**Class Overview – Progression of Skills**

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| **Year 1** | | | | | |
|  | **Unit** | **Planning/Drafting/Writing/Editing** | **Handwriting** | **SPAG – RWI spellings** | **Books** |
| **Autumn**  **Class read:**  The Queens Hat, The Queens Present, the queen’s handbag, The Queens lift off, (Steve Anthony) | Narrative (Stories by the same author)  Narrative (Stories with familiar settings)  Information text  Poetry (Use of the senses)  Instructions | - To be able to say out loud (3 times) what they are going to writing about.  - To be able to compose a short sentence after orally composing it. | -To be able to sit correctly at a table and to hold a pencil correctly. | -Combine words to make a single clause sentence.  -Use capital letters for proper nouns.  -Use full stops at the end of sentences.  -Children leave spaces between words. | The Queens Hat, The Queens Present, the queen’s handbag, The Queens lift off, (Steve Anthony)  Other texts  The rabbit belongs to Emily Brown (Cressida Cowell)  Lost in a toy museum – an adventure (David Lucas)  100 facts on Knights and castles |
| **Spring**  **Class read:**  The Pirate Next Door, The Pirate Cruncher  (Jonny Duddle) | Narrative (adventure stories – Pirates)  Diary/letter  Information text  Poetry (experiment with similes)  Instructions | - To be able to say out loud (3 times) what they are going to writing about.  - To be able to sequence sentences to form short narratives.  - To be able to discuss with their teacher what they have written about. | -To be able to sit correctly at a table and to hold a pencil correctly.  -To be able form lower case letters in the correct direction starting and finishing in the correct place. | -Use ‘and’ to join words and clauses.  -Use capital letters, full stops and question marks in the correct place.  -Spell plural nouns (s, es)  -Speech bubbles  -To be able to spell the days of the week | The Pirate Next Door, The Pirate Cruncher  (Jonny Duddle)  Other texts  The Night Pirates (Peter Harris)  100 facts on pirates |
| **Summer**  **Class read:**  **Summer 1**  Beegu  (Alexis Deacon)  **Summer 2 –** Grandad’s Island  (Benji Davies) | Narrative (Fairy tales)  Narrative (Fantasy Stories - explorers)  Information texts  Recount (diary, letter, postcard) | - To be able to say out loud (3 times) what they are going to writing about.  - To be able to sequence sentences to form short narratives.  -To re-read what they have written to check it makes sense.  - To be able to discuss with their teacher what they have written about.  - To be able to read their writing aloud clearly enough so their peers and teachers can hear them. | -To be able to sit correctly at a table and to hold a pencil correctly.  -To be able form lower case letters in the correct direction starting and finishing in the correct place.  -To be able to form all capital letters and digits correctly.  -To begin to understand the different handwriting families. | -Use ‘and, so, but, because’ to join words and clauses.  -Use capital letters, full stops, question marks and exclamation marks in the correct place.  -Use the correct suffix – ing, ed, er, est  -To be able to spell the days of the week correctly.  -To be able to read and spell all common exception words. | Beegu - Alexis Deacon  Grandad’s Island – Benji Davies  Other texts  Man on the Moon by Simon Bartram  Space by Timothy Knapman  Toys in space – Mini Grey  First hippo on moon by David Walliams  100 facts for space |

**Class Overview – Progression of Skills**

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| **Year 2** | | | | | |
|  | **Unit** | **Planning/Drafting/Writing/Editing** | **Handwriting** | **SPAG – RWI** | **Books** |
| **Autumn**  **Class Read:**  Silly Billy, Gorilla, Willy the wimp, The night Shimmy  (Anthony Browne)  -The Hodgeheg  (Roald Dahl) | Narrative (Traditional tales)  Narrative (Stories in familiar settings)  Postcards/letters  Information texts  Poetry (Repeating patterns) | -Writing narratives about personal experiences and those of others (real and fictional)  -To plan and discuss what they are going to write about.  -To be able to re-read their writing to ensure it makes sense. | -To be able to form lower-case letters of the correct size and orientation  -To start to use diagonal and horizontal strokes needed to join letters. | -Use of co-ordination (and, but, or) to write compound sentences.  -Write sentences including capital letters and full stops.(Revision to ensure skills are secure.)  -Identifying nouns, adjectives and verbs  -Use of commas to separate items in a list.  -Use of noun phrases | Silly Billy, Gorilla, Willy the wimp, The night Shimmy  (Anthony Browne)  The Hodgeheg  (Roald Dahl)  Other Texts  Fiction: Flat Stanley  Big Bad Book  The Red Dragon, The Bear and the Piano and Flat Rabbit  Jolly Postman  Cinderella |
| **Spring**  **Class Read:**  The Owl who was afraid of the dark.  The Secrets of Black Rock | Narrative (Stories from other cultures)  Poetry (shape poems)  Fantasy stories  Recount/Instructions | -Write about real events  -To be able to write down ideas and new vocabulary to use in their writing.  -To be able to proof read their work to check for errors in spelling, punctuation and grammar. | -To be able to form lower-case letters of the correct size and orientation  -To start to use diagonal and horizontal strokes needed to join letters.  -To be able to write capital letters and digits in the correct size and orientation. | -Use of subordination (when, if, that, because) to write complex sentences.  -Revision of the use of exclamation marks and questions marks.  -Use expanded noun phrases  -Use of apostrophes for singular possession.  -Use of –ly to turn adjectives into adverbs. | The Owl who was afraid of the dark.  The secrets of black rock (Joe Todd-Stanton)    Other Texts  The Blue Whale (Jenni Desmond)  The Whales Song  (Dylan Sheldon)  Titanic |
| **Summer**  **Class Read:**  -Charlie and the Chocolate Factory  (Roald Dahl) | Narrative (Adventure stories)  Narrative (Stories by the same Author)  Poetry (Alliteration to create humorous and surprising combinations.)  Recount  Information | -Write about real events  -Writing for different purposes  -To be able to encapsulate what they want to say in a sequential way. (Sentence by sentence)  -To be able to re-read their writing to ensure it makes sense and that time verbs are used correctly and consistently.  -To be able to read aloud what they have written with appropriate intonation to make the meaning clear. | -To be able to form lower-case letters of the correct size and orientation  -To start to use diagonal and horizontal strokes to join letters.  -To be able to write capital letters and digits in the correct size and orientation. | -Use past and present tense mostly correct throughout writing  -Add suffixes to spell longer words e.g. –ment, -ness, -ful, -less.  -Some use of verbs to mark in progress e.g. She is drumming.  -Use of postrophes for contractions.  -To be able to read and spell common exception words correctly. | Charlie and the Chocolate Factory  Other Texts  The colour of home (Mary Hoffman) |

**Class Overview – Progression of Skills**

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| **Year 3** | | | | | |
|  | **Unit** | **Planning/Drafting/Writing/Editing** | **Handwriting** | **SPAG** | **Books** |
| **Autumn**  **Class read:** Stone Age Boy  Iron Man | Narrative (Stories by the same author – Michael Foreman)  Poetry (Performance)  Narrative (Legends)  Narrative (Adventure and Mystery)  Information text (Link to Stone Age Topic) | -Children are able discuss and record their ideas with their peers.  -They are able to compose and rehearse sentences orally increasing the range of vocabulary used.  -Children are able to create settings and characters in narrative.  -Children can proofread their own writing for spelling and punctuation. | - Children are able to use the correct diagonal and horizontal strokes that are needed to join letters. | -Revise correct use of Capital letters, full stops, question marks and exclamation marks. (including proper nouns)  -Recap adjectives, nouns, verbs.  -Use of adverbs  -Consistent use of the present tense.  -Use of conjunctions (while, before, after, so, since, until, although, as)  -Use of inverted commas for speech | The Iron Man  (Ted Hughes)  The Stone Age boy  (Satoshi Kitamura)  **Other Texts**  I’ll take you to Mrs Cole!  Dinosaurs and all that rubbish  A child’s garden  (Michael Foreman) |
| **Spring**  **Class read:** Fantastic Mr Fox  Charlotte’s Web | Narrative (Myths/Legends)  Persuasion and adverts  Narrative (dialogue and Plays)  Poetry (Shape/Calligrams poetry)  Instructions | -Children are able discuss and record their ideas with their peers.  -They are able to compose and rehearse sentences orally including a range of rich vocabulary.  -Children are able to create settings, characters and plot in narrative.  -Children can proofread their own writing for spelling and punctuation.  -Children can make changes to grammar to improve the accurate use of pronouns in sentences. | -Children are able to use the correct diagonal and horizontal strokes that are needed to join letters.  -Children are to join letters consistently and with increased legibility. | -Use of paragraphs to show change of time and place.  -Use of adverbs and prepositions to express time, place and cause.  -Recognise and use determiners  -Use of commas in a list.  -Identify and use main clauses and subordinate clauses.  -Revise apostrophes for contractions. | Charlotte’s Web (E.B.White)  **Other Texts**  Flood (Alvaro Villa) |
| **Summer**  **Class read:** BFG | Narrative (Mystery stories)  Narrative (Traditional tales/fables)  Poetry (haiku)  Recounts, letters, diaries  Information Text | -Children are able discuss and record their ideas with their peers.  -They are able to compose and rehearse sentences orally including a range of rich vocabulary.  -Children are able to create settings, characters and plot in narrative.  -Children can proofread their own writing for spelling and punctuation.  -Children can make changes to grammar to improve the accurate use of pronouns in sentences.  - Children suggest improvements to their own and others’ writing.  - They can read their own writing aloud to a group or class, using appropriate intonation and volume. | -Children are able to use the correct diagonal and horizontal strokes that are needed to join letters.  -Children are to join letters consistently and with increased legibility.  -The quality of the children’s handwriting is consistent with improved presentation. | -Use of present perfect tense for diary and letters. (have)  -Use of correct suffix and prefix  -Revise apostrophes for possession  -Edit and evaluate own work. | BFG  **Other Texts**  The wolves in the walls (Neil Gaiman)  The Egyptian Cinderella (Shirley Climo) |

**Class Overview – Progression of Skills**

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| **Year 4** | | | | | |
|  | **Unit** | **Planning/Drafting/Writing/Editing** | **Handwriting** | **SPAG** | **Books** |
| **Autumn**  **Class read:**  Bills new frock  The Boy at the Back of the Class | Narrative (Adventure)  Narrative  Poetry (free verse – creating images)  Instructions  Persuasion (adverts, posters letters) | -Write simple sentences, dictated by the teacher, by memory, that include words and punctuation taught so far.  -To be able to model their writing upon the structure of texts read.  -To be able to discuss and record ideas.  -To be able to record sentences including a rich and varied vocabulary.  -In non-narrative, to be able to use organisational devices. | -To use diagonal and horizontal strokes to join letters with increased legibility, consistence and quality of handwriting. | * Expanded noun phrases * Fronted adverbials * Use paragraphs to organise their text. * Use of conjunctions (while, before, after, so, since, until, although, as) * Use of apostrophe to contractions. | Bills New Frock  The Boy at the Back of the Class  **Other Texts**  The Journey  Animal Atlas  Empire's End - A Roman Story (Leila Rasheed) |
| **Spring**  **Class read:**  The boy who Grew Dragons  World cup of books | Narrative (Fantasy Stories)  Narrative  Non-Chronological reports  Poetry (comparing poems -Kennings/raps )  Information text | -Write simple sentences, dictated by the teacher, by memory, that include words and punctuation taught so far.  -To be able to model their writing upon the structure of texts read.  -To be able to discuss and record ideas.  -To be able to record sentences including a rich and varied vocabulary and an increasing range of sentence structures.  -In narrative to be able to create settings, characters and plot.  -To be able to proofread for spellings and punctuation errors. | -To use diagonal and horizontal strokes to join letters, with increased legibility, consistence and quality of handwriting. | * Use a wide variety of conjunctions with more than one clause. * Use of fronted adverbials including commas. * Use of apostrophe for contraction and possession. * Punctuate direct speech correctly. | The boy who grew dragons  Children’s choice – the world cup of books  **Other Texts**  Beowulf (Usborne)  Rob Lloyd jones and Victor Tavares  Anglo-Saxon Boy (Tony Bradman) |
| **Summer**  **Class read:**  Max and the Millions  Tom’s Midnight Garden | Narrative (Stories by the same Author)  Narrative  Diaries/letters/news reports/  Poetry (Focusing on a poet) | -Write simple sentences, dictated by the teacher, by memory, that include words and punctuation taught so far.  -To be able to model their writing upon the structure of texts read.  -To be able to discuss and record ideas.  -To be able to record sentences including a rich and varied vocabulary and an increasing range of sentence structures.  -In narrative to be able to create settings, characters and plot.  -To be able to proofread for spellings and punctuation errors.  -To be able to assess and improve their work including the accurate use of pronouns.  -To be able to clearly read their work aloud to the class using intonation, controlling volume and tone. | -To use diagonal and horizontal strokes to join letters, with increased legibility, consistence and quality of handwriting.  -For all children to be writing consistently with a pen. | * Use of a variety of sentence types (Simple, compound and complex) * Use of present perfect tense for diaries and letters. * Correct use of punctuation including; full stops, commas, question marks and exclamation marks. | Max and the Millions  Tom’s Midnight Garden  **Other Texts** |

**Class Overview – Progression of Skills**

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| **Year 5** | | | | | |
|  | **Unit** | **Planning/Drafting/Writing/Editing** | **Handwriting** | **SPAG** | **Books** |
| **Autumn**  **Class read:**  Cosmic  (Frank Cotrell Boyce)  The Lion, the witch and the wardrobe | Narrative (Stories by the same Author)  Narrative (Traditional tales)  Poetry  Non-Chronological report  Instructions/explanation text | - To be able to write in narrative, developing characters and settings.  -To be able to select appropriate grammar and vocabulary – including SPAG elements learnt this term.  -In narrative, to be able to describe settings, characters and create atmosphere.  -To use a variety of devices to build cohesion within and across the paragraphs. | -To use diagonal and horizontal strokes to join letters, with increased legibility, consistence and quality of handwriting. | -Expanded noun phrases (factual)  -Relative clauses  -Brackets  -Use of colons and bullet points  -Fronted adverbials  -Revise use of subordinating clauses.  -Parenthesis  -To be able to spell words with silent letters. | Cosmic  The Lion, The Witch and The Wardrobe  **Other Texts**  Mufaro's Beautiful Daughters: An African Tale([John Steptoe](https://www.goodreads.com/author/show/37260.John_Steptoe))  The Lost thing  UFOs and Aliens: Investigating Extra-terrestrial Visitors – Extreme! UFO Diary by Satoshi Kitamura |
| **Spring**  **Class read:**  Street Child | Narrative  Narrative (unfamiliar setting)  Poetry  Report Writing  Persuasion | - To be able to write in narrative, developing characters and settings.  -To be able to select appropriate grammar and vocabulary – including SPAG elements learnt this term.  -In narrative, to be able to describe settings, characters and create atmosphere.  -To integrate dialogue to convey character and advance the action.  -To use a variety of devices to build cohesion within and across the paragraphs.  -To ensure there is a consistent use of tense throughout a piece of writing.  -To be able to proofread for spelling and punctuation errors. | -To use diagonal and horizontal strokes to join letters, with increased legibility, consistence and quality of handwriting. | -Commas after fronted adverbials  -Modal verbs  -Use of inverted commas for direct quotes  -Use of relative clauses  -To use further prefixes and suffixes and understand the guidance for adding them. | Street Child  **Other Texts**  Friend or Foe  Cloud Tea Monkeys (Juan Wingaard  Tuesdayby David Wiesner  Old Possum’s Book of Practical Cats |
| **Summer**  **Class read:**  The Nowhere Emporium  The Fastest Boy in the World | Narrative  Narrative (Fantasy Stories)  Poetry (Free verse)  Recounts | - To be able to write in narrative, developing characters and settings.  -To be able to select appropriate grammar and vocabulary – including SPAG elements learnt this term.  -In narrative, to be able to describe settings, characters and create atmosphere.  -To integrate dialogue to convey character and advance the action.  -To use a variety of devices to build cohesion within and across the paragraphs.  -To be able to proofread for spelling and punctuation errors.  -Children are able to use singular and plural correctly distinguishing between the language of speech and writing.  Children can perform their own compositions using appropriate intonation, volume and movement, | -To use diagonal and horizontal strokes to join letters, with increased legibility, consistence and quality of handwriting. | -Adverbs and modal verbs  -Possessive apostrophes after plural nouns. E.g. Vikings’ treasure  -Use of dashes and informal parenthesis in letters and emails.  -Range of verb forms including past/present progressive and present perfect.  -To be able to use all spelling rules taught.  To be able to use the first 3 or 4 letters of a word to check spelling, meaning or both in the dictionary. | The Nowhere Emporium  The Fastest Boy in the World.  **Other Texts**  Tales from Outer Suburbia by Shaun Tan  Michael Murpurgo’s  Kensuke’s Kingdom |

**Class Overview – Progression of Skills**

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| **Year 6** | | | | | |
|  | **Unit** | **Planning/Drafting/Writing/Editing** | **Handwriting** | **SPAG** | **Books** |
| **Autumn**  **Class read:**  Wonder  The arrival (Shaun Tan) | **Narrative/ Action story**: Eye of the Wolf  **Flashbacks**: The Piano - Character profiles  **Poetry**: Ted Hughes collection of poems, Cross curricular World War I poems  **Information leaflet**: Save Pompeii (Active Learn) -   * Safety Survival tips through a volcanic eruption/   **Non- chronological report**  **Play script** | - To be able to write in narrative, developing characters and settings.  -To be able to select appropriate grammar and vocabulary – including SPAG elements learnt this term.  -In narrative, to be able to describe settings, characters and create atmosphere.  -To use a variety of devices to build cohesion within and across the paragraphs. | -To use diagonal and horizontal strokes to join letters, with increased legibility, consistence and quality of handwriting. | review year 5 grammar, adjectives, adverbs, expanded noun phrases, commas for clarity,  subjunctives, passive verbs, perfect form of verbs, modal verbs, relative clauses, hyphens, brackets, dashes, commas for parenthesis, semi-colons/colons (including for independent clauses), bullet points, vocabulary for formal and informal speech, synonyms/antonyms, passive/active, ellipsis  Spelling: Statutory word list  vowel letters to words ending in –fer  Use of the hyphen  Words with the /i:/ sound spelt ei  after c  Words containing the letter-string  ough  Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)  Homophones and other words that are often confused | Wonder  The Arrival  **Other Texts**  The Piano  Ted Hughes Collection of poems  World War I poems  Eye of the Wolf |
| **Spring**  **Class read:**  The Boy in the Tower (Polly Ho-Yen)  The Goldfish Boy (Lisa Thompson) | **Myths/Legends:** Loch Ness Monster  **Diary/Narrative**: The Goldfish Boy (Lisa Thompson)  **Newspaper Report** : Floods (Eco awareness),  The Tear Thief  **Balanced argument/Letter:** Visitors to Snowden, Is Goldilocks a thief?  **Autobiography**  **Unbalanced Argument** : Eco awareness | - To be able to write in narrative, developing characters and settings.  -To be able to select appropriate grammar and vocabulary – including SPAG elements learnt this term.  -In narrative, to be able to describe settings, characters and create atmosphere.  -To integrate dialogue to convey character and advance the action.  -To use a variety of devices to build cohesion within and across the paragraphs.  -To ensure there is a consistent use of tense throughout a piece of writing.  -To be able to proofread for spelling and punctuation errors. | -To use diagonal and horizontal strokes to join letters, with increased legibility, consistence and quality of handwriting. | Layout devices  Tricky letter sounds  The suffixes –ment, –ness, –ful and –less  Contractions  The possessive apostrophe (singular nouns)  Words ending in –tion  Homophones and near-homophones  Common exception words | The Boy in the Tower (Polly Ho-yen)  The Goldfish Boy (Lisa Thompson)  The Tear Thief  Goldilocks/ Pie Corbett  Loch Ness Monster |
| **Summer**  **Class read:** Gangster Granny | **Biography:** Andy Murray/Pie Corbett  **Narrative:** Sci- fi story  **Journalistic Writing** : Flying Pigs  **Poetry:** Pie Corbett  **Diary**: Pie Corbett  **Narrative:** Trolls | - To be able to write in narrative, developing characters and settings.  -To be able to select appropriate grammar and vocabulary – including SPAG elements learnt this term.  -In narrative, to be able to describe settings, characters and create atmosphere.  -To integrate dialogue to convey character and advance the action.  -To use a variety of devices to build cohesion within and across the paragraphs.  -To be able to proofread for spelling and punctuation errors.  -Children are able to use singular and plural correctly distinguishing between the language of speech and writing.  Children can perform their own compositions using appropriate intonation, volume and movement, | -To use diagonal and horizontal strokes to join letters, with increased legibility, consistence and quality of handwriting. | Revision of the above | Pie Corbett/Flying Pigs/Diary  Roald Dahl/Pie Corbett  The Troll/ 3 Billy Goats Gruff |