

Meppershall Academy Writing Progression Document

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| YR | <p>Text: All Are Welcome! Outcome: To write a message</p> <p>Skills:</p> <ul style="list-style-type: none"> - Letter formation - Initial sounds - Starting at the top of the page - Name writing - Labels | <p>Text: Real Superheroes Outcomes: Thank you cards, labels, captions</p> <p>Skills:</p> <ul style="list-style-type: none"> - Forming capital letters - Spell words by identifying sounds and writing the sound with letter/s - Finger spaces - Write simple sentences | <p>Text: We're Going on a Bear Hunt Outcome: a cumulative tale</p> <p>Skills:</p> <ul style="list-style-type: none"> - Capital letters at the start of sentence - Full stops - Re-reading - Understanding of beginning middle and end, retelling a simple story | <p>Text: Somebody Stole Stanley Outcome: a journey tale</p> <p>Skills:</p> <ul style="list-style-type: none"> - 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 | <p>Text: The Little Red Hen Outcome: a cumulative Tale</p> <p>Skills:</p> <ul style="list-style-type: none"> - 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 | <p>Text: All Aboard For the Bobo Road Outcome: a journey tale</p> <p>Skills:</p> <ul style="list-style-type: none"> - 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 |

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| <p>Y1</p> | <p>Text: Beegu Outcome: to retell the story</p> <p>Skills:</p> <ul style="list-style-type: none"> - Letter formation Leaving spaces between words - Capital letters and full stops - Simple sentences - Using 'and' to create compound sentences - Using adjectives <hr/> <p>Text: Man on the Moon Outcome: a diary entry</p> <p>Skills:</p> <ul style="list-style-type: none"> - Leaving spaces between words - Sequencing ideas Simple sentences | <p>Text: Little Red Riding Hood Outcome: retelling a traditional tale</p> <p>Skills:</p> <ul style="list-style-type: none"> - Plan opening around character, setting, time of day, weather - Sequencing ideas - Story language (openers, build up, resolution and ending) - Using an exclamation mark - Capital letters and full stops - Suffixes that can be added to verbs (e.g. helping, helped, helper) <hr/> <p>Text: The Three Little Pigs Outcome: an information text</p> | <p>Text: Emma Jane's Aeroplane Outcome: a postcard</p> <p>Skills:</p> <ul style="list-style-type: none"> - Simple embellished sentences using adjectives - Compound sentences - Sequencing ideas to form short narratives - Adverbials of time - Suffixes that can be added to verbs (e.g. helping, helped, helper) <hr/> <p>Text: a variety of non-fiction texts about London Outcome: a fact-file</p> <p>Skills:</p> <ul style="list-style-type: none"> - opening factual statement - Simple factual sentences | <p>Text: Mama Panya's Pancakes Outcome: a setting description</p> <p>Skills:</p> <ul style="list-style-type: none"> - selecting adjectives - alliteration - Using an ! - compound sentences (but, so etc.) - Similes - regular plural noun suffixes - s or -es <hr/> <p>Text: Lila and the Secret of Rain Outcome: instructions</p> <p>Skills:</p> <ul style="list-style-type: none"> - Adverbials of time (first, next, then) - bullet points - labelled diagram - conjunctions - Command sentences | <p>Text: The Day the Crayons Quit Outcome: an informal letter</p> <p>Skills:</p> <ul style="list-style-type: none"> - Using an exclamation mark/ question mark - Similes - 'ly' openers (Fortunately, Unfortunately, Luckily) - how the prefix 'un' changes meaning <hr/> <p>Text: That Rabbit Belongs to Emily Brown Outcome: report</p> <p>Skills:</p> <ul style="list-style-type: none"> - factual statements - speech bubble - Using an exclamation mark - complex sentences (using 'who') - prefix 'un' <hr/> <p>Text: The Highway Rat</p> | <p>Text: Once Upon an Ordinary School Day Outcome: an adventure story</p> <p>Skills:</p> <ul style="list-style-type: none"> - Story language (openers, build up- one day, problem-suddenly, unfortunately, resolution- luckily, ending-finally) - Sentence openers, While, When... - choosing tools for effect: simile, metaphor - sequencing ideas - re-reading work to check for sense <hr/> <p>Text: Dear Teacher Outcome: a wanted poster</p> <p>Skills:</p> <ul style="list-style-type: none"> - Heading - description, adjectives - factual information - Varying simple, compound and complex sentences |
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| | <ul style="list-style-type: none"> - Using 'and' (but, so, when etc.) to create compound sentences - Capital letters and full stops - Using adjectives | <p>Skills:</p> <ul style="list-style-type: none"> - using a question mark - opening factual statement - Simple factual statements - compound sentences to add detail - Regular plural noun suffixes -s or -es | <ul style="list-style-type: none"> - Using an exclamation mark and/ or a question mark - Headings organisational tools: bullet points | | <p>Outcome: a list poem</p> <p>Skills</p> <ul style="list-style-type: none"> - similes - alliteration - repetition for description e.g. the mean rat, the angry rat | <ul style="list-style-type: none"> - Asking questions |
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| Y2 | <p>Text: The Merlion</p> <p>Outcome: a wishing tale</p> <p>Skills:</p> <ul style="list-style-type: none"> - Revisiting capital letters and full stops - Revisiting finger spaces - Expanded noun phrases (using two adjectives the frightening, captivating beast) - Use of compound sentences (and, but, so, or) | <p>Text: Vlad and the Florence Nightingale Adventure</p> <p>Outcome: a diary entry</p> <p>Skills:</p> <ul style="list-style-type: none"> - Consistent use of past tense - Progressive past tense (she was helping) - Adverbials of time and prepositions (before, after) - Subordination and coordination - Statement sentences | <p>Text: Jack and the Beanstalk</p> <p>Outcome: a defeat the monster tale</p> <p>Skills:</p> <ul style="list-style-type: none"> - Understanding a 5 part story - Plan opening around character, time of day, weather, setting- drop in relative clauses who/ which - Commas in a list - Sentence openers (ly openers) - Repetition - Past tense progressive and simple - Similes - Alliteration | <p>Text: Up and Away! How Two Brothers invented the Hot Air Balloon</p> <p>Outcome: a setting description</p> <p>Skills:</p> <ul style="list-style-type: none"> - Similes - Alliteration - Present tense: progressive and simple - Commas in lists - formation of nouns using suffixes such as -ness -er | <p>Text: Prince Cinder</p> <p>Outcome: a rags to riches, twisted fairy-tale</p> <p>Skills:</p> <ul style="list-style-type: none"> - Secure use of subordination and coordination, additional subordinating conjunctions (what, while, when) - Similes - Use long and short sentences, long for detail and short for emphasis - Using suffixes such as ful and less | <p>Text: George's Marvellous Medicine</p> <p>Outcome: a report</p> <p>Skills:</p> <ul style="list-style-type: none"> - factual statements - organisational tools: headings and subheadings - consistent use of past tense - continuous form of past tense - List of three for description (He wore..., ... and ...) |
| | <p>Text: Little Turtle and the Sea</p> <p>Outcome: a journey tale</p> <p>Skills:</p> <ul style="list-style-type: none"> - Plan opening around character, setting, time of day and weather) | <p>Text: Tell Me a Dragon</p> <p>Outcome: an information text</p> <p>Skills:</p> <ul style="list-style-type: none"> - Generalisers for information (most dragons, like the common dragon...) | <p>Text: How to Wash a Woolly Mammoth</p> <p>Outcome: instructions</p> <ul style="list-style-type: none"> - Imperative verbs | <p>Outcome: a recount based on our trip to Shuttleworth Museum</p> <p>Skills:</p> <ul style="list-style-type: none"> - Introductory sentences explaining who? What? Where? When? - Past tense: simple and progressive | <p>Texts: Queen Elizabeth and the Platinum Jubilee</p> <p>There Once is a Queen</p> <p>Outcome: a formal letter of invitation</p> <p>Skills</p> | <p>Outcome: a persuasive leaflet</p> <p>Skills:</p> <ul style="list-style-type: none"> - repetition/ rule of three - persuasive language - Using questions for effect - Different types of sentences - Did you know? |

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| | <ul style="list-style-type: none"> - Commas in lists (list of three for description He wore...,... and ...) - Complex sentences (drop in relative clause who/which) - 'ly' starters (usually, eventually, finally) - Consistent use of past tense - understanding a story structure | <ul style="list-style-type: none"> - Use of suffixes -er and -est to form comparisons - Exclamation sentences and statements - Asking questions - Subordination and coordination - Similes - Consistent use of simple present tense and present progressive | <ul style="list-style-type: none"> - Adverbs for information (e.g. lift pot carefully) - Asking questions - Sentence types: questions, commands, exclamations and statements - present tense | <ul style="list-style-type: none"> - Apostrophes - Factual language - Adverbials of time - Using 'I' - Simple coherent sentences about personal experiences | <ul style="list-style-type: none"> - Formal language - Apostrophes - 'ly' starters and commas after these - Lists - Sequencing ideas - Re-reading to check for sense | |
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| <p>Y3</p> | <p>Text: a range of non-fiction texts about Egypt Outcome: an information leaflet</p> <p>Skills:</p> <ul style="list-style-type: none"> - paragraphs, to organise ideas around a theme - introduction, develop a hook to entice the reader, who? what? where? - subheadings to introduce paragraphs - bullet points - diagrams <hr/> <p>Text: Benjamin Zephaniah, Talking Turkeys Outcome: poetry</p> <p>Skills:</p> <ul style="list-style-type: none"> - boastful language, magnificent, unbelievable - alliteration/ simile as and like - flow | <p>Text: film stimulus, Ra the Sun God Outcome: Ancient Egyptian myth</p> <p>Skills:</p> <ul style="list-style-type: none"> - paragraphs - subordination and coordination - Adverbs to start sentences - vary sentence length <hr/> <p>Text: Unleavened Bread Recipe Outcome: instructions</p> <p>Skills:</p> <ul style="list-style-type: none"> - imperative verbs - Lists of steps to be taken - colons before a list e.g. what you need: <hr/> <p>Text: a range of non-fiction books about rivers Outcome: a chronological report</p> | <p>Text: Escape from Pompeii Outcome: a newspaper report</p> <p>Skills:</p> <ul style="list-style-type: none"> - adverbial phrases - compound and complex sentences - prepositions - relative clauses - nouns formed from prefixes auto, super, anti - fronted adverbials, commas <hr/> <p>Text: a range of calligrams/poetry about volcanoes Outcome: a volcano Calligram Skills:</p> <ul style="list-style-type: none"> - onomatopoeia - commas - personification - layout - attention to audience | <p>Text: The Firework Maker's Daughter Outcome: Dialogue</p> <p>Skills:</p> <ul style="list-style-type: none"> - Secure use of inverted commas for direct speech - ellipsis - vary sentence starters - powerful verbs - present perfect tense <hr/> <p>Text: Stone Girl, Bone Girl Outcome: a biography</p> <p>Skills:</p> <ul style="list-style-type: none"> - information/ reminders, five amazing facts, WOW component - Subheadings and topic sentences | <p>Text: Stone Age Boy Outcome: a time shift story</p> <p>Skills:</p> <ul style="list-style-type: none"> - extended vocabulary - 5 part story - prepositional phrases - speech - apostrophes, plural possession <hr/> <p>Text: a range of Celtic Poems Outcome: a Celtic insult poem</p> <p>Skills:</p> <ul style="list-style-type: none"> - powerful verbs e.g. glare, tremble - boastful language e.g. magnificent, unbelievable, exciting - alliteration - simile | <p>Text: a range of non-fiction texts about Prehistory Outcome: an information poster</p> <p>Skills:</p> <ul style="list-style-type: none"> - introduce a hook to gain reader's attention - colons - grouping ideas <hr/> <p>Text: Stig of the Dump Outcome: a book review</p> <p>Skills:</p> <ul style="list-style-type: none"> - paragraphs - introductions and conclusions - conjunctions - nouns/pronouns - adverbials - fact vs opinion |
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| | | <p>Skills:</p> <ul style="list-style-type: none">- Topic sentences to introduce paragraphs (X is found across the world.)- Relative clauses, whom, whose, which- adverbial phrases, a few days ago, in a strange way- compound sentences- complex sentences <hr/> <p>Text: The River by Valarie Bloom</p> <p>Outcome: a personification poem</p> <p>Skills:</p> <ul style="list-style-type: none">- Figurative language- pattern of 3 for description- simile/ alliteration | | | | |
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| Y4 | <p>Text: To the Top Outcome: a journal entry</p> <p>Skills:</p> <ul style="list-style-type: none"> - Paragraphs which show coherence between and within - Openings and closings clearly signalled - Fronted adverbials and commas to mark these -Prepositional phrases - Standard English-verbs - spelling using a dictionary <hr/> <p>Text: The Mountain Outcome: free verse/shape/ personification poem</p> <p>Skills:</p> <ul style="list-style-type: none"> - figurative language - adjective choice | <p>Text: a range of non-fiction books about the Romans Outcome: a non- chronological report</p> <p>Skills:</p> <ul style="list-style-type: none"> - 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. - consolidate apostrophes for plural possession <hr/> <p>Text: The Lost Happy Endings Outcome: a story</p> <p>Skills:</p> <ul style="list-style-type: none"> - developed 5 part story. | <p>Text: a video stimulus Outcome: a persuasive speech</p> <p>Skills:</p> <ul style="list-style-type: none"> - 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 <hr/> <p>Text: a range of Kennings poems Outcome: poetry in the same style</p> <p>Skills:</p> <ul style="list-style-type: none"> - figurative language - mimicking the author's style | <p>Text: The Lion and the Unicorn Outcome: a letter</p> <p>Skills:</p> <ul style="list-style-type: none"> - clear, strong opening and closing - formal language - fronted adverbials with commas - secure use of compound sentences and complex <hr/> <p>Text: The Butterfly Lion Outcome: a book Review</p> <p>Skills:</p> <ul style="list-style-type: none"> - longer sentences to enhance description - comparative and superlative - paragraphs to organise - consider the audience <hr/> | <p>Text: a range of Native American myths Outcome: a myth</p> <p>Skills:</p> <ul style="list-style-type: none"> - description/ action - long sentences for description and short for impact - varied sentence starters - secure use of different sentence types - sentence of 3 including commas <hr/> <p>Text: The Iron Man Outcome: instructions</p> <p>Skills:</p> <ul style="list-style-type: none"> - logical organisation - organising around a theme - link information with a range of conjunctions - use of bullet points and diagrams - developed topic sentences | <p>Text: 20, 000 Leagues under the sea (retold for 8-11 year olds) Outcome: a story</p> <p>Skills:</p> <ul style="list-style-type: none"> - 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 <hr/> <p>Text: Manfish Outcome: a newspaper report</p> <p>Skills:</p> <ul style="list-style-type: none"> - formal language - varied sentence length - fact vs opinion - speech punctuation to report - standard English - present perfect form |
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| <p>- considering the reader</p> <hr/> <p>Text: A picture book of Harriet Tubman Outcome: a biography</p> <p>Skills:</p> <ul style="list-style-type: none"> - Detailed and engaging descriptions - paragraphs organised around a theme - Developing use of topic sentences - including an ending, extra information? - appropriate choice of pronoun to aid cohesion | <ul style="list-style-type: none"> - clear difference between resolution and ending - dialogue using verb + adverb e.g. "Hello," she whispered, cautiously. - simile: as like - synonyms - use of 'ing' clause - plural and possessive 's' | <ul style="list-style-type: none"> - noun, verb phrases e.g. cat-chaser | <p>Text: Entering a Castle Outcome: a list poem</p> <p>Skills:</p> <ul style="list-style-type: none"> - commas - varied starters e.g. starting with a simile | <ul style="list-style-type: none"> - using conjunctions, adverbs and prepositions to convey time <hr/> <p>Text: Jack Prelutsky poems Outcome: performance poetry</p> <p>Skills:</p> <ul style="list-style-type: none"> - intonation when reading aloud - controlling tone and volume to convey a clear meaning | |
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