

*Overthorpe C of E Academy*

*Writing Progression Grid*

*Long Term Plan*



Reception												
	Autumn Term				Spring Term				Summer Term			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
<b>Book focus</b>	Pumpkin Soup Paper Dolls Miss Milly's School of making friends		The Best Diwali Ever Where Poppies Grow Dear Santa		Michael Recycle Tidy Leaf		Hansel and Gretel Little Red Riding Hood Jack and the Beanstalk		The Hungry Caterpillar How to grow a dinosaur		What jobs could you do? A superhero like you	
<b>Phonics Focus</b>	<b>Phase 2 graphemes</b> s a t p l n m d g o c k e u r h b f l  <b>Tricky words</b> Is I the		<b>Phase 2 graphemes</b> ff ll ss j v w x y z z qu ch sh th ng nk  - Words with -s /s/ added at the end (hats, sits) - Words ending in s (z) (his) and with -s /z/ added at the end (bags sings)  <b>Tricky words</b> Put pull full as and has his her go no into she push he of we me be		<b>Phase 3 graphemes</b> ai ee igh oa oo oo ar or ur ow oi ear air er  - Words with double letters - Longer words  <b>Tricky words</b> Was you they my by all are sure pure		<b>Review Phase 3</b> - Words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words. - Words with s /z/ in the middle. - Words with -s /s/ /z/ at the end. - Words with -es /z/ at the end. - <b>Tricky words</b> Review all taught so far.		<b>Phase 4</b> - Short vowels with adjacent consonants - CVCC CCVC CCVCC CCVC CCVCC - Longer words and compound words - Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, /ed/, -est  <b>Tricky words</b> Said so have like some come love do were here little says there when what one out today		<b>Phase 4 graphemes</b> Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCVCC CCVCC - Words ending in suffixes: -ing, -ed /t/ -ed /id/ /ed/, -est - Longer words  <b>Tricky Words</b> Review all taught so far	
<b>Oral composition development (Teacher input)</b>	- Story retell (use story language from the text) - Recounting events - Poetry - Rhymes	- Labelling - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes	- Labelling - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes	- Labelling - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes - Lists	- Labelling - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes - Lists	- Labelling - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes - Lists - Songs	- Labelling - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes - Lists - Songs	- Labelling - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes - Lists	- Labelling - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes - Lists - Explanation of favourite mini beast	- Labelling - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes - Lists	- Labelling - Story retell (use story language from the text) - Recounting events (instructions) - Poetry - Rhymes - Lists	- Labelling - Story retell (use story language from the text) - Recounting events (instructions) - Poetry - Rhymes - Lists

<p><b>Writing transcription (skills)</b></p> <p><b>New skills</b></p>	<ul style="list-style-type: none"> <li>- Mark making Hold a pencil correctly</li> <li>- Write letters with correct orientation and formation (16 single letter sounds see above)</li> <li>- Opportunities to mark make in provision</li> </ul>	<ul style="list-style-type: none"> <li>- Write letters with correct orientation and formation</li> <li>- Write cvc words (16 single letter sounds see above)</li> <li>- Writing labels with cvc words</li> <li>- Opportunities to mark making and write labels in provision</li> </ul>	<ul style="list-style-type: none"> <li>- Cvc words using the 25 single letter sounds</li> <li>- Hear sounds in words using Segmenting fingers to help with writing CVC words</li> <li>- Writing labels with cvc words and writing captions</li> <li>- Opportunities to mark making and write labels and captions in provision</li> <li>- Write letters with correct orientation and formation</li> </ul>	<ul style="list-style-type: none"> <li>- Cvc words using the 25 single letter sounds</li> <li>- Hear sounds in words using Segmenting fingers to help with writing CVC words</li> <li>- Writing labels with cvc words and writing captions</li> <li>- Opportunities to mark making and write labels and captions in provision</li> <li>- Write letters with correct orientation and formation</li> </ul>	<ul style="list-style-type: none"> <li>- Cvc words using sounds taught so far</li> <li>- Hear sounds in words using Segmenting fingers to help with writing CVC words</li> <li>- Dictate a 3/4-word sentence using the sounds taught so far</li> <li>- Introduce sentences start with a CL and end with a FS</li> <li>- Understand words as individual units with finger spaces</li> <li>- Write letters with correct orientation and formation</li> </ul>	<ul style="list-style-type: none"> <li>- Cvc words using sounds taught so far</li> <li>- Hear sounds in words using Segmenting fingers to help with writing CVC words</li> <li>- Dictate a 3/4-word sentence using the sounds taught so far</li> <li>- Introduce sentences start with a CL and end with a FS</li> <li>- Understand words as individual units with finger spaces</li> <li>- Write letters with correct orientation and formation</li> </ul>	<ul style="list-style-type: none"> <li>- Cvc words using sounds taught so far</li> <li>- Hear sounds in words using Segmenting fingers to help with writing CVC words</li> <li>- Dictate a 3/4-word sentence using the sounds taught so far</li> <li>- Introduce sentences start with a CL and end with a FS</li> <li>- Understand words as individual units with finger spaces</li> <li>- Write letters with correct orientation and formation</li> </ul>	<ul style="list-style-type: none"> <li>- Cvc words using sounds taught so far</li> <li>- Hear sounds in words using Segmenting fingers to help with writing CVC words</li> <li>- Dictate a 3/4-word sentence using the sounds taught so far</li> <li>- Introduce sentences start with a CL and end with a FS</li> <li>- Understand words as individual units with finger spaces</li> <li>- Write letters with correct orientation and formation</li> </ul>	<ul style="list-style-type: none"> <li>- Cvc words using sounds taught so far</li> <li>- Hear sounds in words using Segmenting fingers to help with writing CVC words</li> <li>- Dictate a 5-word sentence using the sounds taught so far</li> <li>- Sentences start with a CL and end with a FS</li> <li>- Understand words as individual units with finger spaces</li> <li>- Write letters with correct orientation and formation</li> </ul>	<ul style="list-style-type: none"> <li>- Cvc words using sounds taught so far</li> <li>- Hear sounds in words using Segmenting fingers to help with writing CVC words</li> <li>- Dictate a 5-word sentence using the sounds taught so far</li> <li>- Sentences start with a CL and end with a FS</li> <li>- Understand words as individual units with finger spaces</li> <li>- Write letters with correct orientation and formation</li> </ul>	<ul style="list-style-type: none"> <li>- Cvc words using sounds taught so far</li> <li>- Hear sounds in words using Segmenting fingers to help with writing CVC words</li> <li>- Dictate a 5-word sentence using the sounds taught so far</li> <li>- Sentences start with a CL and end with a FS</li> <li>- Understand words as individual units with finger spaces</li> <li>- Writing sentences independently</li> <li>- Write letters with correct orientation and formation</li> </ul>	<ul style="list-style-type: none"> <li>- Cvc words using sounds taught so far</li> <li>- Hear sounds in words using Segmenting fingers to help with writing CVC words</li> <li>- Dictate a 5-word sentence using the sounds taught so far</li> <li>- Sentences start with a CL and end with a FS</li> <li>- Understand words as individual units with finger spaces</li> <li>- Writing sentences independently</li> <li>- Write letters with correct orientation and formation</li> </ul>
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Year 1																								
	Autumn Term				Spring Term				Summer Term															
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12												
Book Focus	Traditional Fairy tales (Princess and the Pea, Cinderella) King's Pants		Paddington at the Palace		Lost		Journey		Sunshine at bedtime / Lighthouse Keeper's Lunch		Vlad and Florence Nightingale Picture book about Florence Nightingale													
Phonics focus	<p><b>Review Phase 3 and 4 graphemes</b></p> <p><b>Phase 5</b></p> <p>/ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p><b>Tricky words</b></p> <p>Phase 2-4: the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>		<p><b>Phase 5 graphemes</b></p> <p>/ur/ ir bird /igh/ ie pie /oo/ yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ I tiger /ai/ a paper /ee/ e he /ai/ ae shake igh /ie time /oa/ o-e home /oo/yoo/u-e rude cute /ee/ ee these /oo/yoo/ ew chew new /ee/ ie shield /oe/ aw claw</p> <p><b>Tricky words</b></p> <p>their people oh your Mr Mrs Ms ask could would should our house mouse water want</p>		<p><b>Phase 5 graphemes</b></p> <p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /jlg giant /fj ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p> <p><b>Tricky words</b></p> <p>Any many again who whole where two school call different thought through friend work</p>		<p><b>Phase 5 graphemes</b></p> <p>/ur/ or word <b>/oo/</b> u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half father /or/ a water /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze Schwa at the end of words: actor</p> <p><b>Tricky Words</b></p> <p>Once laugh because eye</p>		<p><b>PSC review – no new GPCs or tricky words</b></p>		<p><b>Phase 5 graphemes</b></p> <p>/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /lj/ dge bridge /i/ y crystal /lj/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> <p><b>Tricky Words</b></p> <p>Busy beautiful pretty hour move improve parents shoe</p>													
Text type	Fictional - retell  (Teacher modelling 3-5 simple sentences in the right order)		Non-fiction Instructions e.g. How to be a good monarch.  (Teacher modelling 3-5 simple sentences in the right order)		Non-fiction Write a fact file about a character  (Teacher modelling 3-5 simple sentences in the right order. Begin to model a compound sentence)		Retell Linked to 4 pictures. (Teacher modelling 3-5 simple sentences in the right order. Begin to model a compound sentence)		Fact file  (Teacher modelling a mixture of compound and simple sentences in the right order)		Retell  (Teacher modelling a mixture of compound and simple sentences in the right order)		Appearance description  (Teacher modelling a mixture of compound and simple sentences in the right order)		Poster  (Teacher modelling a mixture of compound and simple sentences in the right order)		Character description.		Retell  (Teacher modelling a mixture of compound and simple sentences in the right order)		Recount of trip (Teacher modelling a mixture of compound and simple sentences in the right order)		Fact file about Florence  (Teacher modelling a mixture of compound and simple sentences in the right order)	
Writing transcription (skills)	-3 and 4 sound words using sounds taught so far		-3 and 4 sound words using sounds taught so far		-3-5 sound words using sounds taught so far		-3-5 sound words using sounds taught so far		-3-5 sound words using sounds taught so far		-3-5 sound words using sounds taught so far		-short, medium and multisyllabic words using sounds taught so far		-short, medium and multisyllabic words using sounds taught so far		-Independently orally rehearse and sequence sentences to form short narratives		-Independently orally rehearse and sequence sentences to form short narratives		Independently orally rehearse and sequence sentences to form short narratives		Independently orally rehearse and sequence sentences to form short narratives	
New Skills	-Hear sounds in words using Segmenting fingers to help with writing 3 and 4 sound words		-Hear sounds in words using Segmenting fingers to help with writing 3		-Hear sounds in words using Segmenting fingers to help with writing 3-5 sound words		-Hear sounds in words using Segmenting fingers to help with writing 3-5 sound words		-Hear sounds in words using Segmenting fingers to help with writing 3-5 sound words		-Hear sounds in words using Segmenting fingers to help with writing 3-5 sound words		-Hear sounds in words using Segmenting fingers to help		-Hear sounds in words using Segmenting fingers to help		-short, medium and multisyllabic words using sounds taught so far		-short, medium and multisyllabic words using sounds taught so far		- read aloud their writing clearly enough to be heard by their peers/adult		- read aloud their writing clearly enough to be heard by their peers/adult	



Year 2

Year 2												
	Autumn Term				Spring Term				Summer Term			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Book Focus	Traditional Fairy tales (Princess and the Pea, Cinderella)		Lights on Cotton Rock		The Flower Sulwe		Rosa Parks – Little People Big Dreams The Proudest Blue		The Secret of Black Rock		My Caribbean Grandma	
Phonics/ Spelling focus												
Text type	Fictional - retell  (Teacher modelling a mixture of 3-5 compound and simple sentences in the right order.)	Non – fiction Instructions e.g. How to have a good night's sleep.  (Teacher modelling a mixture of compound and simple sentences organised using numbers into command sentences that are in the right order)	Non – fiction Write a fact file about a character  (Teacher modelling a mixture of compound and simple sentences in the right order expanding into paragraphs)	Retell Linked to four images in the story.  (Teacher modelling a mixture of compound and simple sentences in the right order expanding into paragraphs)	Fact file (Factual books about plants. Video clips of plants. David Attenborough (Teacher modelling a mixture of compound and simple sentences organised into 2/3 paragraphs)	1 <sup>st</sup> person recount of visit.  (Teacher modelling a mixture of compound and simple sentences organised into 2/3 paragraphs)	Appearance description  (Teacher modelling a mixture of compound and simple sentences organised into 2/3 paragraphs)	Fact file  (Teacher modelling a mixture of compound and simple sentences organised into 2/3 paragraphs)	Poster to entice visitor to Black Rock  (Teacher modelling a mixture of compound and simple sentences organised into 2/3 paragraphs)	Retell  (Teacher modelling a mixture of compound and simple sentences organised into 2/3 paragraphs)	Instructions – what to pack to visit The Caribbean  (Teacher modelling a mixture of compound and simple sentences organised using numbers into command sentences that are in the right order)	Write about what they hopes etc. Year 2  (Teacher modelling a mixture of compound and simple sentences organised into 2/3 paragraphs)
Oral composition development (Teacher input)												
Writing transcription (skills)	Independently orally rehearse and sequence sentences to form short narratives  <b>New Skills</b>  - read aloud their writing clearly enough to be heard by their peers/adult - short, medium and multisyllabic words using sounds taught so far - Hear sounds in words using Segmenting fingers to help with writing words - Dictate 3-5 simple and compound sentences	Independently orally rehearse and sequence sentences to form short narratives  - read aloud their writing clearly enough to be heard by their peers/adult - short, medium and multisyllabic words using sounds taught so far - Hear sounds in words using Segmenting fingers to help	<b>All the skills in the previous boxes plus...</b>  Expanded noun phrases - Recap coordination 'and' <b>begin to use 'but'</b>  Write 3 – 5 dictated sentences.  Independently writing 3-5 simple and complex	<b>All the skills in the previous boxes plus...</b>  - Expanded noun phrases - <b>tense verbs</b> - Recap coordination 'and' begin to use 'but'  Write 3 – 5 dictated sentences.  Independently writing 3-5 simple and complex sentences broadly accurately	<b>All the skills in the previous boxes plus...</b>  - <b>Subord. 'because'</b> - Coordination 'or' 'and' 'but' - <b>Exclamation sentence</b> - Commas in a list.  Write 3 – 5 dictated sentences.  Independently writing 1 paragraph broadly accurately	<b>All the skills in the previous boxes plus...</b>  - Possessive apostrophe - <b>Subord. 'when' and 'because'</b> - Commas in a list. - <b>Apostrophes for contraction</b>  Write 3 – 5 dictated sentences.  Independently writing 1	<b>All the skills in the previous boxes plus...</b>  - Expanded noun phrases - Subord. 'when' and 'because' - <b>Coordination 'or' 'and' 'but'</b> - Commas in a list - <b>Apostrophes for possession.</b> - Apostrophes for contraction  Write 3 – 5 dictated sentences.	<b>All the skills in the previous boxes plus...</b>  - Expanded noun phrases - Subord. 'when' 'because' and 'if' - Coordination 'or' 'and' 'but' - <b>Command sentences</b> - Commas in a list. Apostrophes for possession - Apostrophes for contraction  Write 3 – 5 dictated sentences.	<b>All the skills in the previous boxes plus...</b>  - Subord. 'when' 'if' 'that' 'because' 'and' 'but' - tense verbs (simple & progressive) - Commas in a list - Apostrophes for possession  Independently writing 2-3 paragraphs broadly accurately  Write 3 – 5 dictated sentences.	<b>All the skills in the previous boxes plus...</b>  - Subord. 'when' 'if' 'that' 'because' - tense verbs (simple & progressive) - Commas in a list - Apostrophes for contraction  Independently writing 2-3 paragraphs broadly accurately	<b>All the skills in the previous boxes plus...</b>  - Subord. 'when' 'if' 'that' 'because' - tense verbs (simple & progressive) - Commas in a list - Apostrophes for contraction  Independently writing 2-3 paragraphs broadly accurately	<b>All the skills in the previous boxes plus...</b>  - Subord. 'when' 'if' 'that' 'because' - tense verbs (simple & progressive) - Commas in a list - Apostrophes for contraction  Independently writing 2-3 paragraphs

	<p>using the sounds taught so far</p> <ul style="list-style-type: none"> <li>- conjunction 'and'</li> <li>- Personal pronoun 'I'</li> <li>- Question mark</li> <li>- Exclamation mark</li> <li>- Capital letters for people and places</li> </ul>	<p>with writing words</p> <ul style="list-style-type: none"> <li>- Dictate 3-5 simple and compound sentences using the sounds taught so far</li> <li>- conjunction 'and'</li> <li>- Personal pronoun 'I'</li> <li>- Capital letters for people and places</li> <li>- Questions including question marks</li> <li>- Command sentence</li> <li>- Commas in a list.</li> <li>- Proof reading to check SPaG errors</li> </ul>	sentences broadly accurately		<p>paragraph broadly accurately</p>	<p>Independently writing 2-3 paragraphs broadly accurately</p>	<p>Write 3 – 5 dictated sentences.</p> <p>Independently writing 2-3 paragraphs broadly accurately</p>	<p>Write 3 – 5 dictated sentences.</p>	<p>Write 3 – 5 dictated sentences.</p>	<p>broadly accurately</p> <p>Write 3 – 5 dictated sentences.</p>
<b>Must Haves</b>	<p>Leaving spaces between words</p> <p>Use a capital letter</p> <p>Using full stops</p> <p>Letter formation and orientation</p>	<p>Skills for simple sentences</p> <p>Using exclamation and questions marks correctly</p> <p>Capital letters for people, places and 'I'</p> <p>Using conjunction 'and'</p> <p>Check my writing makes sense by proof reading it</p>	<p>Coordinating conjunctions taught</p> <p>Use present and past tense correctly</p> <p>Commas in a list correctly</p> <p>Expanded noun phrase when needed</p> <p>A range of sentence types (statement, question, exclamation, command)</p>	<p>Coordinating conjunctions taught</p> <p>Use present and past tense correctly</p> <p>Commas in a list correctly</p> <p>Expanded noun phrase when needed</p> <p>Subordinating conjunctions taught</p> <p>A range of sentence types (statement, question, exclamation, command)</p>	<p>Coordinating conjunctions taught</p> <p>Use present and past tense correctly</p> <p>Commas in a list correctly</p> <p>Expanded noun phrase when needed</p> <p>Subordinating conjunctions taught</p> <p>A range of sentence types (statement, question, exclamation, command)</p>	<p>Coordinating conjunctions taught</p> <p>Use present and past tense correctly</p> <p>Commas in a list correctly</p> <p>Expanded noun phrase when needed</p> <p>Subordinating conjunctions taught</p> <p>A range of sentence types (statement, question, exclamation, command)</p> <p>The range of punctuation taught .,!?'</p>				

Year 3

	Autumn Term				Spring Term				Summer Term			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
<b>Book focus</b>	Traditional Fairy tales (Little Red Riding Hood & Snow White)		Stone Age Boy		The Secret Of Stonehenge		Otzi the Iceman or Stig of the dump		Ocean Meets the Sky		The Ancient Egypt Sleepover	
<b>Writing to...</b>	Entertain	Inform	Entertain	Entertain	Entertain	Persuade	Inform + Entertain	Inform + Discuss	Inform	Entertain	Entertain	Entertain
<b>Oral composition development (Teacher input)</b>	Character Description  e.g. Wanted poster of the Wolf	Setting description	Retell	Non-chron	Retell	Description of the setting – 1 of the pictures	Diary	News report about the discovery of Stig	Non chron report	Diary	Retell with an alternative ending	Adventure story?
<b>Writing transcription (skills):</b>  <b>New skills</b>	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Review noun phrases  Expressing time, place and cause using conjunctions taught from KS1.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Expressing time, place and cause using conjunctions a taught from KS1.  Introduce prepositions - e.g. before, after, during, in, because of.  Introduce adverbs e.g. then, next, soon, therefore.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Introduce paragraphs as a way of grouping material.  Expressing time, place and cause using subordinating conjunctions ISAWAWABUB  ISAWAWABUB	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Headings and subheadings to present information  Expressing time, place and cause using subordinating conjunctions ISAWAWABUB  Prepositions	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Use of paragraphs to organise ideas around a theme  Use of paragraphs to organise ideas around a theme  Expressing time, place and cause using subordinating conjunctions ISAWAWABUB  Introduce inverted commas to punctuate direct speech.	Use of paragraphs to organise ideas around a theme  Expressing time, place and cause using subordinating conjunctions ISAWAWABUB  Apostrophes for singular possession in nouns.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  The use of present perfect form of verbs instead of simple past.  Noun phrases  Prepositions  Adverbs	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Inverted commas to punctuate direct speech.  Verb tense taught  Expressing time, place and cause using subordinating conjunctions ISAWAWABUB	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Headings a subheading to aid presentation  Prepositions - before, after, during, in, because of.  Adverbs. then, next, soon, therefore.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Expressing time, place and cause using subordinating conjunctions ISAWAWABUB  Verb tenses taught	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Inverted commas for direct speech  Expressing time, place and cause using subordinating conjunctions ISAWAWABUB  Paragraphs	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  nverted commas for direct speech  Expressing time, place and cause using subordinating conjunctions ISAWAWABUB  Paragraphs

			Adverbs e.g. then, next, soon, therefore.						
<b>Must Haves</b>	<p>A range of sentence types (statement, question, exclamation, command)</p> <p>Coordinating conjunctions taught</p> <p>Use present and past tense correctly</p> <p>Commas in a list correctly</p> <p>Expanded noun phrase when needed</p> <p>Subordinating conjunctions taught</p> <p>The range of punctuation taught .,!?’</p> <p>Standard English verb forms were/was</p>	<p>A range of sentence types (statement, question, exclamation, command)</p> <p>Coordinating conjunctions taught</p> <p>Use present and past tense correctly</p> <p>Commas in a list correctly</p> <p>Expanded noun phrase when needed</p> <p>Subordinating conjunctions taught</p> <p>The range of punctuation taught .,!?’</p> <p>Standard English verb forms were/was</p>	<p>Correctly punctuated sentences</p> <p>Conjunctions for time and place</p> <p>Using pronouns for cohesion and avoid repetition</p> <p>Standard English verb forms were/was</p> <p>Use of the forms a/an for consonant and vowel.</p>	<p>Use of paragraphs</p> <p>Use of adverbs</p> <p>Use of prepositions</p> <p>Use of inverted commas for speech (if needed)</p> <p>Conjunctions for time and place</p> <p>Standard English verb forms were/was</p> <p>Use of the forms a/an for consonant and vowel.</p>	<p>Use of paragraphs</p> <p>Use of prepositions</p> <p>Use of inverted commas for speech (if needed)</p> <p>Use the correct form of tense</p> <p>Correctly punctuation sentences using what has been taught.</p>	<p>Correctly punctuate sentences using what has been taught.</p> <p>Extend sentences using skills taught.</p> <p>Cohesive Devices</p> <p>Use the correct form of tense.</p>			



Year 4

	Autumn Term				Spring Term				Summer Term			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
<b>Book focus</b>	Traditional Fairy tales (Little Red Riding Hood & Snow White)		Leo and the Gorgan's Curse		Rhythm of the rain		Escape from Pompeii		The Barnabus Project		Street Child You Wouldn't Want to Be a Victorian Miner	
<b>Writing to...</b>	Entertain	Entertain	Entertain	Inform	Entertain	Entertain	Inform	Entertain	Entertain Persuade	Inform + Discuss	Entertain	Entertain
<b>Oral composition development (Teacher input)</b>	Character Description e.g. Wanted poster of the Wolf	Setting description	Retell	Non-chron Create their own dragon - headings	Retell	Description of the setting – 1 of the pictures	Non chron report about volcanoes	Diary from the perspective of Tanio and Livia	Extra book – What happened next? Wanted Poster – for the characters.	News report about a true story	Retell with an alternative ending	Adventure story?
<b>Writing transcription (skills):</b>  <b>New skills</b>	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Building on expanded noun phrases (the strict maths teacher with curly hair)  Using pronouns for cohesion and avoid repetition.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Using pronouns for cohesion and avoid repetition.  prepositions  adverbs.  Verb inflections (were/was did/done)	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Use paragraphs as a way of organising ideas around a theme.  Expressing time, place and cause using subordinating conjunctions ISAWAWABUB	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Headings and subheadings to present information  Expressing time, place and cause using subordinating conjunctions ISAWAWABUB	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Use of paragraphs to organise ideas around a theme  Expressing time, place and cause using subordinating conjunctions ISAWAWABUB  Introduce inverted commas and other	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.  Fronted adverbials and the commas that follows it.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Headings a subheading to aid presentation  Using pronouns for cohesion and avoid repetition.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Expressing time, place and cause using subordinating conjunctions ISAWAWABUB  Verb inflections (were/was did/done)  Noun phrases expanded by	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  The use of present perfect form of verbs instead of simple past.  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.  Apostrophes for single and plural possession  Fronted adverbials	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Introduce inverted commas and other punctuation to indicate direct speech.  Use of inverted commas and other punctuation to	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Speech punctuation  Expressing time, place and cause using subordinating conjunctions ISAWAWABUB  Fronted adverbials	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  Speech punctuation  Expressing time, place and cause using subordinating conjunctions ISAWAWABUB  Fronted adverbials



	<p>Fronted Adverbials</p> <p>Expressing time, place and cause using subordinating conjunctions <b>ISAWAWABUB</b></p> <p>Using pronouns for cohesion and avoid repetition.</p>	<p>Fronted Adverbials</p> <p>Using pronouns for cohesion and avoid repetition.</p> <p>Verb tenses recap</p>	<p>paragraphs using adverbials of time, place and number or tense choices</p> <p>Building on expanded noun phrases (using show not tell).</p>	<p>Modal verbs e.g. might, should, will, must</p> <p>Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun.</p>	<p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices.</p> <p>Brackets, dashes or commas to indicate parenthesis.</p>	<p>Relative clauses.</p> <p>Use of commas to clarify meaning to avoid ambiguity.</p>	<p>perhaps, surely)</p> <p>Relative clauses</p> <p>Devices to build cohesion within a paragraph</p>	<p>Devices to build cohesion within a paragraph</p> <p>Use of commas to clarify meaning to avoid ambiguity.</p>	<p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Indicating degrees of possibility using adverbs (for example, perhaps, surely)</p>	<p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>Devices to build cohesion within a paragraph</p> <p>Modal verbs</p>	<p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>Use of commas to clarify meaning to avoid ambiguity.</p>
<b>Must Haves</b>	<p>Expressing time, place and cause using conjunctions</p> <p>Adverbs</p> <p>Prepositions</p> <p>Present perfect form of verbs</p> <p>Paragraphs</p> <p>Speech</p> <p>Fronted adverbials</p> <p>Cohesive device nouns and pronouns</p> <p>Apostrophes for possession</p>	<p>Expressing time, place and cause using conjunctions</p> <p>Adverbs</p> <p>Prepositions</p> <p>Present perfect form of verbs</p> <p>Paragraphs</p> <p>Speech</p> <p>Fronted adverbials</p> <p>Cohesive device nouns and pronouns</p> <p>Apostrophes for possession</p>	<p>Link ideas across paragraphs – adverbials, pronoun and synonyms</p> <p>Use relative clauses</p> <p>Punctuation taught ... , - bullet points 0 “”</p> <p>Mix informal and formal sentence structures</p> <p>A range of layout devices</p> <p>Dialogue for action and character</p> <p>Appropriate tense</p>	<p>Link ideas across paragraphs – adverbials, pronoun and synonyms</p> <p>Use relative clauses</p> <p>Punctuation taught ... , - bullet points 0 “”</p> <p>Mix informal and formal sentence structures</p> <p>A range of layout devices</p> <p>Dialogue for action and character</p> <p>Appropriate tense</p>	<p>The full use of punctuation taught at KS2 ... , - ; bullet points 0 “”</p> <p>Use passive sentences</p> <p>Use relative clauses</p> <p>Perfect form of verbs</p> <p>Mix informal and formal sentence structures</p> <p>A range of layout devices</p> <p>Dialogue for action and character</p> <p>Link ideas across paragraphs – adverbials, pronoun and synonyms</p> <p>Select vocabulary and grammar for specific structures</p>	<p>The full use of punctuation taught at KS2 ... , - ; bullet points 0 “”</p> <p>Use passive sentences</p> <p>Use relative clauses</p> <p>Perfect form of verbs</p> <p>Mix informal and formal sentence structures</p> <p>A range of layout devices</p> <p>Dialogue for action and character</p> <p>Link ideas across paragraphs – adverbials, pronoun and synonyms</p> <p>Select vocabulary and grammar for specific structures</p>					

Year 6												
	Autumn Term				Spring Term				Summer Term			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
<b>Book focus</b>	Rose Blanche		Nowhere Emporium		Arctic Star – Tom Plamer		Wonder or How to be more hedgehog – Anne Marie Conway /		Alma (Literacy Shed)		The final year (to read)	
<b>Writing to...</b>	Entertain	Inform	Entertain	Persuade	Inform	Inform	Entertain	Entertain	Entertain	Entertain	Entertain / Inform	Inform
<b>Oral composition development (Teacher input)</b>	Character Description	Diary	Story opening – creating their own room	Persuade to visit	News Report	Diary (video) blog	Letter writing – to main character	Narrative – moving action along with dialogue	Narrative about the video	1 <sup>st</sup> person narrative	Future letter to themselves	Letter of complaint
<b>Writing transcription (skills):</b> <b>New skills</b>	Relative clauses beginning with who which, where, when, whose, that,	Relative clauses beginning with who which, where, when, whose, that, or an omitted	Devices to build cohesion within a paragraph	Linking ideas across paragraphs using adverbials of time, place and number.	The difference between structures typical of informal speech and structures appropriate for	Linking ideas across paragraphs using a wider range of cohesive	Linking ideas across paragraphs using a wider range of cohesive	The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	The difference between structures typical of informal speech and structures appropriate for	Linking ideas across paragraphs using a wider range of cohesive devices:	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a

	<p>or an omitted relative pronoun. Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>Use of commas to clarify meaning to avoid ambiguity.</p>	<p>relative pronoun.</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>Devices to build cohesion within a paragraph</p> <p>Modal verbs</p> <p>Use of the passive to affect the presentation of information in a sentence.</p> <p>Use of the colon to introduce a list and the use of semi colons within lists.</p>	<p>paragraphs using adverbials of time, place and number or tense choices</p> <p>Building on expanded noun phrases (using show not tell).</p> <p>Suspense devices (ellipsis)</p>	<p>Use of the colon to introduce lists.</p> <p>Modal verbs</p> <p>Use of semi colon, colon and dash to make the boundary between independent clauses e.g. It's raining; I'm fed up</p> <p>Layout devices e.g. heading, sub-headings, columns, bullets, or labels, to structure text.</p>	<p>formal speech and writing.</p> <p>Relative clauses</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices.</p> <p>Hyphens to avoid ambiguity.</p>	<p>devices: repetition of a word or phrase, grammatical connections and ellipsis.</p> <p>Relative clauses.</p> <p>How hyphens can be used to avoid ambiguity e.g. man eating shark versus man – eating shark.</p> <p>Passive voice to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).</p>	<p>devices: repetition of a word or phrase, grammatical connections.</p> <p>Subjunctive from (If I were to come home...)</p> <p>Relative clauses</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connection and ellipsis.</p> <p>Use of semi colon, colon and dash to mark the boundary between independent clauses.</p>	<p>formal speech and writing.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connection and ellipsis.</p> <p>Use of semi colon, colon and dash to mark the boundary between independent clauses.</p>	<p>repetition of a word or phrase, grammatical connections.</p> <p>Hyphens to avoid ambiguity.</p> <p>Use of the passive to affect the presentation of information in a sentence.</p>	<p>word or phrase, grammatical connections.</p> <p>Subjunctive from (If I were to come home...)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p>	<p>word or phrase, grammatical connections.</p> <p>Subjunctive from (If I were to come home...)</p>
<b>Must Haves</b>	<p>Expressing time, place and cause using conjunctions</p> <p>Adverbs</p> <p>Prepositions</p> <p>Present perfect form of verbs</p> <p>Paragraphs</p> <p>Speech</p> <p>Fronted adverbials</p> <p>Cohesive device nouns and pronouns</p> <p>Apostrophes for possession</p>	<p>Expressing time, place and cause using conjunctions</p> <p>Adverbs</p> <p>Prepositions</p> <p>Present perfect form of verbs</p> <p>Paragraphs</p> <p>Speech</p> <p>Fronted adverbials</p> <p>Cohesive device nouns and pronouns</p> <p>Apostrophes for possession</p>	<p>Expressing time, place and cause using conjunctions</p> <p>Adverbs</p> <p>Prepositions</p> <p>Present perfect form of verbs</p> <p>Paragraphs</p> <p>Speech</p> <p>Fronted adverbials</p> <p>Cohesive device nouns and pronouns</p> <p>Apostrophes for possession</p>	<p>Link ideas across paragraphs – adverbials, pronoun and synonyms</p> <p>Use relative clauses</p> <p>Punctuation taught ... , - bullet points 0 ""</p> <p>Mix informal and formal sentence structures</p> <p>A range of layout devices</p> <p>Dialogue for action and character</p> <p>Appropriate tense</p>	<p>Link ideas across paragraphs – adverbials, pronoun and synonyms</p> <p>Use relative clauses</p> <p>Punctuation taught ... , - bullet points 0 ""</p> <p>Mix informal and formal sentence structures</p> <p>A range of layout devices</p> <p>Dialogue for action and character</p> <p>Appropriate tense</p>	<p>The full use of punctuation taught at KS2 ... , - ; bullet points 0 ""</p> <p>Use passive sentences</p> <p>Use relative clauses</p> <p>Perfect form of verbs</p> <p>Mix informal and formal sentence structures</p> <p>A range of layout devices</p> <p>Dialogue for action and character</p> <p>Link ideas across paragraphs – adverbials, pronoun and synonyms</p> <p>Select vocabulary and grammar for specific structures</p>	<p>The full use of punctuation taught at KS2 ... , - ; bullet points 0 ""</p> <p>Use passive sentences</p> <p>Use relative clauses</p> <p>Perfect form of verbs</p> <p>Mix informal and formal sentence structures</p> <p>A range of layout devices</p> <p>Dialogue for action and character</p> <p>Link ideas across paragraphs – adverbials, pronoun and synonyms</p> <p>Select vocabulary and grammar for specific structures</p>					