Meppershall Academy Writing Progression Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	**Theme**: All are welcome! **Outcome**: To write a message! **Skills**: - Letter formation - Initial sounds - Starting at the top of the page - Name writing - Labels - Learning the alphabet **Texts** The Colour monster Peepo The hedgehog Autumn- Non-fiction The big carrot Extras - All Kinds of Families	**Theme:** Real life superheros **Outcomes:** Thank you cards, labels, posters, shopping lists, rhyming strings Skills: - Forming capital letters - Spell words by identifying sounds and writing the sound with letter/s - Finger spaces - Write simple sentences **Texts** Postman Bear Doctor Ted Burglar Bill No Dragons for tea	**Theme:** Around the world **Outcome:** Descriptive labels, recipes, factual sentences **Skills:** - Capital letters at the start of sentence - Full stops - Re-reading - Understanding of beginning middle and end, retelling a simple story **Texts** My granny went to market A gift for Amma Handas Surprise Possum Magic Whatever next	**Theme:** Growing and changing **Outcome:** Instructions, story journeys **Skills:** - Form lower-case and capital letters - Spell words by identifying sounds and writing the sound with letter/s - Capital letters, finger spaces and full stop - Write short sentences - Re-reading sentences to check for sense - Write longer sentences - Simple conjunctions **Texts** The Three Billy Goats Gruff The big book of blooms Tad	**Theme:** Minibeasts **Outcome:** fact file, recount **Skills:** - Form lower-case and capital letters - Spell words by identifying sounds and writing the sound with letter/s - Capital letters, finger spaces and full stop - Write longer sentences - Re-reading - Simple connectives - Adjectives - Adverbs - Prepositions **Texts** The Very Hungry Caterpillar Bees	**Theme:** Under the sea **Outcome:** Writing a postcard, poems **Skills:** - Form lower-case and capital letters - Spell words by identifying sounds and writing the sound with letter/s - Capital letters, finger spaces and full stop - Write longer sentences - Re-reading - Simple conjunctions - Adjectives - Similes using ‘like’ - Adverbs

	Me and My Family Tree Book	Stickman - Christmas link.			Minibeast non-fiction	**Texts** Flotsam Big book of the blue Sharing a shell what a waste (pollution) Commotion in the ocean

	AUTUMN 1 (Toys)	**AUTUMN 2** (Space)	**SPRING 1** (GFOL)	**SPRING 2** (UK)	**SUMMER 1** (LOCAL GEOG)	**SUMMER 2** (KENYA)
Y1	**Text:** The Naughty Bus **Outcome:** a report **Skills:** - Letter formation Leaving spaces between words - Capital letters and full stops - Simple factual sentences - Using 'and' to create compound sentences - Using adjectives - Using an '!' _____ **Text:** The Day the Crayons Quit **Outcome:** an informal letter **Skills:** - All above plus: - Using ? and ! - 'ly' openers - -prefix 'un'	**Text**: Beegu **Outcome**: to retell the story **Skills:** - Plan opening around character, setting, time of day, weather - Sequencing ideas (first, then, next, finally) - Story language - Using an exclamation mark _____ **Text**: Man on the Moon **Outcome**: a diary entry **Skills:** - All above plus: - Sequencing ideas Simple sentences - Using 'and' (but, so, when etc.) to create compound sentences	**Text:** Vlad and The Great Fire **Outcome:** a recount **Skills:** - Sequencing ideas to form short narratives - Adverbials of time (First, Then, Next, Finally). - Different sentence openers (incl adverbs) - choosing tools for effect: simile - Suffixes that can be added to verbs (ing/ed/er) - re-reading work to check for sense —---------- **Text:** a variety of non-fiction texts about London **Outcome:** a factfile **Skills:** - opening factual statement - Simple factual sentences - Sentences to add detail -Using ? and ! - Headings organisational tools: bullet points	**Text:** The Three Little Pigs **Outcome:** Simile poem about wolves **Skills:** - similes - alliteration - repetition for description - s/es for plurals —---------- **Text:** Little Red Riding Hood **Outcome:** retelling a traditional tale **Skills:** -Story language - openers, build up, one day, problem, suddenly - Plan opening around character, setting, time of day, weather - Sequencing ideas - Using an exclamation mark and a question mark. - Capital letters and full stops	**Text:** Magic Box **Outcome**: a list poem **Skills** - similes - alliteration - repetition for description - adventurous language choice —---------- **Text:** That Rabbit Belongs to Emily Brown **Outcome:** Wanted poster **Skills:** - Heading - description, adjectives - factual information - Varying simple, compound and complex sentences - Asking questions	**Text:** Mama Panya's Pancakes **Outcome:** a setting description **Skills:** - Simple & compound sentences using adjectives - alliteration - Similes - regular plural - -noun suffixes: s/-es _____ **Text:** Lila and the Secret of Rain **Outcome:** instructions **Skills:** - Adverbials of time (first, next, then) - bullet points - labelled diagram - conjunctions - Command sentences

			-Reg plurals s/es	- Suffixes that can be added to verbs (e.g. helping, helped, helper) - Use of prefix 'un'		
Additional Writing Opportunities:	Describe a toy vehicle (list/sentence). Captions and labels of equipment in class.	Letter/card to Beegu or police. Describe own made-up alien.	Whose fault was the fire? Opinion piece. Advert for a London bus tour.	Labels/captions for wolf images. Questions to ask about pigs. Letter to the wolf or to LRRH.	Description of favourite toy	Instructions to make pancakes

Y2	**Text:** Little Turtle and the Sea **Outcome:** a journey tale **Skills:** - understanding a story structure - plan opening around character, setting, time of day and weather) - Complex sentences (drop in relative clause who/which) - Use of past tense _____ **Text:** How to Wash a Woolly Mammoth **Outcome:** instructions - Imperative verbs - Adverbs for information (e.g. lift pot carefully) - Asking questions - Sentence types: questions, commands, exclamations and statements - present tense - 'ly' starters (firstly, finally)	**Text:** Hansel and Gretel (Anthony Browne version) **Outcome:** a persuasive advert for a house **Skills:** - introduction with opening question - hook to engage reader - use of lists: bullet points - consistent use of present tense _____ **Text:** Jack and the Beanstalk **Outcome:** a defeat the monster tale **Skills:** - Understanding a 5 part story - Commas in a list - Consistent use of past tense - secure use of compound sentences (Coordination) using connectives: and/ or /	**Text:** Kassim and the Greedy Dragon **Outcome:** Warning story **Skills:** - using well-chosen adjectives - vary openers to sentences - similes - alliteration - secure use of subordinating conjunctions - 'ly' starters (usually, eventually, fortunately) _____ **Text:** Tell Me a Dragon **Outcome:** an information text **Skills:** - Generalisers for information (most dragons, like the common dragon…) - Use of suffixes -er and -est to form comparisons - Exclamation sentences and statements	**Outcome:** a recount based on our trip to Shuttleworth Museum **Skills:** - Introductory sentences explaining who? What? Where? When? - Past tense: simple and progressive - Apostrophes - Factual language - Adverbials of time - Using 'I' - Simple coherent sentences about personal experiences _____ The Tear Thief **Outcome:** a meeting tale **Skills:** - Possessive apostrophe - Alliteration - Vary sentence starters - Carefully chosen adjectives - 'ly' sentence starters - Use long and short sentences - similes using 'like' and 'as'	**Text:** Prince Cinders **Outcome:** a rags to riches, twisted fairy-tale **Skills:** - Secure use of subordination and coordination, additional subordinating conjunctions (what, while, when, because, if etc.) - using suffixes such as ful and less - use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. _____ **Text:** The Very Impatient Caterpillar **Outcome:** Butterfly Non-chronological report **Skills:** - Introduction with key information - subheadings to order writing	**Text:** Hello Lighthouse **Outcome:** Persuasive tourist leaflet **Skills:** - Superlatives - Exaggerated positive adjectives - Speaking directly to reader - Using because/so - Headings & Sub headings - repetition/ rule of three - Using questions for effect - Did you know? section _____ **Text:** Islandborn **Outcome:** informal letter writing **Skills:** - choosing a greeting and sign off - using expanded noun phrases

		but / so (coordinating conjunctions)	- Subordination and coordination - Similes - Consistent use of simple present tense and present progressive		- using conjunctions to add detail to sentences in each section - Re-reading to check for sense	- statements, questions and exclamations - apostrophes for contraction - consistent past and present tense
Additional writing opportunities	- Setting description - Job advert	- A persuasive speech - An additional resolution	- Spine poem	- Biography - Short description of tears	- Wanted poster with character description	- Instructions

	Autumn 1 Ancient Egypt	Autumn 2 Ancient Egypt	Spring 1 Rivers	Spring 2 Volcanoes	Summer 1 Stone Age to Iron Age	Summer 2 Stone Age to Iron Age

Y3	**Text:** Marcy and the Riddle of the Sphinx by Joe Todd-Stanton **Outcome:** An original adventure story **Skills:** - Paragraphs - Expanded noun phrases -Adverbial phrases -Subordination & coordination -Composition _____ **Text/Unit:** Ancient Egypt **Outcome:** Instructions to guide the mummification process **Skills:** -Instructional layout -Clear sequencing -Heading & Subheadings -Imperative Verbs -Precise adverbs -Conjunctions -Precise topic specific language	**Text:** The Egyptian Cinderella by Shirley Climo **Outcome:** An original narrative (traditional tale adaptation) **Skills:** - Inference -Characterisation -Ambious & Powerful vocabulary -Narrative structure -Expanded noun phrases -Descriptive writing -Conjunctions -Speaking & Listening -Composition _____ **Text:** The Bear and The Hare Christmas Advert (John Lewis 2013) https://www.youtube.com/watch?v=G5TRcyJBnJQ **Outcome:** Diary Entry from the bear's perspective **Skills:** -First person -Past tense -Paragraphs	**Text:** The River by Valerie Bloom **Outcome:** A personification poem **Skills:** -Onomatopoeia -Personification -Similes -Poetic structure -Adventurous vocabulary -Composition _____ **Text:** Flood by Jackie French/Variety of non-fiction resources about floods **Outcome:** Newspaper Report (A Dramatic River Rescue) **Skills:** -Headlines -5 Ws -Chronological sequencing -Past tense -Third person -Time adverbials -Conjunctions	**Text:** The Firework Maker's Daughter by Philip Pullman **Outcome:** A persuasive letter to her father **Skills:** -Letter layout -Use of persuasive vocabulary & phrases -Paragraphs -Vary sentence length -Subordination & coordination -Commas _____ **Text:** The Firework Maker's Daughter by Philip Pullman **Outcome:** An original journey story **Skills:** -Paragraphs -Speech -Subordination and coordination -Fronted adverbials -Vary sentence length -Adventurous vocabulary -Prepositional phrases	**Text:** The Stone Age Boy by Satoshi Kitamura **Outcome:** An original narrative (inspired by The Stone Age Boy) **Skills:** -Continuing story writing skills -Inference -Narrative structure -Characterisation -Ambition & Powerful vocabulary -Adverbials of time and place -Descriptive writing -Composition -Drama & Debate -Speaking and Listening _____ **Text:** Prehistoric animal research, images and models descriptive poems **Outcome:** Original descriptive poem of prehistoric animals of the stone age **Skills:** -Research	**Text:** **Outcome:** **Skills:** _____ **Text:** Variety of non-fiction texts about the Stone Age, Bronze Age and Ice Age **Outcome:** A documentary script - From Stone Age to Iron Age **Skills:** -Script layout -Topics grouped logically -Appropriate topic-based language used -Subordination & coordination -Clear explanations -Vary sentence length -Vary sentence starts(eg fronted adverbials) -Expanded noun phrases

	-Formal language	-Thoughts & Feelings -Expanded noun phrases -Adverbial phrases -Diary conventions	-Expanded noun phrases -Direct speech -Paragraphing -Factual vocabulary -Composition	-Apostrophes, plural possession -Character descriptions using extended noun phrases	-Alliteration -Similies -Reptition -Expanded noun phrases -Powerful vocabulary -Descriptive writing -Verse/Poem structure -Composition -Performance	

Additional writing opportunities	-BBC 500 word competition -Howard Cater's discovery - A short chronological report (History) -Egyptian myth - A short story	-Narrative retelling from another perspective -Christmas setting Description Inspired by The Bear and the Hare	- Features of a river - A non-chronological report (Geography) -Flooded location setting description	-How and Why volcanoes erupt - A short explanation text (Geography) -Volcanic eruption description - One vivid paragraph inspired by footage	-Prehistoric animal fact file - Linked to poetry research (History) -Stone age survival instructions - A short procedural writing	-Stone Age information poster - A factual summary (History) -Iron Age museum exhibit label - Explaining a chosen artifact

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Y4	**Text:** Freefall **Outcome:** a paragraph detailing a dream. **Skills:** -clear opening and closing -varying sentence length - use of adjectives - correct punctuation **Text:** To the Top **Outcome:** a diary/journal entry **Skills:**	**Text:** I am a Roman Soldier **Outcome:** performance poetry, narrative/free verse **Skills:** -expression, choral speaking, gesture -use of repetition -sensory imagery -powerful verbs and adverbs. **Text:** a range of non-fiction books about the Romans **Outcome:** a non- chronological report	**Text:** a video stimulus **Outcome:** a persuasive speech **Skills:** - strong, clear paragraphs - repetition to persuade - figurative language - short sentences, commands for impact - Use of conditionals: could, should, would - Use of engaging questions - Reading aloud _____ **Text:** a range of Kennings poems	**Text:** The Lion and the Unicorn **Outcome:** a letter **Skills:** - clear, strong opening and closing - formal language - secure use of compound sentences and complex - appropriate choice of pronouns - plural and possessive 's' (regular nouns) _____	**Text:** a range of Native American myths **Outcome:** a myth **Skills:** - description/ action - long sentences for description and short for impact - varied sentence starters - secure use of different sentence types - sentence of 3 including commas _____ **Text:** The Iron Man **Outcome:** instructions	**Text:** 20, 000 Leagues under the sea (retold for 8-11 year olds) **Outcome:** a story **Skills:** - plan opening using description and action - build in suspense writing to introduce the dilemma - clear distinction between the resolution and the ending - reflect on characters and events in the ending

	- Paragraphs which show coherence between and within - Openings and closings clearly signalled - Extended noun phrases -Prepositional phrases - Standard English- verbs - spelling using a dictionary _____ **Text:** The Mountain **Outcome:** free verse/shape/ personification poem **Skills:** - figurative language - adjective choice - considering the reader _____ **Text:** A picture book of Harriet Tubman **Outcome:** a biography **Skills:** - Detailed and engaging descriptions	**Skills:** - clear introduction, middle and end Vary sentence starters- ed or ing clause - Sentence of 3 to add detail e.g. The Romans enjoyed food, loved marching, but hated the weather. _____ **Text:** The Lost Happy Endings **Outcome:** a story **Skills:** - developed 5 part story. - clear difference between resolution and ending - dialogue using verb + adverb e.g. "Hello," she whispered, cautiously. - simile: as like - synonyms - extended noun phrases - fronted adverbials	**Outcome:** poetry in the same style **Skills:** - figurative language - mimicking the author's style - noun, verb phrases e.g. cat-chaser	**Text:** The Butterfly Lion **Outcome:** a book Review **Skills:** - longer sentences to enhance description - comparative and superlative - paragraphs to organise - consider the audience _____ **Text:** Entering a Castle **Outcome:** a list poem **Skills:** - commas - varied staters e.g. starting with a simile	**Skills:** - logical organisation - organising around a theme - link information with a range of conjunctions - use of bullet points and diagrams - developed topic sentences - using conjunctions, adverbs and prepositions to convey time _____ **Text:** Jack Prelutsky poems **Outcome:** performance poetry **Skills:** - intonation when reading aloud - controlling tone and volume to convey a clear meaning _____	- revision of ENPs, fronted adverbials and speech - possessive apostrophe (irregular nouns) _____ **Text: Manfish** **Outcome:** a newspaper report **Skills:** - formal language - varied sentence length - fact vs opinion - speech punctuation to report - standard English - present perfect form _____ **Text:** (no text) **Outcome: A comparison report (between Meppershall and Rio de Janeiro)** **Skills:** conjunctions as comparative language

	- paragraphs organised around a theme - Developing use of topic sentences - including an ending, extra information? - appropriate choice of pronoun to aid cohesion - building knowledge organisers	- revision of apostrophe for singular possession - use of 'ing' clause				paragraphing use of headings and sub-headings
Additional writing opportunities	500 words Young Writers Poetry competition Setting description of Mountain	Job advert for Roman Soldier Recount of Faith Tour/St. Alban's visit	Diary/Journal entry of soldier at the Battle of Hastings	Playscript of a scene from The Lion and the Unicorn.	Wanted poster and description for a Myths Trickster character	Postcard from Rio