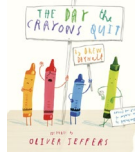


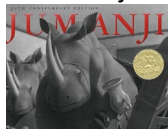
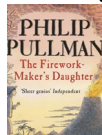
Progression of skills in writing 25-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Superheroes What's My Superpower? Superhero like you 	Toys Barnabus Project Toys in Space Lost in the Toy Museum 	Our Community In Every House on Every Street Superworm 	Islands Here We Are Elephant Island 	Plants Jack and the Beanstalk What do you see When you Look at a Tree? 	Seaside Lighthouse Keeper's Lunch 
Composition	Write sentences by saying out loud what they are going to write about Write sentences by composing a sentence orally before writing it Write sentences by sequencing sentences to form short narratives Write sentences by re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read their writing aloud, clearly enough to be heard by their peers and the teacher					
Vocabulary, grammar and punctuation	Leave spaces between words Join words and joining clauses using 'and' Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Learn the grammar for year 1 in English appendix 2 Use the grammatical terminology in English appendix 2 in discussing their writing					
Year 2	A Shelter For Sadness The Dot 	The Journey Lights on Cotton Rock 	The Search for the Giant Arctic Jellyfish The Emperor's Egg 	Building Boy Iggy Peck Architect 	Greta and the Giants 	The Extraordinary Gardener Bee and Me 

Progression of skills in writing 25-26

Composition	Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) Develop positive attitudes towards and stamina for writing by writing about real events Develop positive attitudes towards and stamina for writing by writing poetry Develop positive attitudes towards and stamina for writing by writing for different purposes Consider what they are going to write before beginning by planning or saying out loud what they are going to write about Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Make simple additions, revisions and corrections to their own writing by proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) Read aloud what they have written with appropriate intonation to make the meaning clear					
Vocabulary, grammar and punctuation	Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) Develop positive attitudes towards and stamina for writing by writing about real events Develop positive attitudes towards and stamina for writing by writing poetry Develop positive attitudes towards and stamina for writing by writing for different purposes Consider what they are going to write before beginning by planning or saying out loud what they are going to write about Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Learn how to use sentences with different forms: statement, question, exclamation, command Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly] Learn how to use the present and past tenses correctly and consistently, including the progressive form					
Year 3	Beegu The Girl Who Talked to Trees 	Stone Age Boy The First Drawing 	Dark, Dark Tale 	One World The Great Kapok Tree 	The Day the Crayons Quit 	Flooded Lost and Found 
Composition	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Plan writing by discussing and recording ideas Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English appendix 2) Draft and write by organising paragraphs around a theme Draft and write by, in narratives, creating settings, characters and plot					

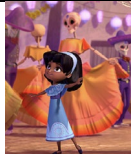
Progression of skills in writing 25-26

	Draft and write by, in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear					
Vocabulary, grammar and punctuation	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Use the present perfect form of verbs in contrast to the past tense Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause Use fronted adverbials Learn the grammar for years 3 and 4 in [English appendix 2] Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with plural nouns Use and punctuate direct speech Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading					
Year 4	The Lost Thing 	Marcy and the Riddle of the Sphinx (Ancient Egypt) 	Jumanji 	Song of the River 	The Firework Maker's Daughter 	The Wild 
Composition	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Plan writing by discussing and recording ideas Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English appendix 2) Draft and write by organising paragraphs around a theme Draft and write by, in narratives, creating settings, characters and plot Draft and write by, in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by assessing the effectiveness of their own Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear					
Vocabulary, grammar and punctuation	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Use the present perfect form of verbs in contrast to the past tense Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause Learn the grammar for years 3 and 4 in [English appendix 2]					

Progression of skills in writing 25-26

	Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with plural nouns Use and punctuate direct speech Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading					
Year 5	The Viewer 	Mr Hirota's Phonebooth 	King of the Sky 	Malamander 	House with Chicken Legs 	David Attenborough Biography
Composition	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary Plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Draft and write by précising longer passages Draft and write by using a wide range of devices to build cohesion within and across paragraphs Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by assessing the effectiveness of their own and others' writing Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear					
Vocabulary, grammar and punctuation	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information in a sentence Use the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Learn the grammar for years 5 and 6 in English appendix 2 Use commas to clarify meaning or avoid ambiguity in writing Use hyphens to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis					
Year 6	A Monster Calls	Alma	Treasure	Broken (R,P,C)	Coraline	Transition writing

Progression of skills in writing 25-26

						
Composition	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary Plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Draft and write by précising longer passages Draft and write by using a wide range of devices to build cohesion within and across paragraphs Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by assessing the effectiveness of their own and others' writing Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear					
Vocabulary, grammar and punctuation	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information in a sentence Use the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Learn the grammar for years 5 and 6 in English appendix 2 Use commas to clarify meaning or avoid ambiguity in writing Use hyphens to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Punctuate bullet points consistently Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading					