Reception Writing Overview

A	В	C Vehicl	D e Texts	E	F			
The Something	Star in a Jar	Juniper Jupiter	Little Red	The Extraordinary	The Storm Whale			
		Writing Outcome	& Writing Purpose	Gardener				
Narrative: A Friendship & Narrative: A Star Theme Narrative: A Superhero Narrative: A Traditional Narrative: A Plant Growing Narrative: A Seaside								
Animal Theme Purpose: To	Purpose: To tell and write	Theme	Tale Theme	Theme Purpose: To tell and	Theme			
tell and write sentences around the theme	sentences around the theme	Purpose: To tell and write sentences around the theme	Purpose: To tell and write sentences around the theme	write sentences around the theme	Purpose: To tell and write sentences around the theme			
Recount: Animal Information Purpose: To inform	Information: Poster to find a lost star Purpose: To inform (and describe)	Information: A letter wanting to be a sidekick Purpose: To inform	Instructions: How to trap an animal Purpose: To instruct	Instructions: How to grow a garden plant / vegetable Purpose: To instruct	Poems: Sea creature poems Purpose: To describe			
Explicitly teach of the follow	ing concepts of print: Print has	meaning; Print can have differe	ent purposes; Print in English is d	rected from left to right and to	p to bottom. Explicitly teach			
		that each spoken word when v Grammo						
and knowledge skills and ki part of a broad and balance	nowledge when encoding to sped EYFS provision. Phonemically tages of development from madevel	phoneme correspondences (Gf bell words in writing of taught G plausible attempts until new gr of mark making and writing ark making for meaning to writing poping at different rates, influence below need to be in line with p	PCs. This may take place in bot aphemes have been taught. The as forms of communication. as sentences. Children's physications their ability to write in sentences.	th during teacher-led activities nere is an emphasis in this prog al development and letter form ences.	and across the provision as ression document on the rol			
Focus on: •Recognised spoken word can be	Build on previous units & focus on: •Represent	Build on previous unit & focus on: •Represent	Build on previous units & focus on: •Represent	Build on previous units & focus on: •Represent	Build on previous units & focus on: •Represent			
represented in print (some children will be emergent mark makers whilst others may have some GPCs) • Begin to represent a word	words in print segmenting using known GPCs to make phonemically plausible attempts at spelling *Secure previous	words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling	words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling	words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling	words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling			
with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception	unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was	*Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you,	*Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you,	*Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you,	*Secure previous unit high frequency words and teach Common Exceptior Words; is, I, the, to, into, no go, so, he, me, we, be, she, was, my, by, her, you,			
Words; is, I, the, to, into, no, go, so		they, all, are Grammar:	they, all, are	they, all, are, said, have, like, some	they, all, are, said, have, like, some,come			
Focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object, e.g. Dan had a dog. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object, e.g. I got a gem. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model and support correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Orally connect one idea or action using a range of connectives •Reread what they have written to check for meaning Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the Correct use of the Sentence Accuracy Check	Build on previous units & focus on: Orally rehearse and recall sentence prior to writing • Orally connect one idea or action using a range of connectives • Write short sentences with words with known sound letter correspondences using a capital letter and full stop • Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. • Joining words using and, joining words and clauses using 'and' • Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independencin the correct use of the Sentence Accuracy Check			
Focus on: •Listen to and	Build on previous units &	Build on previous units &	Build on previous units &	Build on previous units &	Build on previous units &			
talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Support recognition of the four parts of a simple narrative - opening, build up, problem and ending •Begin to retell familiar stories and texts in their words and / or repetition.	focus on: •listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words, including; Once upon a time, So, First, Next, Finally. •Sequence sentences to form short narratives.	focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly. •Sequence sentences to form short narratives.	focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story some as exact repetition and some in own words including; Once upon a time, So, Soon, and Suddenly, •Sequence sentences to form short narratives.	focus on: *Learn new vocabulary from texts *Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story some as exact repetition and some in own words including; Once upon a time, Then one night, The very next morning and Then. •Sequence sentences to form short written narratives.	focus on: *learn new vocabulary from texts			
Focus on: Letter formation	Build on previous units &	Build on previous units &	Punctuation Build on previous units &	Build on previous units &	Build on previous units &			
Separation of words and spaces	focus on: Letter formation Separation of words with spaces Personal pronoun - I, he	focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, she, he Full Stops	focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops	focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops Capital Letters for names	focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops Capital Letters for names			

A	В	c Vehicl	e Texts	E	F
Hermelin	Where the Wild Things Are	Old Bear	The Bog Baby	The Night Gardener	A River
	11111937110	Writing Outcome	& Writing Purpose	Caracilor	
Narrative: A Detective Story Purpose:	Narrative: A Portal Story Purpose: To narrate	Narrative: Finding Narrative Purpose: To retell a story	Narrative: Finding Narrative Purpose: To	Narrative: Setting Narrative Purpose: To	Narrative: Circular narrative Purpose: To
To narrate			narrate	narrate	narrate
Recount: Letters Purpose: To recount	Information: Wild Things Purpose: To inform	Recount: Messages Purpose: To inform and explain events that have happened	Instructions: How to build a habitat Purpose: To instruct	Recount: Diary Purpose: To recount	Recount :Letter Purpose: To inform
		Gramm	ar: Word		
Build on previous units & focus on: Reinforce plural noun suffix -s/-es How the prefix unchanges the meaning of verbs and adjectives Adding the suffixes -er and -est to adjectives	Build on previous units & focus on: Adding the suffixes -ing, -ed and -er to verbs Adding the suffixes -er and -est to adjectives How the prefix unchanges the meaning of verbs and adjectives	Build on previous year & focus on: Regular plural noun suffix -s or -es	Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, – less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Use of the suffix –ly to turn adjectives into adverbs Form adjectives using suffixes -ful and -less	Build on previous units & focus on: Use of the Suffixes – er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es
		Grammar	: Sentence		
Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous year & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and command	Build on previous units & focus on: Co-ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question Expanded Noun Phrases for description and specification	Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded Noun Phrases for description and specification Learn that the grammatical patterns in a sentence indicate its function as a question or command
	•	Gramm	nar: Text		
Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing
Duillel are recent	Dudlal are recent		Punctuation	Dudlel and the state of	Duttel and the state of
Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns

	(contraction	Apostrophes to mark singular possession in nouns Commas to separate items in a list				
Terminology for Pupils						
letter, capital letter, word, senten	ce, plural, singular, full stop, questic	on mark, exclamation mark, punctuation				

Α	В	С	D	E	F
The Secret of Black Rock	Rapunzel	The Last Wolf	Grandad's Island	The King Who Banned the Dark	Rosie Revere
		Writing Outcome	& Writing Purpose		
Narrative: A Return Story Purpose: To narrate	Narrative: A Traditional Tale Purpose: To narrate	Narrative: A Hunting Story Purpose: To narrate	Narrative: Return Narrative	Non-Fiction: Persuasive Letter	Narrative: Invention Narrative
Recount: Postcards Purpose: To recount	Instructions: How to catch a witch	Instructions: Recipes Purpose: To instruct	Purpose: To narrate Information: Jungle Animals	Purpose: To persuade Narrative: Banning Narrative	Purpose: To narrate Explanation: How a machine works
	Purpose: To instruct		Purpose: To inform	Purpose: To narrate	Purpose: To explain
		Gramma	lar: Word		
Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed to verbs Reinforce how the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffix -er to verbs	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives	Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs
		Grammar	: Sentence		
Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation Expanded Noun Phrases for description and specification	Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co- ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question and a statement.	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as an exclamation. Expanded Noun Phrases for description and specification
	T =		ar: Text		
Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing
Ruild on provious year	Ruild on provious year	Grammar: I Build on previous year	Punctuation	Puild on provious wait-	Duild on provious ···-!t-
Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	& focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark
Exclamation mark Capital Letters for names and personal pronoun - I		Terminolog	Apostrophes to mark singular possession in nouns	Apostrophes to mark where letters are missing in spellings Commas to separate items in a list	singular possession in nouns Commas to separate items in a list

A	В	С	D	E	F		
The Iron Man	Fav	Tubo the Council	The Mhale	The Loof	The leavener		
The Iron Man	Fox	Into the Forest	The Whale & Writing Purpose	The Leaf	The Journey		
Narrative: Approach	Narrative: Fable	Narrative: Lost	Narrative: Setting	Narrative: Outsider	Narrative: Refugee		
Threat Narrative	Narrative	Narrative	Narrative	Narrative	Narrative		
Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate		
Explanation: Trap	Information: Foxes	Recount: Newspaper	Recount: Newspaper	Information:	Recount: Diary		
Explanation	Information Report	Report	Report	Information Report	Purpose: To recount		
Purpose: To explain	Purpose: To inform	Purpose: To recount	Purpose: To recount	Purpose: To inform			
Build on previous year	Build on previous units	Grammo Build on previous units	Build on previous	Build on previous	Build on previous		
& focus on: Formation	& focus on: Formation	& focus on: Formation	units & focus on:	year & focus on:	units & focus on:		
of nouns using a range	of nouns using a range	of nouns using a range	Develop	Grammatical	Develop		
of prefixes e.g. auto-	of prefixes e.g. auto-	of prefixes e.g. auto-	understanding of	difference between	understanding of		
super- anti-	super- anti- undis -	super- anti- (mis-, in-,	standard English	plural and possessive	standard English		
Use of the forms 'a' or 'an'	mis -im -in Use of the forms a or an when	dis-, un-) Use of the forms a or an when	forms for verb	-s Develop	forms for verb		
ali	next word starts with a	next word starts with a	inflections (we were	understanding of	inflections (we were		
	consonant or a vowel	consonant or a vowel	instead of we was)	standard English	instead of we was)		
	Adverbs ending in -ly	Word families based		forms for verb inflections (we were	Grammatical difference between		
		on common words		instead of we was)	plural and possessive		
		showing how words are related in form and		misted of we was	-S		
		meaning					
		Grammar:	Sentence				
Build on previous year	Build on previous units	Build on previous units	Build on previous	Build on previous	Build on previous		
& focus on: Expressing	& focus on: Expressing	& focus on:	units & focus on:	year & focus on:	units & focus on:		
time, place and cause using conjunctions e.g.	time, place and cause using prepositions, e.g.	Expressing time, place and cause using	Noun phrases	Noun phrases	Fronted adverbials		
(when, before, after,	before, after, during, in	adverbs e.g. then, next,	expanded by the	expanded by the			
while, so, because, if,	Use a wider range of	soon, therefore	addition of modifying adjectives, nouns and	addition of modifying adjectives, nouns and			
although) Learn how to	conjunctions, e.g.	Expressing time, place	prepositions Fronted	preposition phrases			
use subordination	when, if, because,	and cause using	adverbials	Expressing time and			
(reinforce from Y2) Expressing time, place	although	prepositions e.g. before, after, during,		place and cause using			
and cause using		in, because of		prepositions [for			
adverbs e.g. then,		,		example, before,			
there, soon, after				after, during, in,			
Expressing time, place				because of]			
and cause using prepositions e.g.							
before, during, after, in							
Use expanded noun							
phrases for description							
and specification			T 1				
Build on previous year	Build on previous units	Gramm Build on previous units	nar: Text Build on previous	Build on previous	Build on previous		
& focus on:	& focus on: Present	& focus on: Present	units & focus on:	year & focus on:	units & focus on:		
	perfect form of verbs	perfect form of verbs	Nouns or pronouns to	Appropriate choice of	Nouns or pronouns to		
	in contrast to the	Introduction to	aid cohesion and	pronoun or noun	aid cohesion and		
	simple past	paragraphs as a way to	avoid repetition	within and across	avoid repetition		
		group related material	Develop	sentences to aid			
		Headings and sub- headings to aid	understanding using	cohesion and avoid			
		presentation	the present perfect	repetition			
	<u> </u>	•	forms of verbs				
Reinforce from Year 2:	Reinforce from Year 2:	Grammar: F Build on previous units	Build on previous	Build on previous	Build on previous		
Use of capital letters,	Commas to separate	& focus on: Inverted	units & focus on:	year & focus on:	units & focus on:		
full stops, question	items in a list	commas to punctuate	Inverted commas and	Apostrophes for	Inverted commas and		
marks and exclamation	Apostrophes to mark	direct speech	other punctuation to	possession (plural	other punctuation to		
marks to demarcate	singular possession in		indicate direct speech	nouns) Use commas	indicate direct speech		
sentences Apostrophes to mark where letters	nouns Inverted commas to punctuate		Use commas after	after fronted	Apostrophes for		
are missing in spelling	direct speech		fronted adverbials	adverbials	possession (plural		
and to mark singular					nouns) Use commas		
possession in nouns					after fronted adverbials		
Use commas to					auverbidis		
separate items in a list	İ						
p	Terminology for Pupils						

preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

determiner, pronoun, possessive pronoun, adverbial

Writing Progression Overview LKS2 Cycle B

	T	Vehicle	e Texts	T	T
Rhythm of the Rain	Jemmy Button	Egyptology	Manfish	Arthur and the Golden Rope	The Lost Happy Endings
	T		& Writing Purpose	T	T
Narrative: Setting	Narrative: Return	Narrative: Egyptian	Narrative: Invention	Narrative: Myth	Narrative: Twisted
Narrative	Narrative	Mystery Narrative	Narrative	Narrative	Narrative
Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate
Recount: River	Information: Letters	Information: Secret	Recount: Jacques	Information:	Persuasion: Letter
Information Leaflet	Purpose: To recount	Diary	Cousteau Biography	Defeating a Viking	Purpose: To persuad
Purpose: To inform		Purpose: To recount	Purpose: To recount	monster Purpose: To inform	
			ar: Word		
Build on previous units	Build on previous units	Build on previous units	Build on previous	Build on previous	Build on previous
& focus on: Use of the	& focus on: Use of the	& focus on: Use of the	units & focus on: Verb	units & focus on:	units & focus on:
forms a or an when	forms a or an when	forms a or an when	inflections (we were	Grammatical	Grammatical
next word starts with a	next word starts with a	next word starts with a	instead of we was)	difference between	difference between
consonant or a vowel	consonant or a vowel	consonant or a vowel		plural and possessive	plural and possessive
	Word families based on	Word families based on		-S	-s Develop
	common words	common words			understanding of
	showing how words	showing how words			standard English
	are related in form and	are related in form and			forms for verb
	meaning	meaning			inflections (we were
					instead of we was)
	•	Grammar	: Sentence		
Build on previous units	Build on previous units	Build on previous units	Build on previous	Build on previous	Build on previous
& focus on:	& focus on:	& focus on: Expressing	units & focus on:	units & focus on:	units & focus on:
Noun phrases	Expressing time, place	time, place and cause	Fronted adverbials	Noun phrases	Noun phrases
expanded by the	and cause using	using adverbs e.g.		expanded by the	expanded by the
addition of modifying	prepositions e.g.	(then, next, soon,		addition of modifying	addition of modifyin
adjectives, nouns and	before, after, during,	therefore) Expressing		adjectives, nouns and	adjectives, nouns an
prepositions	in, because, of	time, place and cause		prepositions Fronted	prepositions Fronted
Fronted adverbials	Expressing time, place	using prepositions e.g.		adverbials	adverbials
Developing the range	and cause using	(before, after, during,			
of sentences with more than one clause by	adverbs e.g. then, next, soon, therefore	in, because of)			
using a wider range of	Use a wider range of				
conjunctions including	conjunctions, e.g.				
when, if, because,	when, if, because,				
although, before, after,	although				
while, so'					
		Gramm	ar: Text		
Build on previous units	Build on previous units	Build on previous units	Build on previous	Build on previous	Build on previous
& focus on:	& focus on: Present	& focus on: Headings	units & focus on:	units & focus on:	units & focus on: use
Introduction to	perfect form of verbs in	and sub-headings to	Nouns or pronouns to	Nouns or pronouns to	adverbials and
paragraphs as a way to	contrast to the simple	aid presentation	aid cohesion and	aid cohesion and	conjunctions for
group related material	past		avoid repetition	avoid repetition	cohesion
Present perfect form of			Paragraphs to	Paragraphs to	
verbs in contrast to the			organise ideas around	organise ideas around	
simple past			a theme	a theme, with	
				headings and sub	
				headings	
		Grammar:	Punctuation		
Build on previous units	Build on previous units	Build on previous units	Build on previous	Build on previous	Build on previous
& focus on:	& focus on: Inverted	& focus on: Inverted	units & focus on:	units & focus on:	units & focus on:
Apostrophes to mark	commas to punctuate	commas to punctuate	Inverted commas and	Apostrophes for	Inverted commas an
singular possession in	direct speech	direct speech	other punctuation to	possession (plural	other punctuation to
nouns Learn how to			indicate direct speech	nouns)	indicate direct speed
use commas to			Use commas after	Use commas after	Apostrophes for
separate items in a list			fronted adverbials	fronted adverbials	possession (plural
					nouns) Use commas
	I	I	1		after fronted
					arter monteu
					adverbials

preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted

determiner, pronoun, possessive pronoun, adverbial

Writing Progression Overview UKS2 Cycle A

Α	В	C Vehicle	D	E	F
Rose Blanche	A Story Like the Wind	Wonder	King Kong	The Promise	Lost Book of Adventure
		Writing Outcome	& Writing Purpose		
Recount: Diary Purpose: To recount	Narrative: Flashback Narrative Purpose: To narrate	Narrative: Dialogue, Diary, Biography. Purpose: Narrative.	Narrative: Dilemma Narrative Purpose: To narrate	Narrative: Character Narrative Purpose: To narrate	Narrative: Survival Narrative Purpose: To narrate
Recount: Bravery Speech Award Purpose: To recount &	Recount: Newspaper Report Purpose: To recount	Letter to Problem Page. To recount, to discuss. To use formal	Discussion: Balanced Argument Purpose: To discuss	Persuasion: Bargain Letter Purpose: To persuade	Explanation: Survival Guide Purpose: To explain
inform (hybrid)		and informal speech. Gramma	ar: Word		
Build on previous year	Build on previous units	Build on previous units	Build on previous units	Build on previous units	Build on previous units
& focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal	& focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) The difference between vocabulary of	& focus on: Explore, collect and use vocabulary typical of informal speech and writing. Explain the meaning of new vocabulary withing the context of	& focus on: Converting nouns or adjectives into verbs using suffixes	& focus on: Develop understanding and use of verb prefixes	& focus on: Verb prefixes mis, over and de Converting nouns or adjectives into verbs using suffixes
speech and writing – formal and informal vocabulary choices	informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	the text. Children will be able to use effective synonyms to describe emotions. Modal Verbs.			
Build on previous year	Build on previous units	Grammar:	Sentence Build on previous units	Build on previous units	Build on previous units
Se focus on: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech Develop understanding of the passive to affect the presentation of information in a sentence	& focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely	Build on previous units & focus on: Use devices to build cohesion between paragraphs, e.g. using adverbials. Using formal and informal language, including use of subjunctive. Accurate use of Active and Passive. Identify differences between fact and opinion.	& focus on: Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Develop understanding of expanded noun phrases to convey complicated information concisely Indicate degrees of possibility using modal verbs	& focus on: Indicate degrees of possibility using modal verbs and adverbs	& focus on: Indicate degrees of possibility using adverbs and modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
	1	Gramm	ar: Text		
Build on previous year & focus on: using a wider range of cohesive devices - adverbials	Build on previous units & focus on: Use headings, sub-headings, columns and captions to structure information	Build on previous units & focus on: Blend action dialogue and description.	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph
Build on previous year	Build on previous units	Grammar: F Build on previous units	Build on previous units	Build on previous units	Build on previous units
& focus on: Semi-colons within detailed lists Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Dashes and commas to indicate parenthesis	& focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses	& focus on: Ellipsis, Inverted commas for speech. Using bullet points. Brackets to indicate parenthesis. Colons, Semi-colons, hyphens and dashes.	& focus on: Use commas for clarity and to avoid ambiguity Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) Indicate parenthesis	& focus on: Commas for parenthesis	& focus on: Indicate parenthesis using brackets Commas for clarity
			using brackets		
		Terminolog	sy for Pupils n, ellipsis, hyphen, colon, s		

Writing Progression Overview UKS2 Cycle B

Α	В	C	D D	E	F
FARther	Shackleton's Journey	Vehicle 1000 Year Old Boy	e Texts Hansel and Gretel	When We Walked On	Hound of the
TARCHE	Shackicton 3 Journey	1000 Teal Old Boy	Transcrana Greter	the Moon	Baskervilles
		Writing Outcome	& Writing Purpose		
Narrative: Setting	Narrative: Endurance	Narrative: Alternative	Narrative: Dual	Narrative: Exploration	Narrative: Cliff hanger
Narrative	Narrative	Ending. Character	Narrative	Narrative	Narrative
Purpose: To narrate	Purpose: To narrate	Profile.	Purpose: To narrate	Purpose: To narrate	Purpose: To narrate
Recount: Letter	Recount: Biography	Persuasion: Persuasive	Persuasion: Letter	Recount: Formal	Recount: Formal
Purpose: To recount	Purpose: To recount	Advert.	Purpose: To persuade	Mission Log Purpose: To recount	Report Purpose: To inform
		Non Chronological Report.		Purpose. To recount	Purpose. To illionii
		•	ar: Word		
Build on previous	Build on previous units	Investigate and collect a	Build on previous units	Build on previous year	Build on previous units
units & focus on: The	& focus on: Develop	range of synonyms and	& focus on: Understand	& focus on: Develop	& focus on: The
difference between	understanding of how	antonyms.	how words are related	an understanding of	difference between
vocabulary of informal	words are related by	Use noun-phrases.	by meaning as	the use of verb	vocabulary of informal
speech and	meaning as synonyms and antonyms The	Use adverbials to build cohesion.	synonyms and antonyms The	prefixes	speech and vocabulary
vocabulary	difference between	Use a range of modal	difference between		appropriate to formal
appropriate to formal speech and writing –	vocabulary of informal	verbs to suggest degree	vocabulary of informal		speech and writing – formal tone Develop
formal tone Use verb	speech and vocabulary	of certainty.	speech and vocabulary		understanding and
prefixes (un-, de-, re-,	appropriate to formal		appropriate to formal		use of verb prefixes
over-, dis-, mis-)	speech and writing		speech and writing – formal tone		Converting nouns or
			Torrital cone		adjectives into verbs
					using suffixes
	I = 11		: Sentence	I	
Build on previous	Build on previous units & focus on: Using	Use simile starters. Evaluate, select and use	Build on previous units & focus on:	Build on previous year	Build on previous units
units & focus on: Indicate degrees of	expanded noun phrases	a range of	The difference between	& focus on: Indicate degrees of possibility	& focus on: Relative clauses beginning with
possibility using modal	to convey complicated	organisational and	structures typical of	using modal verbs	who, which, where,
verbs Expanded noun	information concisely	presentational devices	informal speech and	Expanded noun	when, whose, that or
phrases to convey	Understand the	to structure text for	structures appropriate	phrases to convey	an omitted relative
complicated	difference between structures typical of	different purposes. E.g. headings,	to formal speech in writing	complicated	pronoun
information concisely	informal speech and	columns.	Use of the subjunctive	information concisely	
Use fronted adverbials	structures appropriate		form in some very	Develop	
	to formal		formal speech and	understanding of relative clauses	
	Develop understanding		writing	relative clauses	
	of the passive to affect the presentation of				
	information in a				
	sentence				
			ar: Text		
Build on previous	Build on previous units	Blend action, dialogue	Build on previous units	Build on previous year	Build on previous units
units & focus on:	& focus on: Using headings and sub-	and description within sentences and	& focus on: Linking ideas within and across	& focus on:	& focus on: Develop
Develop understanding in using	headings and sub-	paragraphs to convey	paragraphs using a	Use of a range of sentence types for	understanding in using devices to build
devices to build	information	character and advance	wider range of cohesive	impact and cohesion	cohesion within a
cohesion within a		the action.	devices	impact and concion	paragraph
paragraph					10 - 15.
			Punctuation		
Build on previous	Build on previous units	Use bullet points to	Build on previous units	Build on previous year	Build on previous units
units & focus on:	& focus on: Use semi-	organise writing.	& focus on: Use semi-	& focus on: Indicate	& focus on: Commas
Commas, brackets and	colons, and dashes to mark the boundary	Use a range of punctuation taught	colons, colons and dashes to mark the	parenthesis using	for parenthesis Use
dashes for parenthesis Use commas after	between independent	across key-stage 2,	boundary between	dashes and brackets Commas after fronted	commas to clarify meaning and avoid
fronted adverbials	clauses Use commas to	including inverted	independent clauses	adverbials (reinforce	ambiguity
IT OTTICE GUVET DIGIS	clarify meaning and	commas for direct	Use hyphens to avoid	from Y4) Inverted	ambiguity
	avoid ambiguity	speech).	ambiguity	commas to indicate	
				direct speech	
				(reinforce from Y4)	
		Torminolog	y for Pupils		
		passive, synonym, antonyn			