

Winslow CE School Writing Progression Overview

Rainbows Pre-School	Autumn	Spring	Summer
<p style="text-align: center;">Marking Making & Writing Opportunities: 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>Writing Progression Skills</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
	Writing Opportunities	Writing Opportunities	Writing Opportunities
Weekly Texts:	<p>Autumn 1: When a dragon goes to school Our class is a family The Colour Monster The Little Red Hen The Enormous Turnip Pumpkin Soup</p> <p>Autumn 2: How to catch a star The Gingerbread Man The Christmas Pine Stick Man</p>	<p>Spring 1: The Three Little Pigs Goldilocks and the Three Bears. The Elves and the Shoemaker. Lost and Found. I Love Chinese New Year.</p> <p>Spring 2: That's my Flower! The Tiny Seed. Communication week- varied texts. The Hungry Caterpillar. The Odd Egg.</p>	<p>Summer 1: Rosie's Walk. We're Going on a Bear Hunt! Tiddler. The Night Pirates. Mr Grumpy's Motor Car.</p> <p>Summer 2: Are the Dinosaurs Dead, Dad? Would you Rather? Dear Zoo. Billy and the Beast. Stuck! A Little Bit Brave.</p>
Purpose for writing:	<p>Following the structure of Drawing Club and its vision of 'The 3M's':</p> <p>Making Conversation: Talking confidently, using new vocabulary, listening, sharing ideas, having conversation back and forth, collaborating, respecting, and helping one another.</p> <p>Mark Making: 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>Mathematics: 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 writing to inform; lists, recipes, messages etc and writing to entertain story writing etc- refer to weekly provision planning.</p>		
Audience:	<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>		
Terminology:	<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>
Writing Outcome Progression:	<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>
Punctuation:	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
Text type	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
Model text / linked texts	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
Purpose for writing	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
Audience	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
Word structure / language <i>(bold from NC progression document)</i>			Regular plural noun suffixes -s, -es	Suffixes to verbs without changing the root word -ing, -ed, er The prefix –un and how this changes the meaning of verbs and adjectives.	Suffixes to verbs without changing the root word -ing, -ed, er Regular plural noun suffixes -s, -es	Suffixes to verbs without changing the root word -ing, -ed, er Regular plural noun suffixes -s, -es

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<p>Composition <i>(bold from NC progression document)</i></p>	<p>Adjectives Prepositions</p>	<p>Simple and complex sentences Combining words to make sentences.</p>	<p>Statements Questions Exclamations Complex sentences Ambitious vocabulary Sequence sentences to form short narratives</p>	<p>Sequence sentences to form short narratives</p>	<p>Joining words and clauses using 'and'</p>	<p>Sequence sentences to form short narratives</p>
<p>Vocabulary, Grammar and punctuation <i>(bold from NC progression document)</i></p>	<p>Capital letters Finger spaces Bullet points</p>	<p>Full stops Capital letters Finger spaces</p>	<p>Full stops Exclamation marks Question marks Capital letters for names, pronouns Finger spaces</p>	<p>Capital letters for names, pronouns Full stops Exclamation marks Question marks Finger spaces</p>	<p>Capital letters for names, pronouns Full stops Exclamation marks Question marks Finger spaces</p>	<p>Capital letters for names, pronouns Full stops Exclamation marks Question marks Finger spaces</p>
<p>Terminology <i>(bold from NC progression document)</i></p>	<p>Capital letter Sentences Punctuation Full stop Adjectives Verbs Onomatopoeia Similes Alliteration and repetition Instructions Verbs Bullet point Heading</p>	<p>Word Letter Capital letters Sentences Punctuation Full stop Adjectives finger Spaces Sentence Speech bubble Setting Character Punctuation Conjunction -and</p>	<p>Question Marks Sentences Punctuation Full stop Singular Plural Adjectives Simile Alliteration Verb Onomatopoeia Conjunctions Story telling language</p>	<p>Sentences Punctuation Full stop Exclamation mark Adjectives Simile Alliteration Verb Onomatopoeia Question Marks Conjunctions Repetition</p>	<p>Question Marks Sentences Punctuation Full stop Exclamation mark Singular Plural Adjectives Verb Time conjunctions Conjunctions</p>	<p>Sentences Punctuation Full stop Exclamation mark Singular Plural 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
Text type	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 S2 – Recount from a school trip
Model text / linked texts	A1 - The Barnabus Project A2 - Vlad and the Great Fire of London	A1 - The Barnabus Project A2 - Journey by Aaron Becker (and other wordless texts).	S1 – Malala’s magic pencil S2 – Instructions – linked to DT unit	S1 – Lights on cotton rock by David Litchfield S2 – Recount of a school visit S2 – Diary entry based on ‘The House that once was’ by Julie Fogliano	S1 – Fact-file based on 2 texts: The Bug Girl by Sophie Spencer and Away with Wild things by Larissa Theule. S2 – Off we go to Mexico	S1 – ‘mother earth is weeping’ and ‘the journey home’ S1 – Setting description based on ‘The Tree and the River’ by Aaron Becker S2 – poem – The Magic Box by Kit Wright S2 – Recount model text
Purpose for writing	A1 - To entertain A2 - To inform	A1 - To entertain A2 - To entertain through poetry	S1 – to inform S2 – to inform and explain	S1 – to entertain S2 – to inform and explain S2 – to entertain	S1 – to inform and explain S2 – to inform	S1 – to persuade S1 – to entertain S2 – to entertain S2 – To inform and explain
Audience	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 – Next year’s Y2 children	S1 – to take home to show to parents S2 – to share with Y3 S2 – inviting parents at the end of the day	S1 – to display S2 – to add onto science wall	S1 – to send to the MP S1 – to share with their peers S2 – to take home to parents and share a section of in collective worship S2 – to add to a display
Word structure / language <i>(bold from NC progression document)</i>			Form nouns using suffixes (e.g –ness, -er)	Form nouns using suffixes (e.g –ness, -er)	Form adjectives using suffixes (e.g. –ful, -less, -er, -est). Turn adjectives into adverbs using -ly	Form adjectives using suffixes (e.g. –ful, -less, -er, -est). Turn adjectives into adverbs using -ly
Composition <i>(bold from NC progression document)</i>	A1 - Types of sentence – statement, exclamations Use of bullet points Use of adjectives and prepositions Recap on previous years	A1 - Types of sentence – statement, exclamations Recap on previous years A2 - Use of two adjectives to describe a noun (expanded noun phrase) Recap on previous years	S1 – Use of coordinating and subordinating conjunctions S2 – use of use of present tense in writing	S2 – use of present and past tense, verbs, nouns, irregular and progressive tense forms	Recap on previous skills Recap on previous skills	Recap on previous skills Recap on previous skills

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	<p>A2 – types of sentence – statement, exclamations, questions Use of adjectives Recap on previous skills</p>					
<p>Vocabulary, Grammar and punctuation (bold from NC progression document)</p>	<p>A1 - Capital letters, finger spaces, full stops, exclamation marks. A2 – capital letters, full stops, finger spaces, exclamation marks, question marks</p>	<p>A2 - Capital letters, finger spaces, full stops, exclamation marks. A2 – capital letters, full stops, finger spaces, exclamation marks, question marks</p>	<p>S1 – all previous skills, no new recap on previous skills S2 – all previous and introduce commas</p>	<p>S1 – apostrophes Recap on previous skills</p>	<p>S1 – no new skills Recap on previous skills</p>	<p>S1 – speech marks Recap on previous skills</p>
<p>Terminology (bold from NC progression document)</p>	<p>A1 - exclamation marks, adjectives Noun phrase Statement Question Command Recap on previous A2 – exclamation marks, Noun phrase Statement Question Command capital letters, full stops, finger spaces, question marks Recap on previous</p>	<p>A1 - Expanded noun phrases, exclamation marks Noun phrase Statement Question Command Recap on previous A2 – rhythm, repetition, poetry, question marks, Noun phrase Statement Question Command stanza, perform, rehearse Recap on previous</p>	<p>S1 – suffix, coordination, subordination Recap on previous S2 – commas in lists, present tense suffix Recap on previous</p>	<p>S1 – suffix, apostrophes Recap on previous S2 – use of present and past tense, verbs, suffix, nouns, irregular and progressive tense forms Recap on previous</p>	<p>S1 – adverbs, compound alliteration Recap on previous S2 – compound, generalisers Recap on previous</p>	<p>S1 – compound, speech marks, direct speech, power of 3 Recap on previous S2 – compound, similes, poet, poem, stanza, perform, rehearse, reflect Recap on previous</p>

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Year 3	Autumn		Spring		Summer	
	Sentence stacking	Writing Units	Sentence stacking	Writing Units	Sentence stacking	Writing Units
Text type	A1 Narrative A2 Acrostic poems	A1 Explanation text A2 Character and setting description A2 Poetry	S1 Alternative fairy tale - narrative	S2 Narrative (adventure) Setting description	S1 Poetry (descriptive) S2 Persuasion	S1 Non-Chronological Report S2 Instructions
Model text / linked texts	Stone Age Boy by Satoshi Kitamura The Lost Words by Robert Macfarlane	The Street Beneath my Feet by Charlotte Guillain The Wild Way Home by Sophie Kirtley A2 Dear Father Christmas - Christmas Book Week	The True Story of the Three Little Pigs	The Secret of Black Rock by Joe Todd Stanton The Great Kapok Tree	I Asked the Little Boy Who Cannot See. Iron Man	The Boy Who Grew Dragons My Strong Mind
Purpose for writing	To entertain To entertain	To inform / explain To entertain / To describe To entertain	To entertain	To entertain To describe	To entertain To persuade	To inform To instruct
Audience	Sharing stories around a campfire with children in Year 3 For a shared display	To share with parents To share with Mrs White (Librarian)	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)
Word structure / language (bold from NC progression document)	Correct use of ‘a’ and ‘an’ New line for each sentence in the poem	Form nouns using a range of prefixes Correct use of ‘a’ and ‘an’ Word families	Form nouns using a range of prefixes	Correct use of ‘a’ and ‘an’	Form nouns using a range of prefixes	Word families
Composition (bold from NC progression document)	Consistent use of the simple past tense. Adverbs and conjunctions	Topic sentences to introduce paragraphs / group facts into paragraphs. Headings and subheadings Present perfect verbs Use of different clauses Use of different clauses Adverbs and conjunctions	Consistent use of the simple past tense. Direct speech and inverted commas for speech	Consistent use of the simple past tense. Prepositional phrase	New line for each sentence in the poem Paragraphs/subtitles Topic sentences to introduce non-fiction information.	Organise ideas into paragraphs and use sub-titles to make sections clear. Topic sentences to introduce non-fiction information.
Vocabulary, Grammar and punctuation (bold from NC progression document)	Sentence types (Simple/compound/exposure to complex/statement/exclamation/question) Full punctuation for direct speech. Recap on previous years Prepositions	Full punctuation for direct speech Recap on previous years Recap on previous years Recap on previous years	Direct speech, punctuated accurately Compound sentences; use a coordinating conjunction	Recap on previous years Complex sentences Recap on previous years	Direct speech punctuation Recap on previous years Complex sentences; use adverbial	Write in present perfect tense. Complex sentences; use adverbial phrases and subordinating conjunctions to open

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	<p>Repetition for rhythm/description Recap on previous years</p>	<p>Similes Metaphors Onomatopoeia Simple/ compound/ complex sentences</p>	<p>Complex sentences; use a subordinating conjunction Recap on previous years</p>		<p>phrases and subordinating conjunctions to open sentences, commas to demarcate. Recap on previous years</p>	<p>sentences, commas to demarcate. Recap on previous years</p>
<p>Terminology</p>	<p>Recap on previous years Preposition Recap on previous years</p>	<p>Recap on previous years Recap on previous years Recap on previous years</p>	<p>Recap on previous years</p>	<p>Recap on previous years Preposition Direct speech Recap on previous years</p>	<p>Preposition Recap on previous years Recap on previous years</p>	<p>Preposition Recap on previous years</p>

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

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

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Year 5	Autumn		Spring		Summer	
	Sentence stacking	Writing Units	Sentence stacking	Writing Units	Sentence stacking	Writing Units
Text type	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
Model text / linked texts	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
Purpose for writing	To entertain	To entertain To inform	To inform	To describe To entertain	To persuade To inform To explain To persuade	To entertain
Audience	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
Word structure / language <i>(bold from NC progression document)</i>	Suffixes – converting nouns/adjectives into verbs. Recap from previous years	Recap from previous years	Recap from previous years	Recap from previous years	Verb prefixes – dis-, de-, mis-, over-) Recap from previous years	Recap from previous years

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

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Year 6	Autumn		Spring		Summer	
	Sentence stacking	Writing Units	Sentence stacking	Writing Units	Sentence stacking	Writing Units
Text type	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
Model text / linked texts	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
Purpose for writing	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
Audience	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
Word structure / language <i>(bold from NC progression document)</i>	Understanding synonyms and antonyms	The differences between formal and informal speech. Consolidate previous years	Understanding synonyms and antonyms Consolidate previous years	Understanding synonyms and antonyms. The differences between formal and informal speech. 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>Composition</p> <p><i>(bold from NC progression document)</i></p>	<p>Layout devices</p> <p>Consolidate previous years</p> <p>Figurative language Poetic devices: similes, metaphors, alliteration, onomatopoeia and imagery</p>	<p>Using formal and informal speech.</p> <p>Linking ideas across paragraphs.</p> <p>Recognising subjects and objects within a sentence.</p> <p>Linking ideas across paragraphs. Recognising subjects and objects within a sentence.</p> <p>Consolidate previous years</p>	<p>Active and passive verbs to create effect.</p> <p>Consolidate previous years</p>	<p>Using formal and informal speech.</p> <p>Linking ideas across paragraphs.</p> <p>Subjunctive form</p> <p>Layout devices.</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>Vocabulary, Grammar and punctuation</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>Separate clauses using colons, semi-colons and dashes.</p> <p>Consolidate previous years</p>	<p>Separate clauses using colons, semi-colons and dashes.</p> <p>Use colons to introduce a list.</p> <p>Use semi-colons in lists.</p> <p>Use of hyphens to avoid ambiguity.</p> <p>Use of ellipsis.</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>Terminology</p> <p><i>(bold from NC progression document)</i></p>	<p>Synonym</p> <p>Antonym</p> <p>Consolidate previous years</p>	<p>Colons</p> <p>Bullet points</p> <p>Subject</p> <p>Object</p> <p>Consolidate previous years</p>	<p>Synonym</p> <p>Antonym</p> <p>Active and passive voice</p> <p>Semi-colon</p> <p>Subject</p> <p>Object</p> <p>Consolidate previous years</p>	<p>Ellipsis</p> <p>Hyphen</p> <p>Passive voice</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>