**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 textPoetry (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 textPoetry (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 textsRecount (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 DeaconGrandad’s Island – Benji DaviesOther texts Man on the Moon by Simon BartramSpace by Timothy KnapmanToys in space – Mini GreyFirst hippo on moon by David Walliams100 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/lettersInformation textsPoetry (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 TextsFiction: Flat StanleyBig Bad BookThe Red Dragon, The Bear and the Piano and Flat Rabbit  Jolly PostmanCinderella |
| **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 TextsThe 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.)RecountInformation  | -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 FactoryOther TextsThe 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 BoyIron 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 rubbishA child’s garden (Michael Foreman) |
| **Spring****Class read:** Fantastic Mr FoxCharlotte’s Web | Narrative (Myths/Legends) Persuasion and advertsNarrative (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, diariesInformation 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 frockThe Boy at the Back of the Class | Narrative (Adventure) NarrativePoetry (free verse – creating images)InstructionsPersuasion (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 FrockThe Boy at the Back of the Class**Other Texts**The JourneyAnimal AtlasEmpire's End - A Roman Story (Leila Rasheed)  |
| **Spring****Class read:** The boy who Grew DragonsWorld cup of books | Narrative (Fantasy Stories)NarrativeNon-Chronological reportsPoetry (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 dragonsChildren’s choice – the world cup of books**Other Texts**Beowulf (Usborne)Rob Lloyd jones and Victor TavaresAnglo-Saxon Boy (Tony Bradman) |
| **Summer****Class read:** Max and the MillionsTom’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 MillionsTom’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)PoetryNon-Chronological reportInstructions/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.  | CosmicThe 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 thingUFOs and Aliens: Investigating Extra-terrestrial Visitors – Extreme! UFO Diary by Satoshi Kitamura |
| **Spring****Class read:** Street Child | NarrativeNarrative (unfamiliar setting)PoetryReport WritingPersuasion  | - 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 FoeCloud Tea Monkeys (Juan WingaardTuesdayby David WiesnerOld Possum’s Book of Practical Cats |
| **Summer****Class read:** The Nowhere Emporium The Fastest Boy in the World | NarrativeNarrative (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 EmporiumThe Fastest Boy in the World. **Other Texts**Tales from Outer Suburbia by Shaun TanMichael 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:** WonderThe 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, ellipsisSpelling: Statutory word list vowel letters to words ending in –ferUse of the hyphenWords with the /i:/ sound spelt eiafter cWords containing the letter-stringoughWords 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 | WonderThe 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 devicesTricky letter soundsThe suffixes –ment, –ness, –ful and –lessContractionsThe possessive apostrophe (singular nouns)Words ending in –tionHomophones and near-homophonesCommon exception words | The Boy in the Tower (Polly Ho-yen)The Goldfish Boy (Lisa Thompson)The Tear ThiefGoldilocks/ Pie CorbettLoch 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/DiaryRoald Dahl/Pie CorbettThe Troll/ 3 Billy Goats Gruff |