

Winslow CE School Writing Progression Overview

Rainbows Pre-School	Autumn	Spring	Summer
<p style="text-align: center;"><b>Marking Making &amp; Writing Opportunities:</b> Resources available in continuous provision both inside and outside for children to mark make using various tools such as; paintbrushes, chalk, pencils, in sand, mud, shaving foam, paper etc.</p>			
<p><b>Writing Progression Skills</b></p>	<p>Gives meaning to their marks and in different textures such as sand, playdough making different patterns and shapes- zig zag, spiral etc. Develop print knowledge.</p>	<p>Identify and write some letters accurately- ones in their name specifically. Giving meaning to their marks.</p>	<p>Use print and letter knowledge using initial sounds such as .m. for mummy. Write some or all of their name.</p>

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RECEPTION	Autumn	Spring	Summer
	<b>Writing Opportunities</b>	<b>Writing Opportunities</b>	<b>Writing Opportunities</b>
<b>Weekly Texts:</b>	<p><b>Autumn 1:</b> Once we were Giants We are all different Paper dolls Come over to my house!</p> <p><b>Autumn 2:</b> Burglar Bill Charlie the firefighter Ness the nurse</p>	<p><b>Spring 1:</b> The Three Little Pigs Goldilocks and the Three Bears. The Elves and the Shoemaker. Lost and Found. I Love Chinese New Year.</p> <p><b>Spring 2:</b> That's my Flower! The Tiny Seed. Communication week- varied texts. The Hungry Caterpillar. The Odd Egg.</p>	<p><b>Summer 1:</b> Rosie's Walk. We're Going on a Bear Hunt! Tiddler. The Night Pirates. Mr Grumpy's Motor Car.</p> <p><b>Summer 2:</b> Are the Dinosaurs Dead, Dad? Would you Rather? Dear Zoo. Billy and the Beast. Stuck! A Little Bit Brave.</p>
<b>Purpose for writing:</b>	<p>Following the structure of <b>Drawing Club</b> and its vision of <b>'The 3M's'</b>:</p> <p><b>Making Conversation:</b> Talking confidently, using new vocabulary, listening, sharing ideas, having conversation back and forth, collaborating, respecting, and helping one another.</p> <p><b>Mark Making:</b> Writing at the cusp of confidence, reading with interest, developing phonic knowledge, discovering the art of messaging, and increasing fine motor control with purpose.</p> <p><b>Mathematics:</b> Drawing is full of mathematical opportunities including numeral writing.</p> <p>Weekly opportunities to mark make/ write about: The Character, The Setting, and Adventure Time! All opportunities provide scope and encouragement for imagination to give meaning to marks.</p> <p>Other purposes planned for across provision enhancements: home corner, investigation area, construction area designs, small world and outdoors- examples include <b>writing to inform</b>; lists, recipes, messages etc and <b>writing to entertain</b> story writing etc- refer to weekly provision planning.</p>		
<b>Audience:</b>	<p>Audience varied dependent on opportunities planned. The key focus of audiences include:</p> <p>Characters within the focus text. Roles/people relevant to our theme of learning for example, gardener/ pirate etc. Other children and adults throughout the school.</p>		
<b>Terminology:</b>	<p>Segment Blend Phoneme Grapheme</p>	<p>Segment Blend Phoneme Grapheme Digraph Trigraph Tricky word Finger space</p>	<p>Segment Blend Phoneme Grapheme Digraph Trigraph Tricky word Finger space</p>
<b>Writing Outcome Progression:</b>	<p>Words/labels using Phase 2 GPC's.  (Refer to Little Wandle Progression for GPC's)</p>	<p>Words/labels and short captions using Phase 2 and 3 GPC's and tricky words.  (Refer to Little Wandle Progression for GPC's and tricky words)</p>	<p>Sentences using Phase 2 and 3 GPC's and tricky words.  (Refer to Little Wandle Progression for GPC's and tricky words)</p>
<b>Punctuation:</b>	N/A	<p>Separate words using a finger space. Begin to use a capital letter and full stop when writing a short caption.</p>	<p>Separate words using a finger space. Use a capital letter to start a sentence. Use</p>

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Year 1	Autumn		Spring		Summer	
	Sentence stacking	Writing Units	Sentence stacking	Writing Units	Sentence stacking	Writing Units
<b>Text type</b>	Poetry- List poem  Narrative- Adventure	Imaginative – helicopter stories  Speech bubbles Descriptive writing Simple sentences	Traditional Tale  Seasons – information text	Traditional tales  Information text Story writing	Recount of Into the Woods  Recount of a trip  Story - narrative	Narrative- retelling a familiar story Non fiction Information booklet Poems Recount of a trip
<b>Model text / linked texts</b>	Firework Night- Andrew Collett  Instructional text	Stanleys stick Somebody swallowed Stanley The Great Paper Caper Bubbles The Leaf Thief	Little Red Riding Hood- Lari Don  The Mighty Oak	The Queen’s Hat by Steve Antony	The Beach Visit  The Storm Whale	Owl babies Animal non fiction books Summertime poem
<b>Purpose for writing</b>	To entertain  Instruction to rainbows	Descriptions of settings and characters To entertain To make our writing exciting	To entertain  To inform	To entertain	To entertain	Book reviews To entertain To inform Recount of a trip
<b>Audience</b>	Year 1 pupils and Year 2  Rainbows children	Mrs Gurney Year 1 pupils	Year 1 pupils  Year 2	Year 1 pupils / teachers	Mr Thompson  Class teachers	Mrs White and Year 1
<b>Word structure / language</b>  <i>(bold from NC progression document)</i>			<b>Regular plural noun suffixes -s, -es</b>	<b>Suffixes to verbs without changing the root word -ing, -ed, er</b>  <b>The prefix –un and how this changes the meaning of verbs and adjectives.</b>	<b>Suffixes to verbs without changing the root word -ing, -ed, er</b>  <b>Regular plural noun suffixes -s, -es</b>	<b>Suffixes to verbs without changing the root word -ing, -ed, er</b>  <b>Regular plural noun suffixes -s, -es</b>

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<p><b>Composition</b> <i>(bold from NC progression document)</i></p>	<p>Adjectives Prepositions</p>	<p>Simple and complex sentences <b>Combining words to make sentences.</b></p>	<p>Statements Questions Exclamations Complex sentences Ambitious vocabulary <b>Sequence sentences to form short narratives</b></p>	<p><b>Sequence sentences to form short narratives</b></p>	<p><b>Joining words and clauses using 'and'</b></p>	<p><b>Sequence sentences to form short narratives</b></p>
<p><b>Vocabulary, Grammar and punctuation</b> <i>(bold from NC progression document)</i></p>	<p><b>Capital letters</b> <b>Finger spaces</b> Bullet points</p>	<p><b>Full stops</b> <b>Capital letters</b> <b>Finger spaces</b></p>	<p><b>Full stops</b> <b>Exclamation marks</b> <b>Question marks</b> <b>Capital letters for names, pronouns</b> <b>Finger spaces</b></p>	<p><b>Capital letters for names, pronouns</b> <b>Full stops</b> <b>Exclamation marks</b> <b>Question marks</b> <b>Finger spaces</b></p>	<p><b>Capital letters for names, pronouns</b> <b>Full stops</b> <b>Exclamation marks</b> <b>Question marks</b> <b>Finger spaces</b></p>	<p><b>Capital letters for names, pronouns</b> <b>Full stops</b> <b>Exclamation marks</b> <b>Question marks</b> <b>Finger spaces</b></p>
<p><b>Terminology</b> <i>(bold from NC progression document)</i></p>	<p><b>Capital letter</b> <b>Sentences</b> <b>Punctuation</b> <b>Full stop</b> Adjectives Verbs Onomatopoeia Similes Alliteration and repetition Instructions Verbs Bullet point Heading</p>	<p><b>Word</b> <b>Letter</b> <b>Capital letters</b> <b>Sentences</b> <b>Punctuation</b> <b>Full stop</b> Adjectives finger Spaces Sentence Speech bubble Setting Character Punctuation Conjunction -and</p>	<p><b>Question Marks</b> <b>Sentences</b> <b>Punctuation</b> <b>Full stop</b> <b>Singular</b> <b>Plural</b> Adjectives Simile Alliteration Verb Onomatopoeia Conjunctions Story telling language</p>	<p><b>Sentences</b> <b>Punctuation</b> <b>Full stop</b> <b>Exclamation mark</b> Adjectives Simile Alliteration Verb Onomatopoeia Question Marks Conjunctions Repetition</p>	<p><b>Question Marks</b> <b>Sentences</b> <b>Punctuation</b> <b>Full stop</b> <b>Exclamation mark</b> <b>Singular</b> <b>Plural</b> Adjectives Verb Time conjunctions Conjunctions</p>	<p><b>Sentences</b> <b>Punctuation</b> <b>Full stop</b> <b>Exclamation mark</b> <b>Singular</b> <b>Plural</b> Stanza, repeated refrain, rhyming words, adjectives and verbs.</p>

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Year 2	Autumn		Spring		Summer	
	Sentence stacking	Writing Units	Sentence stacking	Writing Units	Sentence stacking	Writing Units
<b>Text type</b>	A1 - Narrative  A2 – non-fiction Diary entry	A1 - Character Description  A2 – poetry	S1 – non-fiction biography  S2 – non-chronological report on habitats	S1 – fictional setting description  S2 – fictional diary entry	S1 – narrative  S2 – Non-chronological report on Mexico	S1 – persuasive letter  S2 – poetry
<b>Model text / linked texts</b>	A1 - The Owl who was Afraid of the Dark  A2 - Vlad and the Great Fire of London	A1 - The Barnabus Project  A2 - Journey by Aaron Becker	S1 – Malala’s magic pencil  S2 – The Bug Girl and Away with Wild things	S1 – Lights on cotton rock  S2 – the house that once was	S1 – Milo imagines the world  S2 – Off we go to Mexico	S1 – ‘mother earth is weeping’ and ‘the journey home’  S2 – poem – The Magic Box by Kit Wright
<b>Purpose for writing</b>	A1 - To entertain  A2 - To inform	A1 - To entertain  A2 - To entertain through poetry	S1 – to inform  S2 – to inform	S1 – to entertain  S2 – to entertain	S1 – to entertain  S2 – to inform	S1 – to persuade  S2 – to entertain
<b>Audience</b>	A1 - Display  A2 - Take home for parents	A1 - Year 1 pupils  A2 – perform to year 1 pupils	S1 – to share in key stage collective worship  S2 – to display as part of Science learning	S1 – to take home to show to parents  S2 – to share with Y3	S1 – to display  S2 – to add onto science wall	S1 – to send to the MP  S2 – to take home to parents and share a section of in collective worship
<b>Word structure / language</b>  <i>(bold from NC progression document)</i>			<b>Form nouns using suffixes (e.g -ness, -er)</b>	<b>Form nouns using suffixes (e.g -ness, -er)</b>	<b>Form adjectives using suffixes (e.g. -ful, -less, -er, -est). Turn adjectives into adverbs using -ly</b>	<b>Form adjectives using suffixes (e.g. -ful, -less, -er, -est). Turn adjectives into adverbs using -ly</b>
<b>Composition</b>  <i>(bold from NC progression document)</i>	<b>A1 - Types of sentence – statement, exclamations</b> Use of bullet points Use of adjectives and prepositions Recap on previous years  <b>A2 – types of sentence – statement, exclamations, questions</b> <b>Use of adjectives</b> Recap on previous skills	<b>A1 - Types of sentence – statement, exclamations</b> Recap on previous years  <b>A2 - Use of two adjectives to describe a noun (expanded noun phrase)</b> Recap on previous years	<b>S1 – Use of coordinating and subordinating conjunctions</b> <b>S2 – use of use of present tense in writing</b>	<b>S2 – use of present and past tense, verbs, nouns, irregular and progressive tense forms</b>	Recap on previous skills  Recap on previous skills	Recap on previous skills  Recap on previous skills



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Year 3	Autumn		Spring		Summer	
	Sentence stacking	Writing Units	Sentence stacking	Writing Units	Sentence stacking	Writing Units
<b>Text type</b>	A1 Explanation text  A2 Narrative	A1 Descriptive list poems  A2 Poetry	S2 Alternative fairy tale - narrative	S1 Diary writing  S2 Setting description	S1 Poetry (descriptive)  S2 Persuasion	S1 Non-Chronological Report  S2 Instructions
<b>Model text / linked texts</b>	The Street Beneath My Feet (TSBMF) (Explanation Text)  Stone Age Boy	Cloud poems Words are ours- Michael Rosen  25 December lane (25DL) (Poetry) - Christmas Book Week	The True Story of the Three Little Pigs	The Wild Way Home (TWWH) (Diary entry)  The Great Kapok Tree	I Asked the Little Boy Who Cannot See.  Iron Man	The Boy Who Grew Dragons  My Strong Mind
<b>Purpose for writing</b>	To inform/explain  To entertain	To entertain  To entertain	To entertain	To entertain  To describe	To entertain  To persuade	To inform  To instruct
<b>Audience</b>	KS1 and hall display  Stories around a campfire to the other class in Year 3	Reception children	Year 1 children	Parents  David Attenborough	Sensory Garden – children and adults of all ages at school.  The Farming Council/The Iron Man	Mr Lawrence, grandparents and dragon enthusiasts.  Miss Nolan and Mrs Heal (well-being team)
<b>Word structure / language (bold from NC progression document)</b>	<b>Correct use of ‘a’ and ‘an’</b>  Word families	New line for each sentence in the poem	<b>Form nouns using a range of prefixes</b>	<b>Correct use of ‘a’ and ‘an’</b>	<b>Form nouns using a range of prefixes</b>	<b>Word families</b>
<b>Composition (bold from NC progression document)</b>	<b>Topic sentences to introduce paragraphs / group facts into paragraphs.</b> <b>Headings and subheadings</b> <b>Present perfect verbs</b>		Consistent use of the simple past tense.	Consistent use of the simple past tense. <b>Prepositional phrase</b>	New line for each sentence in the poem <b>Paragraphs/ subtitles</b> <b>Topic sentences to introduce non-fiction information.</b>	<b>Organise ideas into paragraphs and use sub-titles to make sections clear.</b> <b>Topic sentences to introduce non-fiction information.</b>
<b>Vocabulary, Grammar and punctuation (bold from NC progression document)</b>	<b>Sentence types (Simple/compound/exposure to complex/statement/exclamation/question)</b> <b>Full punctuation for direct speech.</b> Recap on previous years <b>Simple/ compound/ complex sentences</b> <b>Prepositions</b> Repetition for rhythm/description <b>Full punctuation for direct speech</b> Recap on previous years	<b>Full punctuation for direct speech</b>  Recap on previous years Recap on previous years  Similes Metaphors Onomatopoeia	<b>Direct speech, punctuated accurately</b> <b>Compound sentences; use a coordinating conjunction</b> <b>Complex sentences; use a subordinating conjunction</b> Recap on previous years	Recap on previous years  <b>Complex sentences</b> Recap on previous years	<b>Direct speech punctuation</b> Recap on previous years  <b>Complex sentences; use adverbial phrases and subordinating conjunctions to open sentences, commas to demarcate.</b>	<b>Write in present perfect tense.</b> <b>Complex sentences; use adverbial phrases and subordinating conjunctions to open sentences, commas to demarcate.</b> Recap on previous years

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					Recap on previous years	
<b>Terminology</b>	Recap on previous years <b>Preposition</b> Recap on previous years	Recap on previous years Recap on previous years	Recap on previous years	Recap on previous years <b>Preposition</b> <b>Direct speech</b> Recap on previous years	<b>Preposition</b> Recap on previous years Recap on previous years	<b>Preposition</b> Recap on previous years



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Year 4	Autumn		Spring		Summer	
	Sentence stacking	Writing Units	Sentence stacking	Writing Units	Sentence stacking	Writing Units
<b>Text type</b>	Narrative (Adventure Story) (A1/2)	Poetry – Haiku, Tanks, Cinquain. (A1) Biography (A1) <a href="#">Setting Description (A2)</a> <a href="#">Character Description (Christmas Book Week)</a>	Diary/Journal (Sp1)	Non-Chronological Report (Sp1) <a href="#">Persuasive writing (Sp2)</a>	Balanced Argument (S1)  <a href="#">Story – Sci Fi (Fantasy) (S1)</a>	Recount (S1)  <a href="#">Character Description (S2)</a>
<b>Model text / linked texts</b>	Film unit: Taking flight	Chocolate Cake (Michael Rosen) A Life Electric: The Story of Nikola Tesla (Azadeh Westergaard) <a href="#">The Lion, The Witch and The Wardrobe (CS Lewis)</a> <a href="#">A Christmas Carol (Charles Dickens adapted by Tony Mitton)</a>	Roman Diary: The Journal of Iliona (Richard Platt)	Escape from Pompeii (Christina Balit) <a href="#">WBD – Reading for Pleasure</a>	Zoo (Anthony Browne)  <a href="#">The Lost Thing (Shaun Tan)</a>	The Miraculous Journey of Edward Tulane (Kate DiCamillo).  <a href="#">Kensuke's Kingdom (Michael Morpurgo)</a>
<b>Purpose for writing</b>  <b>Consolidate Year 3 list</b>	To entertain (Assessed piece)	To entertain To Inform <a href="#">To entertain</a> <a href="#">To entertain</a>	To persuade (Assessed piece)	To inform (Assessed piece)  <a href="#">To inform</a>	To inform (assessed piece)  <a href="#">To entertain</a>	To inform (assessed piece)  <a href="#">To entertain</a>
<b>Audience</b>  <b>Consolidate Year 3 list R</b>	Children of a similar age.	Children of a similar age. To share poetry across the Year group.  Children of a similar age. To share with Year 3 pupils in preparation for Year 4. <a href="#">Children of a similar age.</a>	Children of a similar age who are interested in historical events/issues.	Children of a similar age who are interested in volcanoes and earthquakes.  <a href="#">Children of a similar age.</a>	Children of a similar age who are interested animals.  <a href="#">Children of a similar age.</a>	Children of a similar age.  <a href="#">Children of a similar age.</a>
<b>Word structure / language</b> <i>(bold from NC progression document)</i>		<a href="#">The difference between plural and possessive -s</a>		<a href="#">The difference between plural and possessive -s</a>	<b>Standard English forms for verb inflections.</b> <a href="#">The difference between plural and possessive -s</a>	<b>Standard English forms for verb inflections.</b>
<b>Composition</b> <i>(bold from NC progression document)</i>	<b>Paragraphs organised correctly to build up to key event and indicate a change in place or a jump in time.</b> <b>Fronted adverbials</b>	<a href="#">Biography</a> <b>Paragraphs to organise ideas around a theme.</b> <b>Paragraphs organised correctly to build up to key event.</b>	<a href="#">Diary</a> <b>Paragraphs organised correctly into key ideas.</b> <a href="#">Diary</a>	<b>Paragraphs organised correctly into key ideas.</b> <b>Appropriate use of pronoun or noun across sentences to aid cohesion.</b>	<a href="#">BA</a> <b>Paragraphs organised correctly into key ideas.</b> <b>Appropriate use of pronoun or noun across</b>	<a href="#">Character Description</a> <a href="#">Links between sentences to help the reader navigate from one idea to the next.</a> <a href="#">Recap from previous years.</a>

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	<p>Links between sentences to help the reader navigate from one idea to the next. Repetition avoided through using different sentence structures and ellipsis.</p> <p>Recap from previous years.</p>	<p>Recap from previous years.</p> <p><u>Setting</u> Links between sentences to help the reader navigate from one idea to the next. Recap from previous years.</p>	<p>Link information within paragraphs with a range of conjunctions</p>	<p>Recap from previous years.</p>	<p><b>sentences to aid cohesion.</b> <b>Fronted adverbials</b> <u>BA</u> Links between key ideas. subheading and topic sentences. Recap from previous years.</p>	
<p><b>Vocabulary, Grammar and punctuation</b>  <i>(bold from NC progression document)</i></p>	<p><b>Direct speech (correctly punctuated)</b> <b>Apostrophe to mark singular and plural possession.</b> <b>Commas after fronted adverbials.</b> <b>Noun and pronoun for clarity and cohesion</b> <b>Expanded noun phrases</b> Variation in sentence structures. Recap from previous years.</p>	<p><u>Biography</u> <b>Apostrophes to mark singular and plural possession.</b> <b>Commas to mark clauses and to mark off fronted adverbials. fronted adverbial.</b> Recap from previous years. <u>Setting</u> <b>Apostrophe to mark singular and plural possession.</b> <b>Commas after fronted adverbials.</b> <b>Use inverted commas for direct speech</b> <b>Noun and pronoun for clarity and cohesion, expanded noun phrases</b> <b>Determiners</b> <u>Recap from previous years.</u></p>	<p><u>Diary</u> <b>Commas to mark clauses and to mark off fronted adverbials.</b> Recap from previous years.  Pronoun, possessive pronoun,</p>	<p><u>NCR</u> <b>Commas to mark clauses and to mark off fronted adverbials.</b> Recap from previous years. Proper nouns Conditionals Pronoun, possessive  <u>Persuasive</u> <b>Commas to mark clauses and to mark off fronted adverbials.</b> Recap from previous years.</p>	<p><u>BA</u> <b>Commas to mark clauses and to mark off fronted adverbials. Possessive pronoun</b> Recap from previous years. commas and other punctuation to indirect direct speech</p>	<p><u>Recount</u> <b>Possessive pronoun</b> <b>Dialogue - verb and adverb (direct speech)</b> Recap from previous years. Pronoun Apostrophes to mark singular and plural possession. Use inverted commas and other punctuation to indirect direct speech  <u>Narrative</u> <b>Dialogue - verb and adverb (direct speech)</b> Recap from previous years. <u>Character Description</u> <b>Dialogue - verb and adverb (direct speech)</b> <u>Recap from previous years.</u></p>
<p><b>Terminology</b>  <i>(bold from NC progression document)</i></p>	<p><b>Adverbial</b> Recap from previous years.</p>	<p><u>Poetry</u> Stanza, simile, metaphor, personification, rhyme, powerful verbs, onomatopoeia.  <u>Biography</u> <b>Adverbial</b> Recap from previous years.  <u>Setting</u> <b>Pronoun</b> <b>Determiners</b> Recap from previous years.</p>	<p><u>Diary</u> <b>Pronoun</b> <u>Recap from previous years.</u></p>	<p><u>NCR</u> <b>Pronoun</b> <u>Recap from previous years.</u>  <u>Persuasive</u> <b>Pronoun</b> <u>Recap from previous years.</u>  <u>Narrative</u> <b>Adverbial</b> <u>Recap from previous years.</u></p>	<p><u>BA</u> <b>Pronoun</b> <u>Recap from previous years.</u></p>	<p><u>Recount</u> <b>Pronoun</b> <u>Recap from previous years.</u>  <u>Narrative</u> <b>Adverbial</b> <b>Pronoun</b> <u>Recap from previous years.</u>  <u>Character Description</u> <b>Adverbial</b> <b>Pronoun</b> <u>Recap from previous years.</u></p>

Winslow CE School Writing Progression Overview

Year 5	Autumn		Spring		Summer	
	Sentence stacking	Writing Units	Sentence stacking	Writing Units	Sentence stacking	Writing Units
<b>Text type</b>	Arthur and the Golden Rope – Jane Considine Narrative (Adventure story/Myth)	Little Freak – Literacy Shed (Poem) Day of the Dead – Literacy Shed (Non-Chronological Report) Street Child – (Informal letter) A Christmas Carol – (Character description)	Hidden Figures – (Biography)	Pandora – Literacy Shed (Setting Description)  The Highwayman – (Narrative Poetry)	Kids Fight Plastic – Jane Considine (Persuasive Speech)  Kick – Jane Considine (Persuasive Letter)	Leon and the Place Between – Adventure/fantasy story
<b>Model text / linked texts</b>	Arthur and the Golden Rope by Joe Tod Stanton	Little Freak Video – Literacy Shed Day of the Dead Video – Literacy Shed Street Child – Berlie Doherty A Christmas Carol – Charles Dickens (Tony Milton version)	Hidden Figures by Margot Lee Shetterly The Extraordinary Life of Katherine Johnson by Devika Jina	The Highwayman by Alfred Noyes	Persuasive pitch based on single-use plastic (Jane Considine model texts)  Jane Considine Model text (persuasive letter) Kick by Mitch Johnson	Leon and the Place Between by Angela McAllister
<b>Purpose for writing</b>	To entertain	To entertain To inform	To inform	To describe To entertain	To persuade To inform To explain To persuade	To entertain
<b>Audience</b>	Sharing with Year 4 pupils in preparation for their Anglo-Saxon and Viking unit	To celebrate in CW To inform Key Stage 2 children KS2 pupils	Year 5 and Year 3 pupils and people interested in Space	A class shared book Shared prose with Y6 Reading Ambassadors	Perform in KS2 Collective worship and to wider school community Chosen footballer	Year 4 pupils
<b>Word structure / language</b>  <i>(bold from NC progression document)</i>	<b>Suffixes – converting nouns/adjectives into verbs.</b>  Recap from previous years	Recap from previous years	Recap from previous years	Recap from previous years	<b>Verb prefixes – dis-, de-, mis-, over-)</b>  Recap from previous years	Recap from previous years

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<p><b>Composition</b> <i>(bold from NC progression document)</i></p>	<p><b>Degrees of possibility using adverbs or modal verbs</b> Building cohesion across a text. Linking ideas across paragraphs using adverbials of time, place and number or verb choices.</p>	<p><b>Relative clauses</b> Structure of verses Poetic structure Technical language Recap from previous years writing skills</p>	<p><b>Relative clauses</b> Linking ideas across paragraphs using adverbials of time, place and number or verb choices. Building cohesion across a text.</p>	<p><b>Relative clauses</b> Linking ideas across paragraphs using adverbials of time, place and number or verb choices. Building cohesion across a text.</p>	<p><b>Linking ideas across paragraphs using adverbials of time, place and number or verb choices.</b> Building cohesion across a text.</p>	<p><b>Building cohesion across a text.</b> Linking ideas across paragraphs using adverbials of time, place and number or verb choices. Building cohesion across a text.</p>
<p><b>Vocabulary, Grammar and punctuation</b> <i>(bold from NC progression document)</i></p>	<p><b>Commas used for parenthesis</b>  Recap from previous years</p>	<p><b>Commas to separate phrases and clauses.</b>  Recap from previous years <b>Brackets for parenthesis</b> <b>Brackets for parenthesis</b>  <b>Linking ideas across paragraphs using adverbials of time, place and number or verb choices.</b></p>	<p><b>Use commas for parenthesis.</b> <b>Use of commas to clarify meaning and avoid ambiguity.</b>  Recap from previous years</p>	<p><b>Converting nouns or adjectives into verbs using suffixes.</b> <b>Parenthesis (brackets)</b> <b>Use of commas to clarify meaning and avoid ambiguity.</b>  Recap from previous years</p>	<p>Recap from previous years</p>	<p>Recap from previous years</p>
<p><b>Terminology</b> <i>(bold from NC progression document)</i></p>	<p><b>Cohesion</b> <b>Relative pronoun</b>  Recap from previous years</p>	<p><b>Rhetorical questions</b> <b>Modal verbs</b> <b>Parenthesis</b> <b>Relative clauses</b> <b>Relative clauses</b>  Recap from previous years</p>	<p><b>Modal verbs</b> <b>Relative clauses</b> <b>Brackets</b> <b>Dashes</b> <b>Cohesion</b> <b>Ambiguity</b>  Recap from previous years</p>	<p><b>Relative clauses</b> <b>Brackets</b> <b>Dashes</b> <b>Cohesion</b> <b>Ambiguity</b>  Recap from previous years</p>	<p><b>Brackets</b> <b>Dashes</b> <b>Cohesion</b> <b>Ambiguity</b>  Recap from previous years</p>	<p><b>Relative clauses</b> <b>Modal verbs</b> <b>Brackets</b> <b>Dashes</b> <b>Cohesion</b> <b>Ambiguity</b>  Recap from previous years</p>

Winslow CE School Writing Progression Overview

Year 6	Autumn		Spring		Summer	
	Sentence stacking	Writing Units	Sentence stacking	Writing Units	Sentence stacking	Writing Units
<b>Text type</b>	Narrative /performance poems - If	First person narrative recount  Explanation text (webpage)  Christmas Book Week	Horror Narrative	Diary entry  Persuasive speech	Non-Chronological Report	Persuasive, formal letter Persuasive advert  Diary entries Adventure narrative Explanation text
<b>Model text / linked texts</b>	If by Rudyard Kipling	The Giant's Necklace by Michael Morpurgo  Letters from the Lighthouse by Emma Carroll	Thornhill by Pam Smy with comparative texts of Craven Manor and The Secret Garden.	The Windrush Child by Benjamin Zephaniah	J.C Mount Everest unit with model text linked to the Great Barrier Reef	Stormbreaker by Anthony Horowitz  Thornhill by Pam Smy Shackleton's Journey by William Grill  Shakespeare Midsummer Night's Dream
<b>Purpose for writing</b>	To entertain, to persuade and to inform	To entertain, to inform and explain  To explain and to inform	To entertain	To explain, to inform, to persuade	To inform	To inform, explain and persuade  To entertain, inform and explain.  To entertain
<b>Audience</b>	Sharing with Y6 peers and to create an anthology of poems for a class book.	Y6 peers – in the form of a mine shaped book for display. Y6 parents and peers during an open afternoon.	Year six students and teachers; KS2 readers and to share with school librarian. .	Y6 peers and parents – in the form of an A3 exhibition piece.	Teachers	Peers and adults  To share with peers and Y5 children.  To share on the stage with an audience
<b>Word structure / language</b>  <i>(bold from NC progression document)</i>	<b>Understanding synonyms and antonyms</b>	<b>The differences between formal and informal speech.</b>  Consolidate previous years	<b>Understanding synonyms and antonyms</b>  Consolidate previous years	<b>Understanding synonyms and antonyms.</b> <b>The differences between formal and informal speech.</b>  Consolidate previous years	Consolidate previous years  and  Year 6 Expected Standard Criteria list	Consolidate previous years  and  Year 6 Expected Standard Criteria list

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<p><b>Composition</b></p> <p><i>(bold from NC progression document)</i></p>	<p><b>Layout devices</b></p> <p>Consolidate previous years</p> <p>Figurative language Poetic devices: similes, metaphors, alliteration, onomatopoeia and imagery</p>	<p><b>Using formal and informal speech.</b></p> <p><b>Linking ideas across paragraphs.</b></p> <p><b>Recognising subjects and objects within a sentence.</b></p> <p>Linking ideas across paragraphs. Recognising subjects and objects within a sentence.</p> <p>Consolidate previous years</p>	<p><b>Active and passive verbs to create effect.</b></p> <p>Consolidate previous years</p>	<p><b>Using formal and informal speech.</b></p> <p><b>Linking ideas across paragraphs.</b></p> <p><b>Subjunctive form</b></p> <p><b>Layout devices.</b></p> <p>Consolidate previous years</p>	<p>Consolidate previous years</p> <p>and</p> <p>Year 6 Expected Standard Criteria list</p>	<p>Consolidate previous years</p> <p>and</p> <p>Year 6 Expected Standard Criteria list</p>
<p><b>Vocabulary, Grammar and punctuation</b></p> <p><i>(bold from NC progression document)</i></p>	<p>Consolidate previous years</p>	<p>Use colons to introduce a list.</p> <p>Bullet points</p> <p>Consolidate previous years</p>	<p><b>Separate clauses using colons, semi-colons and dashes.</b></p> <p>Consolidate previous years</p>	<p><b>Separate clauses using colons, semi-colons and dashes.</b></p> <p><b>Use colons to introduce a list.</b></p> <p><b>Use semi-colons in lists.</b></p> <p><b>Use of hyphens to avoid ambiguity.</b></p> <p><b>Use of ellipsis.</b></p>	<p>Consolidate previous years</p> <p>and</p> <p>Year 6 Expected Standard Criteria list</p>	<p>Consolidate previous years</p> <p>and</p> <p>Year 6 Expected Standard Criteria list</p>
<p><b>Terminology</b></p> <p><i>(bold from NC progression document)</i></p>	<p><b>Synonym</b></p> <p><b>Antonym</b></p> <p>Consolidate previous years</p>	<p><b>Colons</b></p> <p><b>Bullet points</b></p> <p><b>Subject</b></p> <p><b>Object</b></p> <p>Consolidate previous years</p>	<p><b>Synonym</b></p> <p><b>Antonym</b></p> <p><b>Active and passive voice</b></p> <p><b>Semi-colon</b></p> <p><b>Subject</b></p> <p><b>Object</b></p> <p>Consolidate previous years</p>	<p><b>Ellipsis</b></p> <p><b>Hyphen</b></p> <p><b>Passive voice</b></p> <p>Consolidate previous years</p> <p>Inference Blurb Prediction Attributes</p>	<p>Consolidate previous years</p> <p>and</p> <p>Year 6 Expected Standard Criteria list</p>	<p>Consolidate previous years</p> <p>and</p> <p>Year 6 Expected Standard Criteria list</p>