

Meppershall Academy Writing Progression Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	<p>Theme: All are welcome!</p> <p>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 - Learning the alphabet <p>Texts</p> <p>The Colour monster Peepo The hedgehog Autumn- Non-fiction The big carrot</p> <p>Extras - All Kinds of Families</p>	<p>Theme: Real life superheros</p> <p>Outcomes: Thank you cards, labels, posters, shopping lists, rhyming strings</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>Texts</p> <p>Postman Bear Doctor Ted Burglar Bill No Dragons for tea</p>	<p>Theme: Around the world</p> <p>Outcome: Descriptive labels, recipes, factual sentences</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>Texts</p> <p>My granny went to market A gift for Amma Handas Surprise Possum Magic Whatever next</p>	<p>Theme: Growing and changing</p> <p>Outcome: Instructions, story journeys</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>Texts</p> <p>The Three Billy Goats Gruff The big book of blooms Tad</p>	<p>Theme: Minibeasts</p> <p>Outcome: fact file, recount</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>Texts</p> <p>The Very Hungry Caterpillar Bees</p>	<p>Theme: Under the sea</p> <p>Outcome: Writing a postcard, poems</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

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	<p>Text: The Naughty Bus</p> <p>Outcome: a report</p> <p>Skills:</p> <ul style="list-style-type: none"> - Letter formation Leaving spaces between words - Capital letters and full stops - Simple factual sentences - Using 'and' to create compound sentences - Using adjectives - Using an '!' <hr/> <p>Text: The Day the Crayons Quit</p> <p>Outcome: an informal letter</p> <p>Skills:</p> <ul style="list-style-type: none"> - All above plus: - Using ? and ! - 'ly' openers - - prefix 'un' 	<p>Text: Beegu</p> <p>Outcome: to retell the story</p> <p>Skills:</p> <ul style="list-style-type: none"> - Plan opening around character, setting, time of day, weather - Sequencing ideas (first, then, next, finally) - Story language - Using an exclamation mark <hr/> <p>Text: Man on the Moon</p> <p>Outcome: a diary entry</p> <p>Skills:</p> <ul style="list-style-type: none"> - All above plus: - Sequencing ideas Simple sentences - Using 'and' (but, so, when etc.) to create compound sentences 	<p>Text: Vlad and The Great Fire</p> <p>Outcome: a recount</p> <p>Skills:</p> <ul style="list-style-type: none"> - 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 <hr/> <p>Text: a variety of non-fiction texts about London</p> <p>Outcome: a factfile</p> <p>Skills:</p> <ul style="list-style-type: none"> - opening factual statement - Simple factual sentences - Sentences to add detail -Using ? and ! - Headings 	<p>Text: The Three Little Pigs</p> <p>Outcome: Simile poem about wolves</p> <p>Skills:</p> <ul style="list-style-type: none"> - similes - alliteration - repetition for description - s/es for plurals <hr/> <p>Text: Little Red Riding Hood</p> <p>Outcome: retelling a traditional tale</p> <p>Skills:</p> <ul style="list-style-type: none"> -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. 	<p>Text: Magic Box</p> <p>Outcome: a list poem</p> <p>Skills:</p> <ul style="list-style-type: none"> - similes - alliteration - repetition for description - adventurous language choice <hr/> <p>Text: That Rabbit Belongs to Emily Brown</p> <p>Outcome: Wanted poster</p> <p>Skills:</p> <ul style="list-style-type: none"> - Heading - description, adjectives - factual information - Varying simple, compound and complex sentences - Asking questions 	<p>Text: Mama Panya's Pancakes</p> <p>Outcome: a setting description</p> <p>Skills:</p> <ul style="list-style-type: none"> - Simple & compound sentences using adjectives - alliteration - Similes - regular plural - -noun suffixes: s/-es <hr/> <p>Text: Lila and the Secret of Rain</p> <p>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>organisational tools: bullet points</p> <p>-Reg plurals s/es</p>	<ul style="list-style-type: none"> - Capital letters and full stops - Suffixes that can be added to verbs (e.g. helping, helped, helper) - Use of prefix 'un' 		
<p>Additional Writing Opportunities:</p>	<p>Describe a toy vehicle (list/sentence).</p> <p>Captions and labels of equipment in class.</p>	<p>Letter/card to Beegu or police.</p> <p>Describe own made-up alien.</p>	<p>Whose fault was the fire? Opinion piece.</p> <p>Advert for a London bus tour.</p>	<p>Labels/captions for wolf images.</p> <p>Questions to ask about pigs.</p> <p>Letter to the wolf or to LRRH.</p>	<p>Description of favourite toy</p>	<p>Instructions to make pancakes</p>

<p>Y2</p>	<p>Text: Little Turtle and the Sea Outcome: a journey tale</p> <p>Skills:</p> <ul style="list-style-type: none"> - 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 <hr/> <p>Text: How to Wash a Woolly Mammoth Outcome: instructions</p> <ul style="list-style-type: none"> - 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) 	<p>Text: Hansel and Gretel (& Anthony Browne version) Outcome: a persuasive advert for a house</p> <p>Skills:</p> <ul style="list-style-type: none"> - introduction with opening question - hook to engage reader - use of lists: bullet points - consistent use of present tense <hr/> <p>Text: Jack and the Beanstalk Outcome: a defeat the monster tale</p> <p>Skills:</p> <ul style="list-style-type: none"> - Understanding a 5 part story - Commas in a list - Consistent use of past tense - secure use of compound sentences (Coordination) using connectives: and/ or / 	<p>Text: Kassim and the Greedy Dragon Outcome: Warning story</p> <p>Skills:</p> <ul style="list-style-type: none"> - using well-chosen adjectives - vary openers to sentences - similes - alliteration - secure use of subordinating conjunctions - 'ly' starters (usually, eventually, fortunately) <hr/> <p>Text: Tell Me a Dragon Outcome: an information text</p> <p>Skills:</p> <ul style="list-style-type: none"> - Generalisers for information (most dragons, like the common dragon...) - Use of suffixes -er and -est to form comparisons - Exclamation sentences and statements 	<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 - Apostrophes - Factual language - Adverbials of time - Using 'I' - Simple coherent sentences about personal experiences <hr/>	<p>Text: Prince Cinders 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, 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. <hr/> <p>Texts: Queen Elizabeth and the Platinum Jubilee</p> <p>There Once is a Queen</p> <p>Outcome: an informal letter of invitation</p> <p>Skills</p> <ul style="list-style-type: none"> - using the language of a letter 	<p>Text: George's Marvellous Medicine 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 ...) <hr/> <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
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		but / so (coordinating conjunctions)	<ul style="list-style-type: none"> - Subordination and coordination - Similes - Consistent use of simple present tense and present progressive 		<ul style="list-style-type: none"> - Apostrophes - 'ly' starters and commas after these - Sequencing ideas - Re-reading to check for sense 	- Did you know? section
Additional writing opportunities	<ul style="list-style-type: none"> - Setting description - Job advert - BBC 500 words competition 	<ul style="list-style-type: none"> - A persuasive speech - An additional resolution 	<ul style="list-style-type: none"> - Spine poem - Description 	- biography	<ul style="list-style-type: none"> - Wanted poster with character description 	<ul style="list-style-type: none"> - 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	<p>Text: Marcy and the Riddle of the Sphinx Outcome: a wishing story</p> <p>Skills: - paragraphs - expanded noun phrases -adverbial phrases -subordination & coordination</p> <hr/> <p>Text: Non fiction text about Howard Carter Outcome: A Chronological report</p> <p>Skills: - Introduction & conclusion - subheadings & paragraphs - diagrams - adverbial phrases - subordination & coordination - prepositional phrases</p>	<p>Text: The Cobbler and the Dragon folktale Outcome: a defeat the monster story</p> <p>Skills: - paragraphs - subordination and coordination - Fronted adverbials - vary sentence length -character descriptions using extended noun phrases -speech</p> <hr/> <p>Text: Variety of Christmas texts Outcome: instructions for Christmas Eve (Getting ready for Santa).</p> <p>Skills: Instructions layout: ingredients/ method/top tip -imperative verbs -adverbs -commas</p>	<p>Text: The River by Valerie Bloom Outcome: a personification poem</p> <p>Skills: - onomatopoeia - personification -similes - layout -adventurous vocab</p> <hr/> <p>Text: a range of non-fiction books about rivers Outcome: a chronological report</p> <p>Skills: - Paragraphs & sub-headings - Relative clauses, whom, whose, which - adverbial phrases - compound sentences - complex sentences -commas</p>	<p>Text: The Firework Maker’s Daughter Outcome: a persuasive letter from to her father</p> <p>Skills: -Letter layout -Use of persuasive vocabulary & phrases -Paragraphs -Vary sentence length -Subordination & coordination -commas</p> <hr/> <p>Text: The Firework Maker’s Daughter Outcome: a journey story</p> <p>Skills: - paragraphs -speech - subordination and coordination - Fronted adverbials - vary sentence length</p>	<p>Experience: Class trip to Flag Fen Outcome: recount of trip</p> <p>Skills: -use of first person -Introduction & conclusion -paragraphs - commas</p> <hr/> <p>Text: Variety of non-fiction Stone Age Texts Outcome: Script for a documentary</p> <p>Skills: -Script layout -topics grouped logically -Appropriate topic-based language used -subordination & coordination</p>	<p>Text: Variety of non-fiction texts about the Stone Age Outcome: Information poster about the Stone Age</p> <p>Skills: -layout of information poster -paragraphs -diagrams -labels and captions -detail to convey interest -subordination and coordination</p> <hr/> <p>Text: Outcome: a Celtic insult poem</p> <p>Skills: - powerful verbs e.g. glare, tremble - boastful language e.g. magnificent, unbelievable, exciting - alliteration - simile</p>

	<ul style="list-style-type: none"> - nouns formed from prefixes auto, super, anti - fronted adverbials - commas 	<ul style="list-style-type: none"> - Lists of steps to be taken - colons before a list e.g. what you need: a pot, a spoon, a sharp knife. 		<ul style="list-style-type: none"> - adventurous vocabulary - prepositional phrases - speech - apostrophes, plural possession - character descriptions using extended noun phrases 	<ul style="list-style-type: none"> - Clear explanations - Vary sentence length - Vary sentence starts (eg fronted adverbials) - expanded noun phrases 	-
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 - Extended noun phrases - Prepositional phrases - Standard English-verbs - spelling using a dictionary <hr/> <p>Text: The Mountain Outcome: free verse/shape/personification poem</p>	<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. <hr/> <p>Text: The Lost Happy Endings Outcome: a story</p> <p>Skills:</p>	<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>	<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 - secure use of compound sentences and complex - appropriate choice of pronouns - plural and possessive 's' (regular nouns) <hr/> <p>Text: The Butterfly Lion Outcome: a book Review</p> <p>Skills:</p>	<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 	<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 - revision of ENPs, fronted adverbials and speech

	<p>Skills:</p> <ul style="list-style-type: none"> - figurative language - adjective choice - considering the reader <hr/> <p>Text: A picture book of Harriet Tubman</p> <p>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"> - 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 - revision of apostrophe for singular possession - use of 'ing' clause 	<ul style="list-style-type: none"> - figurative language - mimicking the author's style - noun, verb phrases e.g. cat-chaser 	<ul style="list-style-type: none"> - longer sentences to enhance description - comparative and superlative - paragraphs to organise - consider the audience <hr/> <p>Text: Entering a Castle</p> <p>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"> - link information with a range of conjunctions - use of bullet points and diagrams - developed topic sentences - using conjunctions, adverbs and prepositions to convey time <hr/> <p>Text: Jack Prelutsky poems</p> <p>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 <hr/> <p>Text: The Sea - James Reeves</p> <p>Outcome: poetry</p> <p>Skills:</p> <ul style="list-style-type: none"> - figurative language - personification 	<ul style="list-style-type: none"> - possessive apostrophe (irregular nouns) <hr/> <p>Text: Manfish</p> <p>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 <hr/> <p>Text:</p> <p>Outcome: A comparison report (between Meppershall and Rio de Janeiro)</p> <p>Skills:</p> <ul style="list-style-type: none"> conjunctions as comparative language paragraphing use of headings and sub-headings
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