



Holy Family Progression of Skills in Writing

Year / Term	Range of Writing	Vocabulary, Grammar & Punctuation	Composition			
			Planning	Drafting & Writing	Evaluating & Editing	Performing
Year 3 Term 1	Fiction e.g. traditional tales, stories with familiar settings, animal adventures, stories based on models from reading Non-fiction e.g. instructions, recounts, letters, persuasive texts, non-chronological reports, explanations Poetry e.g. classic poems, poems on a theme, poems with a structure.	I will be able to spot clauses in sentences. I will be able to spot subordinate clauses in complex sentences. I will be able to sport complex sentences and create my own, using a range of conjunctions such as when, while, before, after . I will be able to use commas to separate clauses in complex sentences where the subordinate clause comes first, e.g. Before he started making films, Walt Disney worked as an artist. After the bird had sprinkled the crumbs, a magnificent forest sprang up. I will be able to choose the appropriate prepositions such as above, below, beneath, outside, beyond, within . I will be able to select adverbs such as suddenly, silently, eventually, cautiously, timidly to complete sentences, showing understanding in my choice. I will be able to identify speech in a text, highlighting the words spoken by a character together with the inverted commas (speech marks)	I will be able to identify the purpose and audience for my writing e.g. to retell events from Walt Disney's life for our Year 2 audience . I will also be able to discuss the vocabulary, grammar and structure needed.	I will be able to create and develop the characters for a narrative. I will be able to improve a passage prepared by the teacher by using different sentence structures. I will be able to group related information into paragraphs using facts provided by the teacher.	I will be able to proofread to check for mistakes in spelling, grammar and punctuation in my own writing. I will be able to make some improvements to my own writing after discussion with the teacher.	I will be able to use appropriate intonation, tone and volume to present my writing to a group or class.



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		I will be able to spot, understand and select the perfect form of verbs to complete sentences. I will be able to use the determiner a or an according to whether the next word begins with a consonant or vowel .						
Texts	Minnow and the bear- Blathwayt 	Stone Age boy – Kitamura Jane Considine  The first drawing 	Fire themed stories The Tiger Child   	Picture a poem 	Mary Anning VIP  The Fossil Girl (biographical story) 	The Stone Age – DK Findout 	How to Wash a Woolly Mammoth – Robinson 	The Iron Age – Found 
Writing Outcomes	Section of an adventure story Setting description and action writing	Speech bubbles/ Action writing and dialogue Kenings	Alternative tales	Calligrams and shape poems	Mary Anning's life (emotions) Time line journal and citation as why	Non-chronological reports	Instructions for washing a woolly mammoth	Annotated museum finds -Non-chronological report



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		An advert for a hunter Character description Diary entry			she should be recognised.			
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Year / Term	Composition					
	Range of Writing	Vocabulary, Grammar & Punctuation	Planning	Drafting & Writing	Evaluating & Editing	Performing
Year 3 Term 2	Fiction e.g. fables, folk tales, mystery, adventure, fantasy, play scripts Non-fiction e.g. persuasive letters, diaries, non-chronological reports, explanations, recounts (biographies), discussion. Poetry e.g. classic poems, shape poems, calligrams, poems on a theme.	I will be able to identify clauses on sentences. I will be able to identify main and subordinate clauses in complex sentences. I will be able to identify and create complex sentences using a range of conjunctions e.g. if, although, so . I will be able to use the comma to separate clauses in complex sentences where the subordinate clause appears first e.g. If people live near volcanoes, they are in danger of their homes being destroyed. Although he Iron Man fell off the cliff, he wasn't harmed. I will be able to think up and select prepositions for where e.g. above, below, beneath, within, outside, beyond . I will be able to think up, select and extend my use of adverbs e.g. first,	I will be able to identify the purpose and audience for my writing e.g. to entertain other Year 3 children with poems for a class anthology . I will also be able to discuss the vocabulary, grammar and structure needed. I will be able to discuss and record ideas for planning e.g. for poetry, generating and refining vocabulary, experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc.	I will be able to improvise, create and write dialogue using inverted commas (speech marks), synonyms for 'said' and, where appropriate, adverbs e.g, 'Get out of her!' shouted Bob angrily . I will be able to use different sentence structures when I am writing. I will be able to orally compose alternatives and choose the best ones for effect. I will be able to group related material into paragraphs.	I will be able to proofread to check for errors in spelling, grammar and punctuation in my own and others' writing. I will be able to discuss and suggest changes with partners and improve my writing following discussion.	I will be able to use appropriate intonation, tone and volume to present my writing to a group or class.



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		<p>soon, next, later, yesterday, now, instantly, precisely, securely.</p> <p>I will be able to identify and use inverted commas (speech marks), to punctuate direct speech.</p> <p>I will be able to use the perfect form of verbs using have and has to indicate a completed action e.g. Barney said, 'I don't know where Stig has gone.' (present perfect) instead of Barney said, 'I don't know where Stig went.' (simple past)</p>					
Texts	<p>Spider poetry The spider and the fly</p> 	<p>The lumberjack's beard - Beedie</p> 	<p>The Great Kapok tree – Cherry</p> 	<p>There's a Ran Tan in my bedroom - Selick</p> 	<p>Great adventurers</p> 	<p>THE MAYA</p>  <p>The Maya</p>	<p>Flood - Villa</p> 
Writing Outcomes	<p>Understanding narrative poem A spider poem</p> <p>- persuasive devices, a letter to warn the fly</p>	<p>Emotional letter of complaint from the bird</p> <p>-lumberjack's letter to a friend</p> <p>-writing rules for tenancy</p>	<p>Annotated picture about the layers of the rainforest</p> <p>-write a letter to the lumberjack to make him realise the damage he is doing</p>	<p>- characters feelings and contrasts</p> <p>- write a letter to the PM about saving the environment</p>	<p>-research and write about a rainforest adventurer</p>	<p>- short non-chronological report</p>	<p>Retelling from another perspective</p>




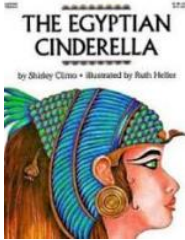
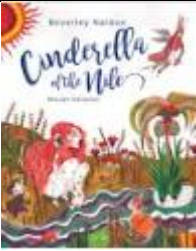
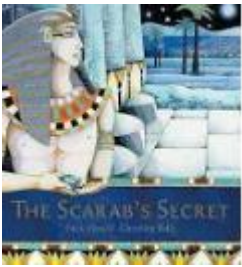

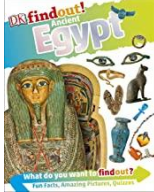
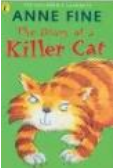

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			-non-chronological reports about rainforests				
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Year / Term		Range of Writing		Vocabulary, Grammar & Punctuation	Composition				
					Planning	Drafting & Writing		Evaluating & Editing	Performing
Year 3 Term 3		Fiction e.g. fables, folk tales, mystery, adventure, fantasy, play scripts. Non-fiction e.g. persuasive letters, diaries, non-chronological reports, explanations, recounts (biographies), discussion. Poetry e.g. classic poems, shape poems, calligrams, poems on a theme.		I will be able to identify main and subordinate clauses in complex sentences. I will be able to identify and create complex sentences using a range of conjunctions e.g. while, since . I will be able to use the comma to separate clauses in complex sentences where the subordinate clause appears first e.g. While you were sleeping, I visited the Enchanted Wood. Since they had invaded Britain, the Romans had built many roads. I will be able to generate, select and effectively use prepositions in my own writing e.g. above, below, beneath, within, outside, beyond.	I will be able to identify purpose and audience for writing e.g. to entertain children in Year 1 with our fantast stories. I will be able to discuss the vocabulary, grammar and structure needed. I will be able to discuss and record ideas for planning e.g. story mountain, chunking a	I will be able to create and develop settings for a narrative. I will be able to independently edit and improve my own writing, whilst I am writing and afterwards, by using different sentence structures. I will be able to group related material into paragraphs and identify suitable headings.		I will be able to proofread my own and others' writing to check for errors in spelling, grammar and punctuation. I will be able to discuss and propose changes to my writing with partners and in small groups, with a focus on audience and	I will be able to present my writing to a group to a class using appropriate intonation, tone and volume e.g. using adverbs to inform how something is said.

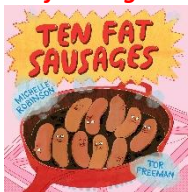
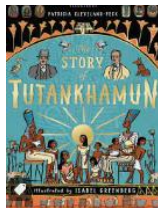



Holy Family Progression of Skills in Writing

				<p>I will be able to independently edit and improve my own writing by strengthening my use of adverbs e.g. swiftly, rudely, wearily, gingerly.</p> <p>I will be able to use inverted commas to punctuate direct speech (speech marks) in independent writing.</p> <p>I will be able independently to edit and improve my own writing by using the perfect form of verbs where appropriate such as when writing dialogue in narrative and play scripts e.g. Roman Soldier: He has disappeared, Sire! (present perfect) instead of Roman Soldier: He disappeared, Sire! (simple past tense).</p>	<p>plot and innovating, flow charts, boxing up a non-fiction text and innovating, spider grams.</p>		<p>purpose. I will be able to improve my writing in the light of the shared evaluation.</p>	
Texts	<p>A packet of poems</p>  <p>Chocolate Cake/Hot Food - Rosen</p>	<p>The Egyptian Cinderella</p> 	 <p>Cinderella of the Nile</p>	<p>The Scarab's Secret – ballitt</p> 	<p>Tadeo Jones Literacy shed</p> 	<p>Ancient Egypt - DK Find out</p> 	<p>Diary of a killer cat – Fine</p> 	<p>George's marvellous medicine – Dahl</p> 



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	<p><i>It's the middle of the night</i></p>  <p><i>Ten fat sausages – Robinson</i></p>				<p><i>The story of Tutankhamen</i></p> 			
Writing Outcomes	<p>Listen to poems about food</p> <p>Create an alphabet poem</p> <p>Write a list poem</p> <p>Descriptive poem about chocolate</p>	<p>- fantastic openings</p> <p>- present perfect tense as a text message from the pharaoh</p> <p>-effective opening/section of a story</p> <p>-alternative endings</p>	<p>News report – the finding of a bottle</p> <p>- perfect tense I have.....</p> <p>-conjunctions and inference</p> <p>- plan and write alternative story using paragraphs and direct speech</p>	<p>Description of the tomb including atmosphere –</p> <p>Alternative ending (if the scarab hadn't appeared)</p> <p>A thank you letter and reward from the pharaoh</p>	<p>- writing in first person as the door closes-</p> <p>- emotions, recounting the events in the video clip</p> <p>- instructions</p> <p>-Diary entry</p> <p>- Report</p>	<p>- the text to Lord Carnarvon</p> <p>- newspaper report of the finding</p> <p>- Carter's diary about finding the tomb</p> <p>- an interview with the water boy</p>	<p>-Retell events from one genre to another</p> <p>- extending sentences with conjunctions</p> <p>- instructions</p>	<p>-writing as a newspaper report</p> <p>- a recipe for a new medicine</p> <p>- letter of apology from George to his grandma</p>
Transition day	<p>Where the wild things are</p>  <p>poetry- DON'T by Roger McGough</p>	<ul style="list-style-type: none"> - writing present perfect - letter of apology to mum, - rules if you were king 						



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Year / Term	Composition					
	Range of Writing	Vocabulary, Grammar & Punctuation	Planning	Drafting & Writing	Evaluating & Editing	Performing
Year 4 Term 1	<p>Fiction e.g. fairy tales, folk tales, fantasy, myths, stories with issues and dilemmas, play scripts.</p> <p>Non-fiction e.g. newspapers, information texts, explanations, persuasion, discussion.</p> <p>Poetry e.g. classic poems, kennings, haiku, cinquain, poems on a theme.</p>	<p>I will be able to create and use sentences with an adverb starter. I will be able to use a comma after an adverb starter.</p> <p>I will be able to create sentences with fronted adverbials for when. I will be able to use a comma after the fronted adverbial.</p> <p>I will be able to use inverted commas (speech marks) to show when someone is speaking.</p> <p>I will be able to spot, choose and use pronouns.</p> <p>I will be able to name nouns to make my writing more precise.</p> <p>I will be able to spot, explore and use the correct form of verbs in my writing to make sure it grammatically makes sense.</p>	<p>I will be able to identify and talk about why I am writing and who I am writing for.</p> <p>I will be able to discuss the structure, words and grammar needed.</p> <p>I will be able to talk about and record my ideas for planning.</p>	<p>I will be able to improvise and create a conversation between two characters.</p> <p>I will be able to improve a piece of text given me by the teacher, by using different ways of building sentences.</p> <p>I will be able to use paragraphs to organise my writing in non-fiction texts, linking my ideas from one paragraph to another by using fronted adverbials for when.</p> <p>I will be able to link my ideas from one paragraph to another by using fronted adverbials for when and where.</p>	<p>I will be able to proofread my writing to check for mistakes in spelling, grammar and punctuation.</p> <p>I will be able to talk about my writing with my teacher or a partner and make some changes in response to some of the points made.</p>	<p>I will be able to read my writing aloud to a group or class with meaning and expression.</p>



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Texts	<p>Greek Myths</p>  <p>Greek Myths – Williams</p> 	<p>Mythical monsters</p>  <p>Falling out of the sky anthology The Minotaur – Rachel Nichols</p>   <p>Apes to Zebras – Rogers et al</p> 	<p>Greek Gods and Heroes</p> 	<p>A visitors guide to Ancient Greece -</p>  <p>Spend the day in Ancient Greece – Projects and activities</p>	<p>Float – Miyares</p> 	<p>Until I met Dudley – Mcgough & Riddell</p>  <p>How Santa really works – Snow</p> 	<p>The Sprout's wish List – Smith</p>  <p>Baffled Turkey – Bloom Talking Turkey – Zephania</p>
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Holy Family Progression of Skills in Writing

Writing Outcome s	Retelling of a myth – 5 paragraphed story Read story – box it up/story map Opening paragraph – introduction of the story – to set the atmosphere Paragraph 2 - Setting description to create atmosphere Paragraph 3 – describing the monster Paragraph 4 – The action & dialogue Character description Rejoice paragraph	Figurative poem about a mythical creature Concrete poem based on Pandora	Persuasion -Who is the mightiest god?	Non-chronological report about an aspect of Greek Life	Adventure narrative Incl. setting description, character development & dialogue to convey character	Writing in role as the girl & Dudley explaining how a piece of kitchen equipment works Explanation text about how Father Christmas' new state of the art sleigh works	Perform Talking Turkeys New version of Talking Turkeys from the point of view of the turkey
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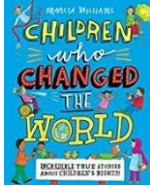
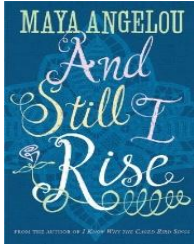


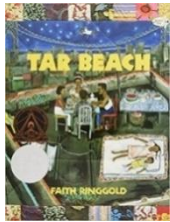


Holy Family Progression of Skills in Writing

	Composition					
	Range of Writing	Range of Writing	Range of Writing	Range of Writing	Range of Writing	Range of Writing
Year 4 Term 2	<p>Fiction e.g. fairy tales, folk tales, fantasy, myths, stories with issues and dilemmas, play scripts.</p> <p>Non-fiction e.g. newspapers, information texts, explanations, persuasion, discussion.</p> <p>Poetry e.g. classic poems, kennings, haiku, cinquain, poems on a theme.</p>	<p>I will be able to create sentences with a main and subordinate clause, starting with an adverb.</p> <p>I will be able to separate the clauses with a comma.</p> <p>I will be able to create sentences with fronted adverbials for where. I will be able to use a comma after the fronted adverbial.</p> <p>I will be able to use commas after fronted adverbials.</p> <p>I will be able to use inverted commas (speech marks) and other punctuation to show when someone is speaking.</p> <p>I will be able to spot, choose and use pronouns.</p> <p>I will be able to spot, collect and use noun phrases.</p> <p>I will be able to use the correct form of verbs in my writing to make sure it is grammatically correct.</p>	<p>I will be able to identify and talk about why I am writing and who I am writing for.</p> <p>I will be able to discuss the structure, words and grammar needed.</p> <p>I will be able to talk about and record my ideas for planning.</p>	<p>I will be able to develop my settings using words carefully to create humour, atmosphere or suspense for my reader.</p> <p>I will be able to improvise and create a conversation, to show or give clues about how a character is feeling.</p> <p>I will be able to create sentences using different sentence structures. I will be able to talk about different options and choose the most appropriate, thinking carefully about the effect I want to have on my reader.</p> <p>I will be able to use paragraphs to organise my writing in fiction, knowing that I start a new paragraph to show a change in speaker I will be able to link my ideas from one paragraph to another by using fronted adverbials for where, setting or time.</p>	<p>I will be able to proofread my own and others' writing to check for mistakes in spelling, grammar and punctuation.</p> <p>I will be able to talk about and suggest changes to improve my own and others' writing.</p> <p>I will be able to improve my writing in response to some of the points made.</p>	<p>I will be able to read my writing aloud to different audiences with appropriate meaning, expression and use of my voice.</p>

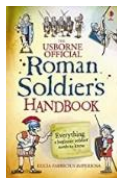
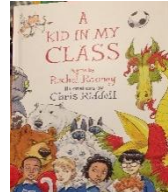


Holy Family Progression of Skills in Writing

Texts	<p>Greta and the Giants – Turner & Persico</p>  <p>Greta Thunberg – Little People Big Dreams - Vigara</p> 		<p>Children Who Changed the World: Incredible – Williams</p> 		<p>Still I Rise - Angelou</p>  <p>Serena Williams performing the poem</p> <p>Names – Moses</p>		<p>One little Bird – Webster & Shoesmith</p> 		<p>Newspaper report – the creature</p> 		<p>Tar Beach – Ringold</p> 	
Writing Outcomes	<p>Biography of Greta Thunberg</p>		<p>After reading about how different children change the world pupils create a poster outlining information about their actions and impact.</p>		<p>Poetry – adapt the Still I rise to children who changed the world</p> <p>A poetic response to the Names poem</p>		<p>Narrative – a dilemma story about standing up to the oppressors</p>		<p>Journalistic writing based on a current event that effects the world</p>		<p>Playscript write a script for the (hypothetical) upcoming movie version.</p>	
	Composition											
	Range of Writing		Range of Writing		Range of Writing		Range of Writing		Range of Writing		Range of Writing	
Year 4 Term 3	Fiction e.g. fairy tales, folk		I will be able to create and use sentences with a main and		I will be able to identify and talk		I will be able to plan and write an opening paragraph		I will be able to proofread my own and		I will be able to read my writing	

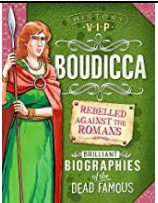


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	tales, fantasy, myths, stories with issues and dilemmas, play scripts. Non-fiction e.g. newspapers, information texts, explanations, persuasion, discussion. Poetry e.g. classic poems, kennings, haiku, poems on a theme.	subordinate clause in my own writing, starting with an adverb. I will be able to separate the clauses with a comma. I will be able to create sentences with fronted adverbials for when and where. I will be able to use commas after the fronted adverbials. I will be able to use inverted commas (speech marks) and other punctuation to show when someone is speaking. I will be able to start a new paragraph when a new speaker says something. I will be able to spot, choose and use pronouns. I will be able to spot, collect and use noun phrases.	about the purpose and audience for my writing. I will be able to think carefully about the structure and words I choose to use. I will be able to talk about and record my ideas for planning e.g. for poetry, generating and improving vocabulary and experimenting with rhyme, rhythm, alliteration etc.	which includes details about both the setting and character/s. I will be able to improvise and create a conversation between two characters, using standard and non-standard English where appropriate. I will be able to edit and improve my writing on my own, by using different sentence structures both whilst I am writing and after I have finished. I will be able to use paragraphs to organise my writing in fiction, linking my ideas from one paragraph to another by using fronted adverbials for when and where.	others' writing to check for mistakes in spelling, grammar and punctuation. I will be able to talk with a partner and in a small group about how to improve my own and others' writing, thinking carefully about the audience and purpose. I will be able to improve my writing in response to some of the points made.	aloud to a range of audiences with meaning and expression. I will be able to use my voice to show the use of Standard and non-Standard English in my writing.
Texts	<p>See Inside Ancient Rome (Usborne Flap Books): 1</p> 	<p>Avoid Being a Roman Soldier Roman Diary (Diary Histories) – Platt</p>  	<p>Boudicca (History VIPs) Harrison You-tube - Boudicca's Speech</p>	<p>Roman Diary – Platt & Parkins</p> 	<p>A kid in my class – Rooney</p>  <p>CLPE clips of Rooney introducing the poetry and</p>	

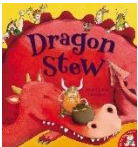

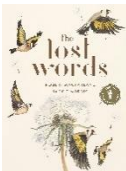
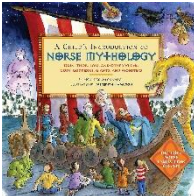
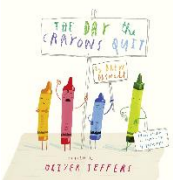
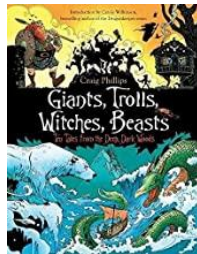


Holy Family Progression of Skills in Writing

					performing individual poems
Writing Outcomes	Non-chronological about life in Rome	Comparison report between life of a Celt and that of a soldier A letter home about life as a Roman soldier full of emotion about how they feel about their life.	Boudicca's speech to persuade her army to follow her	Narrative – 5 part story including description of atmosphere and dialogue to convey character	Explore the different forms within the poetry anthology and replicate the chosen ones.
Composition					
	Range of Writing	Range of Writing	Range of Writing	Range of Writing	Range of Writing
Year 5 Term 1	Fiction e.g. myths, legends, stories from other cultures, stories with historical settings, film and play script. Non-fiction e.g. magazines, information texts, formal reports, persuasive texts, discussion texts.	I will be able to create complex sentences by adding a relative clause using a relative pronoun. I will be able to create and punctuate complex sentences using ed opening clauses. I will be able to demarcate complex sentences using commas in to clarify meaning. I will be able to identify and use brackets to indicate parenthesis. I will be able to link ideas across paragraphs using adverbials for time, place and numbers. I will be able to identify, collect and use noun phrases.	I will be able to identify the audience and purpose for a piece of writing and to consider this carefully when selecting the language and structures to use. I will be able to plan my writing by drawing on a writing model. I will be able to develop my	I will be able to show characterisation through description and dialogue. I will be able to improve a piece of text by using different sentence structures.	I will be able to proofread my writing to check that: Verb tense is consistent and correct. Subjects and verbs agree. Spelling and punctuation errors are addressed.



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	Poetry e.g. classic narrative poems, poems with figurative language, poems with a structure.		ideas through talk, noting key events and vocabulary on a written plan. I will be able to examine how authors develop characters in books and use some of these techniques in my own writing.			
Texts	Dragon Stew – Smallman & Wildish 	Zoo - Browne 	The Lost Words – McFarlane  The Gunpowder plot for Kids-	Norse Mythology 	The Day the Crayons Quit - Jeffers 	Giants, Trolls, Witches and Beasts or Odd - Phillips 
Writing Outcomes	Play Scripts Diary entry from the Dragons perspective	Retell from the child's perspective	Figurative language poem with similes, metaphors and alliteration Fact file - formal	Non Chronological report on a Norse God	An apology letter A letter of complaint understanding tone and formality	Dialogue writing
	Composition					
	Range of Writing	Range of Writing	Range of Writing	Range of Writing	Range of Writing	Range of Writing



Holy Family Progression of Skills in Writing

Year 5 Term 2	<p>Fiction e.g. myths, legends, stories from other cultures, stories with historical settings, film and play script. Non-fiction e.g. magazines, information texts, formal reports, persuasive texts, discussion texts. Poetry e.g. classic narrative poems, poems with figurative language, poems with a structure.</p>	<p>I will be able to create complex sentences by dropping in a relative clause. I will be able to create and punctuate complex sentences using opening clauses. I will be able to demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses. I will be able to identify and use commas to show parenthesis. I will be able to identify and use dashes to show parenthesis. I will be able to use devices to build cohesion within a paragraph. I will be able to use expanded noun phrases to convey information concisely.</p>	<p>I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use. I will be able to compare two similar texts and, with support, draw on these to create my own plan. I will be able to develop and clarify my ideas through talk, noting key events and vocabulary on the created plan. I will be able to examine, in a variety of ways, how authors develop settings in books.</p>	<p>I will be able to select appropriate structure, vocabulary and grammar to describe setting. I will be able to use different sentence structures during composition. I will be able orally to compose alternatives and select from these according to the effect to be created.</p>	<p>I will be able to proofread my writing and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p>	<p>I will be able to use appropriate intonation, tone and volume to present my writing to a group or class, ensuring meaning is clear to the audience.</p>
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Holy Family Progression of Skills in Writing

Texts	<p>Mars transmission</p>	<p>The Boy who Biked the world - Humphries</p>	<p>I'm afraid your teddy is in trouble today - Dunn</p>	<p>African Caribbean folktales, myths and Legends - Shearer</p>	<p>Based on Akimbo and the Elephants - McCall Smith</p>	<p>Tradition poem from the Yoruba tribe https://africanpoems.net/</p>
Writing Outcomes	<p>Speech of transmission from being stranded on a planet.</p>	<p>Diary-Instructions- how to fix a bike Explanation- How to survive in the desert Fairtrade week- short writing task</p>	<p>A police narrative about a similar incident following the structure of the book – (discussion on level of formality eg contractions, legal jargon)</p> <p>Debate about right and wrong is teddy is guilty or not</p>	<p>African mythology and legends Narrative retell- including relative clauses, openers Create own animal mythical quest including dialogue eg: Sun is eaten each night by a crocodile and that it emerges from the crocodile each morning.</p>	<p>Perform poems in groups Write own animal poems -look at oxymoron, personification and connotation</p>	
Composition						
	Range of Writing	Range of Writing	Range of Writing	Range of Writing	Range of Writing	Range of Writing
Year 5 Term 3	Fiction e.g. <i>myths, legends, stories from other cultures, stories with historical settings, film and play script.</i>	I will be able to use relative pronouns who, which, where, whose, when, that to create complex sentences by using relative clauses, both at the end of sentences and embedded within.	I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting	I will be able to blend action, dialogue and description within and across paragraphs. I will be able to independently edit and improve my own writing by using different sentence structures.	I will be able to assess the effectiveness of my own and others' writing in relation to audience and purpose. I will be able to suggest changes to grammar,	I will be able to use appropriate intonation, tone and volume to present my writing, adding gesture and


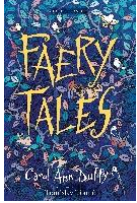
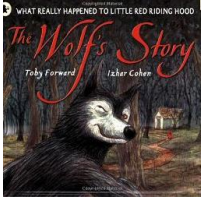

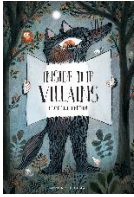

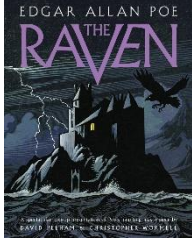
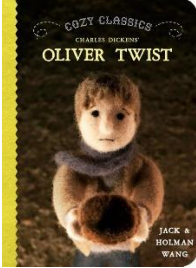


Holy Family Progression of Skills in Writing

	<p>Non-fiction e.g. <i>magazines, information texts, formal reports, persuasive texts, discussion texts.</i></p> <p>Poetry e.g. <i>classic narrative poems, poems with figurative language, poems with a structure.</i></p>	<p>I will be able to create complex sentences where the relative pronoun is omitted.</p> <p>I will be able to create and punctuate complex sentences using ed and ing opening clauses in fiction and non-fiction writing.</p> <p>I will be able to create and punctuate sentences using simile starters.</p> <p>I will be able to use commas to avoid ambiguity.</p> <p>I will be able to identify and use commas to indicate parenthesis.</p> <p>I will be able to use brackets and dashes to indicate parenthesis appropriately in formal and less formal writing.</p> <p>I will be able to use expanded noun phrases to convey complicated information concisely.</p>	<p>the language and structures to use.</p> <p>I will be able to create my own plan for writing, drawing on reading and research.</p> <p>I will be able to develop and clarify my ideas through talk, noting key events and vocabulary on the created plan.</p> <p>I will be able to examine how characters and settings are presented in films.</p>		<p>vocabulary and punctuation to enhance effects and clarify meaning.</p>	<p>movement where appropriate.</p>
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Holy Family Progression of Skills in Writing

<p>Texts</p>	<p>Range of Red Riding Hood Stories</p>  <p>Faery Tales – Duffy</p>  <p>The Wolf's Story – Forward & Cohen</p> 	<p>Hansel and Gretel – Gaiman</p>  <p>Inside the villain - Perrin</p>  <p>Advertisement - Doyle</p> <div data-bbox="927 790 1232 1050"> <p>Advertisement</p> <p><i>Are your children peaky and thin? Too many late nights? Too much telly? Forest air and fattening diet Will very soon put things right.</i></p> <p><i>A week or two at Sweetmeat Cottage Is bound to make them scrumptiously chubby. Children just love my gingerbread house, My liquorice doors and chimneys. There's everything here to delight a child, And one kind lady to see to their needs - For I love children, tasty little darlings! Apply without delay.</i></p> <p><i>Cornelius Doyle</i></p> </div> <p>Guardian Advert – the three little pigs</p> 	<p>Victorian poetry</p> <p>Raven – Poe <i>(pop up version)</i></p>  <p>Carroll</p> <p>You are old Father William</p> <p>The Walrus and the Carpenter</p> <p>How doth the little crocodile</p>	<p>Cozy Classics - Wang</p> 
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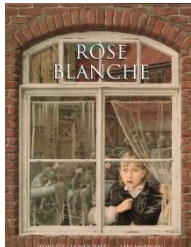
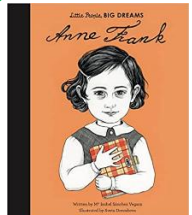


Holy Family Progression of Skills in Writing

Writing Outcomes	Sequence the story Newspaper report Diary- was the wolf wicked? Did Riding hood know the wolf was following? Letter of complaint	Setting Description Narrative focus: Complex sentence starting with a subordinating conjunction. Sentence containing a semi-colon. Using modal verbs correctly. Setting description to create atmosphere Dialogue Narrative Poem	Hansel & Gretel Dialogue, Changing the narrative point of view- Goldilocks / three pigs Estate agent's description/ An advertisement poem from the point of view of the witch Police report using formal language Other ideas: Warning poster, diary entry,-		A letter of complaint Sowerberry Advert to join Fagan's gang- informal language	
	Composition					
	Range of Writing	Range of Writing	Range of Writing	Range of Writing	Range of Writing	Range of Writing
Year 6 Term 1	Fiction e.g. detective fiction, science fiction, stories with flashbacks or time shifts. Non-fiction e.g. persuasive texts, explanations, discussion texts, recounts, biographies, information text hybrids.	I will be able to use devices to build cohesion between paragraphs in narrative. I will be able to identify in texts, semi-colons which are used to mark the boundary between independent clauses. I will be able to identify the subject and object of a sentence. I will be able to identify, collect and use examples of the past perfect form of verbs to mark relationships of time and cause. I will be able to identify and use colons to introduce a list.	I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for my writing. I will be able to plan my writing by drawing on a writing model.	I will be able to select vocabulary and language effects which are appropriate for my audience and purpose. I will be able to select vocabulary and language effects for precision and impact. I will be able to explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher. I will be able to blend action and dialogue within	I will be able to reflect upon the effectiveness of my writing in relation to audience and purpose. I will be able to proofread to ensure consistent and correct use of tense throughout. I will be able to proofread to ensure consistent subject and verb agreement. I will be able to proofread to ensure	I will be able to use appropriate intonation, tone and volume to present my writing to a group or class, ensuring my meaning is clear to the audience.



Holy Family Progression of Skills in Writing

	Poetry e.g. classic poetry, poems with imagery, free verse, song lyrics.	I will be able to punctuate bullet points consistently. I will be able to use subjunctive forms in formal speech and writing, focusing on wish and if-clauses.	I will be able to examine and compare how authors develop characters in books.	sentences and paragraphs to convey character and advance the action. I will be able to explain the use of different sentence structures. I will be able to improve sentences and short texts prepared by the teacher and to discuss effects created. I will be able to use synonyms and pronouns to build cohesion within and across paragraphs.	spelling and punctuation errors are addressed.			
Texts	Summer Holiday poetry Car Trip – Rosen	Letters from the Lighthouse- Carroll 	Poems of war and conflict Dulce et decorum est - Owen Christmas Truce – Duffy Charge of the Light Brigade - Tennyson Ted Hughes Armitage War Horse Sainsbury's Advert	Experiential visit to Stockport Air Raid Shelter Blitzed Brits - Deary 	Rose Blanche – Mc Ewan 	Experiential learning – Journey Holocaust outreach sessions	Little people, Big Dreams (Anne Frank) - Vegara 	The Christmas Crayons - Jeffers  Ikea Christmas clip
Writing Outcomes	Experiential Structured poem about	Missing person's report Postcard Diary entry	A poem based on Dulce et decorum est that captures	Instructional writing – how to	Narrative with a historical context – atmosphere and	Formal letter to newspaper editor	Biography of Anne Frank	Monologue in role as a Christmas bauble

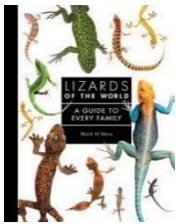
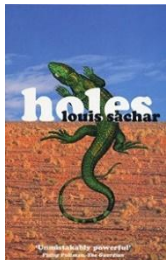
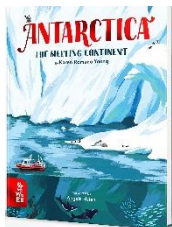
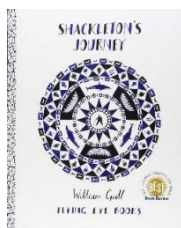
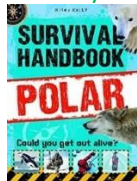
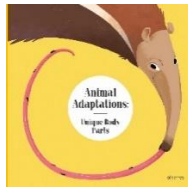


Holy Family Progression of Skills in Writing

	Summer holiday	Book review	the chaos of war – pupils perform their poems	survive the Blitz	character development			
	Composition							
	Range of Writing	Range of Writing	Range of Writing	Range of Writing	Range of Writing	Range of Writing	Range of Writing	
Year 6 Term 2	Fiction e.g. detective fiction, science fiction, stories with flashbacks or time shifts. Non-fiction e.g. persuasive texts, explanations, discussion texts, recounts, biographies, information text hybrids. Poetry e.g. classic poetry, poems with imagery, free verse, song lyrics.	I will be able to use devices to build cohesion between paragraphs in persuasive texts. I will be able to identify and use semi-colons to mark the boundary between independent clauses. I will be able to identify and discuss the active and passive voice in narrative writing. I will be able to identify, collect and use examples of the present perfect form of verbs to mark relationships of time and cause. I will be able to identify and use semi-colons within lists. I will be able to identify, collect and use subjunctive forms within formal speech and writing, focusing on requests.	I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for my writing. I will be able to compare two similar texts and draw on these to create my own plan for writing. I will be able to develop and clarify my ideas through talk, noting key ideas and vocabulary on the plan.	I will be able to identify, collect and use vocabulary typical of formal and informal speech and writing. I will be able to blend action and description within sentences and paragraphs to convey character and advance the action. I will be able to discuss the effects created by different sentence structures. I will be able to experiment with different effects by changing sentence types and structures in my own writing. I will be able to use devices to build cohesion within and across paragraphs in narrative writing.	I will be able to reflect upon the effectiveness of my writing in relation to its audience and purpose. I will be able to proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.	I will be able to use appropriate and effective intonation, tone and volume to present my writing to a group or class, ensuring my meaning is clear to the audience.		



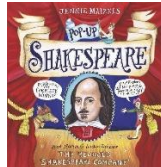
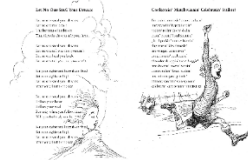


Holy Family Progression of Skills in Writing

			I will be able to examine and compare how authors develop settings in books.				
Texts	Lizards of the world – O'Shea 	Holes – Sachar 	Antarctica – The melting continent - Young 	Shackleton's Journey - Grill 	Survival handbook - Kelly 	<u>Snow poetry</u> Snow and snow – Hughes The Life of Ice - Thomas (free verse)	Animal adaptations - Janska 
Writing Outcomes	Non-chronological report (Yellow-spotted lizard)	Setting description First person narrative Informal letter Continuation of the narrative	Non-chronological report (Antarctica).	Formal letter Motivational speech Diary entry Adventure narrative	Instructional text – building an igloo-	Personification poetry	Animal adaptations discussion text.
Composition							
	Range of Writing	Range of Writing	Range of Writing	Range of Writing	Range of Writing	Range of Writing	Range of Writing
Year 6 Term 3	Fiction e.g. detective fiction, science fiction, stories with flashbacks or time shifts. Non-fiction e.g. persuasive	I will be able to use devices to build cohesion between paragraphs in discursive and explanatory texts. I will be able to edit and improve my own writing by using semi-colons to mark the boundary between independent clauses.	I will be able to identify the audience and purpose for a piece of writing and consider this carefully when selecting	I will be able to select and discuss the appropriate register for formal and informal purposes. I will be able to blend action, dialogue and description within sentences and paragraphs to convey	I will be able to assess the effectiveness of my own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance	I will be able to use appropriate intonation, tone and volume to present my writing, adding gesture and	

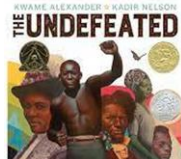


Holy Family Progression of Skills in Writing

	texts, explanations, discussion texts, recounts, biographies, information text hybrids. Poetry e.g. classic poetry, poems with imagery, free verse, song lyrics.	I will be able to identify active and passive voice and discuss its use in a variety of contexts. I will be able to identify, collect and use examples of the future perfect form of verbs to mark relationships of time and cause. I will be able to explain and demonstrate how hyphens can be used to avoid ambiguity. I will be able to edit and improve my own formal writing and speech by using subjunctive forms.	the text-form, type and language for my writing. I will be able to draw on similar writing models, reading and research to create my own plan for writing. I will be able to compare how characters and settings are presented in films and performances.	character and advance the action. I will be able to consciously control the use of different sentence structures for effect when writing and editing. I will be able to use a wide range of devices to build cohesion within and across paragraphs, e.g. adverbials, pronouns and synonyms. I will be able to find examples of where authors have broken conventions to achieve specific effects and to use similar techniques in my own writing.	effects and clarify meaning.	movement where appropriate. I will be able to encourage and take account of audience engagement.
Texts	<p>Ostrich advert</p> 	+ 3	 <p>The Tudors: Kings, Queens, Scribes and Ferrets – Williams</p> 	<p>Children's Shakespeare Festival</p> 	<p>Film Identity</p> <p>https://youtu.be/ikGVWEvUzNM</p> <p>Body Talk – Zephania</p> <p>The British – Zephania</p> <p>Let no-one steal your dreams - Cookson</p>  <p>The Undefeated – Alexander</p>	



Holy Family Progression of Skills in Writing

					
Writing Outcome s	Diary entry – focus on specific level of formality that captures the character of the ostrich	Setting description Narrative including dialogue	Biography of William Shakespeare.	Play scripts monologues Letters from characters Diaries Recreating the scenes with modern dialogue	This is me – The Greatest Showman Poetry on their Identity – concrete poem The British innovated to be about this school - This is me – The Greatest Showman