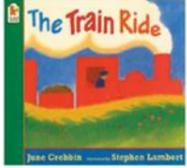
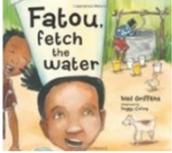
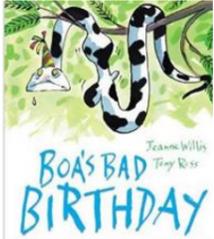
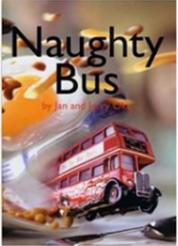
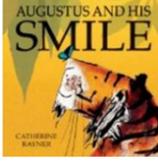
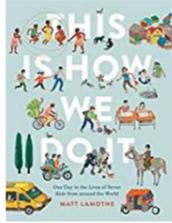
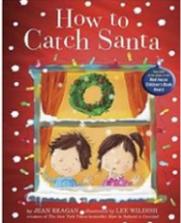
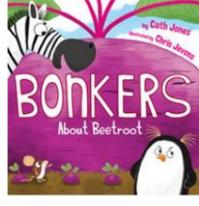
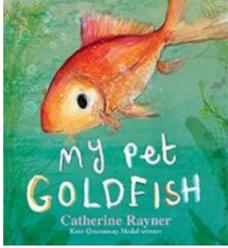
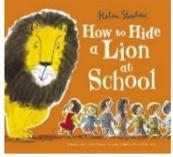
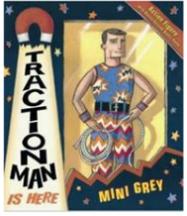
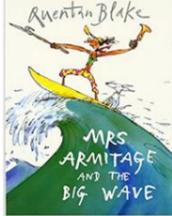
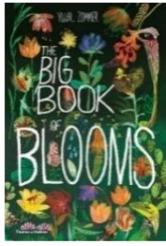
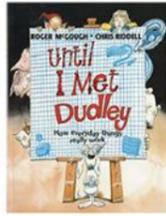
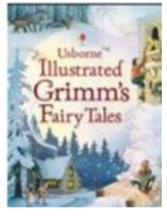
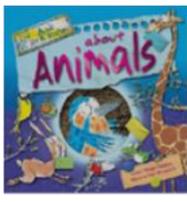
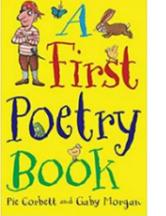


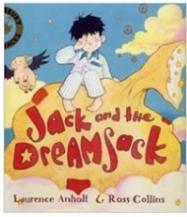
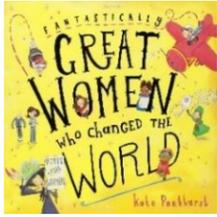
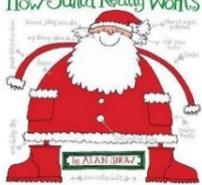
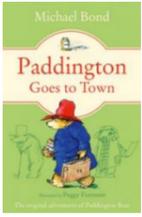
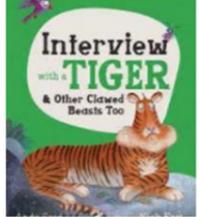
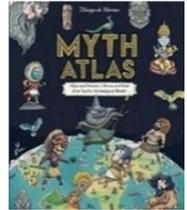
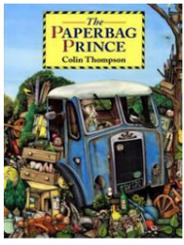
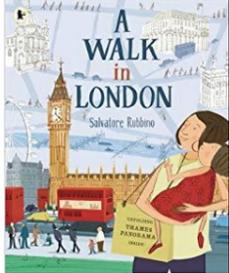
Y1	KS1 Writing Progression										
	AUTUMN 1		AUTUMN 2		SPRING 1	SPRING 2	SUMMER 1			SUMMER 2	
Progression of core texts	 Oi Frog! by Kes Grey (Hodder)	 The Train Ride by June Crebbin (Walker)	 Weather by Steffi Cavell-Clarke (First Science, The Secret Book Company)	 'Pretty Paper Lanterns' from Snow in the Garden by Shirley Hughes (Walker)	 My Day at the Zoo by Jay Dale (Engage Literacy, Raintree)	 The Three Little Pigs by Mara Alperin and Ag Jatkowska (Little Tiger)	 Fatou, Fetch the Water by Neil Griffiths (Red Robin Books)	 Boa's Bad Birthday by Jeanne Willis and Tony Ross (Andersen)	 Stella and the Seagull by Georgina Stevens and Izzy Burton (Oxford)	 Naughty Bus by Jan and Jerry Oke (Little Knowall Publishing)	 I Love Bugs! by Emma Dodd (Orchard)
Text type/form	Fiction Rhyming story	Poetry Patterned narrative poem	Non-fiction Non-chronological report	Non-fiction Instructions	Non-fiction Recount	Fiction Traditional tale	Fiction Patterned text . Diversity	Fiction Patterned story	Non-Fiction Simple persuasive letter	Fiction Adventure story with toy	Poetry Descriptive poem
Independent purposeful writing outcomes	To write silly rhyming sentences based on the pattern of the text.	To write a 'journey' story with a clear sequence of events in the style of 'The Train Ride'	To write additional weather pages. However, children could write about the seasons or another aspect of science instead	To write instructions for making a Christmas decoration	To write a recount about a school trip or event.	To retell the story	To write a story following a similar pattern based on a familiar setting	To write a similar birthday story with a repeating pattern.	To write letters asking companies and organisations to help improve something in their own local area.	To write a story with photographs, about the adventures of a favourite toy.	To write another descriptive poem
Key Writing objectives, including grammar and punctuation New knowledge	Securing understanding of a sentence Punctuating sentences using capital letters, full stops, question marks, exclamation marks	Capital letter for the personal pronoun I. Suffix ing	Coordination 'and'	Coordination 'and' to join words and clauses.	Capital letter for pronoun 'I' Past simple tense Time adverbials	Capital letters for names Precise verb choices Use adjective	Coordination 'and' to join words and clauses. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Use adjectives	Coordination 'and' to join words and clauses. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Coordination 'and' to join words and clauses. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Coordination 'and' to join words and clauses. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Coordination 'and' to join words and clauses. Punctuating sentences using capital letters, full stops

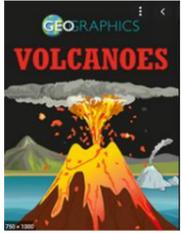
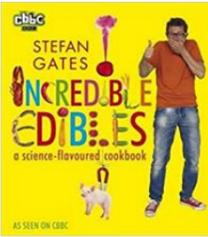
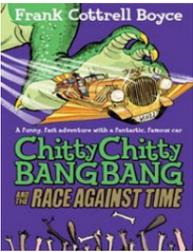
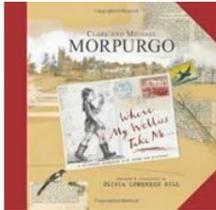
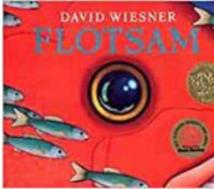
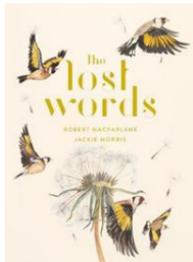
<p>Revised knowledge</p>		<p>Securing understanding of a sentence Punctuating sentences using capital letters, full stops, question marks, exclamation marks</p>	<p>Securing understanding of a sentence Punctuating sentences using capital letters, full stops, question marks, exclamation marks</p>	<p>Securing understanding of a sentence Punctuating sentences using capital letters and full stops</p>	<p>Securing understanding of sentences (single clause) Co-ordination using 'and' Capital letters, full stops and exclamation marks Simple cohesion in a series of sentences</p>	<p>Coordination 'and' Past simple tense and present simple tense</p>	<p>Past simple tense Punctuating sentences using capital letters, full stops, question marks, exclamation marks Capital letters for names</p>	<p>Past simple tense Punctuating sentences using capital letters, full stops, question marks. Use adjectives</p>	<p>Past simple tense Punctuating sentences using capital letters, full stops, question marks. Use adjectives</p>	<p>Present tense Punctuating sentences using capital letters, full stops, question marks. Use adjectives</p>	<p>Using adjective</p>
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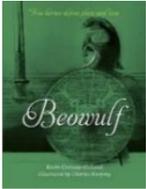
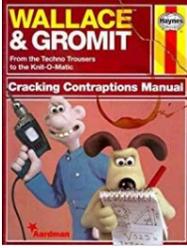
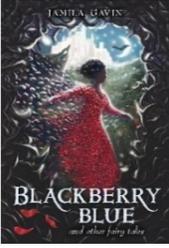
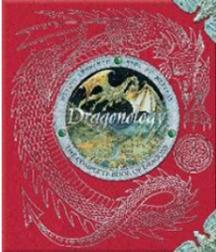
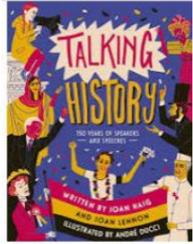
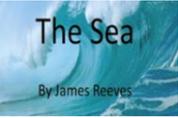
Y2	KS1 Writing Progression										
	AUTUMN 1		AUTUMN 2		SPRING 1	SPRING 1	SPRING 2		SUMMER 1	SUMMER 2	
Progression of core texts	 Augustus and his Smile by Catherine Rayner (Little Tiger)	 This Is How We Do It by Matt Lamothe (Chronicle Books)	 Little Red Riding Hood Nosy Crow and Ed Bryan (Nosy Crow)	 How to Catch Santa by Jean Reagan and Lee Wildish (Hodder)	 Bonkers About Beetroot by Cath Jones and Chris Jevons (Maverick Arts)	 My Pet Goldfish by Catherine Rayner (Walker)	 Mae Jemison by Maria Sanchez Vegara, Illustrated by Janna Morton (Little People, Big Dreams series, Frances Lincoln)	 How to Hide a Lion in School By Helen Stephens	 Traction Man is Here! by Mini Grey (Red Fox)	 Mrs Armitage and the Big Wave by Quentin Blake (Red Fox)	 Tell Me a Dragon by Jackie Morris (Frances Lincoln)
Text type/form	Fiction Patterned story: losing tale	Non-Fiction Non-chronological report	Fiction Traditional Tale	Non-Fiction Instructions	Fiction Animal story: funny	Non-Fiction Recount and non-chronological report	Non-fiction Biography	Fiction Adventure/toy story	Fiction Cumulative story	Poetry Descriptive poem	
Independent purposeful writing outcomes	To write a similar 'finding tale' following the structure of the text.	To add yourself to the book and write about how you live.	To rewrite the story of Little Red Riding Hood changing the venue to a place of their choice and/or using different everyday items to scare the wolf.	To write instructions/advice about how to catch Santa. The text and sequence also include opportunities for writing a short letter, questions and noun phrase captions.	To write your own story about animals who grow an enormous fruit or vegetable.	To write a recount about a pet (or toy animal) and to include separate factual information about the animal. (double page spread-one side recount/one side information text)	To write a biography of an inspiring person.	To write own story about hiding an animal on a school trip	To write a Traction Man style story (1st person, resent tense) about your own toy.	To write a funny story with a cumulative structure.	To make individual 'Tell me a Dragon' books.
Key Writing objectives, including grammar and punctuation New knowledge	Using the conjunction but Expanding noun phrases Alliteration Commas in lists Verbs – past tense	Present tense Apostrophe for contraction	Sentence types: statements, commands, questions, exclamations Punctuating sentences using capital letters, full stops, question marks and exclamation marks Choosing verbs to add precise details for the reader	Multi-clause sentences with subordinating conjunctions	Capital letters for proper nouns Apostrophe for contractions Verb choice (onomatopoeia)	Simple cohesion in a series of sentences Written standard English	Capitalisation of proper nouns	Possessive apostrophe. Consolidation of subordination and coordination. Consolidation of KS1 nuts and Bolts.	Progressive verb form: present progressive	Past progressive verb form	Possessive apostrophe.

Revised knowledge		Expanded noun phrases	Expanded noun phrases Past tense	Sentence types: questions, statements and commands Punctuating sentences using capital letters, full stops, and question marks Expanded noun phrases	Question sentences Exclamatory sentences	Exclamations/exclamation marks Punctuation in statements Past and present tense Subordination using when, if, because.	Coordination (and/but) Subordination (when/as/if/because) Past and present tense	Expanded noun phrases: adjectives Coordination (and/but) Subordination (when/as/if/because) Past and present tense	Expanded noun phrases: adjectives Punctuating sentences using capital letters, full stops, question marks and exclamation marks	Expanded noun phrases (to create humour) Link events with subordinating and co-ordinating conjunctions	Expanded noun phrases
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Year 3	KS2 Writing Progression										
	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts											
	<i>The Beasties</i> compiled by Jenny Nimmo (Egmont)	<i>A River</i> by Marc Martin (Templar)	<i>The Big Book of Blooms</i> by Yuval Zommer (Thames & Hudson)	<i>The Snowman</i> by Michael Morpurgo and Robin Shaw (Puffin)	<i>Until I Met Dudley</i> by Roger McGough (Frances Lincoln)	<i>Illustrated Grimm's Fairy Tales</i> by Ruth Brocklehurst and Gillian Doherty (Usborne)	<i>Ask Dr K Fisher about Animals</i> by Claire Llewellyn (Kingfisher)	<i>Oliver and the Seawigs</i> by Philip Reeve and Sarah McIntyre (Oxford)	<i>Dare to Care: Pet Dragon</i> by Mark Robertson and Sally Symes (Frances Lincoln)	<i>Arthur and the Golden Rope</i> by Joe Todd-Stanton (Flying Eye)	<i>A First Poetry Book</i> by Pie Corbett and Gaby Morgan (Macmillan)
Text type/form	Fiction Simple Magical story	Poetry Narrative poem	Non-Fiction Non-chronological report	Fiction Narrative from a film	Non-Fiction Explanation	Fiction Traditional tale	Non-Fiction Information in letter form	Fiction Adventure story	Non-Fiction Instructions	Fiction Y3/4 Quest	Poetry Variety of forms
Independent purposeful writing outcomes	To write your own Beastie story based on an object.	To write about a journey through different landscapes using similarly poetic language.	To write an information text about a plant or group of plants, comprised of short sections with subheadings. Some children might write additionally about an aspect of plants' relationship with humans.	Write a section of the film as a narrative that could be included in the book, focusing on showing character through actions.	Write an explanation text about how an everyday object works	To retell one of the stories orally and to generate a written alternative ending to another one.	To write another letter and response but the context could be anything.	To retell from a different character's point of view.	To create a page of advice on looking after a creature or object, real or imagined.	To write a quest story as one of the Brownstone adventures.	To write a poem in the form of a list, drawing on the form and style of one of the studied poems.
Key Writing objectives, including grammar and punctuation	Expanded noun phrases (pre modification) Multi-clause sentences and single clause sentences: exploring choices		Heading and sub-headings Similes Prepositional phrases used adverbially	Choice of verbs (for showing character through actions) Past tense: past simple and past progressive (revise from Y2) Commas in lists (revise from Y2)	Different ways of presenting information Cohesion	Using and punctuating direct speech (character) Apostrophes (contraction and singular/plural possession)	Formal/informal language Word play for humour	Present perfect form instead of simple past tense Paragraphs	Heading and sub-headings	Layout for presentation and meaning	There is no grammar in this sequence.
New knowledge	Adverbials (time and place)										
Revised knowledge		Adverbials (time and place) Multi-clause sentences with subordinating conjunctions	Nouns and expanded noun phrases for precision and clarity (pre-modification)	Expanded noun phrases prepositional phrases (adverbial): There is the possibility to extend an activity on nouns and 'where' adverbials to create setting Paragraphs: group ideas around a theme	Multi-clause sentences with subordinating conjunctions Adverbials	Prepositional phrases used adverbially (setting)	Multi-clause sentences with subordinating conjunctions	Prepositional phrases: used adverbially (place)	Multi-clause sentences with subordinating conjunctions Expressing time, place and cause with conjunctions, adverbs and prepositions	Present perfect verb form Multi-clause sentences with a range of conjunctions Adverbials Fronted adverbials Using and punctuating direct speech Possessive apostrophe	

Year 4	KS2 Writing Progression										
	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts											
	Jack and the Dreamjack by Laurence Anholt (Bloomsbury)	Fantastically Great Women Who Changed The World by Kate Pankhurst (Bloomsbury)	Betsey Biggalow is Here! and Hurricane Betsey by Malorie Blackman (Penguin)	How Santa Really Works by Alan Snow (Simon and Schuster)	Paddington goes to Town by Michael Bond (Harper Collins)	Interview with a Tiger and Other Clawed Beasts Too by Andy Seed and Nick East (Wellbeck Children's Publishing)	Myth Atlas by Thiago de Moraes (Little Bee Books, Scholastic)	What A Waste: Rubbish, recycling and protecting our planet by Jess French (Dorling Kindersley / Penguin Random House)	The Paperbag Prince by Colin Thompson (Red Fox)	A Walk in London by Salvatore Rubbino (Walker)	A Good Weekend by Teresa Lola, illustrated by Mohamed Fadera, found in Happy Here: 10 stories by black authors and illustrators (Knights Of)
Text type/form	Fiction Fantasy Story	Non-Fiction Y3/4 Biography	Fiction Everyday story	Non-Fiction Explanation	Fiction Classic narrative	Non-Fiction Interview	Fiction Myths	Non Fiction Non-chronological report	Fiction Environmental theme	Non-Fiction Recount and information	Poetry Recount poem
Independent purposeful writing outcomes	To write a 'fantasy' story following the generic pattern of the text.	Write a biography of a famous person.	To create another story set in everyday family life (either another Betsey Biggalow story or your own).	Write an explanatory text about an imaginary object e.g., Santa's sleigh.	To write the story for one of the older TV cartoon versions with a focus on character, dialogue and the humour in the plot.	To create interviews with other creatures/objects.	Write a myth based on one of the characters from a choice of cultures in the book.	To design and write a double-page spread of information on an aspect of 'rubbish, recycling and protecting our planet' that might be appropriately included in Jess French's book	To devise and write a story set in a run-down setting in which something changes for the better and improves the main character's life.	To write a similar style text about a place visited.	To write and perform a recount in poetic form, for example focusing on three particular points of a weekend or holiday
Key Writing objectives, including grammar and punctuation	Adverbials, fronted adverbials Commas after fronted adverbials Expanded noun phrases (prepositional phrases) Using and punctuating direct speech including the reporting clause	Multi-clause sentences with subordinating conjunction Prepositional phrases (adverbial) Paragraphs around a theme	Create character, setting and plot	Nouns and pronouns for clarity and cohesion Punctuation of multi-clause sentences	Adverbs Multi clause sentences (using the -ing construction) Paragraphs: group ideas around a theme/related material	Nouns and pronouns for clarity and cohesion Using dictionaries for definitions		Headings and sub-headings Different ways of presenting information	Past perfect verb form instead of simple past tense		Identification of verbs and verb choice
New knowledge											
Revised knowledge	Adverbials (prepositional phrases) (revised from Y3) Expanded noun phrases (pre-modification) Revise from Y3	Expanded noun phrases Adverbials (time and place)	Using and punctuating direct speech including the reporting clause	Multi-clause sentences with subordinating conjunctions Paragraphing	Using and punctuating direct speech	Prepositional phrases: • as part of expanded noun phrase to add detail after the noun • used adverbially	Cohesion Adverbials (phrases and clauses) Multi clause sentences with a range of conjunctions	Multi-clause sentences with subordinating conjunctions Adverbials, fronted adverbials Commas after fronted adverbials	Expanded noun phrases (pre-modification and post-modification using prepositional phrases) Adverbials, fronted adverbials (with commas)		Multi clause sentences with subordinating conjunctions Prepositional phrases: used adverbially and including similes

Y5	KS2 Writing Progression										
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 1/2	SPRING 2	SUMMER 1	SUMMER 2				
Progression of core texts	 <i>Kensuke's Kingdom</i> by Michael Morpurgo (Egmont)	 Volcanoes by Izzi Howell (Geographics series, Franklin Watts)	 Hansel & Gretel by Neil Gaiman and Lorenzo Mattotti (Bloomsbury)	 Incredible Edibles: a science-flavoured cookbook by Stefan Gates (Walker)	 Chitty Chitty Bang Bang and the Race Against Time by Frank Cottrell-Boyce (Macmillan)	 Where My Wellies Take Me by Clare and Michael Morpurgo Part 1 (Templar)	 Flotsam by David Wiesner (Clarion Books / Houghton Mifflin)	 Persuasive letter: RSPB (Charity letter RSPB)	 Inside the Villains by Clotilde Perrin (Gecko Press)	 Extreme Animals by Nicola Davies (Walker)	 The Lost Words by Robert McFarlane and Jackie Morris (Hamish Hamilton)
Text type/form	2 Fiction Adventure story focus on building atmosphere through setting	Non-Fiction Non-chronological report	3 Fiction Traditional tale	1 Non-Fiction Instructions	4 Fiction Historical adventure (classic)	6 Non-Fiction Descriptive recount	7 summer 1 Fiction Wordless picture book	8 Non-Fiction Persuasion	Fiction Variety of purposes for writing related to traditional tales	5 Non-Fiction Non-chronological report	Poetry Highly developed acrostic 'spells'
Independent purposeful writing outcomes	The main outcome is to write an alternative version of the chapter where the character wakes up on the island and explores	To write a page/pages about another geographical topic.	To write a different version of the Hansel and Gretel story from the bare bones.	To write their own revolting recipe.	To write an additional adventure for the Tootings where they travel to another period of history.	To write a recount of a local walk in great detail.	To write a different version of 'Flotsam' from a different viewpoint	To write a persuasive letter about an issue of their choice.	To (re)write a traditional-style fairy tale featuring a chosen character or setting and at least one additional section: a personal introduction to that character/setting, a 'More about me' page, or labels and captions for a diagram (possibly involving flaps, mechanisms and pop-ups!). Pupils might contribute sections to create a class book.	To write a section of a book about 'Extreme...' e.g. animals, plants, birds or even vehicles or buildings.	To write a poem about something from the natural world to accompany a (watercolour) picture and contribute these pages to a class book.
Key Writing objectives, including grammar and punctuation	Paragraphs: cohesion within and between (range of cohesive devices) Colons before a list Degrees of possibility using adverbs and modals Parenthesis: brackets, dashes	Expanded noun phrases including relative clauses Using brackets and dashes to add additional information Layout and organisation, particularly headings and	Sentence patterns: length and repetition Conjunctions to link clauses Parenthesis commas (You could also use this text to teach dialogue for moving on the action, but	Explore how words are related: synonyms Vocabulary and language structures appropriate for formality	Dialogue to convey character and advance action Verbs: variation in tense and form (perfect and revision progressive)	Verb choice Cohesion	Cohesion and pace across paragraphs Wider range of cohesive devices			(You could teach modal verbs from this text but it is not included in the sequence.) Took features from the Volcanoes unit to use now we have moved units:	Punctuation to avoid ambiguity Hyphens Poetic devices: onomatopoeia, alliteration, sibilance, assonance Vocabulary choice units:

Y6	KS2 Writing Progression										
	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts											
	Beowulf by Kevin Crossley-Holland and Charles Keeping (Oxford)	Inspiring Inventors who are Changing our Future by Hiba Noor Khan and illustrated by Salini Perera (Walker Books)	Flood by Alvaro F. Villa (Raintree)	Wallace & Gromit: The Complete Cracking Contraptions Manual by Graham Bleathman, Lee Parsons and Derek Smith (Haynes Manual)	Blackberry Blue and other fairy tales by Jamila Gavin (Tamarind)	Dragonology by Dugald Steer, Helen Ward, et al. (Templar)	A letter about a beastly encounter (linked to Dragonology)	Talking History: 150 Years of Speakers and Speeches by Joan Haig and Joan Lennon, and Andre Ducci (Templar)			The Sea by James Reeves
Text type/form	Fiction Archaic text Epic Poem Legend	Non-Fiction Biography	Fiction Wordless picture book	Non-Fiction Y5/6 Formal explanation	Fiction Y5/6 New traditional tales	Non-Fiction Non-chronological report	Non-Fiction Informal Letter	Non-Fiction Speches and Non-chronological report			Poetry Extended metaphor poem
Independent purposeful writing outcomes	Write your own story following the 'overcoming the monster' blueprint.	To write a double page spread about a different young inventor and their discovery.	To write the story of the wordless picture book.	Devise and write about their own cracking contraption to create a class Haynes Manual. (Xmas themed)	Y3/4 As 5/6 or retell a known fairy tale and change something (setting/problem, etc.). Y5/6 Emulate this writer to create their own fairy tale by drawing on and combining elements from known stories.	To write own '-ology' book about a different mythical creature or created dragon.	To write an informal letter to a friend in which you describe an encounter with your mythical creature	Talking History: 150 Years of Speakers and Speeches by Joan Haig and Joan Lennon, and Andre Ducci (Templar)			To write an extended metaphor poem about a topic of choice.
Key Writing objectives, including grammar and punctuation New knowledge	Sentence construction: patterning of three Semi colons between clauses Expanded noun phrases to convey complex information (use of hyphens) Cohesion between paragraphs (revised from Y5)	Verb forms and tense: Perfect/progressive Modal verbs (revise Y5) Passive voice Text layout, particularly headings, subheadings and organisation on page	Sentence construction: multi-clause sentences (non-finite constructions, subordination) Dialogue for characterisation	Writing with formality Parenthesis using brackets	Colons and semi-colons in listing	Subjunctive	Writing with formality Describe setting and character whilst achieving atmosphere Use adverbials to add detail and cohesion	Provides opportunity for revision of KS2 grammatical terminology and understanding Writing with varying formality Text layout, particularly headings and subheadings			Punctuation to aid the reader and avoid ambiguity Poetic devices Precise vocabulary choices

Revised knowledge		Expanded noun phrases including relative clauses (revise from Y5) Wider range of punctuation Colons/Semi-colons between clauses	Passive voice	Expanded noun phrases to convey complex information Passive voice	Sentence construction: revision of multi-clause sentences using co-ordination and subordination Expanded noun phrases to convey complex information (creating atmosphere, use of similes and prepositional phrases)	Expanded noun phrases to convey complex information Formal, impersonal writing Multi-clause sentences Commas, brackets and dashes	Paragraphs: cohesion within and between Sentence construction and punctuation Semi-colons	Multi clause sentences with a range of conjunctions Degrees of possibility using modal verbs Linking ideas within and across paragraphs with adverbials			
Handwriting											
Spelling							Spell ambitious words and words from the statutory word lists				