

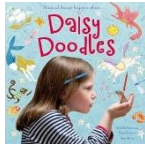
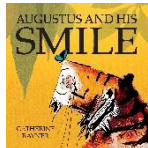
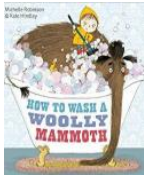
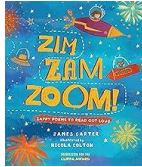
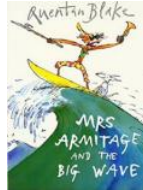
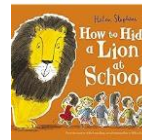
MANADON VALE PRIMARY SCHOOL

Year 1											
	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts	How do you feel? Colour Monster	Oi Frog!	Hidden World: Ocean	Cold from Snow in the Garden by Shirley Hughes (Walker)	Boa's Bad Birthday	Playing with Friends	The Three Little Pigs	No-Bot (consider swapping this out another year)	Weather	A first book of the Sea (consider swapping this out another year)	My Day at the Zoo
Text type/form	Non-Fiction	Fiction Silly rhyming sentences	Non-Fiction Facts	Poetry	Fiction Pattern story	Non-Fiction Comparing	Fiction Traditional Tales	Fiction	Non-Fiction Non-Chronological	Poetry	Non-fiction Recount
Independent purposeful writing outcomes	Write a similar short text to express feelings.	Write silly rhyming sentences based on the book.	Write a sentence or series of sentences about another topic in a similar way.	To write a poem with simple rhythm (and rhyme)	Write a similar birthday story with a repeating pattern.	Produce simple historical writing comparing the past and present.	Retell the story	Write a story about something else that No-bot lost and finally found.	Write additional weather pages. However, children could write about the seasons or another aspect of science instead.	Write a poem about something you like or enjoy doing linked to the sea or write a poem about a sea creature you have learnt about.	Write a recount about a school trip or event.

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Key Writing objectives, including grammar and punctuation New knowledge	Emotion/feeling words Spaces between words Punctuating sentences using full stops and question marks Capital letter for pronoun 'I'	Securing understanding of a sentence Punctuating sentences using capital letters and exclamation marks.	Expanded noun phrases Subordination, using 'so' Simple adverbials of 'where'	No specific grammar, focus on rhythm and rhyme	Simple and compound sentences	Verbs – Present simple tense, past simple tense, past progressive tense and present progressive tense. Headings	Precise verb choices Past simple tense and present simple tense Onomatopoeic words	Sentences with different forms. Statements, questions. Punctuate sentences correctly.	subordination: multi-clause sentences (and, but, when, if, that) Simple cohesion in a series of sentences	Rhyme and rhythm.	Securing understanding of sentences (single clause) Co-ordination using 'and' Capital letters, full stops and exclamation marks Capital letter for pronoun 'I' Past simple tense Past progressive tense Simple cohesion in a series of sentences
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Revised knowledge		Punctuating sentences using full stops and question marks	Using ‘and’ to link single clause sentences (coordination)		Punctuating sentences using capital letters, full stops, question marks.	Punctuation – Capital letter full stop/exclamation	Capital letters for names Expanded noun phrases		Single clause sentences Coordination Punctuating sentences using full stops, question marks and exclamation marks		
Year 2											
		AUTUMN 1	AUTUMN 2		SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts		 The Mayflower (No book)	 Augustus and his Smile	 How to Wash a Woolly Mammoth	 Zim Zam Zoom	 Little Red Riding Hood	 Penguins Reptiles (or Penguins) *penguins more Yr2	 Mrs Armitage and the Big Wave	 Mae Jemmison	 First Book of the Sea	 How to Hide a Lion at School
Text type/form	Fiction – fantasy	Recount	Fiction Narrative	Non-fiction Instructions	Poetry	Traditonal tale - fiction	Non- fiction Non- Chronologic al report	Fiction Cumulative story	Non-fiction Biography	Poetry Theme	Fiction Hiding story

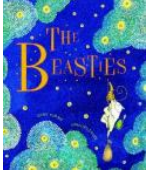
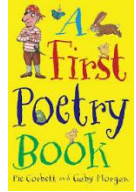
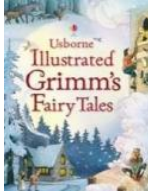
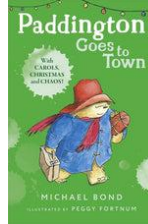
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Independent purposeful writing outcomes	To write a simple fantasy story based on doodling an imaginary characters and adventure.	To write an imagined recount as somebody who sailed on the Mayflower.	Write a similar finding tale	Write your own set of instructions about caring for a Christmas character. E.g. elf, reindeer, fairy	To perform some poems as part of the class/group for an audience. To write their own Kenning poem based on a model from the text.	To rewrite the story changing the setting and items for scaring the wolf.	Write a non-chronological report about another animal/group of animals.	Write a funny story with a cumulative structure.	Write a biography of a Grace Darling.	Write a poem about a sea creature you have learnt about. Write a poem about something you like or enjoy doing linked to the sea.	Write a story about hiding an animal on a school trip.
Key Writing objectives, including grammar and punctuation New knowledge	Using 'and' to join clauses and words in a list. Noun phrases, (alliteration)	Commas in list. Past tense verbs Time connectives. Expanded noun phrases.	Coordination using 'and' 'but'. Expanded noun phrases. Alliteration. Commas in list. Past tense verbs.	Sentence types: commands, questions, statements Verbs	Sentences: composing orally Performing poetry Recite poems by heart. Find and use rhyme. Leaving spaces between words · Learning how words can combine to make sentences	Sentence types: commands, questions, statements, exclamation Punctuating sentences, expanded noun phrases, verbs for precise details, past tense.	Using commas in lists Presentation and layout	Link events with subordinating and co-ordinating conjunctions Past progressive verb form *add apostrophes for possession (not on bookwrite planning)	Subordinating (when/as/if/because) *add apostrophes for possession (not on bookwrite planning)	Alliteration Rhyme and rhythm Refrains and repeating pattern Similes Find out what yr1 did and progress.	Sentence types: questions, subordinating and co-ordinating conjunctions verbs for precise details,

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Revised knowledge		Capital letters, full stops and exclamation marks Capital letter for pronoun 'I' Past simple tense		Punctuating sentences using full stops, question marks and exclamation marks	Rhythm and rhyme		Subordination (if, when) Expanded noun phrases Sentences and spaces between words Co-ordination (and) Sentence punctuation: capital letters, full stops, capitalisation for proper nouns Present simple and present progressive tense plus verb choices- Penguins	Expanded noun phrases (to create humour)	Coordination (and/but) Past and present tense Capitalisation of proper nouns	Adjectives and expanded noun Phrases Exclamation marks	
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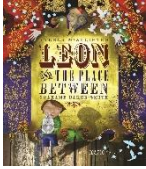
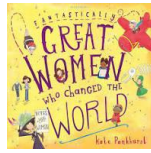
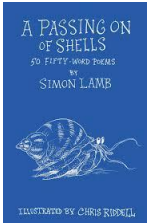
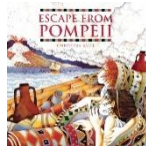
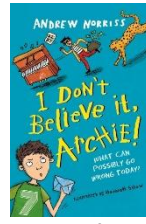
Writing Progression Plan

Year 3	Writing Progression Plan										
	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts	 The Beasties	 Tadeo Jones- Literacy Shed film clip	 Jack and The Dreamjack	 How Santa really works	 Betsey Biggalow is Here! Plus hurricane Betsey.	 A First Poetry Book	 Rocks	 Grimms Fairytales	 Poetry Pie	 Paddington goes to Town (read Paddington stories as class stories before and during)	 How to make chocolate (no book)
Text type/form	Fiction Traditional Tale	Non-fiction – diary / recount	Fiction- fantasy story	Non-fiction Explanation	Fiction – family stories	Poetry	Non-Fiction Non- Chronologic al	Fiction Fairy Tales	Poetry	Fiction – modern classic	Instructions
Independent purposeful writing outcomes	Write a whole story in based on The Beasties model using a limited number of sentences.	Write a diary/recount of the events in the film. Writing from the point of view of the explorer or of the camel.	Write a fantasy story following the pattern of the text.	Write an explanatory text about an imaginary object e.g. Santa's sleigh	Write another story set in everyday life (either for Betsey or your own)	To write a poem in the form of a list, drawing on the form and style of one of the studied poems.	Write a non-chronological report about sedimentary rocks and/or fossils.	Retell one of the stories orally and to generate a written alternative ending to another one.	To write and perform own poems.	To write the story for one of the older TV cartoon versions with a focus on character, dialogue and the humour in the plot.	Write a clear set of instructions explaining how to make chocolate

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Key Writing objectives, including grammar and punctuation New knowledge	Adverbials Expressing time, place and cause with conjunction, adverbs and prepositions Fronted adverbials (with commas) (Y4 only) Multi clause sentences with subordinating conjunctions Expanded noun phrases Paragraphs around a theme	Adverbials for time and place Expressing feelings using conjunctions, adverbs and prepositions Multi-clause sentences with subordinating conjunctions Expanded noun phrases Paragraphs around a theme	Nouns and expanded noun phrases (premodification revised from Year 2) Expressing time and place with conjunctions, adverbs and prepositions Using and punctuating direct speech	Nouns, pronouns for clarity and cohesion Multi clause sentences with subordinating conjunctions Paragraphing	Using and punctuating direct speech Create character setting and plot.	There is no grammar in this sequence.	Nouns and expanded noun phrases for precision and clarity (can include prepositional phrases) Nouns and pronouns for clarity and cohesion Adverbials (where) including fronted adverbials Prepositional phrases (adverbial) Paragraphs around a theme	Using and punctuating direct speech (character) Apostrophes (contraction and singular/plural possession)	There is no grammar in this sequence.	Adverbs Using and punctuating direct speech Multi clause sentences (using the –ing construction) Paragraphs: group ideas around a theme/related material	Time adverbials (First, Next, Then, Finally) Command sentences and imperative verbs Expanded noun phrases for detail Conjunctions to explain steps clearly Bullet points or numbered steps Prepositions to explain place and direction
Revised knowledge			Using and punctuating direct speech					Prepositional phrases used adverbially (setting)			

Writing Progression Plan

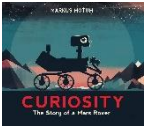
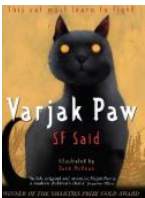
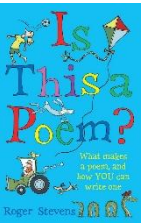
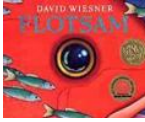
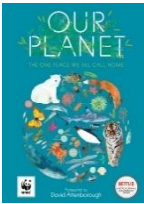
Year 4	Writing Progression Plan										
	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts	 Leon and the Place Between	 Fantastically Great Women	 A Passing on of Shells, 50 Fifty-Word Poems	 The Snowman	 Escape from Pompeii	 A Question of History Series	 Don't Believe It, Archie!	 Anthology of intriguing animals	 A River Or A Good Weekend in Happy Here 'book'.	 Taking Flight- (Literacy Shed film clip)	 Interview with a Tiger
Text type/form	Fiction – magical fantasy and portal story	Non-fiction-biography *Art link tell Sarah	Poetry *2 weeks max	Fiction – modern classic	Narrative – 1 st person story telling	Non-fiction – non-chronologica I	Narrative	Non-Fiction Non-Chronologica I	Poetry Narrative poem	Narrative – adventure 3 rd person	Non-Fiction Interview
Independent purposeful writing outcomes	To write a description of an imaginary word beyond the portal.	To write a biography about a fantastically great artist. Yayoi Kusama.	To create poems using their own choice of conventions and forms having experimented with a range in Practising Writing.	Write a section of the film as a narrative that could be included in the book, focusing on showing character through actions.	To re-write the story in the first person as one of the main characters	To create questions and double page spreads of information to answer them.	To create a new chapter with another strange adventure for Archie.	Write an information text about three different animals.	Write about a journey through different landscapes using similarly poetic language.	To create a new chapter where Tony completes his adventure with his dad.	Create interviews with other creatures/objects.

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Key Writing objectives, including grammar and punctuation	Adverbials (prepositional phrases) and fronted adverbials Commas after fronted adverbials Different ways of presenting information Expanded noun phrases (pre modification mainly)	Nouns and pronouns for clarity and cohesion Multi-clause sentences with subordinating conjunctions Fronted adverbials Paragraphs around a theme	There is no grammar in this sequence.	Choice of verbs (for showing character through actions) Paragraphs: group ideas around a theme	Adverbials (prepositional phrases) and fronted adverbials Commas after fronted adverbials Identification of verbs and verb choice Possessive apostrophe (singular) Create character	Simple organisation and different ways of presenting information Headings and subheadings Multi-clause sentences with subordinating conjunctions Adverbs and adverbials including fronted adverbials Nouns and pronouns for clarity and cohesion	Multi-clause sentences with a range of conjunctions Adverbials (when) Perfect verb form Using and punctuating direct speech (opportunity to revise)	Adverbials (prepositional phrases)	Adverbials (prepositional phrases) Multi-clause sentences with subordinating conjunctions	Nouns and pronouns for clarity and cohesion	Using dictionaries for definition
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Revised knowledge				Expanded noun phrases and prepositional phrases Past tense: past simple and past progressive (revise from Y2) Commas in lists (revise from Y2)		Expanded noun phrases (including prepositional phrases) Commas in lists (revision from Y2) Coordinating conjunctions		Multi-clause sentences with subordinating conjunctions Nouns and pronouns for clarity and cohesion (There are many instances of apostrophes for contraction and possessive apostrophes - singular and plural - although the sequence does not include specific activities on this.)	Adverbials (prepositional phrases) Multi clause sentences with subordinating conjunctions	Using and punctuating direct speech Expanded noun phrases modified by prepositional phrases Fronted adverbials and using commas after fronted adverbials	Prepositional phrases: • as part of expanded noun phrase to add detail after the noun • used adverbially Nouns and pronouns for clarity and cohesion
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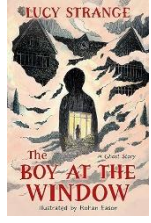
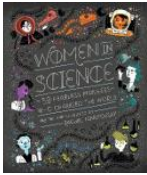
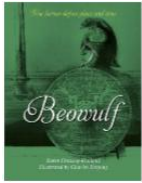
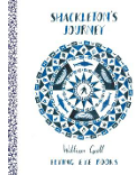
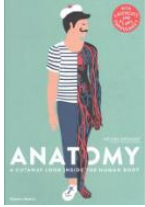
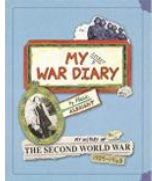
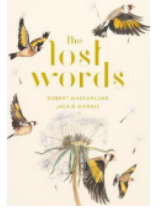
Year 5	Writing Progression Plan										
	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts	 The Tear Thief	 Curiosity The Mars Rover	 Inside the Villains	 The Dreadful Menace	 Varjak Paw (must start reading in Dec)	 Incredible Edibles (link to DT)	 Is this a Poem?	 For the Birds (Lit Shed)	 Flotsam	 The Boy with Big Decisions	 Our Planet
Text type/form	Fiction Magical	Non-fiction Diary/ Recount	Fiction	Poetry Metaphors	Fiction Adventure	Non-Fiction Instructions/ information (informal)	Poetry	Non-fiction Persuasive Letter (formal)	Fiction Wordless Picture Book	Fiction	Non-fiction Information text (formal)
Independent purposeful writing outcomes	Write a story about a different thief of something abstract, e.g. an emotion, memories, worries, etc.	Write a first-person diary/recount.	to (re)write a traditional-style fairy tale featuring a chosen character or setting and at least one additional section.	Write an extended metaphor poem about the weather.	Write an additional adventure for the three characters.	Write their own revolting recipe.	To write at least one original poem, making choices and decisions about form and content	To write a persuasive letter.	Write a setting description.	To write another part of the story with a key dilemma.	Write an information text about a global biome (Eden Project).

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Key Writing objectives, including grammar and punctuation New knowledge	Dialogue to convey character and advance the action. Creating atmosphere, including playing with poetic elements, e.g. simile, metaphor, rhythm Expanded noun phrases Linking ideas within and across paragraphs with adverbials	Modal verbs. Informal tone. Linking ideas within and across paragraphs with adverbials Verb choices	Parenthesis: commas, brackets, dashes Paragraphs: cohesion within and between (range of cohesive devices) (The text can also be used to supplement teaching on dialogue, though this isn't prioritised in the sequence.)	Punctuation to aid the reader and avoid ambiguity Poetic devices	Adverbials (prepositional phrases) Dialogue to advance the action and to develop character Building suspense and atmosphere Verb choices	Explore how words are related: synonyms Use of parenthesis: brackets, dashes, commas Revision of multi-clause sentences Vocabulary and language structures appropriate for formality Bullet points for facts (text may not have these- add in)	Punctuation to aid the reader and avoid ambiguity Poetic devices	Modal verbs. Use of parenthesis: brackets, dashes, commas Revision of multi-clause sentences Vocabulary and language structures appropriate for formality	Cohesion and pace across paragraphs Wider range of cohesive devices **make unit short- see short burst writing on book write planning sheet.	Modals Adverbs Sentence patterns: length and repetition Modal verbs and adverbs of possibility	*yr5 just do one form of formality. Paragraphs: cohesion within and between (range of cohesive devices) Expanded noun phrases including relative clauses and to convey complex information Sentence construction : revision of multi-clause sentences using co-ordination and subordination Writing with formality Verbs: variation in tense and form including revision of modals
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MANADON VALE PRIMARY SCHOOL

Revised knowledge	Revision of speech punctuation from Y4	Expanded noun phrases for conveying precise imagery Fronted adverbials. Conjunction s.		Precise vocabulary choices	Expanded noun phrases for conveying precise imagery Colons and semi-colons between clauses		Precise vocabulary choices	Conjunctions Cohesion within a paragraph	Expanded noun phrases Relative clauses Cohesion within a paragraph	Revision of verb tenses: - present - progressive and perfect aspects Dialogue to convey character	There is also the potential to teach the following although activities have not been included: Parenthesis using dashes to add additional information Colons before a list
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Year 6	Writing Progression Plan										
	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts	 The Day the Crayons Quit	 The Boy at the Window (start reading in 1 st Sep)	 Women in Science	 Beowulf	 Shackleton	 Flood	 Anatomy: A Cutaway Look Inside the Human Body		 Road's End (Lit Shed)	 My Secret War Diary	 The Lost Words
Text type/form	Non-Fiction Persuasive letters (informal)	Fiction A ghost story (modern author)	Non-fiction – Biography (formal)	Fiction (classic legend)	Non-fiction Persuasive letter (formal)	Fiction Wordless Picture Book (Atmosphere + dialogue)	Non-fiction Information and explanation (formal)		Fiction	Non- Fiction Diary (informal + formal)	Poetry Acrostic Imagery
Independent purposeful writing outcomes	Write three letters from other everyday objects with contrasting formality.	Write a mysterious story in which a character is trapped by someone or something.	To write a biography about Charles Darwin.	To write your own story following the 'overcoming the monster' blueprint.	To write a persuasive letter.	Write the story of the wordless picture book.	To write a page of an information text, complete with diagrams etc.		To write a mystery story.	To write another character's diary related to the second World War.	Write a poem about something from the natural world to accompany a (watercolour) picture and contribute these pages to a class book.

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Key Writing objectives, including grammar and punctuation New knowledge	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)	Paragraphing to control narrative pace Dashes Cohesion	Adverbials Multiclaue sentences Punctuation for parenthesis Presentation and layout	Sentence construction : patterning of three Semi colons between clauses Expanded noun phrases to convey complex information (use of hyphens) Cohesion between paragraph	Modal verbs Adverbs of possibility Features of persuasion Fronted adverbials Formal register Conjunctions for cohesion Subject specific vocabulary	Dialogue for characterisation Sentence construction : multi-clause sentences (non-finite constructions, subordination) Passive voice Dialogue for characterisation	Passive Complex sentences Include bullet points		Colons and Semi Colons Creating atmosphere with vocabulary and sentence structure Dialogue Expanded noun phrases, similes and metaphors for setting and character description Rhetorical questions to engage reader to mystery Range of punctuation for parenthesis (incl. relative clauses)	Structures typical of informal speech Writing with formality Wider range of punctuation (brackets, commas, dashes, exclamation marks, question marks, semi colons/colons) Verbs: variation in tense and form (revision) Cohesion within and between paragraphs (range of cohesive devices) Text layout	Hyphens Poetic devices: onomatopoeia, alliteration, sibilance, assonance
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MANADON VALE PRIMARY SCHOOL

Revised knowledge	Modal verbs					Sentence construction : multi-clause sentences (non-finite construction s, subordination) Passive voice	Expanded noun phrases including relative clauses Dashes		Expanded noun phrases to convey complex information Passive voice Parenthesis using brackets		Expanded noun phrases Punctuation to avoid ambiguity Vocabulary choice
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