Writing Progression Document

Version 1

Summer 2024

Reception Writing Progression

V1	Autumn 1		Autumn 2		Spring 1		Spring 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 Extraordinary 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, advertisements, letters of advice	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**	**Narrative sequels**	**Own version 'overcoming tales'**	**Alternative Character version**	**Advice Leaflets**	**Narrative inspired by the original text**	**Instructional guides to being brave**	**Own So Much Narrative Poems**	**How to be a pirate guide tructional**	**Alternative Version Narratives**	**Alternative Version Narratives**	**Simple Explanations**

* indicates coverage from a different year group

Year 1 Writing Progression

V1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 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
	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

* indicates coverage from a different year group

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
Grammar coverage (these may be taught multiple times throughout the sequence)	**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
	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* prepositions / positional 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*
	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 'I'	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
	TEXT	sequencing sentences to form short narratives writing in 1st 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

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Buckton Vale Primary School — Literacy Tree

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
Composition	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Read aloud their writing clearly enough to be heard by their peers and the teacher.	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils

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Year 2 Writing Progression

V1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1			Summer 2	
Text	THE JOURNEY HOME	DEAR EARTH	GOLDILOCKS 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 Encyclopaedia entry Explanation Shopping list Description	Labels Diary entries Instructions Postcards Captain's log Dialogue Fantasy setting descriptions	Short explanations Advertisements 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**

* indicates coverage from a different year group

	THE JOURNEY HOME	DEAR EARTH	GOLDILOCKS 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
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
Text	**THE JOURNEY HOME**	**DEAR EARTH**	**GOLDILOCKS 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**

Grammar coverage (these may be taught multiple times throughout the sequence)

	THE JOURNEY HOME	DEAR EARTH	GOLDILOCKS 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
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
SENTENCE	noun phrases statements questions exclamations commands 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 commands 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)	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*
PUNCTUATION	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
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*

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Text	THE JOURNEY HOME	DEAR EARTH	GOLDILOCKS 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] Read aloud what they have written	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 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 intonation	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 intonation to

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		with appropriate intonation to make the meaning clear.							make the meaning clear.			make the meaning clear.

Year 3 Writing Progression

V1	Autumn 1			Autumn 2		Spring 1		Spring 2		Summer 1		Summer 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 CAUTIONARY 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** **Advertisements** **Dialogue**	**Lost posters** **Dialogue** **Character descriptions** **Setting descriptions** **Ledger entries** **Instructions** **Letters of warning**	**Warning posters** **Warning announcements** **Letters of apology** **Alternative endings** **Performance poetry**	**Dialogue** **Thought bubbles** **Missing scenes** **Diary entries**
	Own version narrative	**Own version narrative**	**Own version narrative**	**Own version narrative**	**Newspaper article**	**Own version myth / legend**	**Persuasive information leaflet**	**Non-chronological 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-chronological 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**

* indicates coverage from a different year group

	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 CAUTIONARY TALE	THE DAY I SWAPPED MY DAD FOR TWO GOLDFISH
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
WORD	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*	
SENTENCE	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 *
PUNCTUATION	intro to inverted commas question marks *	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 *

* indicates coverage from a different year group

Grammar coverage (these may be taught multiple times throughout the sequence)

	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 CAUTIONARY TALE	THE DAY I SWAPPED MY DAD FOR TWO GOLDFISH
				consistent use of past tense	present perfect tense bullet points to organise * paragraphs to group material	pronouns to avoid repetition * paragraphs to group material	paragraphs to group material headings	paragraphs to group material		commas in lists* paragraphs to group material consistent tense*	conjunctions, adverbs, prepositions for cohesion *	present progressive verb forms * simple past tense *	
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 CAUTIONARY TALE	THE DAY I SWAPPED MY DAD FOR TWO GOLDFISH
Composition	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Draft and write by: Organising paragraphs around a theme In narratives, creating settings, characters and plot Proof-read for spelling and punctuation errors Read aloud their own writing, to a	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	Plan their writing by: Discussing and recording ideas Draft and write by: In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write by: Organising paragraphs around a theme In non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements Proof-read for spelling and punctuation errors	Plan their writing by: Discussing and recording ideas Draft and write by: Organising paragraphs around a theme In non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Organising paragraphs	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) In narratives, creating	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) In narratives, creating settings, characters and plot Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements Read aloud their own	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Draft and write by: In narratives, creating settings, characters and plot Read aloud their	Draft and write by: In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

* indicates coverage from a different year group

	Organising paragraphs around a theme In narratives, creating settings, characters and plot	group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Organising paragraphs around a theme In narratives, creating settings, characters and plot Proof-read for spelling and punctuation errors	Organising paragraphs around a theme In narratives, creating settings, characters and plot Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements					around a theme In narratives, creating settings, characters and plot Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	In narratives, creating settings, characters and plot Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements Proof-read for spelling and punctuation errors	settings, characters and plot Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	

* indicates coverage from a different year group

Year 4 Writing Progression

V1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 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 TUTANKHAMUN**	**GRANNY CAME HERE ON THE EMPIRE WINDRUSH**	**JABBERWOCKY**
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 Advertisements Setting descriptions (poetry) Letters in role Group speeches	Dialogue Diary entry Retelling Mini-autobiography 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
	Retelling as a script	Own version legend	Explanation texts	Mystery narrative	Fantasy story sequel	Own version narrative	Tourist brochure	Biography	Narrative sequel	Biography	Factual report	Nonsense 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

* indicates coverage from a different year group

Buckton Vale Primary School

Literacy Tree

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
Grammar coverage (these may be taught multiple times throughout the sequence)	**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
	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* / prepositions / positional 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*
	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 'I'	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
	TEXT	sequencing sentences to form short narratives / writing in 1st 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

* indicates coverage from a different year group

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
Composition	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Read aloud their writing clearly enough to be heard by their peers and the teacher.	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils

* indicates coverage from a different year group

Year 5 Writing Progression

V1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 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 Advertisements	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**

* indicates coverage from a different year group

Buckton Vale Primary School

Literacy Tree

		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
Purposes covered		Inform Persuade Reflect Recount	Inform Persuade Reflect Discuss Recount	Describe Reflect Entertain	Persuade Reflect Entertain Inform	Inform Describe Persuade Discuss Reflect Entertain	Entertain Explain Persuade Recount Inform	Recount Reflect Describe Inform	Persuade Describe Recount Reflect Entertain	Reflect Inform Describe Persuade Discuss	Reflect Describe Inform	Describe Reflect Recount Inform Persuade	Describe Entertain
Text													
Grammar coverage (these may be taught multiple times throughout the sequence)	**WORD**	-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
	SENTENCE	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 relative pronouns / omitted relative pronouns adverbial phrases of manner * modal verbs multi-clause sentences conjunctions to extend ideas *	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 / 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 *
	PUNCTUATION	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
	TEXT	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

* indicates coverage from a different year group

Buckton Vale Primary School — Literacy Tree

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
Composition	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: Assessing the effectiveness of their own and others' writing Proof-read for spelling and punctuation errors	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 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: Assessing the effectiveness of their own and others' writing	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 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	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 Using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: Assessing the effectiveness of	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 Using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: Assessing the effectiveness of	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	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 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 Noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: Précising longer passages Evaluate and edit by: Assessing the effectiveness of their own and others' writing Proof-read for spelling and punctuation errors	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 In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 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 the consistent and correct use of tense throughout a piece of writing	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 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 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 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

* indicates coverage from a different year group

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

* indicates coverage from a different year group

Year 5/6 Writing Progression Cycle A

V1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 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	Promises Extended thought bubbles Diary entries Short descriptions Letters in role Figurative captions Poems	Setting descriptions Character descriptions / comparisons Diary entries Dialogue	Poetry (ode) Soliloquy Setting descriptions Diary entries Additional chapters Non-chronological reports	Adverts Short news reports Contrasting setting descriptions Protest banners Writing in role	Posters Diary entries Case notes Letters Dialogue Character descriptions Fact files Persuasive speeches	Warning poster Diary entry Dialogue Setting description Character description Missing narrative Book review	Retelling from a particular viewpoint Analyses Dialogue Character development	Informal letter Contrasting diary entries Survival guides Eyewitness reports Summaries	Character descriptions Flashbacks Diary entries Short autobiographies	Character descriptions Police reports Setting descriptions Newspaper articles Dialogue Persuasive letters	Proposals to NASA Information labels Short explanations NASA logs News report
	Opinion letters	Sequel narrative poem	Playscript	Own version narrative	Visitor's guide	Biography	Fairytale reworking	Own version traditional tale	Non-chronological report	Analytical essay	Extended narrative	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**	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 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

* indicates coverage from a different year group

Buckton Vale Primary School

Literacy Tree

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
(Grammar coverage (these may be taught multiple times throughout the sequence))	**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	structures for formal/informal speech relative clauses * multi-clause sentences passive voice	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 / adverbial 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 relative clauses 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 dash
	TEXT	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
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

* indicates coverage from a different year group

Composition													

Column 1:
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

Evaluate and edit by:

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Ensuring the consistent and correct use of tense throughout a piece of writing

Column 2:
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

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Column 3:
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:
Assessing the effectiveness of their own and others' writing

Proposing changes to vocabulary, grammar and

Column 4:
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

Using a wide range of devices to build cohesion within and across paragraphs

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Column 5:
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
Noting and developing initial ideas, drawing on reading and research where necessary

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 example, headings, bullet points, underlining]

Evaluate and edit by:

Column 6:
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

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

Column 7:
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

Using a wide range of devices to build cohesion within and across paragraphs

Evaluate and edit by:
Assessing the effectiveness of

Column 8:
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
Noting and developing initial ideas, drawing on reading and research where necessary

Evaluate and edit by:
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Column 9:
Plan their writing by:

Draft and write by

Evaluate and edit by:

Column 10:
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

Précising longer passages

Using a wide range of devices to build cohesion within and across paragraphs

Column 11:
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

Using a wide range of devices to build cohesion within and across paragraphs

Evaluate and edit by:

Column 12:
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:
Assessing the effectiveness of their own and others' writing

* indicates coverage from a different year group

			punctuation to enhance effects and clarify meaning Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.		Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of 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 Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Ensuring the consistent and correct use of tense throughout a piece of writing Proof-read for spelling and punctuation errors	their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning			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 the consistent and correct use of tense throughout a piece of writing	Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Proof-read for spelling and punctuation errors

* indicates coverage from a different year group

Year 6 Writing Progression

Buckton Vale Primary School

Literacy Tree

V1	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 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
	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

* indicates coverage from a different year group

Buckton Vale Primary School — Literacy Tree

Grammar coverage (these may be taught multiple times throughout the sequence)

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
	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 with poetry, e.g. assonance, alliteration metaphor simile rhyming pairs
	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-clause sentences conjunctions to justify / contrast
	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 ending, where appropriate
	TEXT	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 of performance – timing / volume / rhythm

* indicates coverage from a different year group

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
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: Assessing the effectiveness of | 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 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

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: Assessing the effectiveness of | 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

Ensuring the consistent and correct use of | 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

Using further organisational and presentational | 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: Assessing the effectiveness of their own and others' writing

Proposing changes to | 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 using singular and plural, distinguishing | 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. |

* indicates coverage from a different year group

		their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of 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 Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Assessing the effectiveness of their own and others' Writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	their own and others' Writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of 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 Proof-read for spelling and punctuation errors			tense throughout a piece of writing Proof-read for spelling and punctuation errors		devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 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 the consistent and correct use of tense throughout a piece of 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 Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	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.	between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors	

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