

Writing Progression Map



Please refer to the individual learning blocks for key vocabulary.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text / Model	Dogger	Stickman	How to make a honey sandwich (Linked to Bumblebear)	The Enormous Turnip	Supertato	Monkey Fact File Alongside investigating the characteristics of a range of non-fiction texts.
Purpose	To entertain	To entertain	To inform	To entertain	To entertain	To inform
Key Skills Taught	-Adjectives -Sentence structure -full stops -capital letters	-adjectives -Sentence structure -full stops -capital letters -Conjunctions	--bullet points -Method/steps -Title -Fiction/non-fiction	Adjectives -Sentence structure -full stops -capital letters -Conjunctions	adjectives -Sentence structure -punctuation -capital letters -Conjunctions.	bullet points -Title -Fiction/non-fiction -Labels and captions. -Question marks.
Text Type Outcome	To write a character description.	To write an opening and build up to a story.	To write instructions.	To write a story. (problem)	To write a resolution and ending.	To write an information text
Flashwrites	To describe a scene. To describe a character To write a wanted poster.	To describe a scene (5 senses) To write about how characters are feeling To create a dialogue using speech bubbles. To write a letter. To write a prediction.	To write a book review. To write a shopping list To write about the feelings of characters. To write a diary entry	To write about what vegetables you would grow. To write about the feelings of a character. To write a character description. Similes	To write about how characters feel. To write a wanted poster. To write a newspaper article. To write a letter. To describe a superhero. Similes	To write about our favourite animal. To describe fruit. To describe an imaginary animal. Similes

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text / Model	The Night Pirates	How to Catch Pirates and other terrifying Beasts (Adapted from: Arthur Spiderwick's field Guide to the Fantastical World Around You)	The True Story of the Three Little Pigs	Buckingham Burner and Dragonology (Adapted)	The Secret of Black Rock	The Lighthouse Keeper's Lunch.
Purpose	To Entertain	To inform	To Entertain	To Inform	To Persuade	To Entertain
Key Skills Taught	<ul style="list-style-type: none"> - Identify repetitive language. - Identify and use adjectives, nouns and verbs (word classes). - Write in complete sentences. (full stops and capital letters) - Understand parts of a story. - Plan, edit and review. - Write opening around character. 	<ul style="list-style-type: none"> - To use capital letters and full stops. - Identify and use adverbs – for description and information. - To revise time adverbs. - Identify and use imperative verbs. - Using conjunctions to extend sentences. - Spelling of common exception words. - Understand organisation of instructions. - Begin to identify prepositions. - Boxing up. 	<ul style="list-style-type: none"> - Identify and spell common exception words. - Identify and use word classes (adjectives, nouns, verbs and adverbs). - To answer questions based on a text (to infer and deduce) - Read the text as a reader (likes, dislikes, puzzles and patterns). - Understand verb tense (past, present and irregular). - Discuss a story in detail. - To understand the job of coordinating and subordinating conjunctions. - To use different sentence types for effect (statement, command, question and exclamation). 	<ul style="list-style-type: none"> - Identify and spell common exception words. - To use capital letters and full stops accurately. - To identify generalisers. - To use commas in a list and to add information to a sentence. - Use persuasive language. - To use interesting sentence openers. - Identify and use different sentence types (command, exclamation, statement and question). - Identify and use expanded noun phrases. 	<ul style="list-style-type: none"> - Features of a good description. - To make predictions about a text. - Read the text as a reader (likes, dislikes, patterns and puzzles). - Write a setting description. - Edit and improve. - Plan a character description. - Write a character description. - Plan a persuasive letter. - Write a persuasive letter. 	<ul style="list-style-type: none"> - Engage with our writing. - Write an information text about a lighthouse. - Create an invention to protect lighthouses. - Write an explanation. - Edit and review. - Identify and spell common exception words. - Read the text as a reader (likes, dislikes, patterns, puzzles). - Identify effective phrases and improve vocabulary. - Write a book review. - To use the correct tense. - Identify and use adverbs. - Identify and use apostrophes.
Text Type Outcome	To write a story introduction	To write a set of instructions	To write the sequel to the story (Warning Story)	To write an information text.	To write a letter.	To write a story.
Flashwrites	Message in a bottle. Create a wanted poster. Write a Pirate Story. Setting Description.	Design and explain how a trap works. Write a review. Character description Write instructions to build a snowman	Recount Setting Description. Write about a journey (mix of recount description) Write a story from a given sentence opener.	Describe dragon eggs. To write a warning story introduction. Create a 'Have you seen Poster'.	Character description. Setting Description. Diary Entries.	Recount. Write an information text. Write an explanation. Write a book review. Write a postcard. Character Description.

				Write a letter of persuasion.		
Year 2 cont.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text / Model	Meet The Witches (Adapted poem)			Portrait of a Dragon		Various Shape Poems
Purpose	To entertain.			To entertain (Describe)		To entertain
Key Skills Taught	<ul style="list-style-type: none"> - Recognise features of a poem. - Use rhyme and alliteration. - Understand structure of poem. - How to perform poetry. 	-	-	<ul style="list-style-type: none"> - To improve sentences. - Identify features of a poem (repeated language, descriptive language, alliteration, similes, metaphors and order of words in a sentence) - Plan and write a poem. 	-	<ul style="list-style-type: none"> - To explore different poems. - To perform a poem. - Identify and use rhyme. - Poetry comprehension. - To plan a shape poem. - To write a shape poem. - Edit, improve and perform a poem. - To publish a poem.
Text Type Outcome	To write an invented poem.			Write an invented poem.		Write their own shape poem.
Flashwrites				Dragon description.		

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text / Model	The Wild Girl by Chris Wormell	'Starship Robots' by SH	'The Tunnel' By Anthony Browne	'Ice-cream.' by SH.	'The Egyptian Cinderella.' Shirley Climo	'How to build a pyramid' Instructions Performance poetry.
Purpose	To entertain	To inform	To entertain	To inform	To entertain	To inform To entertain
Key Skills Taught	To write a setting description.	To write an information text.	To write a portal story	To write an instruction text.	To write an explanation text.	To write an extra chapter of a famous story.
Text Type Outcome	<ul style="list-style-type: none"> - Accurate sentences Recapping word classes and selecting adjectives, nouns and verbs for impact. Making predictions Senses to describe - Powerful adjectives - Expanded noun phrases - Power of 3 for description - Variety of sentence openers - Character description - Homophones - Plan a description 	<ul style="list-style-type: none"> - Technical vocabulary Write a glossary - Generalisers - Prediction - Co-ordinating conjunctions - Subordinating conjunctions. - Comprehending a text - Researching - Reading as a reader - Write a recount - Persuasive writing - Planning 	<ul style="list-style-type: none"> - Fronted adverbials - Predicting - Synonyms and antonyms - Inverted commas - Setting description - Character description - Short and long sentences - Reported clauses - Planning a story 	<ul style="list-style-type: none"> - Chronological order to show time. - Subordinating conjunctions to explain. - Present tense. Technical vocabulary - Comprehending a text - Paragraphing - Planning a text 	<ul style="list-style-type: none"> - Predicting - Determiners - a or an - Effective vocabulary - Character description - Expanded noun phrases - Apostrophes (contractions) - Homophones - Inverted commas - Apostrophes (possession) - Planning a text 	<ul style="list-style-type: none"> - Imperative verbs - Brackets - Adverbs - Write an introduction - Planning instructions - Features of poems - Rhyme - Similes - Perform a poem - Plan a poem
Flashwrites	To describe a character. To write a recount. To predict. To describe a picture. (expanded noun phrases) To write a diary. To write the end of a story.	To write instructions To write a wanted poster To describe an object (use the power of 3) To write in role To write a letter	To write a diary To describe an artefact To write a setting description To write a conversation between characters To write a review	To write a recount To write an introduction To write a recount To write an invitation To write an advertisement	To write a fact file or biography. To write a summary To write a review To write definitions To ask questions To write notes	To write a diary To write a setting description To describe a character To write a poem To write an argument between characters To write a back story for an invented character

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text / Model	The magician's shed – adapted by DC from text by Pie Corbett	The boy who fell out of the sky (Daedalus and Icarus) (The Orchard Book of Greek Myths)	Dudley showed me how a toaster works from 'Until I met Dudley' by Roger McGough	Wind in the Willows Book Study	News article written by Y4 Teachers inspired by Wordless picture book, Tuesday by David Wiesner	Woodland Trust Leaflet
Purpose	To entertain	To entertain (Cross-curricular link – history/RE)	To inform – explanation (Cross-curricular link – science/DT?)	To entertain	To inform	To persuade (Cross-curricular link – science/ geography)
Key Skills Taught	<ul style="list-style-type: none"> - Planning tools – boxing up - Revising word classes - Writing basic sentences – long for description, short for emphasis - Introducing Y4 Everyday Writing Toolkit (A .! ? sense, A for proper nouns paragraphs, commas, joined handwriting, spelling) used throughout year. - Extended noun phrases (before and after main noun) - Developing vocabulary - Using a dictionary - Adverbs to show how - Prepositional phrases to show where - Fronted adverbials - Colon list 	<ul style="list-style-type: none"> - Planning – boxing up - Paragraphing - Build in suspense - 5 part story - Full punctuation of direct speech - Adverbials/ prepositional phrases + comma - Multi-clause sentences/ subordinating conjunctions - Sentence of 3 for action and description - Similes and metaphors - Powerful language 	<ul style="list-style-type: none"> - Numbered steps in sequenced paragraphs - Multi-clause sentences using co-ordinating and subordinating conjunctions - Factual description using precise noun phrases and technical vocabulary - Use of Standard English - Causal conjunctions and adverbs to sequence ideas - Revisit use of commas to separate off fronted adverbials and subordinate clauses - Conditionals 	<ul style="list-style-type: none"> - Planning narratives - Punctuation of direct speech – developing dialogue - Using noun phrases in description - Adverbials to link paragraphs - Balance of narrative and dialogue - Showing characters' feelings through what they say/do - Take notes - Reading – make predictions and inferences about characters. - Analyse how characterisation is show through speech and actions and how characters develop in a longer story 	<ul style="list-style-type: none"> - Organisational features of news article: headline, standfirst, 5W introduction, main body, columns, pictures with captions - Language features of news article including direct and reported speech, commas for extra information, multi-clause sentences to add extra information efficiently. - Appropriate use of noun and pronoun 	<ul style="list-style-type: none"> - Vocabulary development and choice - Persuasive features – emotive/ boastful and powerful language, groups of 3, rhetorical question, imperative verbs, use of first and second person to address reader, repetition.
Text Type Outcome	Imaginative description	Greek myth	An explanation – imaginative contraption and explanations linked to science	Narrative – alternative outcome	Newspaper article - recount	A persuasive leaflet for a charity and a persuasive speech
Flashwrites	Descriptive poem using extended noun phrases Character description	What happens next? (Continuing the story) Diary entry in the tower	Script for presentation explaining how a toaster works	Narratives – Mole in the Wild Wood; 'missing pages' – Toads	Questions to ask a witness Witness responses Narrative to accompany the picture book	Persuasive leaflet for your family TV interview

		King Minos conversation with guards	Instructions for using a toaster Persuasive writing – for the Teacher Pleaser	actions before coming to court Dialogue – Toad and Badger in the library News report of Toad's antics Persuasive letter written in role – I should be on the book cover Invitation to Toad's ball	Story summary	Rewrite a negative descriptive passage in a positive light
Year 4 cont.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text / Model	Greek Schools (adapted from Usborne Visitor's Guide to Ancient Greece)		Poems by Lewis Carroll from Alice's Adventures in Wonderland and Alice Through the Looking Glass The Walrus and the Carpenter A Strange Wild Song The Jabberwocky		Amazing Animal Friendships - Pavla Hanácková (Antelopes and Baboons)	
Purpose	To inform in an interesting and accurate way		To entertain		To inform (Cross-curricular link – science)	To entertain
Key Skills Taught	<ul style="list-style-type: none"> - Audience/purpose and how influences style and content - Effective use of co-ordinating conjunctions to link ideas - Relative clauses to add extra information - Comparing different information texts about the same topic 	-	<ul style="list-style-type: none"> - Understanding of the terms stanza, rhyme, rhyming verse and repetition and how they are used in poetry. - Using rhyme and repetition to create a new version of a poem. - Understanding the word class of a given word. 	-	<ul style="list-style-type: none"> - Content chosen to appeal (fascinate) reader - Thematic paragraphs with appropriate headings - Flexibility in sequencing of paragraphs (non-chronological report) - Correct use of apostrophes for singular and plural possession (also covered in spelling lessons) - Variety of sentence structures and carefully 	<ul style="list-style-type: none"> - Figurative language – similes, metaphors, personification, hyperbole

	<ul style="list-style-type: none"> - Thematic paragraphs with appropriate headings - Adverbials to add extra information + commas - Informal tone - Contractions – using apostrophes appropriately – link to informal writing 		<ul style="list-style-type: none"> - Gives increasing opportunities for children to engage with the poet's use of imaginative language to describe a setting or character. - Imaginative vocabulary offering children the opportunity to deduce meaning and to recap word classes. 		<p>chosen vocabulary to appeal to reader</p> <ul style="list-style-type: none"> - Using conjunctions, adverbials and noun/pronouns for links (cohesion) - Technical and ambitious vocab 	
Text Type Outcome	A (non-chronological) report		A poem		Reports that fascinate the reader – animal relationship/ invented lizard	Poems
Flashwrites	<p>Relative clause story</p> <p>Description of a classroom – using prepositional phrases and relative clauses to develop varied sentence openers</p> <p>Recount of a first day at school – modern or ancient Greek</p>		N/A		<p>Frog information text</p> <p>Family information text</p> <p>Animal class information text</p> <p>Write a blurb</p>	

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text / Model	The Dragon's Hoard	Vicious Vikings Vade in	Macbeth Shakespeare	Journey Aaron Becker World of Food	Harry Potter J K Rowling	There's a boy in the girls' bathroom Louis Sachar
Purpose	To entertain	To inform	To discuss	To entertain	To entertain	To persuade
Key Skills Taught	<ul style="list-style-type: none"> - Adverbials for place, time and number, - Pronouns/nouns. - Use of metaphors for effect. - Use of similes. - Structure of paragraphs - 5-part story method. - Complex sentences - Fronted adverbials. 	<ul style="list-style-type: none"> - Features of a newspaper report. - Drop in ED clauses. - Relative clauses - Modal verbs. - Proper, Abstract and collective nouns. - Punctuating direct and reported speech. - Pronouns and relative pronouns. - Rhetorical questions. - Parenthesis. - Maintain viewpoint. - Moving sentence chunks. - Alliteration, synonym. 	<ul style="list-style-type: none"> - Structure of paragraphs - Conditional phrases - Logical/ subordinating conjunction. - Topic title. - Link ideas together across paragraphs. - Maintain Viewpoint - Summary at end. 	<ul style="list-style-type: none"> - Figurative Language - Bridging narrative. - Structure of paragraphs - Sentence Reshaping - Moving sentence chunks. - Stage directions in speech. - Imperative tense. 	<ul style="list-style-type: none"> - Drop ED clause - Sentencing Reshaping - Moving sentence chunks - Determiner (Generaliser) - Pronouns/ Relative 	<ul style="list-style-type: none"> - Maintain viewpoint - Summary at end - Sentence Reshaping - Rhetorical Questions - Modal Verbs - Imperative Tense
Text Type Outcome	To write a story	To write a newspaper report	To write a balanced argument	To write a story To write a poem	To write a biography	To write a campaign
Flashwrites	<ul style="list-style-type: none"> To write a descriptive paragraph. To write a character profile. To write a short story. 	<ul style="list-style-type: none"> To write instructions. To write a job description. To write a witness statement. 	<ul style="list-style-type: none"> To write a setting description. To write a character description. To write a 'for' paragraph To write an 'against' paragraph. To write a letter to Mrs Berry. 	<ul style="list-style-type: none"> To write a diary entry. To write a description using figurative language. To write a blurb. 	<ul style="list-style-type: none"> To write an introduction. To write complex sentences. To write a fact file. To research and note take. 	<ul style="list-style-type: none"> To write a letter. To write a balanced argument. To write a diary entry. To write to persuade.

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text / Model	‘Just so stories’ Rudyard Kipling	‘Walking with Unicorns’ Pie Corbett	Holes Louis Sachar	Holes Louis Sachar ‘Harry Potter’ JK Rowling	‘The Lion, the Witch and the Wardrobe’ C.S Lewis	‘Romeo and Juliet’ Shakespeare
Purpose	To entertain	To inform	Book study To entertain To inform To persuade To discuss	Book study To entertain To inform To persuade To discuss	To entertain	Book study To entertain To inform To persuade To discuss
Key Skills Taught	<ul style="list-style-type: none"> - Sentence structure - Varied openers - Imitating an author’s style - Hyphenated phrases - Fronted adverbials, prepositional phrases as openers - Detail in description - Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors <p>Structure:</p> <ul style="list-style-type: none"> - Story structure, planning, drafting, editing and improving - Secure independent planning across story types - 5 part story structure – that imitates a particular author’s style. 	<ul style="list-style-type: none"> - Layout features including: appropriate title, subheadings, cohesive paragraphing and links across paragraphs, introductory sentences, closing paragraphs, labelled diagrams and captions - Factual and informative tone - Topic specific, advanced vocabulary - Relative clauses - Parenthesis - Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. - Comparative sentences 	<ul style="list-style-type: none"> - Secure use of simple / embellished simple sentences - Secure use of compound sentences - Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Secure ability to vary writing features, skills, punctuation, grammar, tone and form to suit a range of audience and purposes <p>Structure:</p> <ul style="list-style-type: none"> - Secure ability to plan independently - Use of plan to guide writing - Appropriate and independent selection of features and techniques in writing to suit the intended outcome - Developed ability to self-assess, edit and improve writing 	<ul style="list-style-type: none"> - Secure use of simple / embellished simple sentences - Secure use of compound sentences - Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Secure ability to vary writing features, skills, punctuation, grammar, tone and form to suit a range of audience and purposes <p>Structure:</p> <ul style="list-style-type: none"> - Secure ability to plan independently - Use of plan to guide writing - Appropriate and independent selection of features and techniques in 	<ul style="list-style-type: none"> - Upskilling vocabulary, sentence structure - Varied openers, with specific concentrating on subordinate clause as opener - Detail in description for characterisation and setting to create tone and mood - Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors - Expanded noun phrases to convey complicated information concisely - Active and passive verbs to create effect <p>Structure:</p> <ul style="list-style-type: none"> - Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, 	<ul style="list-style-type: none"> - Secure use of simple / embellished simple sentences - Secure use of compound sentences - Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Secure ability to vary writing features, skills, punctuation, grammar, tone and form to suit a range of audience and purposes <p>Structure:</p> <ul style="list-style-type: none"> - Secure ability to plan independently - Use of plan to guide writing - Appropriate and independent selection of features and techniques in writing to suit the intended outcome - Developed ability to self-assess, edit and improve writing - Use appropriate formal and informal styles of writing

		<ul style="list-style-type: none"> - Subordinate conjunctions - Modal verbs <p>Structure:</p> <ul style="list-style-type: none"> -Use a variety of text layouts appropriate to purpose -Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions -Express balanced coverage of a topic -Use different techniques to conclude texts -Use appropriate formal and informal styles of writing -Choose or create publishing format to enhance text type and engage the reader 	<ul style="list-style-type: none"> -Use appropriate formal and informal styles of writing -Choose or create publishing format to enhance text type and engage the reader 	<p>writing to suit the intended outcome</p> <ul style="list-style-type: none"> - Developed ability to self-assess, edit and improve writing - Use appropriate formal and informal styles of writing - Choose or create publishing format to enhance text type and engage the reader 	<p>flashbacks/forwards, time slips</p> <ul style="list-style-type: none"> - Start story at any point of the 5 part structure - Maintain plot consistently working from plan - Paragraphs that show secure use of linking ideas within and across paragraphs - Secure development of characterisation 	<ul style="list-style-type: none"> - Choose or create publishing format to enhance text type and engage the reader
Text Type Outcome	To write a just so story	To write a non-chronological report	To write a recount To write a letter To write a description (character and setting) To write a balanced argument To write to persuade	To build suspense To write a biography To write a diary To write a letter To write a description (character and setting) To write a balanced argument	To write a portal story	To write a balanced argument To write a narrative To write instructions To write a diary To write a campaign
Flashwrites	To write a letter To write a diary entry To write a set of instructions To write a newspaper report To write a description (character/setting)	To write a description To write a recount To write a review To write a biography	To write a speech To write an advert To write a script	To write an explanation To write a story part (conclusion, build up etc) To write a tweet To write a poem	To write to build suspense To write a description To write a recount	To write a poem To write a set of instructions To write a warning To write an argument To write a leaflet