



Rushbury C of E Primary School

English Knowledge and Skills Progression - Writing - Year A

Gretton	Autumn		Spring		Summer	
Text	Autumn 1 Seal Surfer by Michael Foreman <i>Dancing Bear by Michael Morpurgo</i>	Autumn 2 Winter's Child by Grahame Baker-Smith <i>Ice Palace by Robert Swindells</i>	Spring 1 Big Blue Whale by Nicola Davies <i>This morning I met a whale by Michael Morpurgo</i>	Spring 2 Bookfest Read to Write creative writing competition	Summer 1 Journey by Aaron Becker <i>Tilly Mint Tales by Berlie Doherty</i>	Summer 2 Zeraffa Giraffa by Dianne Hofmer <i>The White Fox by Jackie Morris</i>
Outcome	Letter Writing	Fiction: fantasy story based on a fable	Information: persuasive article	Narrative	Adventure story	Information: persuasive brochure
Sentence	Y3 Use prepositions to express time, place and cause. Y4 Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	Y3 Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant Y4 Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Use Standard English for verb inflections	Y3 Build an increasing range of sentence structures Use adverbs to express time, place and cause Y4 Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Build an increasing range of sentence structures	Y3 Form nouns with a range of prefixes Use present and past tenses correctly and consistently including the progressive form and the present perfect form Y4 Use present and past tenses correctly and consistently including the progressive form and the present perfect form Use Standard English for verb inflections	Y3 Use the present perfect form of verbs in contrast to the past tense Use prepositions, conjunctions and adverbs to express time, place and cause Use a or an according to whether the next word begins with a vowel or consonant Y4 Use present and past tenses correctly and consistently including the progressive form and the present perfect form	Y3 Build an increasing range of sentence structures Use present and past tenses correctly and consistently including the progressive form and the present perfect form Y4 Build a varied and rich vocabulary and an increasing range of sentence structures Variety of verb forms used correctly and consistently
Composition	Y3 Group related ideas into paragraphs Build a varied and rich vocabulary Y4 Organise paragraphs around a theme (using fronted adverbials to	Y3 In narratives, create settings, characters and plot Y4 Build a varied and rich vocabulary	Y3 Assess the effectiveness of own and others' writing Use headings and sub-headings to aid presentation	Y3 Group related ideas into paragraphs Y4 Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)	Y3 Group related ideas into paragraphs Y4 Build a rich and varied vocabulary Propose changes to grammar and	Y3 In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation

	introduce or connect paragraphs)		Y4 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		vocabulary to improve consistency	Y4 Use paragraphs to organise information and ideas around a theme
Punctuation	Y3 Use inverted commas to punctuate direct speech (Y3 – introduction, Y4 - recap) Y4 Use commas after fronted adverbials Use inverted commas for direct speech (Y3 – introduction, Y4 - recap)	Y3 Use inverted commas to punctuate direct speech Y4 Use and punctuate direct speech	Y3 Consolidate Y4 Indicate possession by using the possessive apostrophe with plural nouns The grammatical difference between plural and possessive ‘s’	Y3 Use inverted commas to punctuate direct speech (using dialogue to show relationship between two characters) Y4 Use and punctuate direct speech (using dialogue to show relationship between two characters)	Y3 Consolidate Y4 Indicate possession by using the possessive apostrophe with plural nouns.	Y3 Consolidate Y4 Punctuation The grammatical difference between plural and possessive ‘s’

Stanway	Autumn		Spring		Summer	
Text	Autumn 1 Queen of the falls by Chris Van Allsburg <i>Goodnight Stories for Rebel Girls</i> by Elena Favilli	Autumn 2 The Lost Happy Endings by Carol Ann Duffy <i>Hansel and Gretel</i> by Neil Gaiman	Spring 2 The Darkest Dark by Chris Hadfield <i>Cosmic</i> by Frank Cottrell Boyce	Spring 2 Bookfest Read to Write creative writing competition	Summer 1 The Paperbag Prince by Colin Thompson <i>The Last Wild</i> by Piers Torday	Summer 2 Radiant Child by Javaka Steptoe <i>Life doesn't frighten me</i> - Poem by Maya Angelou
Outcome	Recount - series of diary entries	Fiction - a traditional tale	Recount – biography	Narrative	Persuasion/ information: hybrid leaflet	Fiction - journey story
Sentence	Y5 Use fronted adverbials Y6 Use passive verbs	Y5 Use expanded noun phrases to convey complicated information concisely Y6 Use expanded noun phrases to convey complicated information concisely (Y5 recap)	Y5 Variety of verb forms used correctly and consistently including the present perfect form Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4) Y6 Recognise vocabulary and structures for formal	Y5 Use expanded noun phrases to convey complicated information concisely Y6 Use passive verbs Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Y5 Use modal verbs to indicate degrees of possibility Enhance meaning through selecting appropriate grammar and vocabulary Y6 Recognise vocabulary and structures for formal speech and writing, including subjunctive forms	Y5 Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility Y6 Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

			speech and writing, including subjunctive forms Variety of verb forms used correctly and consistently including the present perfect form			
Composition	Y5 Plan writing by identifying audience and purpose Organise paragraphs around a theme Y6 Plan writing by identifying audience and purpose Link ideas across paragraphs using a wider range of cohesive devices (Y5 recap)	Y5 Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Y6 Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action	Y5 Link ideas across paragraphs using adverbials Link ideas using tense choices Y6 Use a wider range of devices to build cohesion (<i>synonyms</i>)	Y5 Link ideas across paragraphs using adverbials Y6 Enhance meaning through selecting appropriate grammar and vocabulary Use a wider range of devices to build cohesion (<i>adverbials and conjunctions</i>)	Y5 Text Use devices to build cohesion within a paragraph Choose the appropriate register Y6 Use a wider range of devices to build cohesion	Y5 Use a wide range of devices to build cohesion across paragraphs Link ideas using tense choices Y6 Choose the appropriate register
Punctuation	Y5 Commas after fronted adverbials (Y4 recap) Use commas to clarify meaning or avoid ambiguity in writing Y6 Use commas to clarify meaning or avoid ambiguity in writing (Y5 recap) Use hyphens to avoid ambiguity	Y5 Use of inverted commas and other punctuation to punctuate direct speech (Y4) Y6 Use brackets, dashes or commas to indicate parenthesis	Y5 Use brackets, dashes or commas to indicate parenthesis Y6 Use colons or dashes to mark boundaries between independent clauses	Y5 Use commas to clarify meaning or avoid ambiguity in writing Y6 Use semi-colons to mark boundaries between independent clauses	Y5 Use brackets, dashes or commas to indicate parenthesis Y6 Punctuate bullet points consistently Use a colon to introduce a list and use of semi-colons within lists	Yr 5 consolidation Y6 Use semi-colons, colons or dashes to mark boundaries between independent clauses

English Knowledge and Skills Progression - Writing - Year B

Gretton	Autumn		Spring		Summer	
Text	Autumn 1 Gorilla by Anthony Browne	Autumn 2	Spring 1 Escape from Pompeii by Christina Balit	Spring 2 When the Giant stirred by Celia Godkin	Summer 1	Summer 2 Blue John by Berlie Doherty

	<i>A World Full of Animal Stories: 50 Folk Tales and Legends</i> by Angela McAllister	Leon and The Place Between by Angela McAllister <i>The Train to Impossible Places</i> by P.G. Bell	<i>Pompeii: A Roman Girl's Diary</i> by Sue Reid	<i>Ariki and the Island of Wonders</i> by Nicola Davies	Where the forest meets the sea by Jeannie Baker <i>The Boy Who Biked the World: Part 1 On the Road to Africa</i> by Alastair Humphreys	<i>Alternative Berlie Doherty novel</i> or <i>A Bear Grylls Adventure: Cave Challenge</i> by Bear Grylls
Outcome	Fantasy story	Diary writing	Historical narrative	Adventure story	Information text	Letter writing
Sentence	<p>Y3 Write expanded noun phrases for description and specification (Y2) Use prepositions to express time, place and cause.</p> <p>Y4 Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials</p>	<p>Y3 Use conjunctions and adverbs to express, time, place and cause</p> <p>Y4 Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Use Standard English forms for verb inflections</p>	<p>Y3 Use present and past tenses correctly and consistently including the progressive and the present perfect forms</p> <p>Y4 Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Use Standard English forms for verb inflections</p>	<p>Y3 Build an increasing range of sentence structures Use adverbs to express time, place and cause</p> <p>Y4 Build an increasing range of sentence structures Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</p>	<p>Y3 Use a or an according to whether the next word begins with a vowel or consonant</p> <p>Y4 Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Y3 Build an increasing range of sentence structures Use present and past tenses correctly and consistently including the progressive form and the present perfect form</p> <p>Y4 Build an increasing range of sentence structures Use a variety of verb forms correctly and consistently including the progressive and the present perfect forms</p>
Composition	<p>Y3 Group related ideas into paragraphs</p> <p>Y4 Organise paragraphs around a theme (use paragraphs to organise and sequence more extended narrative structures)</p>	<p>Y3 In narratives, create settings, characters and plot Build a varied and rich vocabulary</p> <p>Y4 Build a varied and rich vocabulary</p>	<p>Y3 Group related ideas into paragraphs</p> <p>Y4 Organise related ideas into paragraphs (using fronted adverbials to introduce or connect paragraphs)</p>	<p>Y3 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Y4 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Y3 Group related ideas into paragraphs In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation Build a varied and rich vocabulary</p> <p>Y4 Build a varied and rich vocabulary Use paragraphs to organise information</p>	<p>Y3 Group related ideas into paragraphs</p> <p>Y4 Build a varied and rich vocabulary Use paragraphs to organise information and ideas around a theme</p>

					and ideas around a theme	
Punctuation	<p>Y3 Use inverted commas to punctuate direct speech (Y3 – introduction, Y4 - recap)</p> <p>Y4 Use commas after fronted adverbials</p> <p>Use inverted commas for direct speech (Y3 – introduction, Y4 - recap)</p>	<p>Y3 Use punctuation correctly - apostrophes for the possessive (singular)</p> <p>Y4 Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>The grammatical difference between plural and possessive ‘s’</p>	<p>Y3 Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)</p> <p>Y4 Use and punctuate direct speech (using dialogue to show relationship between characters)</p>	<p>Y3 Use inverted commas to punctuate direct speech</p> <p>Y4 Use and punctuate direct speech</p> <p>Use commas after fronted adverbials</p>	<p>Y3 Use punctuation correctly - apostrophes for the possessive (singular)</p> <p>Y4 Indicate possession by using the possessive apostrophe with plural nouns.</p>	<p>Y3 Consolidation</p> <p>Y4 The grammatical difference between plural and possessive ‘s’</p>

Stanway	Autumn		Spring		Summer	
Text	<p>Autumn 1</p> <p>Star of Fear, Star of Hope by Jo Hoestlandt</p> <p><i>When we were worriers</i> by Emma Carroll</p>	<p>Autumn 2</p> <p>Can we save the tiger? By Martin Jenkins</p> <p><i>Into the jungle</i> by Katherine Rundell</p>	<p>Spring 2</p> <p>Jemmy Button by Alex Barzelay & Island by Jason Chin</p> <p><i>The Explorer</i> by Katherine Rundell</p>	<p>Spring 1</p> <p>Selfish Giant by Oscar Wilde</p> <p><i>The Happy Prince and Other Tales</i> by Oscar Wilde</p> <p>BOOKFEST – CREATIVE RESPONSE</p>	<p>Summer 1</p> <p>Manfish by Jennifer Berne</p> <p><i>Great Adventurers</i> by Alistair Humphreys</p>	<p>Summer 2</p> <p>Sky Chasers by Emma Carroll</p>
Outcome	<p>Fiction: flashback;</p> <p>Information Text</p>	<p>Information/ explanation: hybrid text</p> <p>Recount: diary</p>	<p>Recount: journalistic report (hybrid text)</p> <p>Discussion</p>	<p>Fiction: classic narrative</p> <p>Explanation</p>	<p>Recount: biography</p> <p>Fiction</p>	<p>Fiction: adventure story</p> <p>Recount: autobiography</p>
Sentence	<p>Y5 Use fronted adverbials (Y4)</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Y6 Use expanded noun phrases to convey complicated information concisely (Y5)</p> <p>Use passive verbs</p>	<p>Y5 Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Y6 Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use expanded noun phrases to convey</p>	<p>Y5 Variety of verb forms used correctly and consistently including modal verbs and the present perfect form</p> <p>Y6 Use passive verbs</p> <p>Variety of verb forms used correctly and consistently including the present perfect form</p>	<p>Y5 Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Y6 Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p> <p>Use passive verbs</p>	<p>Y5 Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Y6 Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</p>	<p>Y5 Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Y6 Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</p>

		complicated information concisely				
Composition	<p>Y5 Link ideas across paragraphs using adverbials</p> <p>Y6 Link ideas across paragraphs using a wider range of cohesive devices (Y5)</p> <p>Integrate dialogue to convey character and advance the action</p>	<p>Y5 Plan writing by identifying audience and purpose</p> <p>Y6 Enhance meaning through selecting appropriate grammar and vocabulary</p>	<p>Y5 Link ideas across paragraphs using adverbials</p> <p>Link ideas using tense choices</p> <p>Y6 Use a wider range of devices to build cohesion</p> <p>Use organisational and presentational devices to structure text</p>	<p>Y5 Choose the appropriate register</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Y6 Distinguish between the language of speech and writing</p> <p>Integrate dialogue to convey character and advance the action</p>	<p>Y5 Use devices to build cohesion within a paragraph</p> <p>Y6 Use a wider range of devices to build cohesion</p>	<p>Y5 Use devices to build cohesion within a paragraph</p> <p>Y6 Use a wider range of devices to build cohesion</p>
Punctuation	<p>Y5 Commas after fronted adverbials (Y4 review)</p> <p>Use of inverted commas and other punctuation to punctuate direct speech (Y4 review)</p> <p>Y6 Use a colon to introduce a list</p> <p>Punctuate bullet points consistently</p>	<p>Y5 Use brackets, dashes or commas to indicate parenthesis</p> <p>Y6 Use brackets, dashes or commas to indicate parenthesis</p>	<p>Y5 Use brackets, dashes or commas to indicate parenthesis</p> <p>Y6 Use colons or dashes to mark boundaries between independent clauses</p>	<p>Y5 Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Y6 Use semi-colons to mark boundaries between independent clauses</p>	<p>Y5 Use brackets, dashes or commas to indicate parenthesis</p> <p>Use of the hyphen (to join a prefix to a root word)</p> <p>Y6 Use a colon to introduce a list and use of semi-colons within lists</p> <p>Use hyphens to avoid ambiguity</p>	<p>Y5 Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Y6 Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>