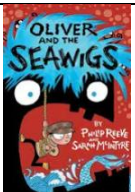
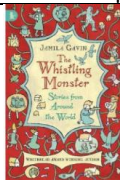
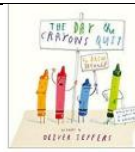
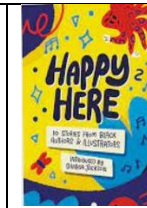
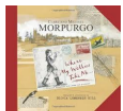
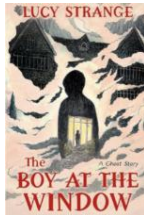
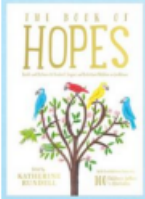
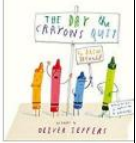


Writing Progression Key Stage 2

Year 3 and 4												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of core text	 A River by Marc Martin	 Oliver and the Seawigs	 Everest	 The Snowman by Michael Morpurgo and Robin Shaw (Puffin)	 The Whistling Monster by Jamila Gavin (Walker)	 A Question of History	 Poetry Pie (P) (Yr3/4)	 BLUE JOHN by BERLIE DOHERTY	 Narrative Once Upon a Tune by James Mayhew	 The Day the Crayons Quit	 A walk in London by Salvatore Rubbino	 A Good Weekend
Text form	Poetry	Fiction	Non-Fiction	Fiction Narrative from a film	Fiction - Folktales	Non-Fiction	Poetry	Fiction	Traditional tale/Fable	Non-fiction Humorous persuasive letters	Recount	Poetry
Independent purposeful writing outcomes	Write a poem that tells a journey.	Retell a story from a different point of view.	To write an account of another significant exploration e.g. moon landing or discovery of the pyramids	Write a section of the film as a narrative that could be included in the book, focusing on showing character through actions.	To create another folktale based on a similar plot.	To create questions and double page spreads of information to answer them.	To perform and write poetry	To write a different story about how a precious stone was created.	To write the story of Peter and the Wolf with a focus on effective description of character	Write at least one persuasive letter from an object.	To write a recount about a journey taken.	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 New knowledge	Noun phrases Conjunctions.	Present perfect form instead of simple past tense Using and punctuating direct speech	Noun phrases (including hyphenated adjectives) Precise verb choice within noun phrases NF: Use of present perfect Cohesion	Choice of verbs (for showing character through actions)	Multi-clause and single clause sentences: exploring choices (including - ing subordinat e clauses acting adverbially	Simple organisational devices and different ways of presenting information Headings and subheadings Multi-clause sentences with subordinatin	Explore word choice and ensure best words in the best place are used	Expanded noun phrases Using and punctuating direct speech (including focus on reporting clause) Adverbials (similes) Choice of verbs	Using conjunctions . Expanded noun phrases.	Structures typical of informal speech Writing with formality Degrees of possibility using adverbs Wider range of punctuation	Adverbs and preposition. Conjunctions to extend sentences. Direct speech, inverted commas (or 'speech marks')	Multi clause sentences with subordinating conjunctions Prepositional phrases: • used adverbially • including similes Identificatio n of verbs

			within paragraphs		, and fronted) Sentence length and pattern Using and punctuation g direct speech	g conjunctions Adverbs and adverbials including fronted adverbials Nouns and pronouns for clarity and cohesion				(brackets, commas, exclamation marks, question marks, underlining, apostrophes) Paragraphs: cohesion within and between (range of cohesive devices)		and verb choice
Revised knowledge				Expanded noun phrases and 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 Past tense: past simple and past progressive (revise from Y2) Commas in lists (revise from Y2)								

Year 5 and 6

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of core text	 Where My Wellies Take me	 A River of Stories	 Flood by Alvaro F. Villa	 Great Adventures	 The Boy at the Window	 Inside the Villains	 Dragonology by Dugald Steer	 The Call	 The Book of Hopes ed, Katherine Rundell	 Kensuke's Kingdom by Michael Morpurgo (Egmont)	 The Day the Crayons Quit	Shakespeare
Text form	Non-Fiction Y5/6 Recount in descriptive style	Fiction- Stories from across the Commonwealth	Fiction Y5/6 Real life story (wordless picture book)	Non-Fiction Y5/6 Variety of forms	Gothic Story	Fiction Variety of purposes for writing related to traditional tales	Non-fiction Y5/6 Non-chronological report (formal)	Poetry	Fiction - Animal Story	Fiction Y5/6 Adventure story focus on building atmosphere through setting Non-Fiction Author study	Non-fiction Humorous persuasive letters	
Independent purposeful writing outcomes	Y3-6 Write a recount of a local walk in great detail. Select poems to add to recount writing of a local walk.	To create their own story which is based on the style and is linked to one of the elements.	Explore different ways the story could be told (point of view, flashback, etc.	Write about an imagined (or real life) expedition and the person that undertook it, presenting the information in more than one way (prose, complementary maps and kit lists, postcards and recipes, etc.).	To write a mysterious story in which a character is replaced or trapped by someone or something (not necessarily a ghost).	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	Write own 'ology' book about a different mythical creature or created dragon	To use ideas and 'camera' viewpoints in the poem to create a new one with contrasting atmospheres of safety/warmth with mystery/unknown.	Write a story about an unlikely encounter between a child and an animal with a twist at the end.	The main outcome is to write an alternative version of the chapter where the character wakes up on the island and explores	Y5-6 Write three letters from other everyday objects with contrasting formality	

						might contribute sections to create a class book.						
Key Writing objectives, including grammar and punctuation New knowledge	Length of sentences for effect	Paragraphs: cohesion within and between (adverbials and conjunctions) Multi clause sentences with a range of conjunctions Verbs: variation in tense and form (perfect and progressive) Degrees of possibility using adverbs and modals Passive voice Parenthesis using commas Dialogue to advance the action and to develop character	Sentence construction: multiclaue sentences (non-finite constructions, subordination) Passive voice	Verbs: variation in tense and form (including perfect form) Brackets, dashes or commas for parenthesis Linking ideas across paragraphs, especially through tense/verb form choices		Parenthesis: commas, brackets, dashes	Subjunctive (Y6)	Noun/noun phrase choices Verb choices Commas for clarity	Sentences and clauses Verbs Adverbials Dialogue	Paragraphs: cohesion within and between (range of cohesive devices) Colons before a list	Structures typical of informal speech Writing with formality Degrees of possibility using adverbs Wider range of punctuation (brackets, commas, exclamation marks, question marks, underlining, apostrophes) Paragraphs: cohesion within and between (range of cohesive devices)	
Revised knowledge	Verb choice Cohesion (The text also offers scope to look at a range of punctuation, particularly		Dialogue for characterisation	Layout and organisation		Paragraphs: cohesion within and between (range of cohesive devices) (The text can also be used to supplement teaching on dialogue, though	Multi - clause sentences Formal, impersonal writing Expanded noun phrases Commas,	Prepositional phrases (revision from Y3/4)		Degrees of possibility using adverbs and modals Parenthesis: brackets, dashes		

[illegible]