Reception Writing Overview

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| **A** | **B** | **C** | **D** | **E** | **F** |
| Vehicle Texts |
| The Something | Star in a Jar | Juniper Jupiter | Little Red | The Extraordinary Gardener | The Storm Whale |
| Writing Outcome & Writing Purpose |
| Narrative: A Friendship & Animal Theme Purpose: To tell and write sentences around the theme | Narrative: A Star Theme Purpose: To tell and write sentences around the theme | Narrative: A Superhero Theme Purpose: To tell and write sentences around the theme | Narrative: A Traditional Tale Theme Purpose: To tell and write sentences around the theme | Narrative: A Plant Growing Theme Purpose: To tell and write sentences around the theme | Narrative: A Seaside Theme Purpose: To tell and write sentences around the theme |
| Recount: Animal Information Purpose: To inform | Information: Poster to find a lost star Purpose: To inform (and describe) | Information: A letter wanting to be a sidekick Purpose: To inform | Instructions: How to trap an animal Purpose: To instruct | Instructions: How to grow a garden plant / vegetable Purpose: To instruct | Poems: Sea creature poems Purpose: To describe |
| Explicitly teach of the following concepts of print: Print has meaning; Print can have different purposes; Print in English is directed from left to right and top to bottom. Explicitly teach that each spoken word when written is separated by a space. |
| Grammar: Word |
| Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught GPCs. This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts until new graphemes have been taught. There is an emphasis in this progression document on the role of mark making and writing as forms of communication.Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in sentences.\*Words shown below need to be in line with phonics scheme being followed by your school. |
| Focus on: •Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) •Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling \*Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so | Build on previous units & focus on: •Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling \*Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was | Build on previous unit & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling \*Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are  | Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling \*Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are  | Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling \*Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some  | Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling \*Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some,come  |
| Grammar: Sentence |
| Focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. Dan had a dog. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model use of the Sentence Accuracy Check  | Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. I got a gem. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model and support correct use of the Sentence Accuracy Check | Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Orally connect one idea or action using a range of connectives •Re-read what they have written to check for meaning Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check | Build on previous units & focus on: •Orally rehearse and recall sentence prior to writing •Orally connect one idea or action using a range of connectives •Write short sentences with words with known sound letter correspondences using a capital letter and full stop •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check | Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check | Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check  |
| Grammar: Text |
| Focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Support recognition of the four parts of a simple narrative - opening, build up, problem and ending •Begin to retell familiar stories and texts in their words and / or repetition.  | Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words. including; Once upon a time, So, First, Next, Finally. •Sequence sentences to form short narratives. | Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly. •Sequence sentences to form short narratives.  | Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, Soon, and Suddenly. •Sequence sentences to form short narratives.  | Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then one night, The very next morning and Then. •Sequence sentences to form short written narratives.  | Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then, Suddenly and Late that night. •Sequence sentences to form short written narratives.  |
| Grammar: Punctuation |
| Focus on: Letter formation Separation of words and spaces  | Build on previous units & focus on: Letter formation Separation of words with spaces Personal pronoun - I, he  | Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, she, he Full Stops | Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops | Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops Capital Letters for names | Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops Capital Letters for names |
| Terminology for Pupils |
| letter, capital letter, word, sentence, full stop, question mark |

Writing Progression Overview KS1 23-24

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2  |
| Vehicle Texts |
| Hermelin | Where the Wild Things Are | Old Bear | The Bog Baby | The Night Gardener | A River |
| Writing Outcome & Writing Purpose |
| Narrative: A Detective Story Purpose: To narrate | Narrative: A Portal Story Purpose: To narrate | Narrative: Finding Narrative Purpose: To retell a story | Narrative: Finding NarrativePurpose: To narrate | Narrative: Setting NarrativePurpose: To narrate | Narrative: Circular narrativePurpose: To narrate |
| Recount: Letters Purpose: To recount | Information: Wild Things Purpose: To inform | Recount: Messages Purpose: To inform and explain events that have happened | Instructions: How to build a habitat Purpose: To instruct | Recount: Diary Purpose: To recount | Recount :LetterPurpose: To inform |
| Grammar: Word |
| Build on previous units & focus on: Reinforce plural noun suffix -s/-es How the prefix un- changes the meaning of verbs and adjectives Adding the suffixes -er and -est to adjectives | Build on previous units & focus on: Adding the suffixes -ing, -ed and -er to verbs Adding the suffixes -er and -est to adjectives How the prefix un- changes the meaning of verbs and adjectives | Build on previous year & focus on: Regular plural noun suffix -s or -es | Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs  | Build on previous units & focus on:Use of the suffix –ly to turn adjectives into adverbs Form adjectives using suffixes -ful and -less | Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es |
| Grammar: Sentence |
| Build on previous units & focus on: Combining words to make sentences Joining words and clauses using ‘and’ | Build on previous units & focus on: Combining words to make sentences Joining words and clauses using ‘and’ | Build on previous year & focus on: Combining words to make sentences Joining words and clauses using ‘and’ | Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and command | Build on previous units & focus on: Co-ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question Expanded Noun Phrases for description and specification | Build on previous year & focus on:Subordination (using when, if, that, because)Co-ordination (or, and, but)Expanded Noun Phrases for description and specificationLearn that the grammatical patterns in a sentence indicate its function as a question or command |
| Grammar: Text |
| Build on previous units & focus on: Sequencing sentences to form short narratives | Build on previous units & focus on: Sequencing sentences to form short narratives | Build on previous year & focus on: Sequencing sentences to form short narratives | Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing  | Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing | Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing |
| Grammar: Punctuation |
| Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark | Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I | Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops  | Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)  | Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns Commas to separate items in a list  | Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns |
| Terminology for Pupils |
| letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation |

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| The Secret of Black Rock | Rapunzel | The Last Wolf | Grandad’s Island | The King Who Banned the Dark | Rosie Revere |
| Writing Outcome & Writing Purpose |
| Narrative: A Return Story Purpose: To narrate | Narrative: A Traditional Tale Purpose: To narrate | Narrative: A Hunting Story Purpose: To narrate | Narrative: Return NarrativePurpose: To narrate | Non-Fiction: Persuasive LetterPurpose: To persuade | Narrative: Invention NarrativePurpose: To narrate |
| Recount: Postcards Purpose: To recount | Instructions: How to catch a witch Purpose: To instruct | Instructions: Recipes Purpose: To instruct | Information: Jungle Animals Purpose: To inform | Narrative: Banning Narrative Purpose: To narrate | Explanation: How a machine works Purpose: To explain |
| Grammar: Word |
| Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed to verbs Reinforce how the prefix un- changes the meaning of verbs and adjectives | Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffix -er to verbs | Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives | Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs | Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs | Build on previous units & focus on: Formation of nouns by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs |
| Grammar: Sentence |
| Build on previous units & focus on: Combining words to make sentences Joining words and clauses using ‘and’ | Build on previous units & focus on: Combining words to make sentences Joining words and clauses using ‘and’ | Build on previous units & focus on: Combining words to make sentences Joining words and clauses using ‘and’ | Build on previous units & focus on:Learn that the grammatical patterns in sentence indicates its function as a question and an exclamationExpanded Noun Phrases for description and specification | Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question and a statement. | Build on previous units & focus on:Subordination (using when, if, that, because)Co-ordination (or, and, but)Sentence indicates its function as an exclamation.Expanded Noun Phrases for description and specification |
| Grammar: Text |
| Build on previous units & focus on: Sequencing sentences to form short narratives | Build on previous units & focus on: Sequencing sentences to form short narratives | Build on previous units & focus on: Sequencing sentences to form short narratives | Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs  | Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing  | Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing  |
| Grammar: Punctuation |
| Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I | Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops | Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark  | Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns | Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spellings Commas to separate items in a list  | Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list |
| Terminology for Pupils |
| noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma |

Writing Progression Overview KS1 24-25

Writing Progression Overview LKS2 23-24

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2  |
| Vehicle Texts |
| The Iron Man | Fox | Into the Forest | The Whale | The Leaf | The Journey |
| Writing Outcome & Writing Purpose |
| Narrative: Approach Threat Narrative Purpose: To narrate | Narrative: Fable Narrative Purpose: To narrate | Narrative: Lost Narrative Purpose: To narrate | Narrative: Setting Narrative Purpose: To narrate | Narrative: Outsider Narrative Purpose: To narrate | Narrative: Refugee Narrative Purpose: To narrate |
| Explanation: Trap Explanation Purpose: To explain | Information: Foxes Information Report Purpose: To inform | Recount: Newspaper Report Purpose: To recount  | Recount: Newspaper Report Purpose: To recount | Information: Information Report Purpose: To inform | Recount: Diary Purpose: To recount |
| Grammar: Word |
| Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an'  | Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis -mis -im -in Use of the forms a or an when next word starts with a consonant or a vowel Adverbs ending in -ly  | Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning | Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was) | Build on previous year & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was) | Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was) Grammatical difference between plural and possessive -s |
| Grammar: Sentence |
| Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Learn how to use subordination (reinforce from Y2) Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification | Build on previous units & focus on: Expressing time, place and cause using prepositions, e.g. before, after, during, in Use a wider range of conjunctions, e.g. when, if, because, although | Build on previous units & focus on:Expressing time, place and cause using adverbs e.g. then, next, soon, thereforeExpressing time, place and cause using prepositions e.g. before, after, during, in, because of | Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials | Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Expressing time and place and cause using prepositions [for example, before, after, during, in, because of] | Build on previous units & focus on: Fronted adverbials |
| Grammar: Text |
| Build on previous year & focus on:  | Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past  | Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation | Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs | Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition |
| Grammar: Punctuation |
| Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use commas to separate items in a list  | Reinforce from Year 2: Commas to separate items in a list Apostrophes to mark singular possession in nouns Inverted commas to punctuate direct speech  | Build on previous units & focus on: Inverted commas to punctuate direct speech | Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials | Build on previous year & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials | Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials |
| Terminology for Pupils |
| preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commasdeterminer, pronoun, possessive pronoun, adverbial |

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| **A** | **B** | **C** | **D** | **E** | **F** |
| Vehicle Texts |
| Rhythm of the Rain | Jemmy Button | Egyptology | Manfish | Arthur and the Golden Rope | The Lost Happy Endings |
| Writing Outcome & Writing Purpose |
| Narrative: Setting Narrative Purpose: To narrate | Narrative: Return Narrative Purpose: To narrate | Narrative: Egyptian Mystery Narrative Purpose: To narrate | Narrative: Invention Narrative Purpose: To narrate | Narrative: Myth Narrative Purpose: To narrate | Narrative: Twisted Narrative Purpose: To narrate |
| Recount: River Information Leaflet Purpose: To inform | Information: Letters Purpose: To recount | Information: Secret Diary Purpose: To recount | Recount: Jacques Cousteau Biography Purpose: To recount | Information: Defeating a Viking monster Purpose: To inform | Persuasion: Letter Purpose: To persuade |
| Grammar: Word |
| Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel  | Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning | Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning | Build on previous units & focus on: Verb inflections (we were instead of we was) | Build on previous units & focus on: Grammatical difference between plural and possessive -s  | Build on previous units & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)  |
| Grammar: Sentence |
| Build on previous units & focus on:Noun phrases expanded by the addition of modifying adjectives, nouns and prepositionsFronted adverbialsDeveloping the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, before, after, while, so’ | Build on previous units & focus on:Expressing time, place and cause using prepositions e.g. before, after, during, in, because, ofExpressing time, place and cause using adverbs e.g. then, next, soon, thereforeUse a wider range of conjunctions, e.g. when, if, because, although | Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)  | Build on previous units & focus on: Fronted adverbials | Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials | Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials |
| Grammar: Text |
| Build on previous units & focus on: Introduction to paragraphs as a way to group related material Present perfect form of verbs in contrast to the simple past  | Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past  | Build on previous units & focus on: Headings and sub-headings to aid presentation |  Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme | Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme, with headings and sub headings  | Build on previous units & focus on: use adverbials and conjunctions for cohesion  |
| Grammar: Punctuation |
| Build on previous units & focus on: Apostrophes to mark singular possession in nouns Learn how to use commas to separate items in a list  | Build on previous units & focus on: Inverted commas to punctuate direct speech | Build on previous units & focus on: Inverted commas to punctuate direct speech  | Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials | Build on previous units & focus on: Apostrophes for possession (plural nouns)Use commas after fronted adverbials | Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials  |
| Terminology for Pupils |
| preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commasdeterminer, pronoun, possessive pronoun, adverbial |

 Writing Progression Overview LKS2 24-25

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| **A** | **B** | **C** | **D** | **E** | **F** |
| Vehicle Texts |
| Rose Blanche | A Story Like the Wind | Wonder | King Kong | The Promise | Lost Book of Adventure |
| Writing Outcome & Writing Purpose |
| Recount: Diary Purpose: To recount | Narrative: Flashback Narrative Purpose: To narrate |  | Narrative: Dilemma Narrative Purpose: To narrate | Narrative: Character Narrative Purpose: To narrate | Narrative: Survival Narrative Purpose: To narrate |
| Recount: Bravery Speech Award Purpose: To recount & inform (hybrid) | Recount: Newspaper Report Purpose: To recount |  | Discussion: Balanced Argument Purpose: To discuss | Persuasion: Bargain Letter Purpose: To persuade | Explanation: Survival Guide Purpose: To explain |
| Grammar: Word |
| Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices | Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices | Build on previous units & focus on:  | Build on previous units & focus on: Converting nouns or adjectives into verbs using suffixes | Build on previous units & focus on: Develop understanding and use of verb prefixes  | Build on previous units & focus on: Verb prefixes mis, over and de Converting nouns or adjectives into verbs using suffixes  |
| Grammar: Sentence |
| Build on previous year & focus on: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speechDevelop understanding of the passive to affect the presentation of information in a sentence | Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely  | Build on previous units & focus on:  | Build on previous units & focus on: Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Develop understanding of expanded noun phrases to convey complicated information concisely Indicate degrees of possibility using modal verbs | Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs  | Build on previous units & focus on: Indicate degrees of possibility using adverbs and modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  |
| Grammar: Text |
| Build on previous year & focus on: using a wider range of cohesive devices - adverbials  | Build on previous units & focus on: Use headings, sub-headings, columns and captions to structure information  | Build on previous units & focus on:  | Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph | Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph | Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph |
| Grammar: Punctuation |
| Build on previous year & focus on: Semi-colons within detailed lists Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Dashes and commas to indicate parenthesis  | Build on previous units & focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses | Build on previous units & focus on:  | Build on previous units & focus on: Use commas for clarity and to avoid ambiguity Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) Indicate parenthesis using brackets | Build on previous units & focus on: Commas for parenthesis  | Build on previous units & focus on: Indicate parenthesis using brackets Commas for clarity |
| Terminology for Pupils |
| subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet pointsmodal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |

Writing Progression Overview UKS2 23 - 24

Writing Progression Overview UKS2 24-25

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| **A** | **B** | **C** | **D** | **E** | **F** |
| Vehicle Texts |
| FARther | Shackleton’s Journey | 1000 Year Old Boy | Hansel and Gretel | When We Walked On the Moon | Hound of the Baskervilles |
| Writing Outcome & Writing Purpose |
| Narrative: Setting Narrative Purpose: To narrate | Narrative: Endurance Narrative Purpose: To narrate |  | Narrative: Dual Narrative Purpose: To narrate | Narrative: Exploration Narrative Purpose: To narrate | Narrative: Cliff hanger Narrative Purpose: To narrate |
| Recount: Letter Purpose: To recount | Recount: Biography Purpose: To recount |  | Persuasion: Letter Purpose: To persuade | Recount: Formal Mission Log Purpose: To recount | Recount: Formal Report Purpose: To inform |
| Grammar: Word |
| Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Use verb prefixes (un-, de-, re-, over-, dis-, mis-) | Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing |  | Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone | Build on previous year & focus on: Develop an understanding of the use of verb prefixes | Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Develop understanding and use of verb prefixes Converting nouns or adjectives into verbs using suffixes |
| Grammar: Sentence |
| Build on previous units & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Use fronted adverbials  | Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence |  | Build on previous units & focus on:The difference between structures typical of informal speech and structures appropriate to formal speech in writing Use of the subjunctive form in some very formal speech and writing | Build on previous year & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses | Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun |
| Grammar: Text |
| Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph | Build on previous units & focus on: Using headings and sub-headings to organise information |  | Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices | Build on previous year & focus on: Use of a range of sentence types for impact and cohesion | Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph  |
| Grammar: Punctuation |
| Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials | Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity |  | Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity | Build on previous year & focus on: Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4) | Build on previous units & focus on: Commas for parenthesis Use commas to clarify meaning and avoid ambiguity |
| Terminology for Pupils |
| subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet pointsmodal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |