



Godmanchester Community Academy

# Writing Progression



This document outlines the objectives for writing set out in the National Curriculum 2014. This is divided into the two dimensions of:

- Transcription – This includes objectives related to: Phonics (phoneme grapheme correspondence-PGC), Spelling (word level) and Handwriting.
- Composition – This includes objectives related to: Sentences, Texts and Punctuation.

It also includes:

- The writing terminology introduced in each year group
- Information on which year groups cover which text types
- The expected progression for each non-fiction text types

All planning, feedback, intervention, and assessment is based on the content of this document.

# Transcription

## EYFS/KS1

Phonics (PGCs)	
EYFS	a, i, m, s, t, n, o, p, b, c, g, h, d, e, f, v, k, l, r, u j, w, z, x, y, ff, ll, ss, zz,, ck, sh + vc – cccvcc ch, th, ng, wh, qu, tch, le, ph, + vc - cccvcc
1	/ae/ <ai,ay,a-e,ea>, /ee/ <ee,ea, ey, e>, /oe/ <o.oo,o-e,ow, oe>, /er/ <er,ir,or,ur>, /e/ <e,ea,ai>, /ow/ <ou,ow> /oo/ <oo,ew,ue,u-e,o>, /ie/ <i,ie,y,i-e,igh>, /oo/ <oo,u,oul>, /u/ <u> <ou,o>, /s/ <s,ss> <st,c,ce,se,sc> , /l/ <l,ll,le> <al,el,il,ol>, /or/ <or,aw,a,ar,au,al>, /air/ <air,are,ear,ere,eir,ayer,ayor>, /ue/ <ue, ew, u, u-e>, /oy/ <oi,oy>, /ar/ <ar,a,al,au>, /o/ <o,a> High Frequency Words Compound and Polysyllabic Words Name the letters of the alphabet
2	ae/ <ai,ay,a-e,ea>, <a,ei,ey,eigh>, /d/ <d>, <dd,ed>, /ee/ <ee,ea,y,e> <ey,ie,i>, /i/ <i> <ui,y>, /oe/ <o.oo,o-e,ow, oe> <ough,ou>, /n/ <n> <nn,ne,gn,kn>, /er/ <er,ir,or,ur> <ar,ear,our> /v/ <v> <vv,ve>, /oo/ <oo,ew,ue,u-e,o> <u,ui,ou,ough> /j/ <j> <g,ge,dge>, /g/ <g> <gg,gh,gu>, /f/ <f,ff,ph> <gh> /m/ <m> <mm,mb,mn>, /or/ <or,aw,a,ar,au,al> <oar,ore,our,augh,ough>, /h/ <h> <wh>, /k/ <c,k,ck> <ch,cc>, /r/ <r> <rr,rh,wr>, /t/ <t> <tt,tt,te>, /z/ <z,zz> <ze,s,se,ss>, /eer/ <eer,ere,ear>, -sion e.g. television High Frequency Words Compound and Polysyllabic Words

Spelling (word)		
1	Use of suffixes -s and -es for plural nouns	S5
1	Use of suffixes -s and -es for third person	S5
1	Use of suffix –ing to form past or present continuous where no change to root word required	S6
1	Use of suffix –ed to form past tense where no change to root word required	S6
1	Use of suffix –er to form comparatives where no change to root word required	S7
1	Use of suffix –est to form superlatives where no change to root word required	S7
1	Use of prefix un- to change the meaning of verbs and adjectives	
1	Spell days of the week	
2	Use the suffixes -s and -es for plural nouns and verbs ending in -y with a consonant before it	S23
2	Use the suffix –ing to form past or present continuous to a root word ending in -e or with one syllable ending in a single consonant	S24
2	Use the suffix –ed to form past tense to a root word ending in -e or -y with a consonant before it	S24
2	Use the suffix –er to form comparatives with a root word ending in -e or -y root word with one syllable ending in a single consonant	S26
2	Use the suffix –est to form superlatives with a root word ending in -e or -y root word with one syllable ending in a single consonant	S26
2	Use the suffix -y added to a noun to form an adjective	S25
2	Use the suffix -ment added to a root word ending in y	S34
2	Use the suffix -ful, less, ness	S34
2	Use the suffix -ly to form adverbs with no change in the root word	S34
2	Use apostrophes for contractions	S35
2	Words ending in -tion	S36

Homophones		
2	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	S61

## Transcription

### KS2

Phonics (PGC)		
3/4	/ae/ Y1<ai,ay,a-e,ea,> Y2<a,ei,ey,eigh> Y3 <aigh>	S52
3/4	/i/ Y3 <ui,y,u, e>	S39
3/4	/g/ Y2 <gg,gh,gu>Y3 <gue> French origin	S50
3/4	/k/ Y2<ch,cc> Y3 <que> French in origin	S48/50
3/4	/sh/ Y3 <ch,s, ss, si> (ssion cial)	S49
3/4	/u/ <ou,o>	S40
3/4	/s/ Y2<st,c,ce,se,sc>	S51
5/6	<ei> /ee/ after c	S58
5/6	<ough> /o/ /u(f)/ /ow/ /or/ oo /	S59
5/6	/ie/<is> /n/ <kn,gn> /m/ <mb, mn> /s/ <sw. ps,st> /t/ ,<bt>	S60

Spelling		
3	Use the suffixes -s and -es, -ing, -ed, er, est to a word with more than one syllable	S37
3	Spell/use the prefixes:un-, dis, mis, re, sub, super, auto	S41
3	Prefix -en to form past perfect participle	S41
3	Use suffix -er to a verb to form a noun	S37
3	Use a or an determiners	
3	Use apostrophes for contractions	
3	Use apostrophes for singular possession	
3	Use the suffix -ly to form adverbs when root words end in -y, -le, -ic,	
3	Understand how words are related in form and meaning (word families)	
4	Use the prefix in-, il- when root words begin with l, im when root words begin with m or p, ir when root words begin with r	S41
4	Use the prefix inter-, anti,	S41
4	Suffix -ation	S42
4	Use the suffix -tion, sion, ssion, cian,	S47
4	Use the suffix -sion e.g. division	S45
4	Suffix ous	S46
4	-sure -ture at the end of words	S44
4	Use apostrophes for contractions, singular possession and plural possession	
5	Use verb prefixes dis-, de-, mis-, over- and re-	S41
5	Convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise,	
5	Use the suffix -able and ably or -ible and ibly	S56

5	Use of the hyphen with prefixes	
6	Use the suffix -cious or tious	S53
6	Use the suffix -cial or tial	S54
6	Words ending ant/ ance/ancy or ent/ence/ency	S55
6	Using suffixes beginning with vowel letters to words ending in -fer	S57
6	Words ending -ce and se	

### Homophones

3/4	accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	S61
5/6	aisle/isle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/complement, descent/dissent, desert/dessert, draft/draught, advice/advise device/devise licence/license practice/practise prophecy/prophesy, farther/further/father, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed, precede/proceed, principal/principle: prophet/profit, stationary/stationery, steal/steel, wary/weary, who's/whose	S61

### Handwriting

ELG	Write recognisable letters
1	Sit correctly at a table, holding a pencil comfortably and correctly
1	Write lower case and capital letters in the correct direction, starting and finishing in the right place.
1	Form digits 0-9
1	Separation of words with spaces.
2	Form capital letters and digits of the correct size, orientation, and relationship
2	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
2	Use spacing between words that reflects the size of letters
3	Ensure that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
4	Write legibly, fluently and with increasing speed

## Composition

Sentence	
EYFS	Spell words by identifying sounds in them and representing the sounds with a letter or letters
EYFS	Write simple phrases and sentences that can be read by others
1	Combine words to write sentences.
1	Joining words and joining clauses using and
2	Use Co-ordinating clauses (using or, and, but)
2	Use subordinating clauses (using when, if, that, because) and
2	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
2	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command
3	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
3	Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]
3	Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]
4	Noun phrases expanded by the addition of modifying adjectives and nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
4	Fronted adverbials [for example, Later that day, I heard the bad news.]
5	Use adverbs (e.g. surely, perhaps) to indicate degrees of possibility.
5	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
5	Use modal verbs (e.g., should, might) to indicate degrees of possibility.
6	Use of the passive to affect the presentation of information in a sentence.
6	The difference between vocabulary and structures linked to formality (formal and informal speech and writing)

Punctuation	
1	Separation of words with spaces.
1	Introduction to capital letters to demarcate sentence
1	Introduction to capital letters for names
1	Introduction to capital letters for places
1	Introduction to capital letters for days of the week
1	Introduction to capital letters for personal pronoun I
1	Introduction to full stops to demarcate sentence
1	Introduction to question marks to demarcate sentence
1	Introduction to exclamation marks to demarcate sentence
2	demarcate most sentences in their writing with capital letters
2	demarcate most sentences in their writing with full stops
2	use question marks correctly when required
2	Introduction to exclamation marks to demarcate sentence
2	Use commas in a list or a sentence 3
2	Use apostrophes for contractions

2	Use apostrophes for singular possession
3	demarcate sentences in their writing with capital letters and full stops
3	use question marks and exclamation marks correctly when required
3	Use commas in a list and a sentence of 3
3	Use apostrophes for contractions and singular possession
3	To use inverted commas in direct speech
4	Use commas after fronted adverbials
4	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
4	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
5	Use a full range of previously taught punctuation
5	Use commas to clarify meaning or avoid ambiguity
5	Use hyphen to join a prefix to a root word
5	Use dashes to indicate parenthesis.
5	Use brackets to indicate parenthesis.
5	Use commas to indicate parenthesis.
6	Use of the semi-colon, to mark the boundary between independent clauses.
6	Use of the dash to mark the boundary between independent clauses
6	Use of the colon to mark the boundary between independent clauses
6	Punctuation of bullet points to list information
6	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover

Text	
1	Sequence sentences to form narrative and non-fiction texts
2	Use present and past tense correctly and consistently, including the progressive form
3	Use paragraphs as a way to group related material
3	In non-fiction, use organisational devices such as headings and sub-headings to aid presentation
4	Use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).
4	Use paragraphs to organise ideas around a theme
4	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
5	Use a wide range of devices to build cohesion within and across paragraphs
5	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
5	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
6	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], ellipsis
6	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

## Vocabulary (Terminology)

1	letter, capital letter word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
2	noun, noun phrase statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma
3	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')
4	Determiner, pronoun, possessive, pronoun, adverbial
5	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
6	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

## Non-Fiction – Content and Coverage of Text Types

Children at GCA learn to write for a range of audiences and purposes. Throughout the teaching and learning of writing, our pupils develop an understanding of how to write a broad range of text types (fiction, non-fiction and poetry). Below is an overview of our whole school progression and coverage for non-fiction.

	To Inform	To Inform	To Inform	To Inform	To Inform	To Inform	To Explain	To Persuade	To Discuss
	Labels, captions Etc	Recount	Diary (recount)	Non-Chronological Report	Instructions	Newspaper Report	Explanation	Persuasion	Balanced Argument
R	X	X		X					
1	X	X		X	X				
2		X	X	X	X				
3		X		X	X	X	X		
4			X	X	X	X	X	X	
5			X	X		X	X	X	X
6			X	X		X	X	X	X

## Non Fiction – Progression of Text Types

### Texts to Inform

Recount		Curriculum Links
R	Write a simple phrase or sentence to say what happened e.g. We went to the church.	Trips and Visits - Farm
1	Write simple first person recounts based on personal experience, using: -and to join words and clauses -adverbs of time to sequence events	Trips and Visits – Church, Seaside
2	Write first person recounts both based on personal experience and historical events, using: -adverbs of time to sequence events -co-ordinating and subordinating conjunctions -expanded noun phrases -commas in a list and a sentence of three	Trips and Visits - Cambridge, History off the Page Viking battle
3	Write first person recounts based on ‘unfolding event’ (e.g., commentary), using: -co-ordinating and subordinating conjunctions -expanded noun phrases -commas in a list and a sentence of three -conjunctions to express time, place and cause -adverbs to express time, place and cause -prepositions to express time, place and cause	Pompei Battle of Hastings

Diary (Recount)		
2	Write first person diary entries based on personal experience and historical or global events, using: -co-ordinating and subordinating conjunctions -expanded noun phrases -statements and exclamations -apostrophes for contractions	Fictional characters – George’s Marvellous Medicine Life in Saxon or Viking period Life in Australia
4	Write first person diary entries based on personal experience and historical or global events, using: -apostrophes for contractions and singular possession -conjunctions, adverbs and prepositions to express time, place and cause -fronted adverbials	Fictional characters – My Friend Walter; Journey to Jo’Burg Life in Tudor or Stewart periods Life in Africa

	<ul style="list-style-type: none"> <li>-commas after fronted adverbials</li> <li>-expanded noun phrases which use adjectives, nouns and prepositions to modify</li> </ul>	
5	<p>Write first person diary entries based on personal experience and historical or global events, using:</p> <ul style="list-style-type: none"> <li>-apostrophes for contractions and singular and plural possession</li> <li>-conjunctions, adverbs and prepositions to express time, place and cause (inc. fronted adverbials)</li> <li>-expanded noun phrases which use adjectives, nouns and prepositions to modify</li> <li>-adverbs to indicate degrees of possibility</li> <li>-modal verbs to indicate degrees of possibility</li> <li>-relative clauses beginning with who, which, where, when, whose, that or relative pronoun</li> <li>-parenthesis (brackets, dashes, commas)</li> </ul>	<p>Fictional characters –          Jamie Drake, Wolf Wilder, Street Child, Kensuke’s Kingdom          Life in Hanoverian or Victorian periods          Life in India</p>
6	<p>Write first person diary entries based on personal experience and historical or global events, using:</p> <ul style="list-style-type: none"> <li>-apostrophes for contractions and singular and plural possession</li> <li>-conjunctions, adverbs (inc. Fronted adverbials) and prepositions to express time, place and cause and degrees of possibility (adverbs)</li> <li>-expanded noun phrases which use adjectives, nouns and prepositions to modify</li> <li>-modal verbs to indicate degrees of possibility</li> <li>-relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>-Parenthesis (brackets, dashes, commas)</li> <li>-passive voice</li> <li>-colon, semi-colon, dashes to mark the boundary between independent clauses</li> </ul>	<p>Fictional characters –          Boy in the Girls’ Bathroom, The Explorer, Goodnight Mr Tom, Pig Heart Boy          Life in WWI or WWII          Life in South America</p>

Non-Chronological Report		
R	Write simple factual sentences/statements e.g. A bear is big.	We’re going on a bear hunt
1	<p>Write simple non-chronological reports with a series of sentences to describe aspects of the subject, using:</p> <ul style="list-style-type: none"> <li>-and to join words and clauses</li> <li>-capital letters for names and places</li> </ul>	<p>United Kingdom          Antarctica          Roman life</p>
2	<p>Write non-chronological reports based on a variety of subjects, sorting and categorising information, using:</p> <ul style="list-style-type: none"> <li>-capital letters for names and places</li> <li>-co-ordinating and subordinating conjunctions</li> <li>-expanded noun phrases</li> <li>-commas in a list and a sentence of three</li> <li>-statements, questions and exclamations</li> </ul>	<p>Australia          Climate change          Cambridge          Habitats          Viking life</p>
3	<p>Research and write non-chronological reports based on a variety of subjects, sorting and categorising research, note-taking and fact checking. Using:</p> <ul style="list-style-type: none"> <li>-co-ordinating and subordinating conjunctions</li> <li>-expanded noun phrases</li> <li>-commas in a list and a sentence of three</li> <li>-statements, questions and exclamations</li> <li>-conjunctions to express time, place and cause</li> <li>-adverbs to express time, place and cause</li> <li>-prepositions to express time, place and cause</li> <li>-use paragraphs to group related material</li> <li>-use organisational devices (headings, subheadings) to aid presentation</li> </ul>	<p>Rocks          Europe          Volcanoes</p>
4	<p>Research and write non-chronological reports based on a variety of subjects, sorting and categorising research, note-taking and fact checking. Using:</p> <ul style="list-style-type: none"> <li>-commas in a list and a sentence of three</li> <li>-statements, questions and exclamations</li> <li>-conjunctions, adverbs and prepositions to express time, place and cause</li> <li>-use paragraphs to group related material (<b>organise around a theme</b>) and organisational devices to aid presentation</li> <li>-fronted adverbials</li> <li>-comma after fronted adverbials</li> <li>-expanded noun phrases which use adjectives, nouns and prepositions to modify</li> <li>-appropriate choice of nouns and pronouns to aid cohesion and avoid repetition</li> </ul>	<p>Africa          Rivers and Mountains          Henry VIII          Tudor life</p>
5	<p>Research and write non-chronological reports comparing two or more subjects, sorting and categorising research, note-taking and fact checking. Using:</p> <ul style="list-style-type: none"> <li>-commas in a list and a sentence of three</li> </ul>	<p>Life in Victorian times Vs life now          India vs UK</p>

	<ul style="list-style-type: none"> <li>-statements, questions and exclamations</li> <li>-conjunctions, adverbs (inc. fronted adverbials) and prepositions to express time, place and cause</li> <li>-use paragraphs to group related material (organise around a theme) and organisational devices to aid presentation</li> <li>-expanded noun phrases which use adjectives, nouns and prepositions to modify</li> <li>-appropriate choice of nouns and pronouns to aid cohesion and avoid repetition</li> <li><b>-adverbs to indicate degrees of possibility</b></li> <li><b>-modal verbs to indicate degrees of possibility</b></li> <li><b>-relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</b></li> <li><b>-parenthesis (brackets, dashes, commas)</b></li> </ul>	Planets
6	<p>Research and write a range of non-chronological reports, using the appropriate style and form of writing to suit the specific purpose and audience. Using:</p> <ul style="list-style-type: none"> <li>-apostrophes for contractions and singular and plural possession</li> <li>-conjunctions, adverbs (inc. fronted adverbials) and prepositions to express time, place and cause and degrees of possibility (adverbs)</li> <li>-expanded noun phrases which use adjectives, nouns and prepositions to modify</li> <li>-modal verbs to indicate degrees of possibility</li> <li>-relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>-parenthesis (brackets, dashes, commas)</li> <li><b>-colon, semi-colon, dashes to mark the boundary between independent clauses</b></li> <li><b>-vocabulary and structures linked to formality (formal and informal speech and writing)</b></li> </ul>	Healthy living Gods: one, none, many Battle of Britain

Instructions		
1	<p>Following a practical experience, write up the instructions for a simple process, using:</p> <ul style="list-style-type: none"> <li><b>-and to join words and clauses</b></li> <li><b>-adverbs of time to sequence events</b></li> </ul>	Windssocks Pinwheels Healthy wraps
2	<p>Write instructions based on both practical experience and linked to narrative units (How to trap a beast'), using:</p> <ul style="list-style-type: none"> <li><b>-co-ordinating and subordinating conjunctions</b></li> <li><b>-expanded noun phrases</b></li> <li><b>-commas in a list and a sentence of three</b></li> <li><b>-questions, exclamations and commands</b></li> </ul>	Soup Weaving Colour mixing
3	<p>Write instructions based on both practical experience and linked to narrative units, using:</p> <ul style="list-style-type: none"> <li>-expanded noun phrases</li> <li>-commas in a list and a sentence of three</li> <li>-questions, exclamations and commands</li> <li><b>-conjunctions to express time, place and cause</b></li> <li><b>-adverbs to express time, place and cause</b></li> <li><b>-prepositions to express time, place and cause</b></li> <li><b>-use organisational devices (headings, subheadings) to aid presentation</b></li> </ul>	Pizza Puppets
4	<p>Write instructions based on both practical experience and linked to narrative units, including a clear introductions and conclusion. Using:</p> <ul style="list-style-type: none"> <li>-commas in a list and a sentence of three</li> <li>-questions, exclamations and commands</li> <li>-conjunctions, adverbs and prepositions to express time, place and cause</li> <li>-use organisational devices to aid presentation</li> <li><b>-fronted adverbials</b></li> <li><b>-comma after fronted adverbials</b></li> <li><b>-expanded noun phrases which use adjectives, nouns and prepositions to modify</b></li> </ul>	Games with electronic components Potatoes Topography model

Newspaper Report		
3	<p>Write newspaper reports based on practical experiences, historical and global events or linked to narrative units. Using:</p> <ul style="list-style-type: none"> <li>-expanded noun phrases</li> <li>-commas in a list and a sentence of three</li> <li>-statements, questions and exclamations</li> <li><b>-conjunctions to express time, place and cause</b></li> <li><b>-adverbs to express time, place and cause</b></li> </ul>	Pompei Battle of Hastings Trips and visits

	<ul style="list-style-type: none"> <li>-prepositions to express time, place and cause</li> <li>-use paragraphs to group related material</li> <li>-use inverted commas to punctuate direct speech</li> </ul>	
4	<p>Write newspaper reports based on practical experiences, historical and global events or linked to narrative units. Using:</p> <ul style="list-style-type: none"> <li>-commas in a list and a sentence of three</li> <li>-statements, questions and exclamations</li> <li>-conjunctions, adverbs and prepositions to express time, place and cause</li> <li>-use paragraphs to group related material</li> <li>- fronted adverbials</li> <li>-comma after fronted adverbials</li> <li>-expanded noun phrases which use adjectives, nouns and prepositions to modify</li> <li>-use inverted commas and other punctuation needed to indicate direct speech</li> <li>-appropriate choice of nouns and pronouns to aid cohesion and avoid repetition</li> </ul>	Tudor Life Mountain exploration Trips and visits
5	<p>Write newspaper reports based on practical experiences, historical and global events or linked to narrative units. Using:</p> <ul style="list-style-type: none"> <li>-commas in a list, a sentence of three and after fronted adverbials</li> <li>-statements, questions and exclamations</li> <li>-conjunctions, adverbs and prepositions to express time, place and cause</li> <li>-use paragraphs to group related material</li> <li>- fronted adverbials</li> <li>-expanded noun phrases which use adjectives, nouns and prepositions to modify</li> <li>-use inverted commas and other punctuation needed to indicate direct speech</li> <li>-appropriate choice of nouns and pronouns to aid cohesion and avoid repetition</li> <li>-adverbs to indicate degrees of possibility</li> <li>-modal verbs to indicate degrees of possibility</li> <li>-relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>-use commas to clarify meaning and avoid ambiguity</li> <li>-parenthesis (brackets, dashes, commas)</li> </ul>	Space Victorian Life Gandi Trips and visits
6	<p>Write newspaper reports based on practical experiences, historical and global events or linked to narrative units. Using:</p> <ul style="list-style-type: none"> <li>-commas in a list, a sentence of three and after fronted adverbials</li> <li>-statements, questions and exclamations</li> <li>-conjunctions, adverbs and prepositions to express time, place and cause</li> <li>-use paragraphs to group related material</li> <li>- fronted adverbials</li> <li>-expanded noun phrases which use adjectives, nouns and prepositions to modify</li> <li>-use inverted commas and other punctuation needed to indicate direct speech</li> <li>-appropriate choice of nouns and pronouns to aid cohesion and avoid repetition</li> <li>-adverbs and modal verbs to indicate degrees of possibility</li> <li>-relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>-use parenthesis (brackets, dashes and commas) to clarify meaning and avoid ambiguity</li> <li>-colon, semi-colon, dashes to mark the boundary between independent clauses</li> <li>-vocabulary and structures linked to formality (formal and informal speech and writing)</li> <li>-passive voice</li> </ul>	WWI WWII Trips and Visits The Americas

## Texts to Explain

Explanation		
3	<p>Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively, using:</p> <ul style="list-style-type: none"> <li>-conjunctions to express time, place and cause</li> <li>-adverbs to express time, place and cause</li> <li>-prepositions to express time, place and cause</li> <li>-use paragraphs to group related material</li> <li>-use organisational devices (headings, subheadings) to aid presentation</li> </ul>	Volcano eruptions Formation of rocks
4	<p>Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively, using:</p> <ul style="list-style-type: none"> <li>-conjunctions, adverbs and prepositions to express time, place and cause</li> <li>-use of paragraphs to group related material and organisational devices to aid presentation</li> <li>- fronted adverbials</li> <li>-comma after fronted adverbials</li> </ul>	States of matter Games with electrical components

	<b>-expanded noun phrases which use adjectives, nouns and prepositions to modify</b>	
5	<p>Write an explanation of a process, ensuring the relevant details are included and conclusions are accurately drawn, using:</p> <ul style="list-style-type: none"> <li>-conjunctions, adverbs and prepositions to express time, place and cause</li> <li>-use of paragraphs to group related material and organisational devices to aid presentation</li> <li>- fronted adverbials</li> <li>-comma after fronted adverbials</li> <li>-expanded noun phrases which use adjectives, nouns and prepositions to modify</li> <li><b>-relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</b></li> <li><b>-use commas to clarify meaning and avoid ambiguity</b></li> <li><b>-parenthesis (brackets, dashes, commas)</b></li> </ul>	<p>Earth and Space – day and night</p> <p>Changes to land use in the UK</p>
6	<p>Write a series of explanations for a variety of audiences, ensuring the relevant details are included but language choices are appropriate for the audience in mind. Using:</p> <ul style="list-style-type: none"> <li>-conjunctions, adverbs and prepositions to express time, place and cause</li> <li>-use of paragraphs to group related material and organisational devices to aid presentation</li> <li>- fronted adverbials</li> <li>-comma after fronted adverbials</li> <li>-expanded noun phrases which use adjectives, nouns and prepositions to modify</li> <li>-relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>-use commas to clarify meaning and avoid ambiguity</li> <li>-parenthesis (brackets, dashes, commas)</li> <li><b>- vocabulary and structures linked to formality (formal and informal speech and writing)</b></li> </ul>	<p>Heart</p> <p>Evolution</p> <p>Changes to Cambridgeshire over time</p>

## Texts to Persuade

Persuasion		
4	<p>Research and write persuasively (in the form of a letter) linking points and selecting style and vocabulary appropriate for the reader. Using:</p> <ul style="list-style-type: none"> <li>-commas in a list and a sentence of three</li> <li>-statements, questions and exclamations</li> <li>-conjunctions, adverbs and prepositions to express time, place and cause</li> <li>-use paragraphs to group related material (<b>organise around a theme</b>) and organisational devices to aid presentation</li> <li><b>- fronted adverbials</b></li> <li><b>-comma after fronted adverbials</b></li> <li><b>-expanded noun phrases which use adjectives, nouns and prepositions to modify</b></li> <li><b>-appropriate choice of nouns and pronouns to aid cohesion and avoid repetition</b></li> </ul>	<p>Healthy living</p> <p>Rights and responsibilities</p>
5	<p>Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes. Using:</p> <ul style="list-style-type: none"> <li>-commas in a list and a sentence of three</li> <li>-statements, questions and exclamations</li> <li>-conjunctions, adverbs (inc. fronted adverbials) and prepositions to express time, place and cause</li> <li>-use paragraphs to group related material (organise around a theme) and organisational devices to aid presentation</li> <li>-expanded noun phrases which use adjectives, nouns and prepositions to modify</li> <li>-appropriate choice of nouns and pronouns to aid cohesion and avoid repetition</li> <li><b>-adverbs to indicate degrees of possibility</b></li> <li><b>-modal verbs to indicate degrees of possibility</b></li> <li><b>-relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</b></li> <li><b>-parenthesis (brackets, dashes, commas)</b></li> </ul>	<p>Child labour in Victorian times</p> <p>Biomes</p> <p>E-Safety</p>
6	<p>Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes. Using:</p> <ul style="list-style-type: none"> <li>-apostrophes for contractions and singular and plural possession</li> <li>-conjunctions, adverbs (inc. fronted adverbials) and prepositions to express time, place and cause and degrees of possibility (adverbs)</li> <li>-expanded noun phrases which use adjectives, nouns and prepositions to modify</li> <li>-modal verbs to indicate degrees of possibility</li> <li>-relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>-parenthesis (brackets, dashes, commas)</li> </ul>	<p>RE: one god, many gods, no god</p> <p>WWI and/or WWII</p> <p>Healthy living</p>

-colon, semi-colon, dashes to mark the boundary between independent clauses -vocabulary and structures linked to formality (formal and informal speech and writing)
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## Texts to Discuss

Balanced Argument		
5	<p>Write up a balanced discussion presenting two sides of an argument, following a debate. Using:</p> <ul style="list-style-type: none"> <li>-commas in a list and a sentence of three</li> <li>-statements, questions, command and exclamations</li> <li>-conjunctions, adverbs (inc. fronted adverbials) and prepositions to express time, place and cause</li> <li>-use paragraphs to group related material (organise around a theme) and organisational devices to aid presentation</li> <li>-expanded noun phrases which use adjectives, nouns and prepositions to modify</li> <li>-appropriate choice of nouns and pronouns to aid cohesion and avoid repetition</li> <li>-use inverted commas and other punctuation needed to indicate direct speech</li> <li><b>-adverbs to indicate degrees of possibility</b></li> <li><b>-modal verbs to indicate degrees of possibility</b></li> <li><b>-relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</b></li> <li><b>-parenthesis (brackets, dashes, commas)</b></li> </ul>	<p>Child labour in Victorian times Biomes E-Safety</p>
6	<p>Debate and write up a balanced argument which presents and evaluates the opinions of multiple differing viewpoints. Using:</p> <ul style="list-style-type: none"> <li>-commas in a list and a sentence of three</li> <li>-statements, questions, command and exclamations</li> <li>-conjunctions, adverbs (inc. fronted adverbials) and prepositions to express time, place and cause</li> <li>-use paragraphs to group related material (organise around a theme) and organisational devices to aid presentation</li> <li>-expanded noun phrases which use adjectives, nouns and prepositions to modify</li> <li>-appropriate choice of nouns and pronouns to aid cohesion and avoid repetition</li> <li>-use inverted commas and other punctuation needed to indicate direct speech</li> <li>-adverbs to indicate degrees of possibility</li> <li>-modal verbs to indicate degrees of possibility</li> <li>-relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>-parenthesis (brackets, dashes, commas)</li> <li><b>-colon, semi-colon, dashes to mark the boundary between independent clauses</b></li> <li><b>-vocabulary and structures linked to formality (formal and informal speech and writing)</b></li> <li><b>-passive voice</b></li> </ul>	<p>RE: one god, many gods, no god WWI and/or WWII Healthy living</p>

## Fiction

The progression of fiction writing within the school follows the progressions for each element of writing presented at the beginning of this document. Intervention and extension are provided based on the children's prior and future learning, again using the progressions presented at the beginning of this document.

Forms of narrative writing may include: adventure, mystery, science fiction, fantasy, historical, contemporary, dilemma, playscripts, myths, legends, fairy tales, fables, traditional tales