


Year 1/2												
Cycle B	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	We're going on a bear hunt. (Fiction)	Who lives Here? (Poetry)	Traction Man is Here! (Fiction)	Instructions: How to make a healthy wrap. (Non-Fiction)	Man on the Moon. Baboon on the moon. (fiction)	Look inside Space. (Non-Fiction)	The Knight Who wouldn't Fight. (Fiction)	Tell me a Dragon. (Poetry)	Mixed up Fairy tales (Fiction)	Transport. (Non-fiction)	The Pirates Next Door. (Fiction)	Hidden World Ocean. (Non-fiction)
Links to Wider Curriculum	Geography: Map Makers Science: living in habitats Art- Making maps		Science: My Body. Superheroes! History: Remembrance. DT: Food- making a healthy wrap		Moon Zoom. ICT: Rocket to the Moon. Science: Investigation station. Geography: Around the World.		Towers, Tunnels and Turrets. Science: Exploring Materials. History: Isambard Kingdom Brunel		The Enchanted Woodland. Geography: Where do I live? Science: Growing Plants.		Land Ahoy! History: The Life of Grace O'Malley, Science: Habitats.	
Independent purposeful writing outcomes	To write an adapted version of the bear hunt story.	To write a step poem and perform their own version of the poem.	To write a story in the style of Traction Man, about a different superhero.	To write a set of instructions.	To write a story based on Baboon on the moon.	To write a double page information spread.	To write a letter.	To make a 'tell me a dragon' book.	To write their own mixed up fairy tale.	To write a page for a class book about local environment.	Children to write a sequel to the story.	To make a lift the flap information page.
Grammar and punctuation	Finger spaces Full stops and capital letters Expanded noun phrases Exclamation marks	Performance Alliteration Expanded Noun phrases Question marks.	Finger spaces Full stops and capital letters Present progressive tense: using is/are and adding -ing	Using imperative (bossy) verbs Punctuation: full stops and capital letters Writing in a logical order Using adverbs	Punctuation. Verbs. Expanded noun phrases.	Punctuation. Adverbs. Expanded noun phrases. Commands and questions.	Punctuation. Sentence types- questions, commands, exclamatives Apostrophes. Conjunctions	Punctuation. Expanded noun phrases. Making adventurous word choices.	Punctuation including question and exclamation marks. Noun phrases. Past and present tense.	Subordination. Coordination. Punctuation.	Expanded noun phrases. Verbs. Exclamations Conjunctions	Expanded noun phrases. Subordination and coordination.

	Year 2: commas in lists.		<p>onto the end of verbs</p> <p>Exclamation marks: sounds and 'How' statements</p> <p>Using adjectives to describe</p> <p>Using a question mark and exploring question words</p>									
Spelling	<i>No Nonsense Spelling Programme</i>											
Handwriting	<p>Pupils taught to use the diagonal and horizontal strokes needed to join words</p> <p>Pupils begin to join more of their writing legibly and consistently</p> <p>All pupils write in pen by the end of the year.</p>											

Year 3/4												
Babcock 	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	Stone Age Boy	Sweet and Low by Tennyson Poetry	Ask Dr K Fisher – Non-fiction	Mog's Christmas Calamity Fiction	Myth Atlas By Thiago Di Moraes Fiction	Paint Me a Poem by Grace Nichols (poetry)	Fantastically Great Women who changed The world Non-fiction	Fair's Fair	Flotsam by David Fiction	Beach comber-Poetry	The Whistling Monster Fiction	How to Invent Non-fiction
Links to Wider Curriculum	Stoneage				Investigating India		Victorians		Blue Abyss		Ancient Greeks	
Independent purposeful writing outcomes	<ul style="list-style-type: none"> To write a story of the blueprint, Stone Age boy To write one verse of poetry Based on the poem. 		<ul style="list-style-type: none"> To Write a letter to an agony aunt and a reply To write a story of Christmas Calamity 		<ul style="list-style-type: none"> To write a myth based on one of the characters from one of the cultures in the book. To respond to art through poetry 		<ul style="list-style-type: none"> To write a biography of a famous person, choosing elements of layout, presentation and language to match the chosen personality and their 		<ul style="list-style-type: none"> To write a detailed description of a setting and part of the story To write a poem about found objects, real or imagined, and express some feelings about 		<ul style="list-style-type: none"> To write a traditional story based on the plot of The Whistling Monster To write invention portfolio and/or timeline 	

							<ul style="list-style-type: none"> achievements To write the middle and ending of a story about a homeless Victorian Child. 	<p>them from the perspective of an autobiographical or fictional narrator</p>				
Grammar and punctuation	Expanded nouns phrases.	Noun phrases, experiment with rhyme, rhythm and alliteration	To use a range of conjunctions to create sentences with more than one clause. Classify conjunctions. Organisation of letters.	dialogue, adverbials, fronted adverbials, paragraphs, showing not telling, fiction	commas, brackets, adverbials, fronted adverbials, phrases, clauses, simple sentences, conjunctions, multi-clause sentences, subordination, cohesion	Noun phrases, experiment with rhyme, rhythm and alliteration	paragraphs, expanded, noun, noun,, noun phrases, expanded noun phrases, adverb, adverbs, adverbial, adverbial phrases, prepositional phrases, paragraphs, sections, sub-titles, biography, text structure, layout, presentation	dialogue, speech, paragraphing, noun phrases, expanded noun phrases, clauses, complex sentences,	fronted adverbials, nouns, noun phrases, expanded noun phrases, pre-modification, post modification, adverbs, adverbials, phrases, prepositions, prepositional phrases, cohesion, images, paragraphs,	commas, lists, nouns, expanded noun phrases, pre-modification nouns, post-modification nouns, adjectives, determiners, phrases, prepositions, prepositional phrases, noun phrases	adverbials, sentence patterning, more than one clause, multi-clause, dialogue to move the story on, speech,	expanded nouns, adverbials, fronted adverbials, punctuation, dashes, semicolons,
Spelling	<i>No Nonsense Spelling Programme</i>											
Handwriting	Pupils taught to use the diagonal and horizontal strokes needed to join words Pupils begin to join more of their writing legibly and consistently All pupils write in pen by the end of the year.											

Year 5												
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>		Eats shoots and leaves (non fiction) Focus: Using comma to clarify meaning and mark clause boundary.	Poetry week The Highwayman The lost words (poetry) Focus: Literary language	Boewulf Focus: Creating an overcoming the monster story	My Secret war Diary (fiction) Focus: Describing characters and setting Formal/informal language Historical language	Great Women who change the world. (non-fiction) Focus Information text and formal language.	The Tempest (playscript) Focus: Literary language and atmosphere	Holes (fiction) Focus: Describing characters and setting (recap) and applying own writing style				
Links to Wider Curriculum		Invaders and explorers		World War 2		Water World						
Independent purposeful writing outcomes		Non fiction – information/explanation text Poetry Acrostic Poem, Free Verse		Narrative ‘Eye witness’ account– Overcoming the monster – dialogue, Legend		Narrative – diary recount, information/ explanation Contemporary Fiction		Non-fiction – biographical writing		Narrative diary personal reflection, making the ‘right decision’ Letter and newspaper Diary recount Persuasive writing		
Grammar and punctuation		Convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.	See poetry progression document.	Build cohesion within a paragraph Indicate parenthesis using brackets, commas or dashes. Use a range	Linking ideas across paragraphs using adverbials of time Continued focus on building cohesion	Use a range of verb forms, particularly the perfect, to mark relationships of time and cause. Convey complicated information concisely by	Use modals and adverbs to indicate possibility. Use a range of clause structures, sometimes varying the position within the sentence for effect.	Use modals and adverbs to indicate possibility. (recap0) Revisit cohesion Use a range of verb forms, particularly the perfect,				

	<p>Use punctuation to ensure meaning is clear, particularly commas for clarity.</p> <p>Demarcate sentences accurately throughout.</p>		<p>of clause structures, sometimes varying the position within the sentence for effect.</p>		<p>Use a range of clause structures, sometimes varying the position within the sentence for effect. (recap)</p> <p>Use punctuation to ensure meaning is clear, particularly commas for clarity. (recap)</p> <p>Demarcate sentences accurately throughout. (recap)</p>		<p>using pre- and post-modification of nouns, including relative clauses. (recap)</p> <p>Demarcate sentences accurately throughout. (recap)</p>		<p>(recap)</p> <p>Indicate parenthesis using brackets, commas or dashes. (recap)</p> <p>Demarcate sentences accurately throughout. (recap)</p>		<p>to mark relationships of time and cause. (recap)</p> <p>Demarcate sentences accurately throughout. (recap)</p> <p>Indicate parenthesis using brackets, commas or dashes. (recap)</p>	
Spelling	<i>No Nonsense Spelling Programme</i>											
Handwriting	<p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p>											

Year 6						
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	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<p>Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i></p>	My secret war diary by Flossie Albright	Sonnet 18	Every day journey of ordinary things		How the Whale Became		Wallace and Gromit's cracking contraptions		Blackberry Blue and other fairytales		Genius of the ancients	
Links to Wider Curriculum	Tudors (History) Local trade, imports/exports and industry (Geography)				Animals and planets Inventions				South America The Maya			
Independent purposeful writing outcomes	To write a diary set during a historical period		To write a journey of an ordinary thing (sequential explanation text)		To write a 'How the...' story linked to an animal in the ocean		To devise and write about a cracking contraption		To write a fairytale set in South America		To create a double page spread information text on the ancient Maya	
Grammar and punctuation	Use fronted adverbials (revision Y3/4). Use a range of sentence constructions (revision Y3/4). Use brackets, dashes or commas for parenthesis and to mark boundaries between independent clauses. Use Standard English forms for verb inflections instead of local spoken forms (revision Y4). Understand the difference between structures typical of informal speech and structures appropriate for formal writing. Use apostrophes for contraction and possession.		Using the passive to affect the presentation of information in a sentence (Y6) Using expanded noun phrases to convey complicated information concisely (Y5/6) Using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun (Y5). Indicate grammatical and other features by: Using commas to clarify meaning or avoid ambiguity in writing (Y5)		Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (Y5/6). Use commas to clarify meaning and avoid ambiguity in writing (Y6).		Use passive verbs to affect presentation of information in a sentence. Use expanded noun phrases to convey complicated information concisely.		Recognising vocabulary and structures that are appropriate for formal speech and writing (Y6) Using expanded noun phrases to convey complicated information concisely (Y5/6) Pupils should indicate grammatical and other features by: Using commas to		Using the passive to affect the presentation of information in a sentence (Y6). devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) (Y5) Linking of ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense	

		Using brackets, dashes or commas to indicate parenthesis (Y5).			clarify meaning or avoid ambiguity in writing (Y5) Using a colon to introduce a list and using semi-colons within a list (Y6)	choices (e.g. he had seen her before) (Y5) Linking of ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis (Y6) Layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text) (Y6).
Spelling	<i>No Nonsense Spelling Programme</i>					
Handwriting	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task					