 2	
Text	THE ARRIVAL	WINDRUSH CHILD	CAN WE SAVE THE TIGER?	THE LAST BEAR	RESIST	SUFFRAGETTE	PARADISE SANDS	BOY IN THE TOWER	THE WIND IN THE WALL	ROMEO AND JULIET	SOME PLACES MORE THAN OTHERS	NIGHT MAIL
Outcomes- Non-fiction Fiction	Letters Character descriptions Diaries Short playscripts Short report	Thought bubbles Informal letters Poems Diary entries Advice	Letters Explanations Persuasive posters Animal description Persuasive speeches Simple poems	Character profile Figurative descriptions Dialogue Monologue Logbook entry Scientific report	COMING SOON	Formal letters Diary entries Balanced arguments Speeches Short news reports	Descriptive story opening Informal note of advice Formal letter Descriptive retelling Conversation Book review	Warning posters Packing lists Journalistic writing Formal letters Non- chronological reports Narrative retellings	Horror film posters Figurative writing Character / setting descriptions Old English letter Action scenes Dialogue	Police reports Character descriptions Narrative scenes Dialogue Diary entries Formal letters	Letters Diary entries Short reflections Labels Poems Biographies Instructions	Summaries Analysis and performance
Ō	Narrative retelling	Persuasive pitch	Discussion	Newspaper article		Persuasive campaign	Narrative prequel	Own version narrative	Extended Gothic narrative	Balanced argument	Suitcase Project	Poem with similar structure
Audience / Form	Retelling sections of story Diary entry in role as little girl Poster to describe The New World Playscript for a scene Scenes with a flashback Leaflet for looking after a pet Retelling in third person (man's journey to another country)	Thought bubble in role Letter from Leonard to dad Diary entry in role as Leonard Advice to another child Informal speech to mother Persuasive pitch to the local council	Letter to express an argument Persuasive poster to look after endangered animals Description of an animal Simple explanation about endangered animals Persuasive speech to save an endangered animal Simple poem based on The Tyger Discussion text about endangered animals	Logbook entry as April (multiple entries) Figurative description of the island Conversation between April and the bear Monologue in role as April Report about polar bears Newspaper article about April's mission		Letters to William Gladstone Speech as a lawyer Diary entry as Christabel Pankhurst Letter from WSPU Balanced argument in response to a question Newspaper about Epsom Derby events Campaign to raise awareness	Alternative story openings Note of advice to the siblings Suspense-filled passage Formal letter to the Teller Descriptive retelling of the great feast Conversation between the Teller and main character Book review Narrative prequel	Warning poster about plant invasion Packing list with justifications News report about the Bluchers Formal letters from school to parents Wikipedia entry for a Blucher Story told from Gaia's perspective Own version apocalyptic story	Retro advertising poster Description of the manor house (extended metaphor) Description of Mr. Amicus Letter to the Duke's secretary Retelling of action scene Conversation with Mr. Amicus Extended Gothic narrative	Short police report Character descriptions Narrative action scene Conversation between main characters Diary entry as R or J Description of balcony scene Letter from Nurse to Juliet Balanced argument - who is to blame?	Letter from Amara to parents Diary entry in role as Amara Short reflection about family relationships 'Memory map' labels Poem about 'roots' Short biography of Langston Hughes Recipe instructions Poem – 'Recipe for a happy life' Range of writing to create 'The Suitcase Project'	Verse by verse summaries Analysis of poetic features Performance of Night Mail in groups Poetry comparisons Performance of own poem Poem based on Night Mail
Purposes covered	Entertain Reflect Describe Inform	Reflect Inform Persuade	Inform Persuade Describe Explain Entertain	Recount Reflect Describe Entertain Inform		Persuade Reflect Discuss Inform	Entertain Persuade Inform Describe Reflect	Persuade Inform Recount Entertain	Persuade Describe Inform Entertain	Inform Describe Entertain Reflect Persuade	Persuade Reflect Entertain Inform Instruct	Discuss Entertain



	THE ARRIVAL	WINDRUSH CHILD	CAN WE SAVE THE TIGER?	THE LAST BEAR	RESIST	SUFFRAGETTE	PARADISE SANDS	BOY IN THE TOWER	THE WIND IN THE WALL	ROMEO AND JULIET	SOME PLACES MORE THAN OTHERS	NIGHT MA
WORD	effect of verb / adjective choices in context idioms	-ty / -sion / -tion suffixes synonyms to avoid repetition vocabulary appropriate for formal speech	dis- / de- / mis- over- / re- prefixes figurative language vocabulary appropriate for formal speech	figurative language differences in formal / informal vocabulary emotive verbs / adjectives	COMING SOON	vocabulary of formal writing	figurative language differences in vocabulary for formal / informal writing	-ment / -ness / -tion suffixes -cious suffix abstract / common nouns * technical, formal vocabulary	hyphenated adjectives metaphor / personification -ful / -less suffixes *	synonyms similes as adverbials superlatives -est / most idiomatic language vocabulary of formal writing	similes metaphors alliteration	language associated v poetry, e. assonance alliteratio metapho simile rhyming po
SENTENCE	modal verbs * subordinating conjunctions order of clauses adverbial phrases * multi-clause sentences passive voice noun phrases expanded by preposition/adverb phrases conditional sentences *	contrasting / explanatory conjunctions modal verbs * range of sentence types * multi-clause sentences order of clauses relative clauses / pronouns * subjunctive mood *	subjunctive form conditional sentences * multi-clause sentences order of clauses subordinating conjunctions difference between phrases / clauses preposition phrases expanded noun phrases * modal verbs * question tags	conjunctions to justify modal verbs * question tags role of adverbials passive voice fronted adverbials *		subjunctive mood passive voice modal verbs * adverbial phrases *	modal verbs * coordinating conjunctions subordinating conjunctions expanded noun phrases * adverbs / adverbial phrases * passive voice relative clauses *	range of sentence types * modal verbs * conjunctions to justify relative clauses * passive voice adverbials / reporting clauses *	range of noun phrase constructions * preposition phrases * subjunctive mood subordinating conjunctions adverbial phrases * order of clauses passive voice	modal verbs * subordinating conjunctions passive voice adverbial phrases range of noun phrases * prepositional phrases * subjunctive mood formal sentence openers multi-clause sentences	conjunctions to explain * question tags adverbial phrases * range of noun phrases conditional sentences * modifying adverbs	multi-clau sentence conjunction justify / con
PUNCTUATION	use of colons brackets for stage directions use of semi-colons inverted commas for speech *	apostrophes for contractions * commas for clarity * bullet points to list information	commas to demarcate clauses * parenthesis punctuation *	commas to avoid ambiguity dialogue punctuation apostrophes for contraction * use of single dash bullet points to list information		bullet points to list information	parenthesis punctuation * dialogue punctuation * use of hyphen (hyphenated adjectives)	parenthesis punctuation * dialogue punctuation * use of colons / semi-colons ellipsis	use of hyphens colons for emphasis apostrophes for contraction * dialogue punctuation * dashes for interruption ellipses	dialogue punctuation * apostrophes for omission / accent * dash for emphasis	apostrophes for contraction * use of colons / semi-colons	sentence en where appro
ТЕХТ	short sentences for effect change in tense to link between scenes conjunctions / adverbials for cohesion linking across paragraphs	repetition for effect (poetry) wider range of cohesive devices	short sentences for effect adverbial phrases for cohesion	repetition to link across paragraphs		range of cohesive devices	short sentences for effect controlled repetition for effect	layout conventions – news report short sentences for effect range of past tense constructions – simple / perfect / progressive * repetition to link across paragraphs	short sentences / repetition for effect	present perfect tense * layout devices – balanced argument	future tense constructions	aspects c performanc timing / volu rhythm



Text	THE ARRIVAL	WINDRUSH CHILD	CAN WE SAVE THE TIGER?	THE LAST BEAR	RESIST	SUFFRAGETTE	PARADISE SANDS	BOY IN THE TOWER	THE WIND IN THE WALL	ROMEO AND JULIET	SOME PLACES MORE THAN OTHERS	NIGHT MAIL
	Plan their writing	Plan their writing	Plan their writing	Plan their writing	COMING SOON	Draft and write	Plan their writing	Plan their writing	Plan their writing	Plan their writing	Plan their writing	Draft and write
Composition	Plan their writing by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by:	Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by:	Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader [for e	Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by:	COMING SOON	Draft and write by: In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages Evaluate and edit by: Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Evaluate and edit by: Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Plan their writing by: Noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: Using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: Assessing the effectiveness of their own and others' writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs	Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Evaluate and edit by	Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring correct subject and verb agreement when	Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages Evaluate and edit by: Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.





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	their own and	Assessing the	their own and		tense throughout		devices to	vocabulary,	between the	
	others' writing	effectiveness of	others'		a piece of writing		structure text and	grammar and	language of	
	5	their own and	Writing				to guide the	punctuation to	speech and	
	Proposing	others' writing	5		Proof-read for		reader [for	enhance effects	writing and	
	changes to	·····	Proposing changes		spelling and		example,	and clarify	choosing the	
	vocabulary,	Proposing changes	to vocabulary,		punctuation errors		headings, bullet	meaning	appropriate	
	grammar and	to vocabulary,	grammar and		partecuation errors		points,	inculting	register	
			punctuation to				underlining]	Perform their own	register	
	punctuation to	grammar and					underuning	5		
	enhance effects	punctuation to	enhance effects					compositions,	Proof-read for	
	and clarify	enhance effects	and clarify				Evaluate and edit	using appropriate	spelling and	
	meaning	and clarify	meaning				by:	intonation,	punctuation errors	
		meaning					Assessing the	volume, and		
	Ensuring the		Ensuring the				effectiveness of	movement so that		
	consistent and	Proof-read for	consistent and				their own and	meaning is clear.		
	correct use of	spelling and	correct use of				others' writing			
	tense throughout	punctuation errors	tense throughout				3			
	a piece of writing	1	a piece of writing				Proposing changes			
	, , , ,	Perform their own	, j				to vocabulary,			
	Ensuring correct	compositions,	Ensuring correct				grammar and			
	subject and verb	using appropriate	subject and verb				punctuation to			
	agreement when	intonation,	agreement when				enhance effects			
	using singular and	volume, and	using singular and				and clarify			
	plural,	movement so that	plural,				meaning			
	distinguishing	meaning is clear.	distinguishing							
	between the		between the				Ensuring the			
	language of		language of				consistent and			
	speech and		speech and				correct use of			
	writing and		writing and				tense throughout			
	choosing the		choosing the				a piece of writing			
	appropriate		appropriate							
	register		register				Ensuring correct			
	5		5				subject and verb			
	Proof-read for		Proof-read for				agreement when			
	spelling and		spelling and				using singular and			
	punctuation errors		punctuation errors				plural,			
	punctuation enois		punctuation errors				distinguishing			
	Perform their own						between the			
	compositions,						language of			
	using appropriate						speech and			
	intonation,						writing and			
	volume, and						choosing the			
	movement so that						appropriate			
	meaning is clear.						register			
							Proof-read for			
							spelling and			
							punctuation errors			
							Perform their own			
							compositions,			
							using appropriate			
							intonation,			
							volume, and			
							movement so that			
ł							meaning is clear.			
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