



# Langtree Community School

## Writing Progression across years 1-6.



### **Writing Intent:**

At Langtree Community School we expect all pupils to leave at the end of year 6 having achieved expected standard or greater depth standard in writing. We intend to provide the children with the skills and confidence to imaginatively express their ideas and opinions. The children will be expected to write clearly, accurately and coherently alongside adapting their language and style to suit a range of purposes, contexts and audiences (both fiction, non fiction and poetry).

We want pupils to acquire and utilize a wide range of vocabulary and have a solid understanding of grammar and punctuation which is then used in their writing. We aim for the children to spell new words effectively and apply the spelling patterns and strategies they learn to their work. Children in Year 1 and the Early Years Foundation Stage Profile will follow the Letters and Sounds scheme for teaching phonics while Years 2-6 will follow the No Nonsense spelling scheme to help them achieve the above.

We believe that good writers are able to identify their own areas for improvement and teach them how to do this. We aim for children to independently and effectively edit and improve their work throughout the writing process.

We endeavour that all children take pride in the presentation of their work and develop a good, joined handwriting style by the time they move to secondary school.

### **How the document works:**

This Document sets out the texts that Class Teachers will use to progressively teach writing across the curriculum. It shows any links to the wider curriculum and also includes spelling and handwriting.

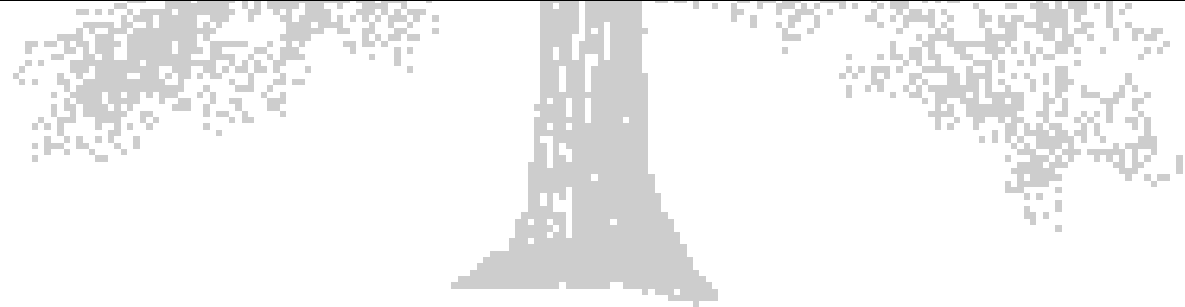
## Writing Progression Class 1

### Years 1 and 2. Rolling Programme Year A

Years 1 and 2. Rolling Programme Year A												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Progression of core Texts</b>	Train Ride Poetry	Weather by Steffi Cavell-Clarke Information text???	Usborne: Look inside space. Information text	The slime book: published by DK children Instructions	Mixed up Fairytale Fiction	Tell me a dragon Poetry	The High Street by Alice Melvin Fiction	Transport Non Fiction	Traction Man is Here! Fiction	Recount	Ellsworth's Extraordinary Electric Ears poetry	Penguins Non Fiction
<b>Links to the wider curriculum</b>	History: Lives of Significant Individuals Florence Nightingale (Information Texts) - about Florence Nightingale's life								Science - plants (recount of school trip to Meeth Quarry)			
<b>Elicitation Task</b>	Children to think of a time where they have travelling somewhere. Write a poem of someone going and the things that they saw.	Discuss the differences between fiction and non fiction. Look at some of the features of information texts. Write a short text about something they know a lot about to inform someone	Write an information page for a prospective parent who is visiting Langtree School.	Pupils to take part in a cooking activity. Children to then write a set of instructions on how to cook something	Provide the children with a selection of pictures to a well known fairytale. Pupils to place the pictures in order and use them to support the writing of sentences.	Show pupils a dragon (e.g. an image or a puppet) and ask them to describe it so that others would know exactly what it looks like. Sequence two or three sentences, then write them down.	Show children pictures of the high street where they live. What could you buy in each shop? Create a shopping list of things that they think could be bought. Write the list.	Get the children to look out of the window into the school grounds. Discuss what they can see and how those things are used by people. Children to then write about an area.	Pupils to bring in their favourite toy or have a selection of toys on the whiteboard. Write a story about a toy having an adventure.	Write a recount about something that they have done at the weekend.	Play alphabet games: fruit or animals beginning with a, b, c, etc.  Pupils write as many words as they can think of for some of the letters of the alphabet.	Use an object that the pupils are interested in. Talk about the features of the toy, what it is made of, who might use it and why. They should then write a report about the

		else. Include the features they discussed earlier.									These can be listed.	car, including a diagram.
<b>Innovate Section</b>	Write a poem based on a journey they have taken around the village of Langtree. Base the things they might see on a specific season.	Choose one type of weather (clouds) to write a double page spread or hybrid text.	Write an information page based on one of the seasons we have been learning about in science.	Children to generate a class slime recipe. Think of their ideas and then make the slime. Take photographs and produce a class set of instructions.	Plan a class mixed up fairytale. Children to follow the class plan to practise this style of writing.	Choose images of 2 or 3 of the dragons that have already been collected. Plan and write a poem based around these dragons.	Create a list of local shops. Choose 4 to write about and write a shopping list for them.	Children to write a text about how people are welcomed to our school.	Plan a class story based on the adventures of Traction Man.	TBC	Model using one of the pages from the book and creating a new sentence for the picture.	Write a non-chronological report about an animal habitat learnt about during science.
<b>Independent purposeful writing outcomes</b>	Pupils to write a poem based on a journey they have taken around the village of Langtree. Thinking about things they might see in a specific season (choose a different season to the innovate write.	Y1: To write double-page spread about a Seasons. Y2: To write a simple hybrid text incorporating two short information texts and a glossary	Pupils to write an information text about the life of Florence Nightingale.	Pupils to write a set of instructions explaining how to make a coat to keep someone warm or dry in the winter.	Pupils to write their own mixed up fairytale.	Children to choose their own dragon to write a poem about.	Children choose local shops that they want to write about. Create a shopping list. Use the images to describe items that can be bought in each of their shops. Create sentences to talk about each shop and what it sells.	Children to write an information text about our local area.	Pupils to write their own story based on the adventures of Traction Man.	TBC	Year 1: use a some pictures from the book and write their own sentences to go with the pictures.  Year 2: create an alphabet book linked to pictures they have taken.	Children to choose a different animal habitat to the one used in the innovate section. Write a non-chronological report on the habitat they have chosen.
<b>Grammar and Punctuation</b>	-Full stops and capital letters.  Questions	Single clause sentences  Multi-clause sentences (and, but,	Full stops and capital letters.  Capital letters for	Full stops and capital letters.  Verbs for commands	Full stops and capital letters.  Simple and compound	Noun phrases	Noun phrases  Present/past tense  Possessive	Punctuating sentences  Presentation and layout	Full stops and capital letters.  Progressive verb form		Full stops and capital letters.  Nouns and noun	Complex sentences  Verbs - past and present

	Rhyme	when, if, that)	the names of people.		sentences.		apostrophe	Subordination	Punctuation		phrases	tense
		Simple cohesion in a series of sentences	Sentence constructions	Coordination	Using 'and' and 'because' and the associated punctuation		Commas in a list		Adjectives		Adverbs	
		Capital letters and full stops; question marks	adjectives	Expanded nouns	Noun phrases		Sequenced narrative punctuated with capital letter, full stop or exclamation mark				Full stop, exclamation marks and capital letters for proper nouns.	
			Using 'and' using conjunctions		Subordination						Possessive apostrophe	
			Writing questions and answers.									
<b>Spelling</b>	Year 1 - Contained within the 'Letters and Sounds' phonics teaching sessions. Year 2 - No Nonsense spelling Spelling modelled within the units above.											
<b>Handwriting</b>	Year 1 - correct letter formation and orientation.	Year 1 - correct letter formation and orientation.	Year 1 - correct letter formation and orientation.	Year 1 - correct letter formation and orientation.	Year 1 - correct letter formation and orientation.	Year 1 - correct letter formation and orientation.	Year 1 - correct letter formation and orientation.	Year 1 - correct letter formation and orientation.	Year 1 - correct letter formation and orientation.	Year 1 - correct letter formation and orientation.	Year 1 - start to work on the horizontal and diagonal lines required to join their writing.	
	Year 2 - Correct letter formation and orientation and start to introduce joins (The anticlockwise letters - 6 pages)	Year 2 - Correct letter formation and orientation. Start to see some horizontal and diagonal lines in their work. (work on the tall letters booklet - 7 pages)	Year 2 - (Work on The long letters booklet - 6 pages) (work on the lumpy letters booklet - 4 pages)	Year 2 - (Work on The vowels booklet - 5 pages) (work on the other letters booklet - 4 pages)	Year 2 - (Work on The vowels booklet - 5 pages) (work on the other letters booklet - 4 pages)	Year 2 - (Work on The vowels booklet - 5 pages) (work on the other letters booklet - 4 pages)	Year 2 - (Work on The vowels booklet - 5 pages) (work on the other letters booklet - 4 pages)	Year 2 - (work on the capital letters booklet - 5 pages, this is more letter formation) (work on the entire alphabet booklet - 27 pages, revision)	Year 2 - (work on the capital letters booklet - 5 pages, this is more letter formation) (work on the entire alphabet booklet - 27 pages, revision)	Year 2 - (work on the capital letters booklet - 5 pages, this is more letter formation) (work on the entire alphabet booklet - 27 pages, revision)	Year 2 - (work on the entire alphabet booklet - 27 pages, revision)	Year 2 - (work on the entire alphabet booklet - 27 pages, revision)



## Writing Progression Class 1

### Years 1 and 2. Rolling Programme Year B

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Progression of core Texts</b>	Oi Frog (Fiction)	Boa's Bad Birthday (Fiction)	How to wash a woolly mammoth (Instructions on how to wash an Australian animal)	I love bugs (poetry)	Little Red Riding Hood: Nosy Crow (Fiction)	Zim Zam Zoom (Poetry)	Now you know science: Hot and Cold. (Non Fiction)	A first Poetry Book (Poetry)	Mrs Armitage and the big wave (Fiction)	A First Book Of The Sea by Nicola Davies, ill. by Emily Sutton	What do you do with a tail like this? (Non-Fiction)	Recounts (Non-Fiction)
<b>Links to the wider curriculum</b>	Geography: Australia (Instructions on how to wash an Australian Animal)  Science - Animals including humans (Instructions explaining how to wash an Australian Animal) (Poetry using an animal of their choice)				History: Great Fire of London (Information books explaining the events that occurred in the Great Fire of London) Poems about the Great Fire of London			The seaside (Write their own stories based on a seaside adventure) (Recount to explain their school trip to the beach)				
<b>Elicitation Task</b>	Play a rhyming game with pupils - write words or pictures on	Choose an animal that the children are interested in. Write a	Pupils to write a set of instructions to explain how to write	Provide children with a picture that will provide interest to	Children to retell the fairytale: 3 Little Pigs in their own words.	TBC	Pupils to write an information to explain what happens in a science	Read 2 or 3 poems with strong features. Ask pupils to add their own line	Watch the video 'Sea Serpent': <a href="http://www.youtube.com/watch?v=Ood3teyg">www.youtube.com/watch?v=Ood3teyg</a>	Talk to the children about a special place they have visited.	Show the pupils a page from the book and ask them to	TBC

	cards. Children try to make rhymes with the word until they run out.	short section about the animal receiving one of the presents and what the animal does when he gets it.	a jam sandwich.	the children. Generate a list of nouns that could be expanded. Pupils to expand the nouns and put them in a list to create a poem.			experiment - dissolve sugar in hot and cold water.	to assess their understanding of this feature.	wh8 and find out from the children if it is funny and why. Use images to sequence the story and then ask the children to write the story, making it funny for their reader.	What sights, smells, sounds and feelings do they associate with it? Ask them to write a short description of the place that will paint a picture of the place.	discuss what each animal would do with their nose or ears. Ask pupils to write captions for two or three of the noses or ears.	
<b>Innovate</b>	Plan a class version of Oi Rat.  Generate new rhyming words that could be used.	Generate a list of animals that the pupil could write about. Create a chart for the animals and a list of presents that are of no use. The final present ends up being the best.	Choose an animal to write about. Plan and write a set of instructions to explain how to wash that animal.	Plan a class version of Emma Dodd's poem but write about dogs.	Plan a class version of Little Red Riding Hood.	Use the poem bEWARe as a blueprint for pupils to write their own Kenning poem.	TBC	Choose one of the poems as a model for writing and a context that is familiar for pupils	Pupils to write a story based on a character coming down a hill on their skateboard.	TBC	Pupils to create their own pages about the special hats that people wear.	TBC
<b>Independent purposeful writing outcomes</b>	Pupils generate their own version of Oi Frog - choose an animal from the list of already generated or they can choose a new	Children to select another animal from the list that was generated in the innovate stage and create their version of the story.	Pupils to write a set of instructions to explain how to wash an Australian animal.	Pupils to write their own poems using an object /animal of their choice based on the book written by Emma Dodd.	Pupils to write their own version of Little Red Riding Hood.	Support all the children in writing a Kenning poem of their choice about a thing/ person /or animal	Pupils to write an information book to explain the events that occurred in the Great Fire of London.	Think about a third context for a poem. It could be linked to something that they are learning e.g. the Great Fire of London. Children to	Pupils to choose their own setting and write a story using the same style as Mrs Armitage and the Big Wave.	TBC	Pupils to follow the structure of the text and write their own version of the book based on the different uniforms	Pupils to write a recount to explain what they did on a school trip to the beach.

	one.							write a poem about this context.			that people can wear.	
<b>Grammar and Punctuation</b>	Securing understanding of a sentence  Questions  Rhyme	Simple and compound sentences  Questions  Using 'but' for contrast (Yr 2).	Verbs  Punctuation  Commands, questions and statements.	Noun Phrases  Joining words and phrases using 'and'.	Sentence types: statements, commands, questions, exclamations  Expanded noun phrases  Choosing verbs to add precise details for the reader  Past tense	No Specific Grammar	Simple subordination  Tense simple and present progressive  Labels and captions	Expanded Noun Phrases  Rhyme  Rhythm  Similes  Alliteration	Humour through the use of noun phrases  Use subordinating and coordinating conjunctions  Show the continuing nature of some actions through the use of past progressive.	Adjectives and noun phrases Exclamation marks Alliteration Rhyme and rhythm Refrains and repeating pattern Similes	Subordination  Questions and question marks  Punctuating sentences  Verbs	
<b>Spelling</b>	Year 1 - Contained within the 'Letters and Sounds' phonics teaching sessions. Year 2 - No Nonsense spelling Spelling modelled within the units above.											
<b>Handwriting</b>	Year 1 - correct letter formation and orientation.  Year 2 - Correct letter formation and orientation and start to introduce joins (The anticlockwise letters - 6 pages)	Year 1 - correct letter formation and orientation.  Year 2 - Correct letter formation and orientation.  Start to see some horizontal and diagonal lines in their work. (work on the tall letters booklet - 7 pages)	Year 1 - correct letter formation and orientation.  Year 2 - (Work on The long letters booklet - 6 pages)  (work on the lumpy letters booklet - 4 pages)	Year 1 - correct letter formation and orientation.  Year 2 - (Work on The vowels booklet - 5 pages)  (work on the other letters booklet - 4 pages)	Year 1 - correct letter formation and orientation.  Year 2 - (work on the capital letters booklet - 5 pages, this is more letter formation)  (work on the entire alphabet booklet - 27 pages, revision)	Year 1 - start to work on the horizontal and diagonal lines required to join their writing.  Year 2 - (work on the entire alphabet booklet - 27 pages, revision)						



## Writing Progression Class 2

### Years 3 and 4. Rolling Programme Year A

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Progression of core Texts</b>	A Walk in London (NF)	Grendel - A Cautionary Tale (F)	How Santa Really Works (NF)	Mog's Christmas Calamity (F)	Carry Me Away (P)	Ratpunzel (F)	Book of Bones (NF)	Meerkat Mail (F)	Myth Atlas (F)	Fantastically Great Women Who Changed the World (NF)	Blue John (F)	The Works (P)



<b>Links to the wider curriculum</b>	<p>Mog's Christmas Calamity links to Christmas period and school performance.</p> <p>How Santa Really Works links to Christmas period and also RE unit on Christian festivals and worship.</p> <p>A Walk in London final piece of writing links to Tudor topic because we look at the history of Langtree, including dates and events.</p>				<p>Meerkat Mail links to Geography Volcano topic - looking at different countries/locations and noticing how they are different.</p> <p>Carry Me Away and Book of Bones link to science topic 'animals including humans' which explores food chains, animal diets etc.</p>				<p>Fantastically Great Women Who Changed the World links to history topic on Romans and Boudica - studying a specific historical figure and their influence in history. Myth Atlas also links to this history topic.</p> <p>Blue John links to the rocks topic in science.</p>			
<b>Elicitation Task</b>	<p>Look at pictures of people in London, write dialogue; what would they be saying to each other?</p>	<p>Children to write a story based on Pie Corbett's wishing tale story pattern.</p>	<p>Play children a clip of how a simple children's toy works. Children to watch it with no sound and write narrative for the clip. (Rubix Cube)</p>	<p>Watch the Sainsbury's advert for M.C.C and write a basic narrative about it.</p>	<p>Look at the pictures of a lion. Discuss what thoughts you get about the pictures. Write a basic poem to convey these thoughts.</p>	<p>Children to write their version of a traditional tale of their own choosing.</p>	<p>Provide the children with a set of facts about an animal. They decide how to present the information on their page.</p>	<p>Children to write a postcard from them to a loved one from a real or imagined destination.</p>	<p>Choose a country and a character from the text. Brainstorm quick ideas and write a basic story.</p>	<p>Show children a short video on Rosa Parks, fill in a spider diagram about what they remember.</p>	<p>Show children a picture of a gloomy cave setting. Children write a paragraph or two describing this setting.</p>	<p>Children to write an acrostic poem about the school.</p>
<b>Innovate</b>	<p>All focus on a new place together; Bude where Mr Thorne lives. Use non-negotiables throughout.</p>	<p>Take ideas about something that children really wish they had - use this idea as a whole class and apply non-negotiables to this as a style.</p>	<p>Use the page about Santa's sleigh. Gather children's ideas about how it might work and apply non-negotiables to this as a class.</p>	<p>Pupil's to work together to write <b>the first part only</b> of M.C.C. Use non-negotiables when writing.</p>	<p>Use another animal (flamingo) as a focus for children to develop ideas and work with non-negotiables.</p>	<p>All children to work on Hansel and Gretel, but apply it to animals instead. Use non-negotiables for grammar.</p>	<p>Move on to looking at trucks instead. Apply the structure to this instead of an animal.</p>	<p>Use dog teddy from class. He is going on a journey to visit relatives, where could he go? Build ideas together as a class.</p>	<p>Class choose a character from the map and create a myth about them to work on using non-negotiables for this sequence.</p>	<p>Choose another famous lady that we could work on together.  Princess Diana</p>	<p>Focus on key section; precious stones, research some together, how could we describe them as class?</p>	<p>Use 'I'm the youngest in our house' by Michael Rosen. Discuss the ideas in this, how could we apply it to our own lives?</p>
<b>Independent purposeful writing outcomes</b>	<p>Children to write a fact-filled account of their own journey around Langtree.</p>	<p>Children to write a wishing-type story with dialogue to show character</p>	<p>Children to write an explanatory text about an imaginary object.</p>	<p>Children to write the narrative to the story of a Christmas Calamity.</p>	<p>Children to write a poem about a chosen animal using some of the poetical devices explored.</p>	<p>To write an expanded animal-version of a traditional tale.</p>	<p>Children to write their own page contributing to a class book about an 'amazing group'.</p>	<p>Children to write their own postcards from different places.</p>	<p>Children to write a mythical story featuring one of the characters from the book.</p>	<p>Children to write a biography about a famous person</p>	<p>Children to write a story about how a precious stone of their choice was created.</p>	<p>Children to write a presentation and perform a poem as a group.</p>
<b>Grammar and</b>	<p>Dialogue</p>	<p>Speech</p>	<p>Noun</p>	<p>Speech</p>	<p>Modified</p>	<p>Speech</p>	<p>Conjunctions/</p>	<p>Revision of</p>	<p>Adverbials</p>	<p>Expanded noun</p>	<p>Noun</p>	<p>N/A</p>

<b>Punctuation</b>	Clauses  Expanded noun-phrases  Commas  Speech	Dialogue  Standard English forms for verb inflections instead of local forms	referencing  Sentences with more than one clause  Conjunction  Paragraphing	Dialogue  Adverbials  Conjunction  Subordinate clauses	noun-phrases  Alliteration  Rhyme	Adverbs  Nouns/noun-phrases	Clauses  Use of pronouns  Possessive apostrophe	simple and compound sentences and punctuation  Possessive apostrophe	Subordination  Conjunctions  Extended sentences  Prepositions	phrases  Adverbials of time and place (prepositional phrases)  Paragraphing/sections	phrases  Speech  Similes (adverbial)  Verbs	
<b>Spelling</b>	Contained within the No Nonsense Spelling teaching sessions. Modelled within the units above.											
<b>Handwriting</b>	Book 1 the anticlockwise letters  Book 2 the tall letters  Book 3 The long letters  Book 4 The Lumpy letters	Book 5 The vowels  Book 6 The other letters  Book 7 The capital letters	Book 8 The whole alphabet	Children to practise joins and handwriting patterns on whiteboards, without handwriting guidelines.  Practicing writing their weekly spellings using joins.	Practising sentences in normal books with a focus on;  - Tricky joins  - Accentuating ascenders and descenders  - Keeping size consistent	Practising sentences in normal books with a focus on;  - Tricky joins  - Accentuating ascenders and descenders  - Keeping size consistent						



## Writing Progression Class 2

## Years 3 and 4. Rolling Programme Year B

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Progression of core Texts</b>	Lord of the Forest (F)	A River (P)	Bill's New Frock (F)	Rainforest Rough Guide (NF)	Marvin and Milo (NF)	Poetry Pie (P)	The Great Fire of London (NF)	Mimi and the Mountain Dragon (F)	The Paper-bag Prince (F)	Paint me a Poem (P)	Arthur and The Golden Rope (F)	How to Invent (NF)
<b>Links to the wider curriculum</b>	Lord of the Forest, A River and Rainforest Rough Guide link to geography topic on Rainforests: climate, landscape, comparing and describing settings/places.  Bill's New Frock links to PSHE - 'How do we treat each other with respect?'				The Great Fire of London links to history topic on World War 2 (studying a specific period in history/historic events) and also music topic 'In the Past' where music from different periods is discussed.  Marvin and Milo links to science work 'States of Matter'.  Mimi and the Mountain Dragon links to festivals in RE - looking at Hindu tradition and celebration.				Paint me a Poem links to art topic on Vincent Van Gogh.  How to Invent links to British Inventors D&T topic.  Arthur and The Golden Rope and The Paper-bag Prince links loosely to Village Settlers geography topic.			
<b>Elicitation Task</b>	Choose an animal and forest setting. If this animal was 'lord of the forest' what story can you make about it?	Watch a video clip of a river journey. Children to write a basic narrative of what is happening.	Children to write narrative of waking up as a younger or older sibling...how would this change their experience of life?	Children to write a 'guide' about the playground apparatus at school.	To write an explanation-style narrative about a video clip of a short science experiment.	N/A for this sequence.	Children to tell a partner about a time when they were scared or experienced a negative event. Partner to listen and write narrative.	Show children objects and monsters. Choose a monster and object that they would be upset about losing. Write a basic narrative.	Children to write narrative for what they can see in 4 pages of the story.	To write a poem based on a picture. Focus on senses	To write unplanned narrative to go with Arthur's boat Journey.	To write an information leaflet about the school.
<b>Innovate</b>	Choose another environment (the ocean) and an animal to be king (a whale). Build ideas together, using non-negotiables.	Choose a mode of transport and some destinations as a class, write together focusing on non-negotiables.	Choose one issue that Bill might face in his new role, and work on it together as a class whilst sticking to non-negotiables.	Work on a diary/email entry together for Victoria Stanley to be observing; a gorilla.	To write an explanation of an experiment together as a whole-class.	Focus on Jellyfish Pie on page 58, what if it were made from children in the class?! Build this idea using non-negotiables.	Children to learn together about what happened to the Titanic. Build ideas as a class focusing on non-negotiables.	To come up with a class concept and focus on building the story together using non-negotiables.	Look at pictures of recycling centres and landfill. What can they notice? Practise using non-negotiables.	To write a poem together based on an example from the class text.	To write about a specific part of Arthur's boat journey together with agreed outcomes.	To write a young inventor's portfolio about earmuffs.
<b>Independent purposeful writing outcomes</b>	Children to write their own story set in a habitat of	Children to write a descriptive piece of poetic	Children write a short story where a character is	Children write a rough guide to a particular	Children to write an explanation cartoon of a previously	Children to write their own poetry. This can be based on	Children to write a chronological report on a specific	Children to write a story about a monster that might be	Children to devise and write a story set in a familiar but	Children to choose a piece of art from a variety provided and	Children to write about their own section of	Pupils choose an invention/inventor to write a

	their choosing with their own 'king of wildlife'.	writing about travelling through various settings and places.	transformed and then has to deal with issues dilemmas relating to this.	environment of their choice (real or imagined).	performed experiment that has not been rehearsed.	modelled poems from the book or poetry they have sourced themselves.	historic event of their choosing.	responsible for natural disasters.	abandoned setting.	use it as the basis for their own poem.	Arthur's boat journey.	young inventor's portfolio about.
<b>Grammar and Punctuation</b>	Nouns and noun phrases  Speech and speech punctuation  Prepositional phrases	Adverbs  Prepositions  Subordinate clauses  Conjunction  Verbs  Determiner  Adverbial phrases	Rhetorical questions  Sentence patterns  Adverbials  Conjunction  Dialogue/speech punctuation	Technical vocabulary  Subordinate clauses  Conjunction  Nouns and pronouns  Determiner	Conjunctions  Clauses  Imperative  Organising paragraphs  Conjunctions, adverbs, prepositions	N/A	Adverbs and adverbial phrases  clauses including subordinating conjunctions	Paragraphs  Dialogue/speech  Prepositions and prepositional phrases	Adverbials  Fronted adverbials  Noun phrases  Sentences with more than one clause	Expanded noun phrases by modifying adjectives, nouns and prepositional phrases.	Layout for presentation and meaning  Present perfect  Dialogue  Adverbials  Possessive apostrophe  Multi-clause sentences	Fronted adverbials  Expanded noun phrases  Complex punctuation  Brackets, dashes, commas

<b>Spelling</b>	Contained within the No Nonsense Spelling teaching sessions. Modelled within the units above.											
<b>Handwriting</b>	Book 1 the anticlockwise letters  Book 2 the tall letters  Book 3 The long letters  Book 4 The Lumpy letters	Book 5 The vowels  Book 6 The other letters  Book 7 The capital letters	Book 8 The whole alphabet  Review all letter formation from previous books.	Children to practise joins and handwriting patterns on whiteboards, without handwriting guidelines.  Practicing writing their weekly spellings using joins.	Practising sentences in normal books with a focus on;  - Tricky joins  - Accentuating ascenders and descenders  - Keeping size consistent	Practising sentences in normal books with a focus on;  - Tricky joins  - Accentuating ascenders and descenders  - Keeping size consistent						

## Writing Progression Class 3

### Years 5 and 6. Rolling Programme Year A

Years 5 and 6. Rolling Programme Year A												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Progression of core Texts</b>	Non-Fiction: Jungle Survival Handbook	The Book of Hopes - short story	Poetry: Bethlehem	Animation clip - Aladdin	NF - Stuff you should know.	Fiction: A Thief In The Village	Non-Fiction - Dragonology	Hansel and Gretel	Poetry: Cloud busting	Non-Fiction: Charles Dickens	Fiction: The Chronicles of Harry Burdick	Non Fiction: Everest (Cut to 3 weeks)
<b>Links to the wider curriculum</b>	Linked to Materials Science			Linked to geography - physical geography	Linked to Earth and Space science.					Linked to history - Victorian inventions		
<b>Elicitation Task</b>	Info page about preparing for camping on the school field - subheadings to provoke.	Children to write a known fairy tale.	Poem about Christmas in their own style.	To use the clip initially and children to write what happens in story form.	Show/use an item, children to write an exp of how it works - class demos.	Story start provided about finding an item and what next.	Non-chron report on known and studied animal e.g. tiger	Tell the story of Hansel and Gretel as they know it.	To use a current event to write a poem.	To write a short story about a sig event in their lives.	Use of a different image from same text.	Recount of a current event/sporting activity/school trip.
<b>Innovate</b>	Info page about how to prepare for a night lost in the jungle.	TBC	Class version of the Bethlehem poem	To write Aladdin's entry into the mouth of the cave.	To write an explanation about how the Earth moves and how we get day and night	Boxing up - What else might/could the boy want and impact on the story.	Class dragon to create a report about. Image stimulus	Learn and retell the story in detail.	To write a poem about an upcoming event TBC	TBC	Write a class story based on an image from the book - mind map and focus as a class first.	Learn and retell one part of Edward and Tenzings journey up Everest - use of clips, texts etc for research
<b>Independent purposeful writing outcomes</b>	Info page about how to survive in a desert.	To write an adapted version of a fairy tale - short story.	Write a poem describing a special place or events -	To include tension in a short narrative based on	To write an explanation page about Space itself - choice of	To write a story about a toy or something that pupils	To write a non-chron report based on an animal of their	To re-write a traditional tale - boxing up to alter some	To tell a story through poetry, making	To write a hybrid text with three distinct styles,	To draw their own image and create a short story	Write an account of another significant exploration.

			their own xmas.	LWW.	topic area or mix of a few	really want	design,	elements.	choices about poetic devices	focusing on a time in an author's life.	(no ending) to match	Eg: The Moon Landing
<b>Grammar and Punctuation</b>	Adverbials of time Headings/subheadings Modal verbs Cohesion Bullet points	Sentences and subordination Adverbials including prepositional phrases Dialogue	Adverbials Semi-colons, colons, dashes Clauses	Multi clause sentences Verb choice Adverbials Ex noun phrases Openers	Passive voice, subject and object Complex sentences Expanded noun phrases	Informal speech A range of sentences with more than one clause Commas to clarify meaning Inverted commas	Formal, impersonal writing Multi-clause sentences Noun phrases Commas, brackets and dashes Subjunctive	Sentence length Conjunctions to link clauses Relative clauses Commas for parenthesis, and in lists	Use commas to clarify meaning or avoid ambiguity Dashes for parenthesis Expanded noun phrases to convey complicated information	Devices to build cohesion Brackets, dashes, commas to indicate parenthesis Informal/formal speech and writing Semi-colons, dashes	Semi-colons, colons and dashes Expanded noun phrases to convey complicated information Perfect form of verbs to mark relationship of time and cause Modal verbs	Vocabulary and structures appropriate to formal speech Passive verbs, expanded noun phrases, modal verbs to indicate degrees of possibility Relative clauses
<b>Spelling</b>	Contained within the No Nonsense Spelling teaching sessions. Modelled within the units above.											
<b>Handwriting</b>	Focus on misconceptions that the children have. Focus on style.											



## Writing Progression Class 3

### Years 5 and 6. Rolling Programme Year B

Years 5 and 6. Rolling Programme Year B												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Progression of core Texts</b>	101 Superheros	Is this a poem?	Spy in a huddle letter of advice.	Non-Fiction: The Secrets of Stonehenge	Poetry - I am cat	Kensukes Kingdom	Non-Fiction: Women in Science	Inside the villains	Non-fiction Anatomy	Fiction: Beowulf	Poetry: The Lost Words	The Shadow cage
<b>Links to the wider curriculum</b>							Link to Science and Computing		Linked to Science - liv things and habitats		Link to Art	
<b>Elicitation Task</b>	Children to write a training manual to become a known story character e.g. wicked witch. Evil wolf	Use an image, map ideas then children to create poem based on it - what it shows and how it makes them feel.	Children to write a letter to Mr Smale persuading him that uniforms should be banned.	Provide ch with a mysterious object to describe	To show a descriptive item and children to write a poem describing it,	Take pupils for a walk around the local area. Imagine they are seeing it for the first time. Imagine that they have just woken up and found themselves alone in the landscape - first person	Begin by writing a bio about a 'famous person' - research needed e.g. JK Rowling	Read alternative to 3 pigs. Children to re-write.	Exp linked to their science learning e.g. life cycle exp.	Use blueprint of an overcoming-the-monster story. On Babcock. Model how to elaborate each point Pupils write their own	Explore the outside to collect ideas/vocab . Ch to write poem.	Give ch photos that have an element of fear in them. Who might be in these situations and what could be happening? Discuss the images and then pupils write a series

						account.				story.		of paragraphs bringing the atmosphere to life.
<b>Innovate</b>	Design a class superhero and create a manual to match	Poem based on Halloween	Watch clip, pick out perils and advice then write a letter to one of the penguins.	Create a text about the secrets of something from the local area/langtree	TBC	Use of the mountain image and the chapter from the book to write a version of the journey	Write a biography about Harriet Tubman	Boxing up - altering a known fairy tale from the wolfs point of view.	Research and write an exp text with lift and flaps about part of the human body	Show image of monster. Strengths/ weaknesses. Ch to write battle extract.		Provide an item, where did it come from, how. Ch to write a short story. Characters given.
<b>Independent purposeful writing outcomes</b>	To design a new superhero and then create and write instructions as to how to transform.	To write a poem on a chosen form	<a href="https://www.youtube.com/watch?v=-B3Ojfk0f1XM">https://www.youtube.com/watch?v=-B3Ojfk0f1XM</a> lizard video letter of advice to escape <i>Iguana chased by killer snakes / Planet Earth II: Islands - BBC</i>	Create a book about the secrets of a local place.	To write a poem!	To write an extract that focusses on description of the characters, feelings and setting	Write a biography about an inspiring person as part of a class book about inspiring people	To write a story from another perspective.	To write an explanation text on a human or animal organ - different to the above.	Write a story about overcoming a monster	Write a poem about something from the natural world to accompany a watercolour picture,	To write a story based on a mystery object that involves suspense.
<b>Grammar and Punctuation</b>	Multi-clause sentences (subordination) Writing with formality Modal verbs Punctuation: dashes, and hyphens Layout	Syllables Metaphor, simile Commas Layout and form	Inverted commas/ reported speech Complex sentences Passive voice Pace Vocab choices	Colons Link ideas: then, after that, next Modal verbs: Might, should, will, must	Power of three Complex sentences, clauses	Devices to build cohesion Degrees of possibility using adverbs and modals Brackets and dashes Colons	Vocabulary choices Formal speech/ writing Passive verbs Expanded noun phrases Commas, hyphens, brackets, dashes	Commas, brackets, dashes Linking ideas across paragraphs Adverbials Cohesive devices.	Expanded noun phrases Relative clauses Prepositional phrases Adverbials Cohesion	Semi-colons Hyphens Expanded noun phrases commas	Expanded noun phrases Commas to clarify meaning or avoid ambiguity Brackets, dashes, commas for parenthesis Hyphens, colons	Semi-colons Complex sentences Suspense and atmosphere
<b>Spelling</b>	Contained within the No Nonsense Spelling teaching sessions. Modelled within the units above.											



**Handwriting**

Focus on misconceptions that the children have.  
Focus on style.

