

## Writing Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Finding dominant hand Working towards tripod grip Mark making opportunities in CP Name writing Giving meaning to marks Writing initial sounds Use initial sounds to label characters / images. Writing for a purpose in role play Drawing and labelling walk to school Drawing a map of Woodley Writing a shopping list Writing recipe instructions (Pumpkin soup)</p>	<p>Name writing, labelling, Writing firework sounds Own version of ' Bear Hunt' story map Where is ted? (Positional phrases) Stickman labelling Christmas card writing Writing tricky words such as I, me, my, was to, the. Writing CVC words Writing for a purpose in role play Introduce red words – the, I Writing opportunities in CP</p>	<p>Writing recipes (Making pizza) Writing CVC, CVCC, CCVC words. Writing captions Writing lists Writing letters (To the alien) Writing for a purpose in role play Writing opportunities in CP</p>	<p>Form most lower case and some upper case correctly Creating own story maps, Writing captions and labels, Character descriptions Writing short sentences. Wanted poster (Evil Pea) Writing for a purpose in role play Writing opportunities in CP – e.g. superhero peech bubbles</p>	<p>Labels and captions – life cycles Beginning to use full stops Writing sentences to retell story Jack and the Beanstalk – Giant Character description Describing insects – making a non-fiction book Writing for a purpose in role play Writing opportunities in CP (Using familiar texts as a model for writing own stories – writing own fairy tales)</p>	<p>Map making labelling – pirates Wanted poster (Character description – pirates) Seaside poems Writing sentences - beginning to use full stops, capital letters and finger spaces Non-fiction – writing facts (sea creatures) Writing a letter to their new teacher</p>
Year 1	<p><b>Wonderful Woodland</b> <b><u>Transcription units</u></b></p> <p>Non Fiction - Class Animal (facts about robins)</p> <p>Transcription units (writing lists, captions and labels) : Monkey Puzzle, Tiddler, The Ugly Five, Tabby McTat, The Highway Rat, Room on the Broom</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Oracy</li> <li>3. Label writing</li> <li>4. Lists</li> <li>5. Composition writing</li> </ol> <p>Daily handwriting focus</p>	<p><b>Drawing Club (Character, setting, adventure</b> <b>- focussing on simple sentences)</b></p> <p><b>Focus Texts:</b> Leaf Man Robin's Winter Song The Gruffalo A Little Bit Brave Traditional Tale: Little Red Riding Hood</p> <p>Daily handwriting focus</p>	<p><b>Back in the day - Victorians</b> <b>Drawing Club (Character, setting, adventure</b> <b>- focussing on extended sentences)</b></p> <p><b>Texts:</b> <b>Traditional Tale: Magic Roundabout</b> The Tiger Who came to tea Good Little Wolf The old toy room Old bear/paddington/winnie the pooh (link to old toys) The snow thief</p> <p><b>Non Fiction (Fact File) - Link to topic - Victorian Lives/Famous Victorians</b></p> <p>Daily handwriting focus</p>	<p><b>Around the world in 80 days</b> <b>Drawing Club (Character, setting, adventure</b> <b>- focussing on sentences of varying types)</b></p> <p><b>Texts:</b> <b>Traditional Tale: Tiddalik The Frog</b> Lost and Found Jonty Gentoo Here We Are Meerkat Mail The Magic Paintbrush</p> <p><b>Recount - Trip</b></p> <p>Daily handwriting focus</p>		

Year 2	<p><b>Fire, Fire!</b>  <b>Toby and the Great Fire of London-</b></p> <p><b>Key Skills</b>  Punctuation, conjunctions, expanded noun phrases  Handwriting</p> <p><b>Genre</b>  Sequencing, narrative and diary writing</p>	<p><b>Bog Baby</b></p> <p><b>Key Skills</b>  Past tense  expanded noun phrases  Suffixes ing / ly  Handwriting</p> <p><b>Genre</b>  Instruction text - how to look after your own Bog baby</p> <p>Father Christmas Letter</p>	<p><b>Carnival of the animals</b>  <b>Animal Atlas</b>  <b>Poetry - Owl and the Pussy Cat</b></p> <p><b>Key Skills</b>  Exclamation marks  Question marks  Sentenced types  Commas in a list</p> <p><b>Genre</b>  Poetry and information text</p>	<p><b>Park Ranger - Oracy</b>  <b>Three Billy Goats Gruff</b></p> <p><b>Key Skills</b>  Opinion  When and if conjunctions  Time conjunctions</p> <p><b>Genre</b>  Non-fiction leaflet  Narrative</p>	<p><b>Castles and Catapults</b>  <b>King Arthur</b>  <b>George and the dragon</b>  <b>Tell me a dragon</b></p> <p><b>Key Skills</b>  Writing in first person  Fronted adverbials  Expanded noun phrases  Subject specific vocab</p> <p><b>Genre</b>  Non-chronological report writing - castles  Descriptive writing - dragon description  Poster - missing dragon</p>	<p><b>The Paper Bag Princess</b></p> <p><b>Key Skills</b>  More than one skill in a sentence  Rearranging words and sentences for effect  Joins in handwriting</p> <p><b>Genre</b>  Narrative  Recount  Instructions</p>
Year 3	<p><b>Instructions</b> - How to wash a woolly mammoth  <b>Biography-</b> Mary Anning</p>	<p><b>Newspaper Report-</b> Volcano eruption  <b>Narrative-</b> The First Drawing</p>	<p><b>Information Text/Brochure</b> - Rainforest  <b>Persuasive Letter</b> - How to save the rainforest (Tarzan)</p>	<p><b>Narrative</b> - Story that raises an issue (Tarzan)  <b>Poetry</b> - Rainforest Sensory Poem  Trip to the living rainforest</p>	<p><b>Non-chronological report</b> - Mythical Creature  <b>Narrative</b> - (character description) Create a mythical creature</p>	<p><b>Narrative</b> - Greek Myths  <b>Non-fiction</b> - travel Brochure</p>
Year 4	<p><b>Narrative</b> - Romans Forum (setting description)  <b>Non-Chronological report</b> - We are the Romans</p>	<p><b>Informal letter writing</b> - recount of Jack and the Baked bean stalk / Jack and the Jellybean Stalk  <b>Setting Description</b> - Santa's workshop (senses)</p>	<p><b>Narrative</b> - Adventure based on Anglo-Saxon boy/ girl  <b>Newspaper report</b> - on a main event in Anglo-Saxon Boy</p>	<p><b>Character description</b> - Lighthouse keeper  <b>Narrative</b> - The lighthouse keeper</p>	<p><b>Narrative</b> - Feast - Disney short film  <b>Instruction</b> - How to care for your dragon</p>	<p><b>Narrative</b> - Adventure linked to reading text.  <b>Poetry</b> - Evidence of Dragons</p>

Year 5	<p><b>Narrative</b> - Character profile and narrative based on character from <i>Here We Are</i> by Oliver Jeffers</p> <p><b>Poetry</b> - Eco Party linked to <i>Blue Extinction</i> by Sarisha Mehta</p> <p><b>Non-Chronological</b> - Creating a new planet</p>	<p><b>Narrative</b> - linked to Holes</p> <p><b>Persuasive speech/ Letter</b> - Letter to close Camp Green Lake and a letter to the head teacher</p>	<p><b>Non-Chronological Report</b> - Rivers</p> <p><b>Narrative</b> - River Boy</p> <p><b>Instructional</b>- Science Experiment (Rockets)</p>	<p><b>Newspaper report</b> - linked to Tudors</p> <p><b>Biography</b> - one of Henry's Wives/ a noted Tudor</p>	<p><b>Recount:</b> Treason (when they visit Westminster)</p> <p><b>Play script</b> - Shakespeare linked to MacBeth (The Witches Scene creating a magical potion)</p>	<p><b>Balanced Argument</b> - Graffiti</p> <p><b>Narrative:</b> The Arrival</p>
Year 6	<p><b>Non-chronological report</b> - Pandora's Planet</p> <p><b>Narrative</b> - <i>Midnight Guardians</i></p>	<p><b>Biographies</b> - Malorie Blackman</p> <p><b>Narrative</b> - <i>Beyond the Lines</i></p>	<p><b>Instruction writing</b> - How to look after a lost thing</p> <p><b>Narrative (persuasion)</b>- Turtle's Polluted Ocean</p>	<p><b>Narrative</b> - Adventure story - <i>Oh Maya Gods</i> by Maz Evans</p> <p><b>Information Text</b> - travel brochure to a Mayan country</p>	<p><b>Newspaper reports / Blogs</b> - Everest</p> <p><b>Narrative</b> - linked to Wonder</p>	<p><b>Letter</b> - linked to Wonder</p> <p><b>Poetry</b> - <i>The Dreadful Menace</i></p>