

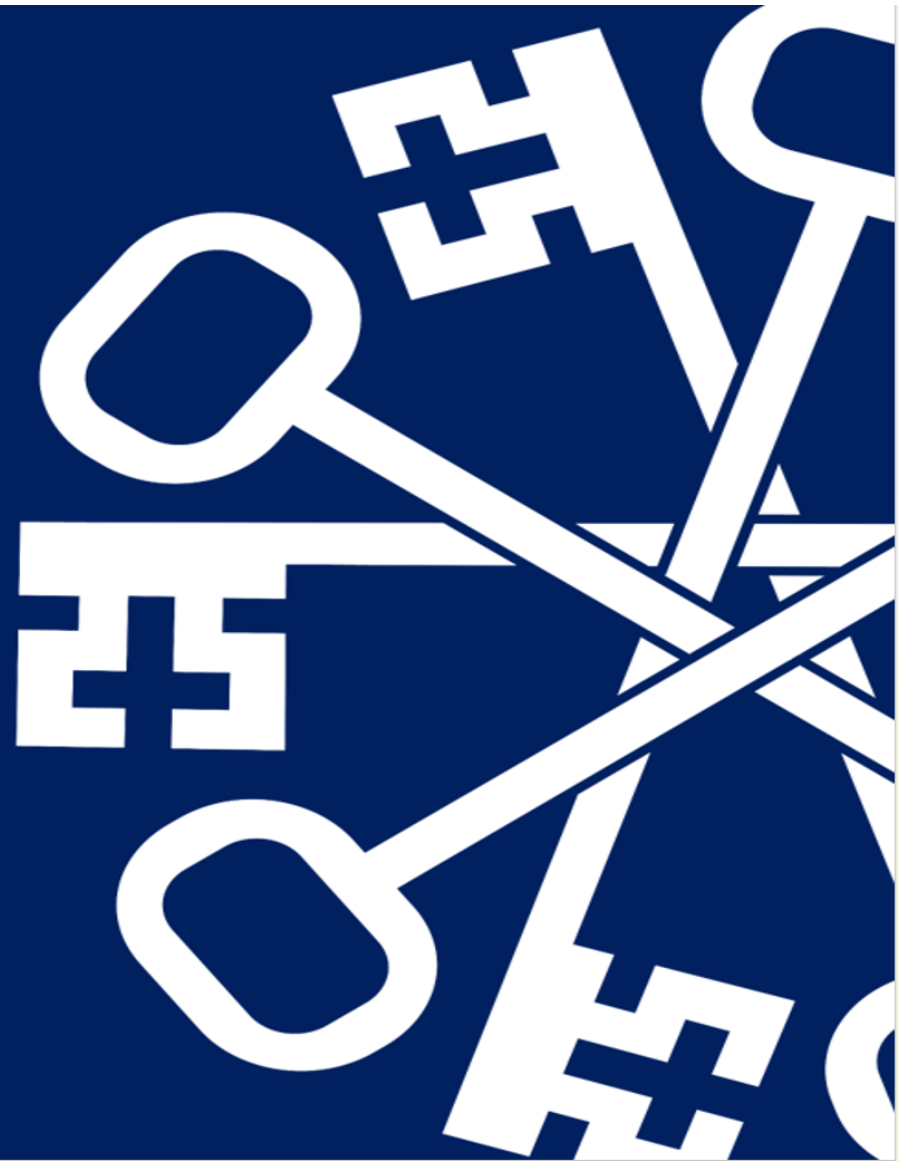


KEYS
ACADEMIES
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Writing Curriculum

Created by our schools, for our schools

Progression across Year Groups

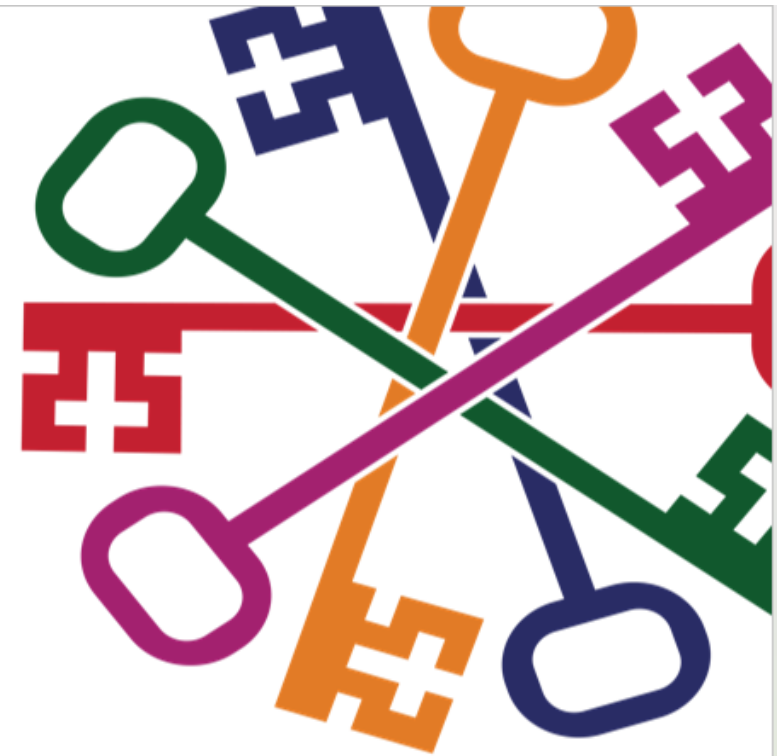


The Writing Curriculum Intent

Our writing curriculum, collaboratively designed by our founding primary academies, addresses the needs of our pupils by integrating high-quality texts and linking to the wider curriculum. Grounded in EEF research and cognitive science theories, it emphasizes overlearning core concepts and mastering fundamental skills.

This curriculum equips pupils to write with coherence, precision, and impact, fostering confident, fluent, and expressive writers. It provides opportunities to write for various audiences and purposes, ensuring technical accuracy and creative flair. With a clear progression from early writing to sophisticated compositions, it embeds strong transcription, composition, and an awareness of the audience.

We empower them to write with confidence and purpose—preparing them not just for success in school, but for a lifetime of effective communication.



Progression across Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	<p>Spell words containing RWI Set 1 GPCs.</p> <p>Spell words containing set 2 GPCs.</p> <p>Spell RWI specified green group red words.</p>	<p>Spell words containing set 1 and 2 GPCs.</p> <p>Spell RWI specified purple group red words.</p>	<p>Spell words containing set 1 and 2 GPCs.</p> <p>Begin to spell words containing set 3 GPCs.</p> <p>Spell RWI specified pink group red words.</p> <p>Begin to learn the days of the week.</p> <p>Suffixes where the root word is not changed, e.g. helped, helping, helper.</p>	<p>Spell words containing set 1 and 2 GPCs.</p> <p>Begin to spell words containing set 3 GPCs.</p> <p>Begin to use the letter names to distinguish between different spellings of the same sound.</p> <p>Spell RWI specified orange group red words.</p> <p>Write the days of the week.</p> <p>How the prefix 'un' changes the meaning of verbs and adjectives.</p>	<p>Spell words containing set 1, 2 and 3 GPCs.</p> <p>Begin to spell words containing set 3 GPCs.</p> <p>Use the letter names to distinguish between different spellings of the same sound.</p> <p>Spell RWI specified yellow group red words.</p> <p>Plural noun suffixes s/es, e.g. dogs/foxes.</p>	<p>Spell words containing set 1, 2 and 3 GPCs.</p> <p>Begin to spell words containing set 3 GPCs.</p> <p>Use the letter names to distinguish between different spellings of the same sound.</p> <p>Plural noun suffixes s/es, e.g. dogs/foxes</p> <p>Spell RWI specified blue group red words.</p>
Grammar	<p>Nouns + verbs</p> <p>Single clause (kernel) sentences</p>	<p>Distinguish between fragments and complete sentences.</p>	<p>Start sentence with 'when'</p> <p>Consolidate distinguishing between fragments and complete sentences.</p> <p>Joining words and clauses using 'and'.</p>	<p>Joining words and clauses using 'and'.</p>	<p>Identifying questions</p> <p>Begin to use some adverbs to describe 'How'</p>	<p>Past tense.</p> <p>Conjunctions: 'and' and 'because'.</p> <p>nouns.</p> <p>Using adjectives of colour, size, shape</p>
Handwriting	<p>Daily handwriting programme.</p> <p>Securing letter formation</p> <p>Sitting letters on the line</p>	<p>Daily handwriting programme.</p> <p>Begin to form capital letters correctly</p> <p>Finger spaces between words</p>	<p>Begin to form capital letters correctly. Finger spaces between words.</p> <p>Ascenders and descenders are clear.</p>	<p>Consistent letter size</p>	<p>Ascenders and descenders</p>	<p>Ascenders and descenders</p>
Punctuation	<p>Capital letters and full stops.</p> <p>Use capital 'I' for the pronoun 'I'.</p> <p>Spaces between words.</p>	<p>Capital letters and full stops.</p> <p>Learn names start with capital letters and so does 'I'.</p>	<p>Capital letters and full stops</p> <p>Learn that places start with capital letters</p>	<p>Capital letters, full stops and question marks.</p> <p>Learn days of the week start with a capital letter.</p>	<p>Capital letters, full stops and question marks</p>	<p>Capital letters, full stops and question marks.</p> <p>Learn days of the week start with a capital letter.</p>

Vocabulary	<p>Sentence, word, letter, noun, verb, fragment, kernel sentence. Range of simple nouns and verbs.</p>	<p>Sentence, word, letter, noun, verb, conjunction, fragment, kernel sentence Range of nouns and verbs, conjunction – <i>because</i>, range of prepositions <i>on, at, in, inside, outside</i>.</p>	<p>Sentence, word, letter, noun, verb, conjunction, fragment, kernel sentence Range of nouns and verbs, conjunction – <i>because</i>, range of prepositions <i>on, at, in, inside, outside</i>.</p> <p>Beginning, middle, end</p> <p>Proper noun</p>	<p>Question, sentence, question mark, full stop, question words (<i>Who? What? Where? How?, Why? When?</i>) conjunction, days of the week</p>	<p>Question, sentence, question mark, full stop, question words (<i>Who? What? Where? How?, Why? When?</i>) conjunction,</p>	<p>Big, small, tiny, huge, colour names, round, square</p>
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Progression across Year 1 continued

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Composition & Cohesion	<p>- Sentence dictation -Converting fragments into 'single clause' (kernel sentence) by adding a noun or verb eg Fragment: <i>The plant</i> Single clause (kernel) sentence: <i>The plant grew.</i> <i>The plant needs light.</i> Writing Revolution sentence formation</p>	<p>Expansion of single clause (kernel) sentence using: Where? e.g. <i>The toy was lost.</i> Where?...<i>at the museum</i> <i>The toy was lost at the museum.</i> Writing Revolution sentence formation</p>	<p>Expansion of single clause (kernel) sentence using: Where? Why? When? E.g. <i>The pig built a house.</i> Where? ...in a field When?...<i>in the morning</i> <i>In the morning, the pig built a house in a field.</i> I live in a house. Where? Peterborough <i>I live in a house in Peterborough.</i> Joining words and clauses using 'and'. Sequencing 3 sentences (beginning, middle and end) using planning strategies to help. Writing Revolution sentence formation</p>	<p>Teach question words. Identify and write questions based on history of transport? Eg. Who was Bessie Coleman? Teach joining words and sentences using 'and'. Sequencing sentences: Sentences including days of the week linked to the creation story. Eg. On Sunday,.... Writing Revolution sentence formation</p>	<p>Writing questions to ask a zookeeper. Writing informative sentences about different animals as the basis for a non-chronological report. Extending single clause (kernel) sentences using 'why' and 'how'. E.g. <i>Penguins keep warm.</i> How? ...<i>by huddling together</i> <i>Penguins keep warm by huddling together and using their blubber.</i> <i>Cheetahs move.</i> How? ...<i>quickly</i> Why? ...<i>catch thier prey</i> <i>Cheetahs move quickly to catch their prey.</i> Writing Revolution sentence formation</p>	<p>Creating and designing a 'Bog Baby'. Use this as a basis for writing a description of the Bog Baby. Teach adding adjectives to simple sentences. Innovate the Bog Baby story. Use sentence expansion ideas to support sentence writing. Writing Revolution sentence formation</p>
Planning	<p>Oral rehearsal; holding the sentence before writing.</p>	<p>Oral rehearsal: holding the sentence before writing. Planning sentences using the <i>Writing Revolution</i> structure.</p>	<p>Ordering pictures of the story. Creating 3 part story maps or 3 part story mountains. Oral rehearsal: holding the sentence before writing. Planning sentences using the <i>Writing Revolution</i> structure.</p>	<p>Oral rehearsal: holding the sentence or question before writing. Planning sentences using the <i>Writing Revolution</i> structure. Ordering picture cards of the creation story. Orally practising sentences to go with the pictures</p>	<p>Oral rehearsal: holding the sentence or question before writing. Planning sentences using the <i>Writing Revolution</i> structure.</p>	<p>Adjective generation using thir Bog Baby – on post it notes Oral rehearsal: holding the sentence or question before writing. Innovated story map or story mountain (3 part). Planning sentences using the <i>Writing Revolution</i> structure.</p>
Editing	<p>Re –read to check all words are there. Capital letter to begin? Full stop at the end.</p>	<p>Check full stop at the end, capital letters to begin, for 'I' and for the names of people.</p>	<p>Check full stop at the end, capital letters to begin, for 'I' and for the names of people and places.</p>	<p>Check full stop or question marks at the end, capital letters to begin, for 'I' and for the names of people, places and days of the week.</p>	<p>Check full stop or question marks at the end, capital letters to begin, for 'I' and for the names of people, places and days of the week</p>	<p>Check full stop or question marks at the end, capital letters to begin, for 'I' and for the names of people, places and days of the week</p>

Progression across Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: <i>path, many, grass, people, plants, cold, pretty, floor, children.</i> RWI red words.	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: <i>after, everybody, children, path, class, Mrs, because.</i> RWI red words.	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: <i>old, gold, great, wild, eye, pretty, beautiful, because.</i> RWI red words.	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: <i>whole, hold, both, after, water, again, half, last.</i> RWI red words.	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: <i>behind, plant, wild, cold, many, pretty, every, grass.</i> RWI red words.	Words with the suffixes 'ment' and 'ness'. Related CEWs: RWI red words.
	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: <i>last, 'behind the door', eyes, both, old, Mr.</i> RWI red words.	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: <i>water, most, wild, many, cold, because.</i> RWI red words.		Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: <i>water, old, poor, many, most, people, door, fast, move.</i> RWI red words.	Set 1, 2 and 3 sounds with plausible attempts at trickier words. Related CEWs: RWI red words.	Words with the suffixes 'ment' and 'ness'. Related CEWs: RWI red words.
Grammar	Present tense. Statement sentences. Conjunctions 'and' and 'so'. Adjectives and nouns.	Past tense. Statement sentences. Conjunctions 'and' and 'because'.	Past tense. Statement sentences. Exclamation sentences. Conjunctions 'and', 'but' and 'because'.	Present tense. Statement sentences. Command sentences. Conjunctions 'but' and 'or'.	Past tense. Statement sentences. Exclamation sentences. Conjunctions 'when'.	Present tense. Statement sentences. Question sentences. Exclamation sentences. Conjunction 'if' and 'because'.
		Present tense. Statement sentences. Question sentences (Did you know?). Conjunctions 'because' and 'but'.	Past tense. Statement sentences. Exclamation sentences. Conjunctions 'and', 'but', 'so' and 'because'.	Present tense. Statement sentences. Question sentences. Conjunctions 'that'.	Past tense. Statement sentences. Exclamation sentences. Conjunctions 'when', 'that', 'so'.	Present tense. Statement sentences. Question sentences. Exclamation sentences. Conjunction 'if'.
Handwriting	Writing from the margin. Ascenders and descenders. Lead ins / Flicks.	Ascenders and descenders. Lead ins / Flicks.	Joins as per Letter-Join.	Joins as per Letter-Join.	Joins as per Letter-Join.	Joins as per Letter-Join.

Progression across Year 2 continued

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Punctuation	Full stops. Capital letters.	Full stops. Capital letters. Capital letters for proper nouns.	Full stops. Capital letters. Capital letters for proper nouns. Exclamation marks.	Full stops. Capital letters. Capital letters for proper nouns. Present tense contractions. E.g., <i>Don't, isn't, it's, can't, etc.</i>	Full stops. Capital letters. Capital letters for proper nouns. Exclamation marks. Past tense contractions. E.g., <i>Didn't, wasn't, couldn't, hasn't, etc.</i>	Consolidating all learned punctuation (FS / CL / QM / EM). Present tense contractions. E.g., <i>Don't, isn't, it's, can't, etc.</i>
	Full stops. Capital letters. Capital letters for proper nouns.	Full stops. Capital letters. Question marks. Capital letters for proper nouns.		Full stops. Capital letters. Capital letters for proper nouns. Question marks. Present tense contractions. E.g., <i>Don't, isn't, it's, can't, etc.</i>		Consolidating all learned punctuation (FS / CL / QM / EM). Present tense contractions. E.g., <i>Don't, isn't, it's, can't, etc.</i> Listing three adjectives with a comma to describe one noun.
Vocabulary	Adjectives: colour, shape, texture and size. Nouns: Linked to the local vicinity. E.g., <i>church, house, shop, school.</i>	Adjectives: using the suffix 'ful'. A range of time openers. E.g., <i>First, Next, Later on, After that, Suddenly, Finally, etc.</i> Nouns: Linked to the local vicinity. E.g., <i>church, house, shop.</i>	Adjectives: using the suffixes 'ful' and 'less'. Verbs: A range of movement verbs. Nouns: A range of dragon-related nouns. E.g., <i>teeth, nostrils, scales, etc.</i>	Verbs: Imperative verbs related to preparing food. E.g., <i>Mix, place, stir, etc.</i> A range of time openers. E.g., <i>First, Next, After that, Then, Finally, etc.</i> Nouns: A range of salad nouns.	Adverbs: the suffix 'ly'. Adjectives: suffixes 'ful' and 'less'. Nouns: Night time related nouns. E.g., <i>midnight, glow, hoot, air, stars, etc.</i> Comparatives: Suffixes 'er' and 'est'. E.g., quieter – quietest or darker – darkest.	Consolidating all learned vocabulary (ful / less / er / est / ly).
	Adjectives: colour, shape, texture and size. Nouns: Linked to the character. E.g., <i>wolf, glasses, ears, claws.</i> Verbs: A range of action verbs.	Adjectives: using the suffix 'ful'. Nouns: Linked to animals. E.g., <i>beak, tail, fur, talons, etc.</i>	Adjectives: using the suffixes 'ful' and 'less'. Verbs: A range of movement / action verbs.	Comparatives: Suffixes 'er' and 'est'. E.g., bigger - biggest. Other possible uses: Strong, hot, fast, windy. Nouns: A range of Great Fire terms. E.g., <i>buildings, burning, etc.</i> Verbs: 'Powerful' verbs that add to description. E.g., <i>collapsed, smashed, destroyed.</i>	Adverbs with the suffix 'ly'. Adjectives: suffixes 'ful' and 'less'.	

Progression across Year 2 continued

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Composition & Cohesion	<p>The capital letter should follow the full stop on the same line. The descriptions match the planned setting. The adjectives chosen make sense when paired with the noun. Alan Peat: 2A Sentences</p>	<p>The recount should mostly be in chronological order using a range of time openers that make sense in the context. Alan Peat: List Sentences</p>	<p>Appearance, movement and behaviour clearly described in three distinct sections. Alan Peat: BOYS Sentences</p>	<p>A range of relevant imperative verbs should be used. The instructions are in a logical / chronological order. Alan Peat: Short Sentences</p>	<p>3 – 4 senses are used to describe the setting. Descriptions remain on theme. Alan Peat: Consolidation</p>	<p>Simple letter conventions are used. Children present at least two different points about how the river can be looked after. Children suggest what action should be taken. Alan Peat: Consolidation</p>
	<p>The capital letter should follow the full stop on the same line. A variety of attributes are described about the same character (e.g., both the wolf's appearance and actions). Alan Peat: 2A Sentences</p>	<p>A heading and subheadings should be used accurately. The information under the subheadings should match the subheading itself. Alan Peat: List Sentences</p>	<p>A clear B, Bu, P, R, E is evident. E.g., an introduction to the character / leaves for the journey / dramatic event occurs / dramatic event resolved / character returns home. The main character's name name/gender is mostly consistent. A clear change of setting occurs. Alan Peat: BOYS Sentences</p>	<p>A heading and subheadings should be used accurately. The information under the subheadings should match the subheading itself. A clear introduction to the text should be present (E.g., Read on to...). Alan Peat: Short Sentences</p>	<p>A clear B, Bu, P, R, E is evident. E.g., an introduction to the character and their fear / leaves the home / presented with their fear / overcomes fear in some way / character returns home no longer afraid. The main character's name name/gender is mostly consistent. A clear change of setting occurs. Alan Peat: Consolidation</p>	<p>A title is given. Subheadings divide sections: - Info about the author and illustrator - Summary of the book - Description of main character - Opinions given. - Whether the book is recommended Alan Peat: Consolidation</p>
Planning	<p>Children draw their characters and label key nouns and adjectives to be described.</p>	<p>Children are given a set of photos from the local area walk to order and then match any time openers they want to use. Children plan which 'ful' adjectives and nouns they are going to use.</p>	<p>Children draw and label their dragon with adjectives and nouns. Children record key characteristics under the headings of 'appearance', 'movement' and 'behaviour'.</p>	<p>Children to order pictures of the process in a list, choosing which time openers and imperative verbs they are going to use.</p>	<p>Children will create a 'mood-board' of different night time scenes and decide which aspects they want to include. Children will label key nouns and adjectives on a sheet with boxes with the 5 senses as headings.</p>	<p>Children to plan: - Opening - Give reasons to act and why and examples - Impact of not acting - Final plea</p>
		<p>Children are given a sheet with boxes to plan each section of their NCR. In each box, they should record facts that they can turn into full sentences. Each box should contain an interesting fact that will be turned into a 'Did you know' question.</p>	<p>5-part story mountain</p>	<p>Children are given a sheet with boxes to plan each section of their NCR (E.g., how the fire started, how the fire spread, how the fire ended, the aftermath). In each box, they should record facts that they can turn into full sentences.</p>	<p>5-part story mountain</p>	<p>Plan each subheading content into boxes.</p>

Progression across Year 2 continued

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Editing	Children will use a word bank to help them fix spellings (Y2 CEWs and key nouns / adjectives). Children will check for capital letters and full stops. C P S	Children will use a word bank to help them fix spellings (Y2 CEWs, key nouns, time openers, 'ful' adjectives). Children will check for capital letters and full stops. C P S	C U P S with word banks.	C U P S with word banks.	C U P S with word banks.	C U P S with word banks.

Progression across Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	<p>Spell words from the Y3/4 list.</p> <p>Spell words that are often misspelt – homophones and CEWs.</p> <p>Use of a/an with relevant words.</p> <p>Prefixes: -super, -anti.</p> <p>Word families.</p> <p>Sentence dictation.</p>	<p>Spell words from the Y3/4 list</p> <p>Spell words that are often misspelt</p> <p>Spell a range of simple homophones</p> <p>Suffixes: -ation, -ly.</p> <p>Word families</p> <p>Sentence dictation</p>	<p>Spell words from the Y3/4 list</p> <p>Spell words that are often misspelt.</p> <p>Use a dictionary to find meanings of words.</p> <p>Prefixes: -in, -auto.</p> <p>Word families.</p> <p>Sentence dictation.</p>	<p>Spell words from the Y3/4 list</p> <p>Spell words that are often misspelt</p> <p>Suffixes: -le, -ally</p> <p>Sentence dictation</p> <p>Word families</p>	<p>Spell words from the Y3/4 list</p> <p>Spell words that are often misspelt</p> <p>Prefixes: -il, -sub</p> <p>Sentence dictation</p> <p>Word families</p>	<p>Spell words from the Y3/4 list</p> <p>Spell words that are often misspelt</p> <p>Prefixes: -im, -ir, -re</p> <p>Sentence dictation</p> <p>Word families</p>
	<p>Spell words from the Y3/4 list.</p> <p>Spell words that are often misspelt – homophones and CEWs.</p> <p>Use of a/an with relevant words.</p> <p>Prefixes: -super, -anti.</p> <p>Word families.</p> <p>Sentence dictation.</p>					
Grammar	<p>Express time and place through word choice.</p> <p>Looking at past tense, adverbs and adjectives – begin look at expanded noun phrases. Focus on settings in the past and how to demonstrate that this happened a long time ago.</p>	<p>Use of coordination conjunctions (Year 2 revisit) and range of subordinating conjunctions – while, after, although, before, since</p> <p>Use of apostrophe for contractions.</p>	<p>Adverbs to add detail.</p> <p>Pronouns to avoid repetition.</p> <p>Inverted commas in speech.</p> <p>Subordinating conjunctions – when, if, that, because, as, since.</p> <p>Expanded noun phrases.</p>	<p>Past tense.</p> <p>Sub-ordinating conjunctions.</p> <p>Use of words to express time and place.</p> <p>Use of apostrophes for both contraction and possession.</p> <p>Adverbs for detail.</p>	<p>Present tense.</p> <p>Adverbs</p> <p>Expanded noun phrases</p> <p>Noun/pronoun cohesion</p> <p>Commas in a list</p>	<p>Present tense</p> <p>Adverbs to add detail</p> <p>Expanded noun phrases</p> <p>Commas in a list</p> <p>Noun/pronoun cohesion</p> <p>Subordination – when and if</p>
		<p>Use of coordination conjunctions (Year 2 revisit) and range of subordinating conjunctions – while, after, although, before, since</p>			<p>Past tense.</p> <p>Adverbs to add detail.</p> <p>Noun/pronoun cohesion.</p> <p>Expanded noun phrases.</p> <p>Commas in a list.</p> <p>Inverted Commas</p>	
Handwriting	<p>Joins as per Letter-Join (refinement).</p> <p>Double letters bb, ee.</p>	<p>Joins as per Letter-Join (refinement).</p> <p>Ascenders – revision</p> <p>Double letters ff, gg, ll, mm.</p>	<p>Joins as per Letter-Join (refinement).</p> <p>Double letters nn, oo, pp, rr, ss.</p>	<p>Joins as per Letter-Join (refinement).</p> <p>Double letters tt,zz.</p> <p>Consolidation.</p>	<p>Joins as per Letter-Join (refinement).</p> <p>Consolidation.</p>	<p>Joins as per Letter-Join (refinement).</p> <p>Consolidation.</p>

Progression across Year 3 continued

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Punctuation	Reinforce CL and FS. Plan opportunities for use of possessive apostrophe for the character description to describe different parts of the stone age character e.g. The boy's nose. Use of commas in a list for descriptive purposes.	Possessive apostrophe. CL, FS. Commas in a list.	Possessive apostrophes Apostrophes for contractions. Inverted commas for direct speech. Commas in a list.	Apostrophes for possession and contractions. Commas in a list. Use of exclamation marks.	Possessive apostrophes Apostrophes for contractions. Inverted commas for direct speech. Commas in a list. Commas for expanded noun phrases.	Commas in a list Expanded noun phrases Possessive apostrophes.
Vocabulary	Adjectives: size, colour, character and setting based. Adverbs: describing movements and sounds. Expanded Noun Phrases: combining 2 adjectives to make an ENP.	Adjectives: describing features seen during the visit. Openers: First, Next, Then, After, Finally. Key topic vocabulary.	Adjectives: based on setting descriptions. Prepositional phrases for where something is. Adverbs to describe how something in the setting sounds or moves.	Topic specific vocabulary for Ancient Egypt. Reporting language and language of newspaper reports.	Adjectives and adverbs based on sense-based description of the robot.	Persuasive devices such as power of 3, strong verbs and imperative verbs.
		Subheadings. Key vocabulary linked to topic.	Synonym for said. Adjectives to describe characters based on looks and personality. Use of senses to help develop description.	Imperative verbs. Subject specific words based on mummification. Openers – first, next, then, after, finally.		Place specific vocabulary e.g. proper nouns for specific places or landmarks. Adjectives to describe sights in specific places. Subheadings for different areas of interest.
Composition & Cohesion	Co-ordinating conjunctions. Paragraphs – 2 paragraphs – one on the features seen and the sounds of the place. Use of commas in a list. Possessive apostrophes. Alan Peat: Simile “as a” or “like a” sentences.	Organising paragraphs around a similar theme. Co-ordinating conjunctions Sub-ordinating conjunctions Adding prepositions to add detail. 5 stage recount of trip. Alan Peat: Ad, same ad sentences.	Adverbs to add detail. Pronoun/noun cohesion. Subordinating conjunctions to expand ideas. Commas in a list – more than one word, use short phrases to describe. Expanded noun phrases. 1 paragraph description of setting of story. Alan Peat: Double “ly” sentences.	Organisational devices e.g. headlines, byline, captions, layout. Words to express time and place. Adverbs to add detail. Newspaper report about Howard Carter's discovery. 4 paragraphs detailing stages. Alan Peat: Emotion word sentences.	Present tense Adverbs Expanded noun phrases Noun/pronoun cohesion. Commas in a list 2 paragraph description of Roz about her looks and her movement. Alan Peat: Consolidation	Organisational devices e.g. addresses, dates, to/from Present tense Noun pronoun cohesion Co-ordinating and sub-ordinating conjunctions 3 paragraph letter about why they should vote. (not including opening and closing statements) Alan Peat: Consolidation

Progression across Year 3 continued

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Composition & Cohesion continued	<p>Co-ordinating conjunctions Paragraphs Use of commas in a list Possessive apostrophes. 2 paragraph description about character. Alan Peat: Simile “as a” or “like a” sentences.</p>	<p>Organisation of paragraphs on a similar theme. Use of organisational devices such as sub-headings. Apostrophe for contractions. Commas in lists. 4 part NCR about chosen areas of interest. Alan Peat: Ad, same ad sentences.</p>	<p>Noun/pronoun cohesion. Adverbs for detail. Inverted commas and speech – use of said and adverbs to describe how it's said. Expanded noun phrases. 3 paragraph story about the Abominables meeting a new mythical creature. Alan Peat: Double “ly” sentences.</p>	<p>Words to express time and place. Adverbs to add detail. Given number of instructions for how to mummify a body! Alan Peat: Emotion word sentence.</p>	<p>Present tense Adverbs Expanded noun phrases Noun/pronoun cohesion Commas in a list Inverted commas and speech – use of said, inverted commas, commas and adverbs 4 paragraph story about Roz helping. Introduction, Build Up, Problem, Solution. Alan Peat: Consolidation</p>	<p>Present tense Adverbs Expanded Noun Phrases Noun/Pronoun Cohesion Commas in a list Co-ordinating and subordinating conjunctions. Prepositions to add detail 2-sided leaflet about the chosen areas for their country including pictures and photos. Alan Peat: Consolidation</p>
Planning	<p>Features of the setting drawn out and labelled. Focus on range of senses and setting an atmosphere.</p>	<p>5 step review of the trip broken into key areas of events. Photos and notes to inform about trip.</p>	<p>Labelling picture of setting with key focus on sights, sounds and smells. Bring in idea of atmosphere as well.</p>	<p>Event recall of stages of discovery. What was seen? Why was it so special. Layout given to aid understanding.</p>	<p>Picture of the character and label with focus on 3 key areas – looks, movement and personality</p>	<p>Letter planned out with addresses and dates planned out. Points to plan out and sections for notes.</p>
	<p>Labelled picture of the character – focus on the movement and looks of the character for the first paragraph and his sounds in the second paragraph.</p>	<p>Choice of a range of themes based on the Stone Age, pupils to write notes under headings to discuss their chosen areas. Headings are Food, Hunting, Art, Making, Way of Life.</p>	<p>Storyboard for the new character meeting the Abominable -where and what happened?</p>	<p>Pictures and notes for each stage in the process. Word bank to help ideas.</p>	<p>Story mountain about what will happen in the adventure – what will be the problem and how will Roz help?</p>	<p>Leaflet planned out with research on the 3 key areas and bullet point notes for each section.</p>
Editing	<p>CUPS and S from ARMS Proof reading skills of capitals, usage, punctuation and spelling, with focus on new area of substitution.</p>	<p>CUPS and A and S from ARMS. Add sentences to add more detail.</p>	<p>CUPS and A, R and S from ARMS. Removing words or sentences which do not fit with the rest of the narrative.</p>	<p>CUPS and ARMS. Introduce M. Movement of sentences to aid cohesion.</p>	<p>CUPS and ARMS Full focus on each area</p>	<p>CUPS and ARMS Full focus on each area</p>

Progression across Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	Spell words from the Y3/4 list Prefixes: <i>-un, -inter, -dis, -mis</i> Further homophones Sentence dictation	Spell words from the Y3/4 list. Suffixes: <i>'sion' 'tion' our' 'or' 'ous'</i> . Sentence dictation.	Spell words from the Y3/4 list Possessive apostrophe – regular plurals Suffixes: <i>'sure' 'ture' 'cher' 'ion' 'ian'</i> Sentence dictation	Spell words from the Y3/4 list Possessive apostrophe – irregular plurals. Sentence dictation	Spell words from the Y3/4 list Use of dictionary Sentence dictation	Spell words from the Y3/4 list Spell words that are often misspelt and explain the reasons why this happens Sentence dictation
			Spell words from the Y3/4 list Suffixes: <i>'sion' 'tion' our' 'or' 'ous'</i> Sentence dictation			
Grammar	Expanded noun phrases Present tense Use of subordination Adverbs/Fronted Adverbials. Prepositions.	Expanded noun phrases Apostrophes for possession Fronted Adverbials Use of Standard English. Third Person Use of co-ordinating and sub-ordinating conjunctions. Paragraphs	Fronted adverbials Commas for clarity Expanded Noun Phrases with prepositions. Paragraphs	Fronted adverbials Apostrophes for possession – plural and singular. Paragraphs Expanded noun phrases with prepositions.	Apostrophes for possession – singular and plural. Use of expanded noun phrases with prepositions. Wider range of conjunctions for subordination. Standard English verb agreements. Commas in list sentences and for clarity.	Apostrophes for possession – singular and plural. Use of expanded noun phrases with prepositions. Wider range of conjunctions for subordination. Standard English verb agreements. Commas in list sentences and for clarity. Paragraphs
	Expanded noun phrases Present tense Use of subordination Adverbs/Fronted Adverbials. Prepositions. Speech – inverted commas, comma at end of speech, said or synonyms.	Expanded noun phrases Prepositional Phrases Fronted Adverbials Use of pronouns for cohesion. Paragraphs Commas for clarity	Fronted adverbials Commas for clarity Expanded Noun Phrases with prepositions. Paragraphs Direct speech.	Past tense Reported speech Coordination and subordination Fronted adverbials Expanded noun phrases Range of sentence endings. Possessive apostrophes for singular and plurals.	Apostrophes for possession – singular and plural. Use of expanded noun phrases with prepositions. Wider range of conjunctions for subordination. Standard English verb agreements. Commas in list sentences and for clarity. Paragraphs Fronted adverbials with commas.	Fronted adverbials with commas.
Hand-writing	Joins as per Letter-Join (refinement)	Joins as per Letter-Join (refinement)	Joins as per Letter-Join (refinement)	Joins as per Letter-Join (refinement)	Joins as per Letter-Join (refinement)	Joins as per Letter-Join (refinement)

Progression across Year 4 continued

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Punctuation	Comma for fronted adverbials. Comma for expanded noun phrases.	Apostrophes for singular possession Commas for fronted adverbials.	Commas for clarity Commas for noun phrases and fronted adverbials.	Apostrophes for singular or plural possession. Commas with fronted adverbials/noun phrases.	Apostrophes for possession – singular and plural. Commas for clarity. Commas for expanded noun phrases.	Apostrophes Commas for clarity/list Fronted adverbials and commas.
	Comma for fronted adverbials. Commas for expanded noun phrases. Speech punctuation – commas, inverted commas.	Commas with fronted adverbials. Commas with noun phrases. Commas for clarity.	Direct speech punctuation – commas, inverted commas. Commas for clarity. Commas for fronted adverbials and expanded noun phrases.	Commas with expanded noun phrases and fronted adverbials. Range of sentence endings – full stops, question marks, exclamation marks. Possessive apostrophes for singular and plurals.	Possessive apostrophes Expanded noun phrases with commas Commas in a list/for clarity. Fronted adverbials with commas.	
Vocabulary	Adjectives to describe the creatures and the setting. Adverbs to describe movement and sense of forest. Figurative language e.g. similes.	Place specific vocabulary e.g. proper nouns for specific places or landmarks. Adjectives to describe sights in specific places. Subheadings for different areas of interest.	Adjectives and expanded noun phrases to describe different elements. Fronted adverbials and adverbs to describe sounds and movements in areas.	Key words and proper nouns linked to topic. Subject specific words for each person. Past tense.	Adjectives and expanded noun phrases to describe different elements. Fronted adverbials and adverbs to describe sounds and movements in areas.	Persuasive devices such as 'Power of 3', strong verbs and imperative verbs.
	Adjectives to describe the creatures and the setting. Adverbs to describe movement and sense of forest. Figurative language e.g. similes. Synonyms for said.	Adverbs and verbs specific to topic to explain the process in detail. Subject specific vocabulary for the parts of the digestive system.	Adjectives and expanded noun phrases to describe different elements. Fronted adverbials and adverbs to describe sounds and movements in areas. Figurative language e.g. similes. Synonyms for said.	Topic specific vocabulary for the rainforest. Reporting language and language of newspaper reports.	Adjectives and expanded noun phrases to describe different elements. Fronted adverbials and adverbs to describe sounds and movements in areas. Synonyms for said.	

Progression across Year 4 continued

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Composition & Cohesion	<p>Expanded noun phrases with prepositions. Present tense used accurately Use of subordination (when, that, because, as, since) Adverbs and fronted adverbials to add detail. Prepositions to add detail. 2 paragraph description of the rainforest, one based on sight, the others based on other senses. Alan Peat: ___ing, ___ed sentences.</p>	<p>Expanded Noun Phrases Fronted adverbials for cohesion. Standard English/Third Person Organisational Devices for NCRs e.g. pictures, captions, headings, subheadings. Paragraphs on shared themes about Brazil. Alan Peat: If, if, if, then sentences. Introduction, 4 paragraphs on chosen areas, conclusion.</p>	<p>Begin to describe settings. Fronted adverbials Commas for clarity Expanded Noun Phrases with prepositions. Paragraphs Senses description 2 paragraph description of setting using all senses and creating an atmosphere. Alan Peat: Verb, person sentences.</p>	<p>Organisation features of a biography – pictures, captions, headings and subheadings and sections. Fronted adverbials Paragraphs Expanded noun phrases with prepositions. 4 paragraph biography on each person about the early life, adult life, achievements and why they are a hero. Include photos/pictures of chosen person. Alan Peat: Last word: First word sentences.</p>	<p>Description of friend using adjectives, expanded noun phrases, prepositional phrases and possessive apostrophes. Structure – 3 paragraphs – looks, personality and why they are a good friend. Friend picture and 3 paragraphs of character description. Alan Peat: Consolidation</p>	<p>Paragraphs on similar themes. Persuasive devices such as power of three, exaggeration and first person. Description of landmark using fronted adverbials, commas in a list sentence, expanded noun phrases. 3 paragraph argument about why their chosen landmark is the best. Alan Peat: Consolidation</p>
	<p>Expanded noun phrases Present tense Use of subordination Adverbs/Fronted Adverbials. Prepositions. Speech – inverted commas, comma at end of speech, said or synonyms. 3 paragraph story detailing the man falling asleep, waking up and how he changes afterwards. Alan Peat: ___ing, ___ed sentences.</p>	<p>Organisational devices for explanations e.g. pictures/diagrams. Expanded noun phrases Prepositional Phrases Fronted Adverbials Use of pronouns for cohesion. Paragraphs Commas for clarity. 4 paragraph report on the digestive system including labelled diagram for clarity. Alan Peat: If, if, if, then sentences.</p>	<p>Describe settings characters and atmosphere and integrating dialogue to advance the action. Fronted adverbials Commas for clarity Expanded Noun Phrases with prepositions. Paragraphs Direct speech. 4 paragraph story –journey to the world, visiting the world, something bad happening, meeting the villain. Alan Peat: Verb, person sentences.</p>	<p>Organisational features of a newspaper – headline, byline, columns writing. Past tense – reporting events. Reported speech – writing in different tones. Subordination and co-ordination – sentences chosen for effect on reader. Fronted adverbials for cohesion over paragraphs. Newspaper report with photos and captions. Alan Peat: Last word: First word sentences.</p>	<p>Paragraphs in order. Description through events and creating an atmosphere. Apostrophes for possession – singular and plural. Use of expanded noun phrases with prepositions. Wider range of conjunctions for subordination. Standard English verb agreements. Commas in list sentences and for clarity. Paragraphs Fronted adverbials with commas. Range of sentence types. 4 paragraphs about meeting friend – life before, the day of meeting, the meeting, life after meeting. Alan Peat: Consolidation</p>	<p>Organisational features of a letter – addresses, dates, to/from. Introduction/conclusion plus 4 paragraphs about the issue with potential solutions. Alan Peat: Consolidation</p>

Progression across Year 4 continued

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Planning	Picture from the book with annotation based around the senses.	Split page with 4 chosen subheadings for different areas about Brazil e.g. Cities, Landmarks, Climate, Food, Language, History, Sport.	Design own picture of a setting and label it with key features.	Split page with 4 chosen subheadings for early life, adult life, achievements, hero status.	Picture of best friend labelled and annotated for both looks and personality.	Graphic organiser with points on either side and to prove argument.
	Story mountain for different parts of the story with annotations of feelings around this.	Labelled diagram of the digestive system with numbers showing the order of the process and any key notes.	Story mountain with areas of interest expanded on.	Research about the Amazon with annotated pictures and timeline of events.	Story mountain with areas of interest expanded on.	Letter layout and bullet points for ideas and solutions.
Editing	CUPS and ARMS Full focus on each area	CUPS and ARMS Full focus on each area Emphasis on word choices and sentence structures.	CUPS and ARMS Full focus on each area Emphasis on higher level word choices and exciting adjectives.	CUPS and ARMS Full focus on each area Emphasis on correct tense and written in third person.	CUPS and ARMS Full focus on each area Focus on word choices and precision of description.	CUPS and ARMS Full focus on each area
		CUPS and ARMS Full focus on each area Emphasis on chronological order and events in detail.	CUPS and ARMS Full focus on each area Emphasis on word choice and higher level vocabulary.	CUPS and ARMS Full focus on each area Emphasis on correct punctuation and emotive language choices.	CUPS and ARMS Full focus on each area Focus on word choice and impact on reader.	CUPS and ARMS Full focus on each area Focus on word choices and impact on audience.

Progression across Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	<p>Words with silent letters (<i>doubt, solemn</i>)</p> <p>Words ending in -cious (<i>conscious, suspicious</i>)</p> <p>Words ending in -able and -ible (<i>adorable, visible</i>)</p>	<p>Words with silent letters (<i>knight, gnome</i>)</p> <p>Other general suffixes (<i>forceful, regrettable</i>)</p> <p>Latin-derived words (<i>audience, civilisation, emperor</i>)</p>	<p>Words with the suffix -ibly and -ably (<i>responsibly, admirably</i>)</p> <p>Words with ei and ie rules (<i>deceive, siege</i>)</p> <p>Tier 3 words linked to science / RWV?</p>	<p>Words with the suffix -ous (<i>famous, victorious, dangerous</i>)</p> <p>Words with prefixes (<i>misinterpret, preconceive</i>)</p> <p>Adjectives with hyphens (<i>man-eating, life-size, old-fashioned</i>)</p>	<p>Words with the prefixes re- and un- (<i>redistribute, unconventional</i>)</p> <p>Words from the year 5/6 spelling list</p> <p>Homophones and near homophones (<i>their, there, they're; plane, plain; heard, herd</i>)</p>	<p>Words with the suffix -ance (<i>importance, dominance, resistance</i>)</p> <p>Words from the year 5/6 spelling list</p>
Grammar	<p>Expanded noun phrases including prepositions (<i>The towering, velvet-draped tent rested beneath the star-strewn sky</i>)</p> <p>Relative clauses (<i>The tent, which shimmered in the moonlight, beckoned Leon inside.</i>)</p> <p>Embedding coordination and subordination</p> <p>Similes and metaphors</p>	<p>Embed Autumn 1</p> <p>Dialogue for characterisation (<i>"I wouldn't go in there," he muttered, eyes darting to the shadows.</i>)</p> <p>Colons for emphasis (<i>She had one goal: escape</i>)</p> <p>Expanded noun phrases for clarity (<i>The highly disciplined Roman army...</i>)</p>	<p>Cause and effect (<i>As a result, consequently</i>)</p> <p>Embed subordination and coordination, including varied sentence starters (<i>since Dharma is based on duty, individuals must...</i>)</p> <p>Correct tense (<i>past tense for non-chronological</i>)</p> <p>Embed relative clauses for additional information</p>	<p>Embed relative clauses for additional information</p>	<p>Figurative language (<i>the silence pressed on him like a heavy fog.</i>)</p> <p>Modal verbs to create atmosphere/suspense (<i>The air might have been enchanted.</i>)</p> <p>Embed expanded noun phrases</p> <p>Dialogue to convey character and advance the plot (show, don't tell)</p>	<p>Embed modal verbs for persuasion (<i>You must not miss out the opportunity...</i>)</p> <p>Imperative verbs (<i>Don't miss out on this opportunity—buy now!</i>)</p> <p>Embed all sentence types using subordination and coordination</p>
	<p>Embedding coordination and subordination</p> <p>Similes and metaphors</p> <p>Adverbials to describe movement and expression (<i>Her eyes flickered nervously</i>)</p>		<p>Cause and effect (<i>As a result, consequently</i>)</p> <p>Embed subordination and coordination, including varied sentence starters (<i>since Dharma is based on duty, individuals must...</i>)</p> <p>Correct tense (<i>present tense for explanation</i>)</p> <p>Embed relative clauses for additional information</p>	<p>Direct and indirect speech (<i>"The Roman general said, 'We will conquer this land,' reported the historian.</i>)</p> <p>Passive voice for objectivity (<i>Britain was invaded by the Romans in 43 AD</i>)</p> <p>Third person to maintain impartiality (newspaper)</p> <p>Embed relative clauses for additional information</p>	<p>Figurative language (<i>the silence pressed on him like a heavy fog.</i>)</p> <p>Modal verbs to create atmosphere/suspense (<i>The air might have been enchanted.</i>)</p> <p>Embed expanded noun phrases</p>	

Progression across Year 5 continued

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting	Appropriate size and spacing Joins where necessary Fluent writers	Appropriate size and spacing Joins where necessary Fluent writers	Appropriate size and spacing Joins where necessary Fluent writers	Appropriate size and spacing Joins where necessary Fluent writers	Appropriate size and spacing Joins where necessary Fluent writers	Appropriate size and spacing Joins where necessary Fluent writers
Punctuation	Commas for relative clauses; demonstrating clarity; separating adjectives Exclamation marks Question marks for rhetorical questions	Commas for clarity Exclamation marks Question marks Inverted commas, and dialogue punctuated accurately	Commas for clarity, including subordination <i>(Although the Romans had advanced engineering, they still relied on slave labour for construction.)</i> Apostrophe for possession Colons for explanations <i>(Ancient Rome had a strict social hierarchy: emperors ruled at the top, followed by senators, equestrians, and plebeians.)</i>	Commas for dates and details <i>(In the spring of 1840, he became the youngest prime minister ever)</i> Apostrophe for possession <i>(The author's legacy was profound)</i> Brackets for additional information Quotation marks to reflect quotes or famous words	Apply the full range of punctuation expected in year 5: full stops, commas, apostrophes, inverted commas, brackets, exclamations, questions, colons, hyphens	
			Commas for clarity, including subordination <i>(Although the Romans had advanced engineering, they still relied on slave labour for construction.)</i> Apostrophe for possession Colons for lists <i>(Dharma influences many aspects of life: moral choices, daily actions, and religious duties.)</i>	Apply the full range of punctuation expected in year 5: full stops, commas, apostrophes, inverted commas, brackets, exclamations, questions, colons, hyphens		

Progression across Year 5 continued

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	Tier 2 words to elevate description (<i>glistening, shadowed</i>) Developing ability to use precise verbs for effect (<i>lanterns flickered brightly</i>)	Tier 2 words to elevate description (<i>reluctant, ponder</i>) Developing ability to use precise verbs for effect (<i>She lurched in the shadows.</i>)	Tier 3 words for non-chronological report (<i>emperor, auxiliary, chariot</i>) Precision of vocabulary Formal language: factual and objective	Tier 3 words linked directly to biographical writing (<i>legacy, achievement, pioneer</i>)	Figurative language (<i>the silence pressed on him like a heavy fog.</i>) Using synonyms and antonyms with accuracy Integrating Tier 2 and Tier 3 vocabulary into writing to make descriptions more precise and engaging (<i>elaborate, ominous, tranquillity, ominous</i>).	
			Precision of vocabulary Formal language: factual and objective	Tier 3 words linked directly to history (<i>invasion, conquest, legion, empire</i>) Formal language for newspaper: factual and objective Comprehensive, yet concise conveying of information		

Progression across Year 5 continued

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Composition & Cohesion	<p>Author's ability to link to senses to bring the 'setting to life'</p> <p>Logical structuring of the description</p> <p>Range of sentence types (simple, compound, complex)</p> <p>Alan Peat: Outside (inside) sentences.</p>	<p>Clear intent to develop beginning, build-up, problem etc</p> <p>Begin to use dialogue to convey character</p> <p>Begin to blend description, action and dialogue</p> <p>Varied sentence starters (<i>Meanwhile; in the distance, without warning</i>)</p> <p>Alan Peat: Noun which, who where sentences.</p>	<p>Formal language <i>evidence suggests that...</i></p> <p>Texts are logically sequenced and structured</p> <p>Paragraphs organised around a theme or specific topic, including subheadings where appropriate</p> <p>Alan Peat: 2 pairs sentences.</p>	<p>Chronologically structured (biography)</p> <p>Coherence and ideas linked across paragraphs (<i>After a breakthrough in 1845, she...</i>)</p> <p>Alan Peat: 3 bad - (dash) question?</p>	<p>Experimenting with differing character perspectives</p> <p>Consolidating cohesion within and across paragraphs using pronouns, adverbials</p> <p>Create suspense to build tension and advance pace</p> <p>Alan Peat: 3 -ed sentences.</p>	
	<p>Range of sentence types (simple, compound, complex)</p> <p>Convey character (show don't tell)</p> <p>Alan Peat: Outside (inside) sentences.</p>	<p>Range of sentence types (simple, compound, complex)</p> <p>Convey character (show don't tell)</p> <p>Alan Peat: Noun which, who where sentences.</p>	<p>Texts are logically sequenced and structured</p> <p>Paragraphs organised around a theme or specific topic, including subheadings where appropriate</p> <p>Alan Peat: 2 pairs sentences.</p>	<p>Inverted information pyramid in newspaper: important information first</p> <p>Balanced tone: factual yet engaging with dramatic effect</p> <p>Alan Peat: 3 bad - (dash) question?</p>		
Planning						
Editing	Precision: avoid overuse of adjectives	Precision: avoid overuse of adjectives				

Progression across Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	Words from the year 5/6 spelling list	Ancient, Apparent, Category, Committee, Conscious, Criticise, Desperate, Develop, Dictionary, Disastrous, Equipment, Existence, Foreign, Guarantee, Immediate, Immediately, Interrupt, Muscle, Physical, Privilege	Link to UL Unit			
			Achieve, Appreciate, Community, Conscience, Curiosity, Determined, Embarrass, Environment, Especially, Explanation, Government, Identity, Individual, Language, Necessary, Opportunity, Recognise, Relevant, Sincere, Sincerely.			
Grammar	Adverbial phrases Expanded noun phrases Coordinating and subordinating conjunctions Colons Focus on author's choice – using the right technique at the right time	Relative clauses Commas for parenthesis Dashes Dialogue – use of inverted commas Focus on author's choice – using the right technique at the right time	Semi-colons Dialogue – use of inverted commas Relative clauses Active and passive voice Focus on author's choice – using the right technique at the right time			
		Relative clauses Commas for parenthesis Dashes Focus on author's choice – using the right technique at the right time	Semi-colons Dialogue – use of inverted commas Dialogue to advance the action Relative clauses Focus on author's choice – using the right technique at the right time			

Progression across Year 6 continued

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting	Appropriate size and spacing Joins where necessary Fluent writers	Appropriate size and spacing Joins where necessary Fluent writers	Appropriate size and spacing Joins where necessary Fluent writers	Appropriate size and spacing Joins where necessary Fluent writers	Appropriate size and spacing Joins where necessary Fluent writers	Appropriate size and spacing Joins where necessary Fluent writers
Punctuation	Master: - commas for subordination - exclamation sentences Introduce: - Colons	Master: - Correct use of commas for a range of purposes Introduce: - Dashes for parenthesis Inverted commas	Master: - Correct use of commas for a range of purposes Introduce: - semi-colons - accurately punctuating speech			
Vocabulary	Introduce: Hyphenated compound adjectives, e.g. animal-like, man-eating, rock-bottom, cold-hearted, pig-headed	Master: - Hyphenated compound adjectives, e.g. animal-like, man-eating, rock-bottom, cold-hearted, pig-headed	Synonyms Turn nouns and adjectives into verbs, e.g. solid - solidify			
	Reinforce: Hyphenated compound adjectives, e.g. animal-like, man-eating, rock-bottom, cold-hearted, pig-headed	Synonyms	Year 5/6 words evident in the writing			

Progression across Year 6 continued

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Composition & Cohesion	Embedding subordination Variety of sentence starters Appropriate use of tense Alan Peat: The more, the more.	Sentence structure chosen for effect Alan Peat: "some: others"	Appropriate features: Heading Introduction Quotes Reported speech Direct speech Written to be read fluently Alan Peat: De:de			
	Show don't tell – conveying character Precise language for effect Alan Peat: The more, the more.	Coordinating and subordinating clauses Adverbials of time, place, manner Appropriate use of sub-headings Alan Peat: "some: others"	Varying sentence starters Author's choice of language for effect Alan Peat: De:de			
Planning	NEED TO AGREE THE PLANNING PROFORMA Maybe planning strips					
Editing	CUPS and ARMS Capital Letters Usage Punctuation Spelling Add sentences Remove unneeded words or sentences Move a sentence or word placement Substitute	CUPS and ARMS Capital Letters Usage Punctuation Spelling Add sentences Remove unneeded words or sentences Move a sentence or word placement Substitute	CUPS and ARMS Capital Letters Usage Punctuation Spelling Add sentences Remove unneeded words or sentences Move a sentence or word placement Substitute	CUPS and ARMS Capital Letters Usage Punctuation Spelling Add sentences Remove unneeded words or sentences Move a sentence or word placement Substitute	CUPS and ARMS Capital Letters Usage Punctuation Spelling Add sentences Remove unneeded words or sentences Move a sentence or word placement Substitute	CUPS and ARMS Capital Letters Usage Punctuation Spelling Add sentences Remove unneeded words or sentences Move a sentence or word placement Substitute