

English at Claycots

Claycots Primary School



www.claycots.co.uk

Town Hall Campus: 01753 531415

Britwell Campus: 01753 521215



English team

Mrs Deepak is our Reading & Phonics Lead (Quality of Teaching)

Miss Thorpe is our Reading Lead (Promoting Reading) at Claycots

Miss Nandhra is our Writing Leader at Claycots





The vision for English

Our vision for English is to foster a love of language, and to equip our children with the skills and confidence to communicate effectively in a variety of contexts.

We aim to provide a rich and stimulating curriculum that covers all aspects of reading, writing, speaking and listening, and that exposes children to a wide range of high quality, engaging texts from different genres. We want children to leave our school, full equipped with Literacy skills that will enable them to lead fulfilling lives and make a positive impact to society.



Subject Intent

At Claycots, we recognise the importance of reading and writing as key life skills and are dedicated to ensuring every child is equipped with the skills need to: access the curriculum, make personal choices about the books they read and communicate effectively to a wide range of audiences. We teach all aspects of the English National Curriculum with the overarching aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. At Claycots, reading is central to the curriculum. It is a source of pleasure and enrichment, but also a primary means of obtaining information and building many key skills such as retelling information. Central to our intent for English at Claycots is ensuring that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



Subject Implementation

Reading:

At Claycots, both our English and wider curriculum topics are centred around high quality texts which ensure that throughout the school children are exposed to a wide range of authors and genres which help to nurture children's love of reading. Children are given many opportunities during the school day to develop their reading as well as the explicit teaching of reading skills through guided and shared reading. In class, children are exposed a range of texts through English lessons and their other subjects. Throughout the week, children are taught as a whole class through shared reading where teachers explicitly model the skills of proficient readers. When pupils are looking at texts in lessons teachers will deploy a shared reading strategy and explicitly model the skills of proficient readers. From Reception to Year 6, reading strategies including: decoding, fluency, vocabulary and comprehension are explicitly taught during these sessions whilst nursery focus on demonstrating concepts of print. Through daily guided reading, all pupils are then given a chance to independently apply these skills to texts that closely match to their comprehension and decoding abilities. As part of guided reading, all pupils read with a teacher at least once a week. Across the school we use Pearson's Bug Club, Collins Big Cat and PM reading schemes to support children in applying their phonics and reading skills. As a school we prioritise additional opportunities to celebrate reading including the celebration of World Book Day, lunchtime library clubs, numerous author visits and workshops and local library trips. We have large and well-stocked libraries which we regularly update with the newest publications



Subject Implementation

Writing:

At Claycots, children are immersed in Talk for Writing from Year 1 to Year 6. Its three phases (Imitation, Innovation and Independent Application) mean that children are explicitly taught how to compose a variety of fiction & non-fiction texts. All writing units use high quality texts as a stimulus which pupils internalise through the imitation stage. To support children in moving towards independent writing, teachers use shared and modelled writing; showing children their thought process by thinking out loud and involving them in the composition by taking suggestions. Children are taught how to structure a piece of work, ensuring the key features that will help them to make progress have been included. There are regular opportunities for children's writing and ideas to be shared, displayed, published and celebrated. Grammar is taught explicitly through Talk for Writing units, as research shows that knowledge is best internalised when taught within a familiar context. Additionally, we use the nonsense spelling scheme to support the teaching of spelling. We recognise the importance of handwriting and this is explicitly taught throughout the school.




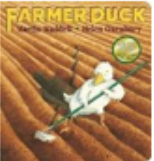
Subject overview

Early Years

More information about how reading and writing is taught in Early Years can be found in the EYFS curriculum section of the website














Subject overview

Year 1

Year 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic	Being Me		Celebrations		Superheroes		Journeys		Farms		London	
Shared Reading (Big Books)	1. Dishy Washy 2. Mr Bitter's Butter 3. Yum Yuck 4. Three Billy Goats Gruff 5. I wish I had a Monster 6. I want my mum 7. Reception books x 2 (1 st and 2 nd week)		1. Kakadu Jack 2. The Jigory's Breakfast 3. Jack and the Beanstalk x2 weeks 4. Runaway Pizza		1. Do not wash this bear 2. Eliot Midnight Superhero 3. Super Kid 4. My sister is an alien		1. Mine 2. Super Spud and the Stinky Space Rescue 3. Little Red and the Very Hungry Lion 4. Beware of the Bears 5. The Spring Time Rock and Roll		1. Hector and the Big Bad Knight 2. The Tiger Who Came to Tea 3. The Princess and the Wizard 4. The Super Smile Shop		1. Topsy and Tim visit London 2. Katie in London 3. Ruby's Worry	
Books to base Model Text upon	Goldilocks and the Three Bears/The Magic Porridge Pot  		To Carnival-A Celebration in St Lucia 		Supertato: Evil Pea Rules 		Mr Gumpy's Motor Car 		Farmer Duck/Farmyard Hullabaloo Martin Waddell  		Katie in London James Mayhew 	
Genre	Unit 1- Fiction	Unit 2- Fiction	Unit 3- Fiction	Unit 4- Non-Fiction	Unit 5- Fiction	Unit 6- Non-Fiction	Unit 7- Fiction	Unit 8- Non-Fiction	Unit 9- Poetry	Unit 10- Fiction	Unit 11- Fiction	Unit 12- Non-Fiction
Link Texts Spot light on Reading	Poetry/ Fiction: Classic Nursery Rhymes And British Traditional Tales		Fiction: Family belonging tales from around the world		Author Study:		School Values: Curiosity		Author Study: Martin Waddell		Non-fiction:	







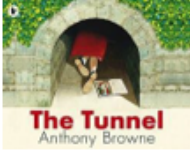


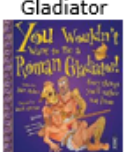



Subject overview

Year 2

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Topic	Fire	Dragons	Space	Brazil	Growth	Seaside						
Shared Reading	Big Books 1. Camille and the Sunflower 2. The Animal Wishes 3. The Wolf's Story 4. The Turtle Who Danced with the Crane 5. Year 1 Books x2 (1 and 2 nd week)	The Owl who was Afraid of the Dark Jill Tomlinson 	Meet the Maliks Zanib Mian 	Fantastic Mr Fox Roald Dahl 	Paddington Bear Michael Bond 	The Enchanted Wood Enid Blyton 						
Books to base Model Text upon	Mary and the Great Fire of London/Vlad and the Great Fire of London 	Tell me a Dragon/Evidence of Dragons (from The Dragon Tracker's Manual) 	Hello Star 	Over and Under the Rainforest/The Vanishing Rainforest 	The Secret Sky Garden Linda Sarah Poem: What is Pink? 	The Lighthouse Keeper's Lunch David and Ronda Armitage  						
Genre	Fiction Narrative Portal story Description	Non-Fiction Explanation How the fire started	Poetry Poetry Dragon Poem	Non-Fiction Instructions How to defeat a dragon	Fiction Narrative Openings and endings	Non-Fiction Discussion Should aliens be allowed to live on Earth?	Fiction Narrative Settings	Non-Fiction Information Key facts about the rainforest	Fiction Narrative Description	Poetry Descriptive poem Language	Fiction Narrative Story structure Dialogue	Non-Fiction Recount as a Newspaper Report Past tense
Link Texts Spot light on Reading	Fiction:	Poetry: Dragon poems	Author Study:	Non-fiction: The Amazon 	Author Study: Linda Sarah	School Value: Kindness						













Subject overview

Year 3

Year 3	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2			
Topic	The Natural World		Early Britons		The Romans		Cultures of the World		Animals		Chocolate			
Shared Reading	The Fox & the Ghost King Michael Morpurgo 		Mr Stink David Walliams 		Tiger Tiger Lynne Reid Banks 		The Boy Who Grew Dragons Andy Shepherd 		Charlotte's Web EB White 		Charlie and the Chocolate Factory Roald Dahl 			
Books to base Model Text	The Tunnel Anthony Browne 		Stone Age Boy Satoshi Kitamura 		Tertius and Horrible Hunt Ann Jungman 		You Wouldn't Want to Be a Roman Gladiator 		The Rainbow Crow Nancy Van Laan 		The Jungle Book Rudyard Kipling 		Charlie and the Chocolate Factory 	
Genre	Fiction Adventure Narrative	Non-fiction Newspaper Report <i>Boy Turned to Stone</i>	Fiction Historical Narrative <i>focus on setting description</i>	Fiction Poetry <i>I was born in the Stone Age</i>	Non-Fiction Diary Entry <i>from Tertius's perspective</i>	Non-Fiction Instructions <i>How to Become a Roman Gladiator</i>	Fiction Traditional Tale Narrative <i>How the Crow got its Tail</i>	Non-Fiction Recount <i>Writing as the crow about his journey to the Greek sky and his journey back</i>	Fiction Classic Narrative <i>focus on character description</i>	Non-Fiction Persuasive Leaflet <i>Endangered animal</i>	Fiction Fantasy Narrative <i>First Person Developing character and speech</i>	Non-Fiction Letter <i>As Charlie Poems</i>		
Link Texts Spot light on Reading	Poetry: Nature poems		Author Study: Satoshi Kitamura		Non-fiction: The Romans		Fiction: Tales from America		Fiction/Non-fiction: Endangered animals!		School Value: Integrity- focus on chocolate crop sustainability			
Innovate	Change personalities of the children	Change what happens to the boy	Change the setting and the job people do	Change to being born in the modern age	Change to Roman soldier's perspective	Change element of Gladiator's lives	Change to a different North American animal	Change to a different animal writing about a different journey	Change event	Persuasive leaflet to protect an endangered animal of their choice	1st Person – different or new character to receive ticket	Letter as Charlie describing a made-up event		

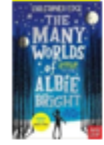





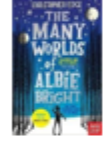





Subject overview

Year 4

Year 4	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic	Hinduism		Vikings and Anglo Saxons		Robotics		Imaginary Worlds		Ancient Egypt		Books	
Shared Reading	Kick Mitch Johnson 		How to Train Your Dragon Cressida Cowell 		The Chocolate Factory Ghost David O'Connell 		The Lion, the Witch and the Wardrobe C.S. Lewis 		The Miraculous Journey of Edward Tulane Kate Dicamillo 		Matilda Roald Dahl 	
Books to base Model Text	Rama and the Demon King Jessica Souhami 		How to Train Your Dragon Cressida Cowell 		The Iron Man Ted Hughes 		The Lion, the Witch and the Wardrobe C.S. Lewis 		The Time Travelling Cat and the Egyptian Goddess Julia Jarman 		Matilda Roald Dahl 	
Genre	Fiction Stories from Another Culture Narrative	Non-Fiction Recount	Fiction Science Fiction Narrative	Non-Fiction Balanced Argument	Non-Fiction Diary	Non-Fiction Newspaper Report	Fiction Fantasy Narrative	Non-Fiction Instructions	Fiction Historical Narrative	Non-Fiction Non-Chronological Report	Non-Fiction Persuasive Formal Leaflet	Fiction Playscript
Link Texts Spot light on Reading	Author Study: Jessica Souhami		School Value: Curiosity		Non-fiction: Robotics and computer science		Poetry: Imagination and Wonder		Fiction: Stories from Ancient Egypt		Fiction: Strong female leads	
Imitate	1 st part – Rama and the Demon King Focus on setting and character description	Recount of trip to the Hindu Temple (part of the day)	How To Train Your dragon Focus on dialogue for character)	Balanced argument about an aspect of Anglo Saxon	Hogarth seeing the Iron Man	Don't know what is causing disturbance	Lucy discovers Narnia and meets Mr Tomnus focusing on setting and character	Instructions on how to improve a fantasy environment	1 st part of the story (setting) London landmarks to Egypt	informal report on the importance of cats in Ancient Egypt	Persuasive formal letter from Miss Honey to Matilda's parents	Playscript for Matilda
Innovate	Role reversal – Rama is kidnapped and Sita saves him	Change the parts of the day	Change the characteristics of the main character so he becomes brave/fearless	Different aspect of Anglo Saxon	Diary entry for when the Iron Man meets Hogarth	The Iron Man is captured.	Change the setting the character enters and creature he meets	Focus on a different area of the school that can be improved	Travel from Slough to Windsor to Egypt	Fact file based on Bubastis and Bastet	Write a letter from Miss Trunchbull's point of view	Write an episode from the show













Subject overview

Year 5

Year 5	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic	Earth and Space		Ancient Greece		Weather		Immigration		World War II		Harry Potter	
Shared Reading	The Many Worlds of Albie Bright Christopher Edge 		Percy Jackson and the Lightning Thief Rick Riordan 		Boy in the Tower Polly Ho Yen 		The Boy at the Back of the Class Onjali Q. Rauf 		Flesh and Blood Chris Priestly 		Harry Potter and the Philosopher's Stone J K Rowling 	
Books to base Model Text	The Many Worlds of Albie Bright Christopher Edge 		The Adventures of Odysseus Hugh Lupton 		The Wizard of Oz Frank Baum 		Ali's Story Andy Glynn 		Rose Blanche Ian McEwan 		Harry Potter and the Philosopher's Stone J K Rowling 	
Genre	<i>Fiction</i> Science Fiction Narrative	<i>Non-Fiction</i> Non-Chronological Report	<i>Fiction</i> Myths and Legends Narrative	<i>Non-Fiction</i> Persuasive Argument	<i>Fiction</i> Fantasy Narrative	<i>Non-Fiction</i> Diary Entry	<i>Fiction</i> Setting Description	<i>Non-Fiction</i> Instructions	<i>Fiction</i> Historical Narrative	<i>Non-Fiction</i> Newspaper Report	<i>Fiction</i> Fantasy Character Description	<i>Non-Fiction</i> Biography
Link Texts Spot light on Reading	Author Study: Christopher Edge		Fiction/non-fiction: Women in Ancient Greece		School Values: Kindness		Fiction: Immigration stories		Poetry: Poems from WW2		Fiction: Fantasy worlds	
Imitate	Albie Bright Narrative	Report on Planet Earth	Odysseus and The Cyclops narrative	Whether Odysseus should take the sack of wind from Aeolus or not	Dorothy meeting one of the characters (speech to develop character and advance action)	Diary Entry from the point of view of the Wizard	Focus on Setting description of Afghanistan from Ali's point of view	Instructions on how to welcome someone new	Rose Blanche Narrative	Newspaper report: Soldiers preparing to leave based on core text	Meeting Fluffy on the 3 rd Floor – character description	J-K Rowling Biography
Innovate	Create a parallel world for Albie to visit.	Write a report on a planet of their choice	Write a narrative about Odysseus meeting a new Greek mythological creature in new setting with new adventure	Write a persuasive argument based on a different myth.	Change the characters that Dorothy meets	Diary from the point of the Witch choosing own event in the story.	Setting description of London	Write instructions on how to welcome a refugee child	First Person Narrative – Rose's perspective adding extra detail from book	Newspaper report on Missing Rose Blanche	Create own mythical creature to guard the trap door and think about how they can defeat it.	Biography of an author of choice.

Subject overview

Year 6

Year 6	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic	Twisted Fairy Tales		London		Highwaymen		Evolution and Inheritance		The Mayans		Adventurers Transition	
Shared Reading	Cogheart Peter Bunzl 		Holes Lois Sachar 		The Explorer Katherine Rundell 		The Explorer Katherine Rundell 		The Graveyard Book Neil Gaiman 		Wonder R. J. Palacio 	
Books to base Model Text	The Oxford Treasury of Fairy Tales 		My Story: The Great Plague Pamela Oldfield 		The Highway Man 		The Origin of Species 		The Wonder Garden Jenny Broom 		Survivors David Long 	
Genre	<i>Fiction</i> Fairy Tales Narrative <i>Speech to develop narrative</i>	<i>Non-Fiction</i> Balanced Argument <i>Were the three pigs guilty?</i>	<i>Non-Fiction</i> Diary Entry (a form of 1st person narrative)	<i>Non-Fiction</i> Report	<i>Fiction</i> Narrative With Speech to develop character	<i>Fiction</i> Character Description	<i>Non-Fiction</i> Informal Letter	<i>Non-Fiction</i> Biography (Formal tone)	<i>Fiction</i> Adventure Narrative		<i>Non-Fiction</i> Explanation Text	<i>Non-Fiction</i> Newspaper Report
Link Texts Spot light on Reading	Fiction: Twisted Fairy Tales		Non-fiction: The Great Plague		Author Study: Lois Sachar		Poetry: Powerful poems		Non-fiction: The Mayans		School Value: Respect	
Imitate	Twisted Cinderella (Speech to develop character & move on action)	Discussion: Were the 3 Little Pigs Guilty?	Diary entry based on The Great Plague as Alice	Based on the Great Plague	Part 1 of the Highwayman narrative with speech	Bess: Appearance and Personality	Informal letter to wife (life on the HMS Beagle) GDS: formal letter to NHM on the ship	Write biography about Charles Darwin	Adventure based on The Explorer (focus on speech)		How to survive, if you were stranded in the Pacific Ocean	Based on a story from Survivors
Innovate	Narrative - Change setting to modern day	Children to write their own discussion based on other points	Diary entry based on The Great Plague as Alice on new events	Chronological report covering different elements of the plague	Part 2 of the Highwayman narrative with speech	The Highwayman: Appearance and Personality	Making discoveries sent to wife (informal)	Write a biography on Martin Luther King	Write a different part of the story		How to survive, if you were stranded on the Himalayans	Newspaper article based on a different story from survivors



How we measure progress

Reading

Teachers assess reading through careful questioning in guided reading and shared reading sessions.

Phonics Assessments are also completed (see Early Reading and Phonics section of the website)

PM Reading Assessment

The PM Reading Assessment tool is used to assess children's independent reading level using unseen, meaningful texts. This procedure allows teachers to assess a child's fluency, retelling strategies and comprehension skills. The information is used to determine the reading level and to provide children with the appropriate reading material. It is also used to monitor progress over time.

Summative Assessment

At Claycots we use termly Standardised Score Reading assessments to track progress and to help teachers gather a deeper understanding of their pupil's existing and developing knowledge and skills. Teachers use the outcomes of these tests to adapt their teaching to meet the needs of all children



How we measure progress

Writing

Writing is teacher assessed at the end of each term. Teachers refer to a bank of exemplification materials when making judgements about standards in writing and children are assessed as either working towards, having met or exceeded the expected national curriculum standard for writing. Moderation of writing takes place every term and teachers identify any gaps in knowledge that can be addressed through whole class teaching or focused intervention support.

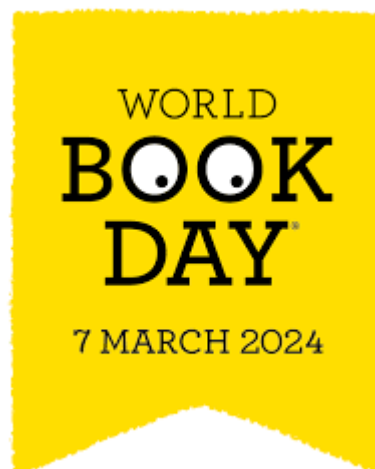
Visits and experiences

Author visits

<p>EYFS & KSI</p> <p>James Sellick</p> 	<p>KS2</p> <p>Guy Bass</p> 
<p>Chris White</p> 	<p>Michael DeSouza</p> 



Visits and experiences



Examples of learning

Reception

W/B: 13th March 2023

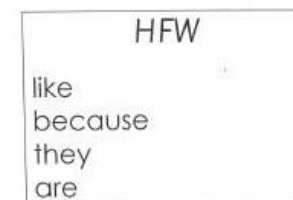
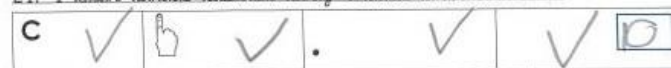
LI: I can write a sentence in my Mother's Day card.



NS - VF

W/B: 20th March 2023

LI: I can write about why I like the chicks.



I like the chicks because they are soft and kyooot.^{cute}

① NS - cute cute cute cute

Examples of learning

Year 1

W/C: Monday 16th January 2023
 LI: I can write a report

Skill 1 I can use adjectives	Skill 2 I can use capital letters for names.	Skill 3 I can join two parts of a sentence using the conjunction 'and'.	Skill 4 I can use the correct punctuation.
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DAS

Erozin Girl

Erozin Girl is an powerful, brave, super hero who can save the whole world. Have you ever wondered what Erozin Girl wears? She has many magical objects which she wears in different missions. She has sparkly and colorful swimming suit, bright golden slippers, pink cool gloves. Also she has a ^{cool} ~~shiny~~ hat which she wears ^{on} her desert missions and she wears a ^{space} ~~space~~ suit for her ^{space} ~~space~~ missions. Erozin Girl has a number of spectacles and

Monday 9th January 2023
 LI: I can use adjectives to label a picture.

Brilliant 2HR

This is Speedy. She is a ~~amazing~~ amazing superhero who has many incredible powers.

Examples of learning

Year 2

In the cloudy sky I saw
 A merciless mean dragon
 With a powerful pointy tail
 As long as a train track
Smashing the huge big ben.

In the cloudy sky I saw
 A mighty monstrous dragon
 With sharp claws
 As sharp as a dagger
Destroying a expensive car.

In the cloudy sky I saw
 A beardly dangerous dragon
 With a smoke smelly breath
As Hot like a burning oven.

In the cloudy sky I saw
 A huge heartless dragon
 With glappy wings
Gigantic like Windsor castle
Demolishing a village

W/C: Monday 13th March 2023 Independent

LI: I can write a setting description

Skill 1	Skill 2	Skill 3	Skill 4
I can use expanded noun phrases.	I can use a conjunction.	I can use an exclamation sentence.	I can use powerful verbs.

Park Setting

A park is a jolly place where plenty of people are found and beautiful, pretty flowers are planted. Tropical, blooming dahlias, lilies and bluebells covered most of the park like London full of people while green, ^{fresh} trees ^{stretch} from side to side like a pro balcony. In the shallow, muddy ^{middle} there are lily pads, weeds and long grasses ^{growing} like a multi-colour beach ball. The green, tiny leaves covered the path like huge ^{unwashed} covering people.

Up in the tree ^{was} a small black and white Magpie tweeting while hungry pigeons ^{ate} delicious bread. High in the tree ^{was} a stacking, brown ^{snake} ^{is} eating its ^{giant} yellow, huge goldfish ^{swims} in the deep, cold pond. The cute, adorable puppy ^{barked} at a deadly, dangerous dog while wet, ^{fleeing} ducks ^{were} ^{attracted}.

The joyful little girl is swinging on a swing while you can smell the fragrant smell of gorgeous flowers. I could hear a newborn baby crying, young kids ^{swimming} and huge ^{noisy} ^{laughing}.

HOW MUCH FUN I HAD!!!

Amazing comparisons and descriptions Alex
 Use another amazing adjective to describe trees.

(NS)

Rewrite your favourite sentence below.

A park is a jolly place where plenty of people are found

W/C: Monday 6th March 2023

T/TA/I

LI: I can write a setting description

Skill 1	Skill 2	Skill 3	Skill 4
I can use expanded noun phrases.	I can use a conjunction.	I can use an exclamation sentence.	I can use powerful verbs.

The blazing sun radiated high in the clear glorious sky and dappled light glowed like diamonds on the forest floor. Thousands of enormous trees leaves swayed like a boat rocking from side to side. Fresh glistening tree leaves fall like ^{you} ^{conceal} into the forest floor. The tangled branches curled around thick, huge tree trunks, like a long, winding snake. Hidden under the lush vegetation was hairy coconuts, ^{power} ^{leaves}.

Sun parakeets ⁺ ^{roared} ^{noisily} while the bright toucans soared through the sky. The ferocious jaguar roared at its prey as the chameleon camouflaged in the wet, dripping leaves.

The air was filled with the scent of beautiful, sweet blossoms and the dim earth. Poison dart frogs croaked noisily in the distance as a group of silly, cheeky howler monkeys made a tonne of noise. All the animals joined in to the enchanting sounds of the vast rainforest. How glorious it was!

Examples of learning

Year 3

Thursday 23rd March 2023
 IT: To write a recount.

How I became Black Owl

Early one morning, the weather was warm and the sun shone brightly ^{and related in the sky}. It was an ordinary day ^{until} something peculiar happened. ~~Suddenly~~ I spotted something amazing ~~happening~~! Which was falling slowly down and down from the sky.

~~Present~~ mouse sense

Small ^{glittering} crystals drifted down like hail snow covering not only the forest but earth too. The ^{small} animals started to disappear while the tall animals just were covered in the white powder which became deeper and deeper.

Me and the other animals were worried and didn't know what to do. So we gathered in a clearing to discuss who should visit the Great Sun Spirit and ~~asked to~~ stop the snow from ~~falling~~ ^{coming} from getting.

Everyone made guesses ^{couldn't} why they can't visit the Great Sun Spirit. Jaguar should go stated ~~one~~. But I can't fly so ~~burrowing~~ ^{birds} should go. But in to small to fly such a distance. I figured I should go so I flew and flew beyond the moon and stars. When I arrived at the Great Sun Spirit I told him the snow was getting deeper.

24/03 He told me that he cannot stop the snow ^{wind and} because snow has a bit. I can give you the gift of fire. The Great Sun Spirit gave me the stick of fire so I lit it and flew. On the first day, the fire ^{burning} burnt the stick until it got thinner. On the second day, the flames quickly burnt my feathers and was covered with soot until they were black. On the third day, the stick got smaller so I lost my beautiful, lovely singing voice.

When I arrived at the forest, I flew down and ~~was~~ melted the snow. Everyone celebrated for me and cheered. They loved me! I was the bravest animal in the forest. I felt so content and joyful. I was a ^{brave} hero! I was proud of myself.

I felt a bit upset because my feathers were black and lost my beautiful voice. Soon I remembered that I don't always get what I want. I was known as black owl.

Well done Laura!

(us) Writing reported speech
 commas
 adverbs



Examples of learning

Year 4

Wednesday 8th March 2023
 I can write an imaginative narrative.

★ Lucy discovers Penglind
 After a game of hide and seek with her brothers and sisters, Lucy discovered an ancient, ^{high}tan wardrobe. Curiously, she opened the hard, ^{high}door of the wardrobe. There was nothing Lucy liked so much in the ^{high}wardrobe, ^{high}as the smell and feel of the hard, well polished wood. Lucy ^{high}decided to step inside the wooden wardrobe. After two or three steps, Lucy felt something smooth. "What could it be?" Lucy asked herself. commas in a list

As Lucy opened her eyes, she saw majestic, emerald trees. Lucy could hear cascading waterfalls. "Where am I?" Lucy whispered. "I guess it's a rainforest but how is it possible!" ^{high}Excited Lucy. The wind ^{high}whistled through the wild, ^{high}special rainforest as Lucy walked past. Then, Lucy saw a mysterious, ^{high}strange shadow. Exclaimed Edit to include prepositional phrase

9.3.2023
 The ^{high}strange animal walked on ^{high}tiny, ^{high}twitchy legs. It ^{high}seemed to be ^{high}only a little bit shorter than ^{high}her. He had a strong but ^{high}pleasant ^{high}voice. He had black, curly hair, and ^{high}an ^{high}on ^{high}strange, sharp beak stuck out of his face. Lucy recognized the ^{high}plucky, adorable creature. "It's a penguin!" Lucy exclaimed. "A penguin in a rainforest?" ^{high}Questioned Lucy. Hello, my name is Lucy, ^{high}announced Lucy. Include show not tell: How does the new character feel?

10.3.2023
 Suddenly, a strange voice was heard. "Aaaaah!!!" ^{high}shrieked the penguin. squealed

Examples of learning

Year 5

Wednesday 1st March 2023

L.I: To use Adverbs to help give further detail and describe

Firstly, try and communicate through simple words or sign language if you know it and remember to kindly give a smile.


Immediately, at break time ~~easy~~ ^{carefully} approach the new person and ask in their language or English (if they don't know it ask a teacher for a school ipad or use hand gestures) but, if they know English talk to them in English (if they want to play with you).

Once the teacher has stopped talking, attentively ask if your teacher if you can sit next to the new person to help them learn. This way... it's a good time to bond with them.

If none of the above, work then go home and efficiently do some research on how to ^{pick the new person's} ~~say~~ ^{say} the next day (or Monday) you can talk to him or her.

NS:

- ① Re-word your section second part. Remember if you use brackets, your sentence needs to make sense without the brackets too.
- ② Extend your third part ✓

 Fantastic start!

Monday 27th February 2023

L.I: To use understand and use Imperative verbs

Try and communicate through words or sign language if you know ~~and~~ it and remember to give a smile.

At break time go up to him or her and ask in their language or English (if they know it) if they want to play with you.

In class go ^{ask} tell your teacher if you can sit ~~next~~ ^{next} to the new person to help them learn.

If you can't speak their language go home and do some research on how to so the next day (or Monday) you can talk to him or her.

NS: What would you do if they did not know English. Think about gestures / visuals.

If they don't know it ask a teacher for a school ipad or use hand gestures.

Examples of learning

Year 6

Wednesday 19th of October 2022
1. Assignment piece

Was the Prince tricked? ^{multiple}

Ever since the Prince had been married to Cinderella, a ton of conspiracy theories, questions and opinions have been popping up left and right all over the Kingdom. These things have all left people hot on the subject, and aren't able to let their hypotheses lay. Now, let us turn to the main question: Was the Prince tricked or was it due to his vanity?

*2) → As a result, legions have been divided on both sides ^{with} present and past events and arguments. The issue of the debate is based on whether the Prince married hastily without considering the impact or whether this is a beneficial union for all those concerned. Was he tricked or did he really love Cinderella?

When and I said a little bit about it.

Many people have raised concerns and debated whether if the Prince has taken an unwise decision or has just been entranced by Cinderella's beauty. Some attendees of the ball have commented that they noticed that the Prince was almost immediately drawn to Cinderella, like a bee to a flower. Some were happy for them, others left the evening dissatisfied as they felt that attendance was unnecessary. Supporters of Cinderella reject any blame on her as they believe that Cinderella had a right to attend like anyone else; she didn't lessen the chances for anyone else, yet some say they need a second.

21/10/22 The next two arguments these next two This next part is based around the Prince going in to the Royal Court. The choice was incredibly easy he said he had a little longer to actually choose a bride properly and it was a rash decision to do so. But under



Pupil voice

What our children say about English:

Year 1

- 'English is one of my favourite lessons because I love writing and I like doing my story actions.'
- 'I like retelling my story using my story map.'
- 'I like writing fiction because I can write about my made-up characters.'

Year 2

- 'I like English because my talent is reading which helps me with my writing.'
- 'We've learnt useful vocabulary and how to convince someone to do something.'
- 'We are learning this type of writing so when I grow up I can write this type of letter.'



Pupil voice

What our children say about English:

Year 3

- 'When we write, we have to focus on lots of skills and I like to make sure I've included everything.'
- 'We learn an imitate text using a map and actions and this helps me do my own writing.'
- 'I know that any narrative is fictional. We have done other narratives too which helps us. We did a historical narrative on the Stone Age.'

Year 4

- 'I like English because we learn new vocabulary and we learn the different features of different texts.'
- 'In Year 1 we wrote instructions on how make a monster sandwich and in Year 2 we did an instruction on how to catch a monster. This helped me to write my instructions in Year 4 because it's the same text type but about something different but we used more advanced vocabulary and included more detail.'
- 'My favourite writing was a description setting for Narnia.'



Pupil voice

What our children say about English:

Year 5

- ‘I like reading stories and I like reading my stories to other people. I like reading their stories too.’
- ‘The model texts that we learn help us with our own writing. Our box-ups help us with ideas.’

Year 6

- ‘My teacher tells me if my work is good and if it needs improvement. Children around me tell me too.’
- ‘I know how to write in a chatty tone to make my writing more interesting. I have to think about my audience.’
- ‘I’ve learnt how to write a biography at a high standard. I learnt new sentence structures which helped me with writing my biography.’



Year 1 Reading Skills Progression Map

	National Curriculum Objectives	Content Domain	Context
Decoding	apply phonic knowledge to decode words	Daily Teaching of ALS Phonics	<ul style="list-style-type: none"> The school places a strong emphasis on developing children's reading skills with a particular focus on phonics. Children receive Phonics twice daily using the ALS Phonics programme. This ensures that they regularly practise their phonics skills. Common exception words are taught on a daily basis at the start of all English lessons. This helps children to quickly recognise and read irregularly-spelled words, which are often encountered in reading. Children are taught to read and write common suffixes as part of their English lessons at various points throughout the year. The correct use of these suffixes is modelled during shared/modelled writing. During Guided Reading sessions, children have access to a range of high quality phonetically decodable books. This allows them to practise their phonics skills in context and build their reading fluency and comprehension.
	speedily read all 40+ letters/groups for 40+ phonemes		
	read accurately by blending taught GPC		
	read common exception words		
	read common suffixes (-s, -es, -ing, -ed, etc.)		
	read multisyllable words containing taught GPCs		
	read contractions and understanding use of apostrophe		
	read aloud phonically-decodable texts		
Range of Reading	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	1a draw on knowledge of vocabulary to understand texts	<ul style="list-style-type: none"> Children are exposed to a wide range of texts in Shared and Guided Reading. In addition to this they read and discuss focus texts in English lessons throughout the year. During the book introduction of a Guided Reading session, links are made to children's own experiences. This approach helps to engage children with the text and make it more relevant to their lives. It also enables them to relate to the characters and events in the story.
	being encouraged to link what they read or hear read to their own experiences	1a draw on knowledge of vocabulary to understand texts	



Year 1 Reading Skills Progression Map

Familiarity with Texts	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events titles and information	<ul style="list-style-type: none"> The school uses the Talk for Writing programme in English lessons. Children learn to retell a range of fiction and non-fiction texts using text maps and actions. This approach also helps them to develop an understanding of the structure of a text.
	recognising and joining in with predictable phrases	1a draw on knowledge of vocabulary to understand texts	
Poetry & Performance	learning to appreciate rhymes and poems, and to recite some by heart	1a draw on knowledge of vocabulary to understand texts	<ul style="list-style-type: none"> During the Autumn term, in English lessons, children are provided with opportunities to recite poems by heart. In the summer term they learn and write their own poems using descriptive language.
Word Meanings	discussing word meanings, linking new meanings to those already known	1a draw on knowledge of vocabulary to understand texts	<ul style="list-style-type: none"> Children are regularly introduced to new vocabulary during English lessons and their word meanings are actively discussed. They are encouraged to use these words in their writing, helping to expand their vocabulary and enhance their reading and writing abilities. Word meanings are also discussed during reading sessions, helping children to develop their vocabulary and deepen their understanding of the text.
Understanding	drawing on what they already know or on background information and vocabulary provided by the teacher	1a draw on knowledge of vocabulary to understand texts	<ul style="list-style-type: none"> To help children read new or unfamiliar words, the school teaches several strategies in Guided and Shared Reading. These include breaking words into syllable chunks, identifying small words in big words (compound words) and using phonics. If a sentence does not make sense, children are encouraged to read it again to help them understand the meaning of the text.
	checking that the text makes sense to them as they read and correcting inaccurate reading		



Year 1 Reading Skills Progression Map

Inference	discussing the significance of the title and events	1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events titles and information	<ul style="list-style-type: none"> During reading sessions, children are asked a range of questions, including inference questions, which encourage them text to develop a deeper understanding.
	making inferences on the basis of what is being said and done	1d make inference from the text	
Prediction	predicting what might happen on the basis of what has been read so far	1e predict what might happen on the basis of what has been read so far	<ul style="list-style-type: none"> Throughout all reading lessons, children are provided with opportunities to practise predicting what will happen next in the text.
Discussing Reading	participate in discussion about what is read to them, taking turns and listening to what others say	1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events titles and information	<ul style="list-style-type: none"> Children are actively encouraged to take turns and participate in group discussions about a text, promoting active listening skills.
	explain clearly their understanding of what is read to them	1c identify and explain the sequence of events in texts	



Year 2 Reading Skills Progression Map

	National Curriculum Objectives	Content Domain	Context
Decoding	secure phonic decoding until reading is fluent	ALS Phonics	<ul style="list-style-type: none"> To support their development, children who do not pass the phonics screening in Year 1 continue to receive ongoing targeted phonics interventions. Regular ALS phonics assessments are conducted to monitor progress and identify areas for improvement. English lessons and reading sessions cover the reading of common suffixes, exception and high frequency words.
	read accurately by blending, including alternative sounds for graphemes		
	read multisyllable words containing these graphemes		
	read common suffixes		
	read exception words, noting unusual correspondences		
	read most words quickly & accurately without overt sounding and blending		
Range of Reading	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	1b Identify /explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	<ul style="list-style-type: none"> Throughout the year, children are presented with a wide range of non-fiction texts, including non-chronological reports, letters, instructions and newspaper reports, all of which are carefully selected to challenge children and expand their reading and writing skills.
Familiarity with Texts	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	1a draw on knowledge of vocabulary to understand texts	<ul style="list-style-type: none"> The school uses the Talk for Writing programme in English lessons. Children learn to retell a range of fiction and non-fiction texts using text maps and actions. This approach also helps them to develop an understanding of the structure of a text.
	recognising simple recurring literary language in stories and poetry		



Year 2 Reading Skills Progression Map

Poetry & Performance	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	1a draw on knowledge of vocabulary to understand texts	<ul style="list-style-type: none"> As part of their dragon-themed unit, children are exposed to a diverse range of dragon poems that are at a level beyond their independent reading ability. They are encouraged to engage in discussions about the poetic language and the significance of various words and phrases. Additionally, they are given the opportunity to create their own dragon poems, which they present to the class.
Word Meanings	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	1a draw on knowledge of vocabulary to understand texts	<ul style="list-style-type: none"> Reading sessions include a section where children can clarify the meaning of words they encounter, promoting their comprehension and vocabulary development. As part of reading, children are regularly encouraged to discuss their favourite words and phrases, promoting engagement, reflection and language awareness.
	discussing their favourite words and phrases		
Understanding	discussing the sequence of events in books and how items of information are related	1c identify and explain the sequence of events in text	<ul style="list-style-type: none"> If a sentence does not make sense, children are encouraged to read it again to help them understand the meaning of the text.
	drawing on what they already know or on background information and vocabulary provided by the teacher	1a draw on knowledge of vocabulary to understand texts	
	checking that the text makes sense to them as they read and correcting inaccurate reading		
Inference	making inferences on the basis of what is being said and done	1d Make inference from the text	<ul style="list-style-type: none"> During reading sessions, children are asked a range of questions, including inference questions, which encourage them text to develop a deeper understanding.
	answering and asking questions	1a draw on knowledge of vocabulary to understand texts	



Year 2 Reading Skills Progression Map

<p>Prediction</p>	<p>predicting what might happen on the basis of what has been read so far</p>	<p>1e predict what might happen on the basis of what has been read so far</p>	<ul style="list-style-type: none"> Throughout all reading lessons, children are provided with opportunities to practise predicting what will happen next in the text.
<p>Non-Fiction</p>	<p>being introduced to non-fiction books that are structured in different ways</p>	<p>1c identify and explain the sequence of events in text</p>	<ul style="list-style-type: none"> To support their learning and foster a love of reading, children have access to a diverse selection of non-fiction texts related to the topics studied in their classroom reading corners. They are also encouraged to explore a wide range of books available in the school library, enabling them to expand their knowledge and interests.
<p>Discussing Reading</p>	<p>participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say</p>	<p>1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events titles and information</p>	<ul style="list-style-type: none"> Children are actively encouraged to take turns and participate in group discussions about a text, promoting active listening skills. This occurs regularly during English lessons and reading sessions.
	<p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>1c identify and explain the sequence of events in texts</p>	



Year 3 and 4 Reading Skills Progression Map

	National Curriculum Objectives	Content Domain	Context
Decoding	apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	2a Give/explain the meaning of words in context	<ul style="list-style-type: none"> The No Nonsense Spelling scheme is used to teach spelling rules and improve spelling. Throughout the scheme, children are taught strategies for learning words from the Year 3/4 statutory word list. Children review previously taught suffixes including -s, -es, -er, -ed, and -ing, and practise reading and applying other suffixes such as -ous and -tion. Children also learn to add a variety of prefixes such as 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' to root words. Suffixes and prefixes are used to understand the meaning of words in reading sessions.
	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word		
Range of Reading	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	2f Identify/explain how information/narrative content is related and contributes to meaning as a whole	<ul style="list-style-type: none"> The reading corner in the classroom offers a diverse selection of books, providing children with access to books structured in various ways. Children are given the chance to navigate through different texts using contents and index pages to locate and retrieve relevant information. Through the exploration of non-fiction texts in English lessons, children are encouraged to analyse and evaluate the organisation of specific information, such as sub-headings, bullet points, diagrams, contents, and glossaries. Children learn the significance of paragraphs in organising and building ideas, as well as the importance of linking them together to create a cohesive text.
	reading books that are structured in different ways and reading for a range of purposes		



Year 3 and 4 Reading Skills Progression Map

Familiarity with Texts	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	2h make comparisons within the text	<ul style="list-style-type: none"> The school uses the Talk for Writing programme in English lessons. Children learn to orally retell a range of fiction and non-fiction texts using text maps and actions. This approach also helps them to develop an understanding of the structure of a text. As a class, children work together to analyse and discuss themes e.g. good versus evil (Rama and the Demon King) betrayal and forgiveness (The Lion, the Witch and the Wardrobe), kindness and courage (Matilda).
	identifying themes and conventions in a wide range of books		
Poetry & Performance	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	2f Identify/explain how information/narrative content is related and contributes to meaning as a whole	<ul style="list-style-type: none"> In their English unit on playscripts, Year 4 children not only read a range of playscripts but also write their own. They are provided with ample opportunities to read aloud their playscript to their teacher and peers.
	recognising some different forms of poetry	2g Identify/explain how meaning is enhanced through choice of words	
		2h Make comparisons within the text	
Word Meanings	using dictionaries to check the meaning of words that they have read	2a Give/explain the meaning of words in context	<ul style="list-style-type: none"> Dictionaries are readily available in classrooms and children are encouraged to make use of them during lessons to check the meaning of words.
Understanding	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	2a Give/explain the meaning of words in context	<ul style="list-style-type: none"> Children are provided with frequent opportunities to summarise the key themes of paragraphs by using information from the text and re-telling the main points of a story in sequence. Children are encouraged to generate questions in order to clarify character's intent, events, plot setting and text structure. These questions are sometimes explored through drama and role play, including techniques like hot seating and freeze framing.
	asking questions to improve their understanding of a text		
	identifying main ideas drawn from more than one paragraph and summarising these	2c summarise main ideas from more than one paragraph	



Year 3 and 4 Reading Skills Progression Map

<p>Inference</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>2d make inference from the text/ explain and justify using evidence from the text.</p>	<ul style="list-style-type: none"> • During the reading week of English lessons, children frequently use the APE (Answer it, Prove it, Explain it) strategy to provide written responses to a variety of inferential questions related to the focus text. • Additionally, during reading sessions, children are presented with a range of questions, including inference-based ones, which encourage them to explore the text and gain a deeper understanding of its content.
<p>Prediction</p>	<p>predicting what might happen from details stated and implied</p>	<p>2e predict what might happen from the details stated and implied.</p>	<ul style="list-style-type: none"> • As children read, they regularly make predictions about the characters, events and actions that will occur next, using evidence from the text to justify their reasoning.
<p>Authorial intent</p>	<p>discussing words and phrases that capture the reader's interest and imagination</p>	<p>2g identify / explain how meaning is enhanced through choice of words and phrases</p>	<ul style="list-style-type: none"> • Children are often asked questions regarding the use of certain words or phrases e.g. • find the word or phrase that tells us that ... • Which words and phrases did effectively?
	<p>identifying how language, structure, and presentation contribute to meaning</p>	<p>2f Identify/explain how information/narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases</p>	<ul style="list-style-type: none"> • Children discuss and evaluate how authors use language, including figurative language and the impact on the reader. • They are encouraged to consider the impact of the presentation such as font and layout and how they help to convey important ideas.
<p>Non-Fiction</p>	<p>retrieve and record information from non-fiction</p>	<p>2b Retrieve and record key information/ key details from fiction and non-fiction</p>	<ul style="list-style-type: none"> • Children are provided with exposure to a selection of non-fiction texts, such as instructions, non-chronological reports and newspaper articles. They are taught to identify and locate details such as headings, subheadings and diagrams and how to use this information to effectively navigate a text. Through this approach, children develop valuable skills that promote their comprehension and engagement with non-fiction texts.



Year 3 and 4 Reading Skills Progression Map

Discussing Reading	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	2b Retrieve and record key information/ key details from fiction and non-fiction	<ul style="list-style-type: none">Children are actively encouraged to take turns and participate in group discussions about a text, promoting active listening skills.
		2c summarise main ideas from more than one paragraph	
		2f Identify/explain how information/narrative content is related and contributes to meaning as a whole	



Year 5 and 6 Reading Skills Progression Map

	National Curriculum Objectives	Content Domain	Context
Decoding	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	2a Give/explain the meaning of words in context	<ul style="list-style-type: none"> The No Nonsense Spelling scheme is used to teach spelling rules and improve spelling Throughout the scheme, children are taught strategies for learning words from the Year 5/6 statutory word list. Children are taught to use the suffixes –cious, -tious, - tial, - cial to understand the meaning of words. They are taught strategies for learning words ending in -able -ible, -ent -ency and ence. Suffixes and prefixes are used to help clarify the meaning of words in reading sessions.
Range of Reading	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	2f Identify/explain how information/narrative content is related and contributes to meaning as a whole	<ul style="list-style-type: none"> English lessons, shared reading and guided reading lessons provide children with ample exposure to a diverse array of texts. Furthermore, children have the opportunity to explore a variety of books in the class reading corner, including poetry, non-fiction, and culturally diverse literature. Children are also encouraged to express their preferences and interests when selecting books to read. In English lessons, children make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Ali’s Story and Julianne’s Story.
	reading books that are structured in different ways and reading for a range of purposes	2h make comparisons within the text	
	making comparisons within and across books		
Familiarity with Texts	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	2h make comparisons within the text	<ul style="list-style-type: none"> In Year 5, children are introduced to a diverse collection of books, including classic fiction texts like ‘The Wizard of Oz’ and Greek myths such as ‘The Adventures of Odysseus.’ In Year 6, children continue to expand their literary horizons with exposure to a range of traditional fairy tales and texts set in different historical periods like ‘My Story: The Great Plague.’



Year 5 and 6 Reading Skills Progression Map

	identifying and discussing themes and conventions in and across a wide range of writing		<ul style="list-style-type: none"> Additionally, children are introduced to books from an array of authors, broadening their understanding and appreciation of literature. Through this exposure, children learn to recognise and analyse recurring themes within and across texts, such as themes of friendship, hope and survival.
Poetry & Performance	learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	<p>2f</p> <p>Identify/explain how information/narrative content is related and contributes to meaning as a whole</p>	<ul style="list-style-type: none"> One of the units for Year 6 is the study of the classic narrative poem, 'The Highwayman.' Throughout this unit, children delve deeply into the poem's poetic techniques. Furthermore, children are provided with numerous opportunities to enhance their understanding of the poem through immersive activities such as drama and performance.
Understanding	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	<p>2b</p> <p>Retrieve and record key information/key details from fiction and non-fiction</p>	<ul style="list-style-type: none"> During reading sessions, children are taught effective strategies (re-reading the sentence, utilising knowledge of word class, root words, suffixes and prefixes) to clarify the meaning of words. In English lessons, children are empowered to independently explore and discuss technical or subject specific vocabulary with increasing independence. They discuss and clarify the meanings of words, linking new meanings to known vocabulary. Children are encouraged to continue using dictionaries to check the meanings of words they encounter while reading. Opportunities are provided for children to practise summarising key themes of paragraphs, helping to reinforce their comprehension skills.
	asking questions to improve their understanding	<p>2c</p> <p>Summarise main ideas from more than one paragraph</p>	
	summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas		
Inference	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<p>2d</p> <p>make inference from the text/ explain and justify using evidence from the text.</p>	<ul style="list-style-type: none"> During the reading week of English lessons, children are taught to justify inferences with evidence using APE (Answer it, Prove it, Explain it). Additionally, during reading sessions, children are presented with a range of questions, including inference- based ones,



Year 5 and 6 Reading Skills Progression Map

			which encourage them to explore the text and gain a deeper understanding of its content.
Prediction	predicting what might happen from details stated and implied	2e predict what might happen from the details stated and implied.	<ul style="list-style-type: none"> Children are taught to make predictions during reading sessions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. They compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or inaccurate.
Authorial intent	<p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>2a Give/explain the meaning of words in context</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p>	<ul style="list-style-type: none"> In English lessons, children identify the underlying structure of narratives and non-fiction texts using the Talk for Writing box-up model. This approach enables them to comprehend aspects of narrative structure such as build up, sequence, dilemma and resolution. Children also use the box-up model to identify the features of non-fiction texts, including content, structure, layout and purpose. They analyse how different types of non-fiction texts, such as recounts, instructions, explanations, persuasive writing and arguments convey information. In poetry, children analyse how the organisation or structure of a piece facilitates the expression of mood, feelings and attitude e.g. The Highway Man. Children learn to identify and discuss the meanings of figurative language such as metaphors and similes, idiomatic words and phrases used in a text. Children engage in critical analysis by evaluating how a writer utilises language to imply ideas, attitudes and points of views



Year 5 and 6 Reading Skills Progression Map

Non-Fiction	distinguish between statements of fact and opinion	2b Retrieve and record key information/key details from fiction and non-fiction	<ul style="list-style-type: none"> In persuasive writing and other texts, children investigate how language is used to present opinion. They distinguish between fact, opinion and fiction in different texts, e.g. biography and argument. They investigate character's opinions of other characters by acting out scenes, 'thoughtscaping' characters (identifying what a character really thinks as opposed to what she/ he says) They enjoy texts which are written with a strong narrative voice, e.g. The True Story of the Three Little Pigs and discuss how this changes the traditional story.
	retrieve, record and present information from non-fiction		
Discussing Reading	recommending books that they have read to their peers, giving reasons for their choices	2f Identify/explain how information/narrative content is related and contributes to the meaning as a whole.	<ul style="list-style-type: none"> The school offers various opportunities for children to explore books, including the school library and classroom reading areas. Children are actively encouraged to share their favourite books with their peers and recommend new ones to each other. Reading sessions are designed to facilitate discussions about the books the children have read, encouraging them to share their thoughts with each other.
	participate in discussions about books, building on their own and others' ideas and challenging views courteously	2d Make inference from the text/ explain and justify using evidence from the text.	
	explain and discuss their understanding of what they have read, including through formal presentations and debates		
	provide reasoned justifications for their views		



Year 1 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Three Billy Goats Gruff		So Much		Traction Man		You Choose		Farmer Duck		London Poem	
Genre		Instructions	Narrative	Narrative	Invitation letter	Non-Chronological Report	Recount	Adventure Narrative	Postcard	Classic Fiction Narrative	Diary Entry	Travel Guide	Poem
Phonics and Whole Word Spelling	words containing each of the 40+ phonemes taught	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	common exception words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	the days of the week				✓	✓	✓						
	name the letters of the alphabet in order	✓	✓	✓	✓			✓		✓			
	using letter names to distinguish between alternative spellings of the same sound	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Other Word Building	using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un–		✓		✓				✓	✓	✓		



Year 1 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Focus Text	Three Billy Goats Gruff		So Much		Traction Man		You Choose		Farmer Duck		London Poem	
	Genre	Instructions	Narrative	Narrative	Invitation letter	Non-Chronological Report	Recount	Adventure Narrative	Postcard	Classic Fiction Narrative	Diary Entry	Travel Guide	Poem
	using –ing, –ed, –er and –est where no change is needed in the spelling of root words			✓	✓			✓		✓			
	apply simple spelling rules and guidance from Appendix 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Transcription	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Handwriting	sit correctly at a table, holding a pencil comfortably	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	begin to form lower-case letters in the correct direction, starting and finishing in the right place	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	form capital letters	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 1 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Focus Text	Three Billy Goats Gruff		So Much		Traction Man		You Choose		Farmer Duck		London Poem	
	Genre	Instructions	Narrative	Narrative	Invitation letter	Non-Chronological Report	Recount	Adventure Narrative	Postcard	Classic Fiction Narrative	Diary Entry	Travel Guide	Poem
Planning	say out loud what they are going to write about	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	compose a sentence orally before writing it.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Drafting Writing	sequence sentences to form short narratives.		✓	✓				✓		✓			
	reread their writing to check that it makes sense and to independently begin to make changes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Editing	discuss what they have written with the teacher or other pupils.		✓		✓	✓	✓	✓	✓	✓	✓	✓	
Performing	read their writing aloud clearly enough to be heard by their peers and the teacher.		✓		✓		✓		✓		✓		✓
Vocabulary	leave spaces between words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	joining words and phrases using 'and'		✓		✓		✓			✓			



Year 1 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Three Billy Goats Gruff		So Much		Traction Man		You Choose		Farmer Duck		London Poem	
Genre		Instructions	Narrative	Narrative	Invitation letter	Non-Chronological Report	Recount	Adventure Narrative	Postcard	Classic Fiction Narrative	Diary Entry	Travel Guide	Poem
Grammar (edited to reflect	to combine words to make sentences, including using and	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	sequencing sentences to form short narratives		✓	✓				✓		✓			
	separation of words with spaces	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	sentence demarcation (. ! ?)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	capital letters for names and pronoun 'I'			✓	✓	✓			✓		✓	✓	
Punctuation (edited to reflect appendix 2)	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'			✓	✓	✓			✓		✓	✓	



Year 1 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Focus Text	Three Billy Goats Gruff		So Much		Traction Man		You Choose		Farmer Duck		London Poem	
	Genre	Instructions	Narrative	Narrative	Invitation letter	Non-Chronological Report	Recount	Adventure Narrative	Postcard	Classic Fiction Narrative	Diary Entry	Travel Guide	Poem
Grammatical Terminology	letter	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	capital letter	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	word												
	singular		✓		✓				✓	✓	✓		
	plural		✓		✓				✓	✓	✓		
	sentence punctuation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	full stop	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	question mark,				✓	✓				✓			
	exclamation mark			✓				✓		✓	✓		



Year 2 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Tiger Child		George and the Dragon		Bob's Best Ever Friend		The Great Kapok Tree		The Secret Sky Garden		The Lighthouse Keeper's Lunch	
Genre		Folk Tale Narrative	Informal Letter	Poetry	Non-Chronological Report	Science Fiction Narrative	Instructions	Persuasive Letter	Setting Description	Diary Entry	Character Description	Newspaper Report	Classic Fiction Narrative
Phonics and Whole Word Spelling	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones	✓	✓	✓	✓								✓
	learning to spell common exception words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	distinguishing between homophones and near-homophone	✓	✓	✓	✓							✓	
Other Word Building Spelling	learning the possessive apostrophe (singular)					✓			✓	✓		✓	
	learning to spell more words with contracted forms	✓	✓			✓							



Year 2 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Tiger Child		George and the Dragon		Bob's Best Ever Friend		The Great Kapok Tree		The Secret Sky Garden		The Lighthouse Keeper's Lunch	
Genre		Folk Tale Narrative	Informal Letter	Poetry	Non-Chronological Report	Science Fiction Narrative	Instructions	Persuasive Letter	Setting Description	Diary Entry	Character Description	Newspaper Report	Classic Fiction Narrative
	add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly					✓			✓	✓		✓	
	apply spelling rules and guidelines from Appendix 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Transcription	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	✓		✓		✓		✓		✓		✓	
Handwriting	form lower-case letters of the correct size relative to one another	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 2 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Tiger Child		George and the Dragon		Bob's Best Ever Friend		The Great Kapok Tree		The Secret Sky Garden		The Lighthouse Keeper's Lunch	
Genre		Folk Tale Narrative	Informal Letter	Poetry	Non-Chronological Report	Science Fiction Narrative	Instructions	Persuasive Letter	Setting Description	Diary Entry	Character Description	Newspaper Report	Classic Fiction Narrative
	write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	use spacing between words that reflects the size of the letters	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Contexts for Writing	writing narratives about personal experiences and those of others (real and fictional)	✓				✓							✓
	writing about real events							✓	✓	✓			✓
	writing poetry			✓									
	writing for different purposes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Planning Writing	planning or saying out loud what they are going to write about	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 2 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Tiger Child		George and the Dragon		Bob's Best Ever Friend		The Great Kapok Tree		The Secret Sky Garden		The Lighthouse Keeper's Lunch	
Genre		Folk Tale Narrative	Informal Letter	Poetry	Non-Chronological Report	Science Fiction Narrative	Instructions	Persuasive Letter	Setting Description	Diary Entry	Character Description	Newspaper Report	Classic Fiction Narrative
Drafting Writing	writing down ideas and/or key words, including new vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	encapsulating what they want to say, sentence by sentence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Editing Writing	evaluating their writing with the teacher and other pupils		✓		✓		✓		✓		✓		✓
	rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	proofreading to check for errors in spelling, grammar and punctuation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Performing	read aloud what they have written with appropriate intonation to make the meaning clear	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 2 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Focus Text	Tiger Child		George and the Dragon		Bob's Best Ever Friend		The Great Kapok Tree		The Secret Sky Garden		The Lighthouse Keeper's Lunch	
	Genre	Folk Tale Narrative	Informal Letter	Poetry	Non-Chronological Report	Science Fiction Narrative	Instructions	Persuasive Letter	Setting Description	Diary Entry	Character Description	Newspaper Report	Classic Fiction Narrative
Vocabulary	expanded noun phrases to describe and specify	✓	✓	✓		✓			✓		✓		
	sentences with different forms: statement, question, exclamation, command	✓	✓		✓	✓	✓					✓	✓
Grammar (edited to reflect Appendix 2)	the present and past tenses correctly and consistently including the progressive form				✓	✓						✓	✓
	subordination (using when, if, that, or because) and coordination (using or, and, or but	✓				✓		✓	✓				
	some features of written Standard English	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	suffixes to form new words (-ful, -er, -ness)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	sentence demarcation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	commas in lists				✓	✓		✓					



Year 2 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Focus Text		Tiger Child		George and the Dragon		Bob's Best Ever Friend		The Great Kapok Tree		The Secret Sky Garden		The Lighthouse Keeper's Lunch		
Genre		Folk Tale Narrative	Informal Letter	Poetry	Non-Chronological Report	Science Fiction Narrative	Instructions	Persuasive Letter	Setting Description	Diary Entry	Character Description	Newspaper Report	Classic Fiction Narrative	
apostrophes for omission & singular possession						✓			✓	✓		✓		
Punctuation	learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	noun	✓	✓	✓		✓			✓		✓			
Grammatical Terminology	noun phrase	✓	✓	✓		✓			✓		✓			
	statement	✓	✓		✓	✓	✓					✓	✓	
	question,	✓	✓		✓	✓	✓					✓	✓	
	exclamation	✓	✓		✓	✓	✓					✓	✓	
	command	✓	✓		✓	✓	✓					✓	✓	
	compound	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	adjective	✓	✓	✓		✓			✓		✓			
	verb			✓	✓									
	suffix					✓			✓	✓		✓		



Year 2 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Focus Text	Tiger Child		George and the Dragon		Bob's Best Ever Friend		The Great Kapok Tree		The Secret Sky Garden		The Lighthouse Keeper's Lunch	
	Genre	Folk Tale Narrative	Informal Letter	Poetry	Non-Chronological Report	Science Fiction Narrative	Instructions	Persuasive Letter	Setting Description	Diary Entry	Character Description	Newspaper Report	Classic Fiction Narrative
	adverb tense (past, present)				✓	✓						✓	✓
	apostrophe					✓			✓	✓		✓	
	comma				✓	✓		✓					



Year 3 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		The Tunnel		Stone Age Boy		Tertius and the Horrible Hunt		The Rainbow Crow		The Jungle Book		Charlie and the Chocolate Factory	
Genre		Adventure Narrative	Newspaper Report	Historical Narrative	Poetry	Diary Entry	Instructions	Traditional Tale Narrative	Recount	Classic Fiction Narrative	Persuasive Leaflet	Fantasy Narrative 1st Person	Letter
Phonics and Whole Word Spelling	spell further homophones	✓	✓					✓	✓				✓
	spell words that are often misspelt (Appendix 1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Other Word Building Spelling	use further prefixes and suffixes and understand how to add them	✓		✓		✓	✓	✓		✓	✓		
	place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals		✓	✓		✓		✓		✓			
	use the first 2 or 3 letters of a word to check its spelling in a dictionary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 3 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Focus Text	The Tunnel		Stone Age Boy		Tertius and the Horrible Hunt		The Rainbow Crow		The Jungle Book		Charlie and the Chocolate Factory	
	Genre	Adventure Narrative	Newspaper Report	Historical Narrative	Poetry	Diary Entry	Instructions	Traditional Tale Narrative	Recount	Classic Fiction Narrative	Persuasive Leaflet	Fantasy Narrative 1st Person	Letter
Transcription	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Handwriting	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	increase the legibility, consistency and quality of their handwriting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Contexts for Writing	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 3 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		The Tunnel		Stone Age Boy		Tertius and the Horrible Hunt		The Rainbow Crow		The Jungle Book		Charlie and the Chocolate Factory	
Genre		Adventure Narrative	Newspaper Report	Historical Narrative	Poetry	Diary Entry	Instructions	Traditional Tale Narrative	Recount	Classic Fiction Narrative	Persuasive Leaflet	Fantasy Narrative 1st Person	Letter
Planning Writing	discussing and recording ideas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Drafting Writing	organising paragraphs around a theme	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	in narratives, creating settings, characters and plot	✓		✓				✓		✓		✓	
	In non-narrative material, using simple organisational devices (headings & subheadings)		✓				✓				✓		✓



Year 3 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Focus Text	The Tunnel		Stone Age Boy		Tertius and the Horrible Hunt		The Rainbow Crow		The Jungle Book		Charlie and the Chocolate Factory	
	Genre	Adventure Narrative	Newspaper Report	Historical Narrative	Poetry	Diary Entry	Instructions	Traditional Tale Narrative	Recount	Classic Fiction Narrative	Persuasive Leaflet	Fantasy Narrative 1st Person	Letter
Editing Writing	assessing the effectiveness of their own and others' writing and suggesting improvements	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	proofread for spelling and punctuation errors	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Performing Writing	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 3 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		The Tunnel		Stone Age Boy		Tertius and the Horrible Hunt		The Rainbow Crow		The Jungle Book		Charlie and the Chocolate Factory	
Genre		Adventure Narrative	Newspaper Report	Historical Narrative	Poetry	Diary Entry	Instructions	Traditional Tale Narrative	Recount	Classic Fiction Narrative	Persuasive Leaflet	Fantasy Narrative 1st Person	Letter
Vocabulary	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	✓	✓	✓		✓		✓	✓	✓		✓	
	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition			✓	✓			✓	✓			✓	
	using conjunctions, adverbs and prepositions to express time and cause (and place)			✓			✓		✓			✓	
Grammar (edited to reflect)	using the present perfect form of verbs in contrast to the past tense					✓	✓				✓		
	form nouns using prefixes (super-, anti-)						✓	✓			✓		
	use the correct form of 'a' or 'an'			✓				✓		✓		✓	



Year 3 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		The Tunnel		Stone Age Boy		Tertius and the Horrible Hunt		The Rainbow Crow		The Jungle Book		Charlie and the Chocolate Factory	
Genre		Adventure Narrative	Newspaper Report	Historical Narrative	Poetry	Diary Entry	Instructions	Traditional Tale Narrative	Recount	Classic Fiction Narrative	Persuasive Leaflet	Fantasy Narrative 1st Person	Letter
	word families based on common words (solve, solution, dissolve, insoluble)						✓	✓			✓		
Punctuation	using and punctuating direct speech (i.e. Inverted commas)	✓	✓		✓			✓		✓		✓	
Grammatical Terminology	determiner			✓	✓	✓					✓		
	pronoun			✓	✓			✓	✓			✓	
	possessive pronoun			✓	✓			✓	✓			✓	
	adverbial			✓			✓		✓			✓	



Year 4 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Rama and the Demon King		How to Train Your Dragon		The Iron Man		The Lion, the Witch and the Wardrobe		The Time Travelling Cat and the Egyptian Goddess		Matilda	
Genre		Narrative	Recount	Narrative	Balanced Argument	Diary Entry	Newspaper	Narrative	Instructions	Historical Narrative	Non Chronological Report	Persuasive Formal Letter	Playscript
Phonics and Whole Word Spelling	spell further homophones	✓	✓	✓	✓	✓	✓			✓	✓		
	spell words that are often misspelt (Appendix 1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Other Word Building Spelling	use further prefixes and suffixes and understand how to add them			✓				✓	✓			✓	
	place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals		✓		✓		✓				✓	✓	
	use the first 2 or 3 letters of a word to check its spelling in a dictionary		✓		✓		✓		✓		✓	✓	



Year 4 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Rama and the Demon King		How to Train Your Dragon		The Iron Man		The Lion, the Witch and the Wardrobe		The Time Travelling Cat and the Egyptian Goddess		Matilda	
Genre		Narrative	Recount	Narrative	Balanced Argument	Diary Entry	Newspaper	Narrative	Instructions	Historical Narrative	Non Chronological Report	Persuasive Formal Letter	Playscript
Transcription	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	✓		✓		✓		✓		✓		✓	
	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Handwriting	increase the legibility, consistency and quality of their handwriting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Contexts for Writing													



Year 4 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Rama and the Demon King		How to Train Your Dragon		The Iron Man		The Lion, the Witch and the Wardrobe		The Time Travelling Cat and the Egyptian Goddess		Matilda	
Genre		Narrative	Recount	Narrative	Balanced Argument	Diary Entry	Newspaper	Narrative	Instructions	Historical Narrative	Non Chronological Report	Persuasive Formal Letter	Playscript
Planning Writing	discussing and recording ideas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Drafting Writing	organising paragraphs around a theme	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	in narratives, creating settings, characters and plot	✓		✓		✓		✓		✓			✓
	in non-narrative material, using simple organisational devices (headings & subheadings)				✓		✓		✓		✓	✓	✓



Year 4 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Rama and the Demon King		How to Train Your Dragon		The Iron Man		The Lion, the Witch and the Wardrobe		The Time Travelling Cat and the Egyptian Goddess		Matilda	
Genre		Narrative	Recount	Narrative	Balanced Argument	Diary Entry	Newspaper	Narrative	Instructions	Historical Narrative	Non Chronological Report	Persuasive Formal Letter	Playscript
Editing Writing	assessing the effectiveness of their own and others' writing and suggesting improvements	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	proofread for spelling and punctuation errors	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Performing Writing	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 4 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Rama and the Demon King		How to Train Your Dragon		The Iron Man		The Lion, the Witch and the Wardrobe		The Time Travelling Cat and the Egyptian Goddess		Matilda	
Genre		Narrative	Recount	Narrative	Balanced Argument	Diary Entry	Newspaper	Narrative	Instructions	Historical Narrative	Non Chronological Report	Persuasive Formal Letter	Playscript
Vocabulary	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	✓	✓		✓		✓			✓	✓	✓	
	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	✓		✓			✓	✓		✓	✓		
	using conjunctions, adverbs and prepositions to express time and cause (and place)		✓	✓		✓	✓			✓		✓	
Grammar (edited to reflect)	using the present perfect form of verbs in contrast to the past tense					✓					✓	✓	
	form nouns using prefixes (super-, anti-)											✓	✓
	use the correct form of 'a' or 'an'	✓		✓				✓		✓			



Year 4 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Rama and the Demon King		How to Train Your Dragon		The Iron Man		The Lion, the Witch and the Wardrobe		The Time Travelling Cat and the Egyptian Goddess		Matilda	
Genre		Narrative	Recount	Narrative	Balanced Argument	Diary Entry	Newspaper	Narrative	Instructions	Historical Narrative	Non Chronological Report	Persuasive Formal Letter	Playscript
	word families based on common words (solve, solution, dissolve, insoluble)							✓	✓			✓	
Punctuation	using and punctuating direct speech (i.e. Inverted commas)			✓			✓	✓		✓			
Grammatical Terminology	determiner	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	pronoun	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	possessive pronoun	✓		✓		✓	✓	✓		✓	✓	✓	
	adverbial	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 5 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		The Many Worlds of Albie Bright		The Adventures of Odysseus		The Wizard of Oz		Ali's Story		Rose Blanche		Harry Potter and the Philosopher's Stone	
Genre		Science Fiction Narrative	Non-Chronological Report	Myths and Legends Narrative	Persuasive Argument	Fantasy Narrative	Diary Entry	Setting description	Instructions	Historical Narrative	Newspaper	Fantasy Character Description	Biography
Phonics and Whole Word Spelling	spell some words with 'silent' letter	✓	✓										
	continue to distinguish between homophones and other words which are often confused					✓	✓	✓	✓	✓	✓	✓	✓
	use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	✓	✓			✓	✓			✓	✓		
Other Word Building Spelling	use further prefixes and suffixes and understand the guidance for adding them					✓						✓	
	use dictionaries to check the spelling and meaning of words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 5 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		The Many Worlds of Albie Bright		The Adventures of Odysseus		The Wizard of Oz		Ali's Story		Rose Blanche		Harry Potter and the Philosopher's Stone	
Genre		Science Fiction Narrative	Non-Chronological Report	Myths and Legends Narrative	Persuasive Argument	Fantasy Narrative	Diary Entry	Setting description	Instructions	Historical Narrative	Newspaper	Fantasy Character Description	Biography
Handwriting	choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	choosing the writing implement that is best suited for a task	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Contexts for Writing	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	✓		✓		✓		✓		✓		✓	



Year 5 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		The Many Worlds of Albie Bright		The Adventures of Odysseus		The Wizard of Oz		Ali's Story		Rose Blanche		Harry Potter and the Philosopher's Stone	
Genre		Science Fiction Narrative	Non-Chronological Report	Myths and Legends Narrative	Persuasive Argument	Fantasy Narrative	Diary Entry	Setting description	Instructions	Historical Narrative	Newspaper	Fantasy Character Description	Biography
Planning Writing	noting and developing initial ideas, drawing on reading and research where necessary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Drafting Writing	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	✓		✓		✓		✓		✓		✓	
	precising longer passages		✓	✓							✓		
	using a wide range of devices to build cohesion within and across paragraphs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 5 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		The Many Worlds of Albie Bright		The Adventures of Odysseus		The Wizard of Oz		Ali's Story		Rose Blanche		Harry Potter and the Philosopher's Stone	
Genre		Science Fiction Narrative	Non-Chronological Report	Myths and Legends Narrative	Persuasive Argument	Fantasy Narrative	Diary Entry	Setting description	Instructions	Historical Narrative	Newspaper	Fantasy Character Description	Biography
	using further organisational and presentational devices to structure text and to guide the reader		✓		✓		✓		✓		✓		
Editing Writing	assessing the effectiveness of their own and others' writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ensuring the consistent and correct use of tense throughout a piece of writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	proofread for spelling and punctuation errors	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 5 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Focus Text		The Many Worlds of Albie Bright		The Adventures of Odysseus		The Wizard of Oz		Ali's Story		Rose Blanche		Harry Potter and the Philosopher's Stone		
Genre		Science Fiction Narrative	Non-Chronological Report	Myths and Legends Narrative	Persuasive Argument	Fantasy Narrative	Diary Entry	Setting description	Instructions	Historical Narrative	Newspaper	Fantasy Character Description	Biography	
Performing Writing	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.		✓						✓		✓			
	Vocabulary	use a thesaurus	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		using expanded noun phrases to convey complicated information concisely	✓		✓		✓		✓		✓	✓	✓	✓
		using modal verbs or adverbs to indicate degrees of possibility			✓	✓				✓				
Grammar (edited to	using the perfect form of verbs to mark relationships of time and cause	✓		✓		✓	✓			✓	✓			



Year 5 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		The Many Worlds of Albie Bright		The Adventures of Odysseus		The Wizard of Oz		Ali's Story		Rose Blanche		Harry Potter and the Philosopher's Stone	
Genre		Science Fiction Narrative	Non-Chronological Report	Myths and Legends Narrative	Persuasive Argument	Fantasy Narrative	Diary Entry	Setting description	Instructions	Historical Narrative	Newspaper	Fantasy Character Description	Biography
	using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun			✓	✓	✓				✓	✓	✓	✓
	converting nouns or adjectives into verbs	✓		✓		✓			✓	✓		✓	
	verb prefixes					✓			✓			✓	
	devices to build cohesion, including adverbials of time, place and number			✓		✓	✓	✓		✓	✓		✓
Punctuation	using commas to clarify meaning or avoid ambiguity in writing			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	using brackets, dashes or commas to indicate parenthesis					✓	✓	✓	✓	✓	✓	✓	✓



Year 5 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		The Many Worlds of Albie Bright		The Adventures of Odysseus		The Wizard of Oz		Ali's Story		Rose Blanche		Harry Potter and the Philosopher's Stone	
Genre		Science Fiction Narrative	Non-Chronological Report	Myths and Legends Narrative	Persuasive Argument	Fantasy Narrative	Diary Entry	Setting description	Instructions	Historical Narrative	Newspaper	Fantasy Character Description	Biography
Grammatical Terminology	modal verb			✓	✓				✓				
	relative pronoun			✓	✓	✓				✓	✓	✓	✓
	relative clause			✓	✓	✓				✓	✓	✓	✓
	parenthesis					✓	✓	✓	✓	✓	✓	✓	✓
	bracket					✓	✓	✓	✓	✓	✓	✓	✓
	dash					✓	✓	✓	✓	✓	✓	✓	✓
	cohesion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ambiguity			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 6 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Oxford Treasury of Fairy Tales		My Story: The Great Plague		The Highway Man		Evolution and Inheritance		The Mayans		Adventurer's Transition	
Genre		Fairy Tales Narrative	Discussion	Historical Narrative 1st Person	The Great Plague Fact Files	Narrative Poetry	Persuasive Argument	Informal and Formal Letter	Biography (Formal Tone)	Adventure story	Narrative: Setting Description	Explanation Text	Newspaper Report
Phonics and Whole Word Spelling	spell some words with 'silent' letter	✓	✓		✓		✓						
	continue to distinguish between homophones and other words which are often confused	✓				✓		✓	✓			✓	
	use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Other Word Building Spelling	use further prefixes and suffixes and understand the guidance for adding them	✓	✓			✓	✓	✓	✓				
	use dictionaries to check the spelling and meaning of words	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 6 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Oxford Treasury of Fairy Tales		My Story: The Great Plague		The Highway Man		Evolution and Inheritance		The Mayans		Adventurer's Transition	
Genre		Fairy Tales Narrative	Discussion	Historical Narrative 1 st Person	The Great Plague Fact Files	Narrative Poetry	Persuasive Argument	Informal and Formal Letter	Biography (Formal Tone)	Adventure story	Narrative: Setting Description	Explanation Text	Newspaper Report
Transcription													
Handwriting	choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	choosing the writing implement that is best suited for a task	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Contexts for Writing	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 6 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Oxford Treasury of Fairy Tales		My Story: The Great Plague		The Highway Man		Evolution and Inheritance		The Mayans		Adventurer's Transition	
Genre		Fairy Tales Narrative	Discussion	Historical Narrative 1 st Person	The Great Plague Fact Files	Narrative Poetry	Persuasive Argument	Informal and Formal Letter	Biography (Formal Tone)	Adventure story	Narrative: Setting Description	Explanation Text	Newspaper Report
	in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	✓		✓		✓			✓		✓		
Planning	noting and developing initial ideas, drawing on reading and research where necessary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Drafting Writing	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	✓		✓		✓		✓	✓		✓		



Year 6 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Oxford Treasury of Fairy Tales		My Story: The Great Plague		The Highway Man		Evolution and Inheritance		The Mayans		Adventurer's Transition	
Genre		Fairy Tales Narrative	Discussion	Historical Narrative 1 st Person	The Great Plague Fact Files	Narrative Poetry	Persuasive Argument	Informal and Formal Letter	Biography (Formal Tone)	Adventure story	Narrative: Setting Description	Explanation Text	Newspaper Report
	precising longer passages		✓		✓		✓	✓		✓		✓	✓
	using a wide range of devices to build cohesion within and across paragraphs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	using further organisational and presentational devices to structure text and to guide the reader		✓		✓		✓	✓		✓	✓	✓	✓
Editing Writing	assessing the effectiveness of their own and others' writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ensuring the consistent and correct use of tense throughout a piece of writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 6 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Oxford Treasury of Fairy Tales		My Story: The Great Plague		The Highway Man		Evolution and Inheritance		The Mayans		Adventurer's Transition	
Genre		Fairy Tales Narrative	Discussion	Historical Narrative 1 st Person	The Great Plague Fact Files	Narrative Poetry	Persuasive Argument	Informal and Formal Letter	Biography (Formal Tone)	Adventure story	Narrative: Setting Description	Explanation Text	Newspaper Report
	ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	proofread for spelling and punctuation errors	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Performing Writing	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.		✓			✓	✓	✓					
Vocabulary	use a thesaurus	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	using expanded noun phrases to convey complicated information concisely	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 6 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Oxford Treasury of Fairy Tales		My Story: The Great Plague		The Highway Man		Evolution and Inheritance		The Mayans		Adventurer's Transition	
Genre		Fairy Tales Narrative	Discussion	Historical Narrative 1 st Person	The Great Plague Fact Files	Narrative Poetry	Persuasive Argument	Informal and Formal Letter	Biography (Formal Tone)	Adventure story	Narrative: Setting Description	Explanation Text	Newspaper Report
using modal verbs or adverbs to indicate degrees of possibility			✓				✓	✓				✓	✓
Grammar (edited to reflect Appendix 2)	using the perfect form of verbs to mark relationships of time and cause	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun	✓		✓			✓	✓	✓		✓	✓	✓
	converting nouns or adjectives into verbs			✓		✓			✓			✓	
	verb prefixes					✓	✓	✓	✓			✓	
	devices to build cohesion, including adverbials of time, place and number	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Year 6 Writing Skills Progression Map

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Focus Text		Oxford Treasury of Fairy Tales		My Story: The Great Plague		The Highway Man		Evolution and Inheritance		The Mayans		Adventurer's Transition	
Genre		Fairy Tales Narrative	Discussion	Historical Narrative 1 st Person	The Great Plague Fact Files	Narrative Poetry	Persuasive Argument	Informal and Formal Letter	Biography (Formal Tone)	Adventure story	Narrative: Setting Description	Explanation Text	Newspaper Report
Punctuation	using commas to clarify meaning or avoid ambiguity in writing					✓	✓	✓	✓	✓		✓	
	using brackets, dashes or commas to indicate parenthesis				✓			✓		✓	✓	✓	
Grammatical Terminology	subject	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	object	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	active	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	passive		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	synonym	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	antonym	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ellipsis				✓	✓	✓	✓	✓	✓	✓	✓	✓
	hyphen				✓	✓	✓	✓	✓	✓	✓	✓	✓
	colon	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	semi colon			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
bullet points		✓	✓	✓	✓	✓	✓	✓			✓		