

Writing Progression of Learning

(The genres given are suggestions)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 <i>Planning, drafting, editing and evaluating will occur in each piece of writing.</i>	<p>Who is The Wild Girl? When creating character understand and use figurative language. Accurate use of pronouns in sentences. e.g. Character description</p> <p>What was life like for a Stone Age child? Show knowledge and understanding of a range of writing forms. Increase understanding of the differences between standard and non standard English. e.g. Diary</p> <p>Suggested Texts: <i>Stone Age Boy</i> <i>The Wild Girl</i> <i>Pebble in my pocket</i></p>	<p>Becoming Marcy: How did she feel on Ra's boat? Create settings and plots in narrative writing. Using an increasingly varied vocabulary. Expanded noun phrases. Use commas after fronted adverbials. e.g. Setting description</p> <p>A visit to the theatre Increasing elaboration on information/events. Increasing clarity in terms of the main purpose of the writing. e.g. Persuade/ review</p> <p>Suggested Texts: <i>Marcy and the Riddle of the Sphinx</i> <i>How to be an ancient Egyptian</i> <i>Spider Mcdrew and the Egyptians</i></p>	<p>We are family: Edit my writing, improving my vocabulary choices. Discuss words and phrases that capture the reader's imagination. Identify how language, structure and presentation can contribute to meaning. e.g. Poetry</p> <p>Turtles in Trouble? Use fitting openings and endings. Begin to sequence ideas or material. Organise paragraphs around a theme. Use appropriate pronouns or nouns to aid cohesion and avoid repetition. e.g. Writing to inform</p> <p>Suggested Texts: <i>We Are Family</i> <i>Turtles In Trouble</i></p>	<p>Where are the Lost Words? Show knowledge and understanding of a range of writing forms. Begin to establish and sustain a viewpoint. e.g. Explanation</p> <p>What Can I find on the nature trail? Using more varied sentence structure including a wider range of conjunctions. Begin to use some subordination. Use a range of organisational devices such as headings and subheadings. e.g. Report</p> <p>Suggested Texts: <i>The Lost Words</i></p>	<p>Year 3: The Story So Far Elaborate on event. Use a or an correctly. Use of the present perfect. e.g. Writing to inform</p> <p>Journey to the jungle Begin to use some simple links between paragraphs. Increasing adaptation of style to get the attention of the reader. Increasingly accurate punctuation of direct speech. e.g. Narrative story</p> <p>Suggested Texts: <i>Evie in the Jungle- Matt Haig</i></p>	<p>Show knowledge and understanding of a range of writing forms.</p> <p>Identify how language, structure and presentation can contribute to meaning.</p> <p>Organise paragraphs around a theme.</p> <p>Using more varied sentence structure including a wider range of conjunctions.</p>

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<p>Year 4</p> <p><i>Planning, drafting, editing and evaluating will occur in each piece of writing.</i></p>	<p>What's it like living with natural disasters?</p> <p>Organisational devices. Present perfect form of verbs. Organise paragraphs around a theme. Use an increasingly varied vocabulary. e.g. Report</p> <p>What is it like outside?</p> <p>Showing knowledge and understanding of a range of writing forms. Understanding and using some figurative language. e.g. Poetry</p> <p>Suggested Texts: <i>Butterfly Lion</i></p>	<p>Guess what I did today?</p> <p>Begin to sequence ideas or material logically. Use of fitting openings and endings. Express time, place and cause using conjunctions, adverbs and prepositions. e.g. Recount</p> <p>How do I inspire an army?</p> <p>Increasing adaptation of style to get the attention of the reader. Increased clarity in terms of the main purpose of writing. Using a more varied sentence structure including a wider range of conjunctions. e.g. War cries</p> <p>Suggested Texts: <i>Roman Diary: The Journal of Iliona</i> <i>The Paninis of Pompeii</i></p>	<p>What is a megacity like?</p> <p>Organising paragraphs around a theme. Begin to use simple links between paragraphs. Use commas after fronted adverbial. e.g. Descriptive writing</p> <p>Who lives in a place like this?</p> <p>Showing knowledge and understanding of a range of writing forms. Using appropriate pronouns or nouns to aid cohesion and avoid repetition. Use a range of organisational devices. e.g. Recount</p> <p>Suggested Texts: <i>A World of Cities by James Brown</i></p>	<p>Are you ready for an adventure?</p> <p>Create settings, characters and plots. Expanded noun phrases. Figurative language. Increasingly accurate punctuation of direct speech. Show an increased understanding of the difference between standard and nonstandard English. e.g. Narrative story</p> <p>Where does your food go?</p> <p>Show knowledge and understanding of a range of writing forms. Increasing elaboration on information/events. Use a range of organisational devices. Using appropriate pronouns or nouns to aid cohesion and avoid repetition. e.g. Report</p> <p>Suggested Texts: <i>Anglo-Saxon Boy</i> <i>The Adventures of Bron</i></p>	<p>Why support local?</p> <p>Begin to establish and maintain a viewpoint. Accurate use of pronouns in sentences. e.g. Persuasive writing</p> <p>Year 4: The story so far...</p> <p>Use a range of organisational devices. Organise paragraphs around a theme. e.g. Report writing</p>	<p>Organise paragraphs around a theme.</p> <p>Use an increasingly varied vocabulary.</p> <p>Increasing adaptation of style to get the attention of the reader. Increased clarity in terms of main purpose of writing.</p> <p>Showing knowledge and understanding of a range of writing forms.</p> <p>Use a range of organisational devices.</p>

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<p>Year 5</p> <p><i>Planning, drafting, editing and evaluating will occur in each piece of writing.</i></p>	<p>Can You help me? Select the appropriate form and use other similar writing as models. Use expanded noun phrases. Use appropriate vocabulary and structures for formal writing. e.g. Emotive letter asking for help</p> <p>What lurks in the Amazon? Drawing on wider reading and performances to inform development of settings and characters. Selecting appropriate grammar and vocabulary which show the understanding of how such choices change and enhance meaning. Select the appropriate form and use other similar writing as models. e.g. Short narrative with a descriptive focus</p> <p>Suggested Texts: <i>The Explorer by Katherine Rundell</i> <i>A River, Marc Martin</i> <i>The river, Valerie Bloom</i> <i>I Asked the river, Valerie Bloom</i></p>	<p>What's in the Northumberland news? Using relative clauses. Applying and using effectively their understanding of the use of formal language. e.g. Report</p> <p>A journey to Valhalla In narratives describe settings, characters and atmosphere. Consistent use of tense throughout a piece of writing. Ensure correct subject and verb agreement. e.g. Narrative myth based on Viking Boy</p> <p><i>Suggested Text:</i> <i>Viking Boy, Tony Bradman</i></p>	<p>The story of the Trojan Horse: Historical fact, legend or classical myth? Use further organisational and presentational devices to structure texts. Use a wide range of devices to build cohesion within and across paragraphs. Use modal verbs to indicate degrees of possibility. e.g. Discussion</p> <p>What else do you want to know? Pupils create their own enquiry questions to research and present in their own way. Select the appropriate form and use other similar writing as models. Use dashes, brackets or commas to indicate parenthesis. Use vocabulary and grammar to enhance meaning for the audience. e.g. Report</p> <p>Suggested Texts: <i>Orchard Book of Greek Myths, Ancient Myths Collection, Geraldine McCaughrean & Tony Ross</i></p>	<p>Are you ready for action? Use appropriate vocabulary and structure for formal writing including the subjunctive form. Use commas to clarify meaning or avoid ambiguity. Use the perfect form of verbs to mark relationships between cause and time. Use a wide range of devices to build cohesion within and across paragraphs. e.g. Persuasive letter</p> <p>Save me now Select the appropriate form and use other similar writing as models. Discuss how authors use figurative language and the impact on the reader. e.g. Poetry</p> <p>Suggested Texts: <i>Save me now, Jeff Lynne</i> <i>Salt Water, Julian Lennon</i> <i>- songs</i></p>	<p>Run for your life! Integrate dialogue to convey character and advance action. Distinguish between the language of speech and writing. Select the appropriate form and use other similar writing as models. e.g. Adventure story</p> <p>Living with volcanoes Select the appropriate form and use other similar writing as models. Use a wide range of devices to build cohesion within and across paragraphs. Select appropriate grammar and vocabulary. Using colons, semicolons or dashes to mark boundaries. e.g. Recount</p> <p>Suggested Texts: <i>Darwin's Dragon, Lyndsay Galvin</i></p>	<p>Select the appropriate form and use other similar writing as models.</p> <p>Selecting appropriate grammar and vocabulary which show the understanding of how such choices change and enhance meaning.</p> <p>Use further organisational and presentational devices to structure texts.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p>

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<p>Year 6</p> <p><i>Planning, drafting, editing and evaluating will occur in each piece of writing.</i></p>	<p>Where does my blood go?</p> <p>Use appropriate vocabulary and structure for formal speech. Punctuating bullet points correctly and using a colon. e.g. Non-fiction report</p> <p>How can I describe emotions?</p> <p>How vocab can enhance meaning for the audience. e.g. Emotive poetry</p> <p>The story of how we saved the Professor</p> <p>Describe settings, characters and atmosphere. Use expanded noun phrases. e.g. Suspense story</p> <p>Suggested Text: <i>Pig Heart Boy, Malorie Blackman</i></p>	<p>What was the Battle of Britain?</p> <p>Build cohesion within and across paragraphs. Using modal verbs or adverbs to indicate degrees of possibility. Use the perfect form of verbs. Use similar writing as models for their own.- the language of the time e.g. Informative report</p> <p>Friend or Foe?</p> <p>use organisational devices to structure texts and guide the reader. Precising longer passages. Use similar writing as models for their own. e.g. Discussion or balanced argument</p> <p>Suggested Texts: <i>Friend or Foe, Michael Morpurgo</i> <i>Rose Blanche</i></p>	<p>Lights, cameras, action</p> <p>Use similar writing as models for their own. Distinguish between the language of speech and writing. e.g. Playscript of part of the story</p> <p>Who do they think they are?</p> <p>Drawing on wider reading to inform development of setting and characters in narrative. Consistent use of tense and subject and verb agreement. Use relative clauses. Use commas to clarify meaning. Use semi- colons, colons or dashes. e.g. Character description and descriptive writing</p> <p>Suggested Texts: <i>Running on the Roof of the World, Jess Butterworth</i> <i>Macbeth in guided reading</i></p>	<p>The Curse of the Maya</p> <p>To use dialogue to convey character and story development. To use accurate punctuation throughout my writing. e.g. What happened next?</p> <p>Mysteries of the Maya</p> <p>I can select appropriate grammar and vocabulary. I can maintain an expert's tone through structure and vocabulary choices. e.g. Report</p> <p>Suggested Text: <i>Curse of the Maya</i></p>	<p>Evolution or myth?</p> <p>Use effectively their understanding of the use of formal language. Use of the passive verb. Use dashes, brackets or commas to indicate parenthesis. e.g. Report writing</p> <p>Why should I buy fair trade?</p> <p>Use informal/ formal language structures in different genres. Use similar writing as models for their own. e.g. Persuasive writing</p> <p>The boy who saw a dragon</p> <p>Select appropriate grammar and punctuation e.g. Character description Letter writing</p> <p>Suggested Texts: <i>Dragonology, Dugald Steer</i> <i>The Unprecedented discovery of the Dragon Islands, Lord Nathaniel Parker</i> <i>The Egg and other titles, MP Robertson</i> <i>Darwin's Dragons, Lindsay Galvin</i></p>	<p>Use similar writing as models for their own.</p> <p>Select appropriate grammar and vocabulary.</p> <p>Use organisational devices to structure texts and guide the reader</p> <p>Build cohesion within and across paragraphs.</p>