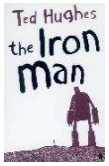
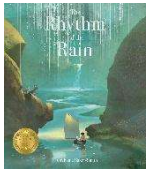
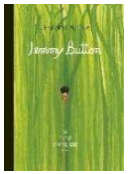
WATTON WESTFIELD INFANT & NURSERY
WATTON JUNIOR

YEAR 3 ENGLISH: WRITING PROGRESSION MAP

CLARION CORVUS TRUST

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
					
Writing Outcome 1: Approach threat narrative	Writing Outcome 1: Fable narrative	Writing Outcome 1: Setting narrative	Writing Outcome 1: Return narrative	Writing Outcome 1: Mystery narrative	Writing Outcome 1: Lost narrative
Writers' Knowledge	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**
Reinforce from Year 2: ▪ Capital letters, full stops, question marks and exclamation marks. ▪ Apostrophes for contraction ▪ Use adverbs of time, e.g. *then, soon, after, next.* ▪ Use of the forms 'a' or 'an' ▪ Expanded noun phrases. ▪ Letter formation and size.	***Reinforce from Year 2:*** ▪ Commas for a list. ▪ Apostrophes to mark singular possession. ▪ Inverted commas to punctuate direct speech. ▪ Adverbs ending in -ly. ▪ Use of the forms 'a' or 'an'. ▪ Letter formation and consistent letter size.	▪ Use of the forms 'a' or 'an'. ▪ Apostrophes to mark singular possession. ▪ Building expanded noun phrases with modifying adjectives and prepositions. ▪ Use fronted adverbials to start a sentence. ▪ Learning how to join.	▪ Use of the forms 'a' or 'an'. ▪ Word families based on common words showing how words are related in form and meaning. ▪ Inverted commas to punctuate direct speech. ▪ Use adverbs of time: e.g. *next, soon, after.*	▪ Use of the forms 'a' or 'an'. ▪ Word families based on common words showing how words are related in form and meaning. ▪ Inverted commas to punctuate direct speech. ▪ Use adverbs of manner: *e.g. silently, swiftly.*	▪ Use of the forms 'a' or 'an'. ▪ Word families based on common words showing how words are related in form and meaning. ▪ Inverted commas to punctuate direct speech. ▪ Use adverbs of time and manner.
Writing Outcome 2: Explanation: trap.	Writing Outcome 2: Information report: foxes	Writing Outcome 2: Information leaflet: river	Writing Outcome 2: Information letter	Writing Outcome 2: Information: secret diary	Writing Outcome 2: Newspaper report
Writers' Knowledge	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**
▪ Formation of nouns using prefixes *e.g. auto- super-* ▪ Introduce a range of conjunctions e.g. *when, if, because, although.* ▪ Expanded noun phrases to describe and specify. ▪ Build a sentence with a preposition: *before, after* ▪ Apostrophes for singular possession. ▪ Commas for a list.	▪ Form nouns using a range of prefixes e.g. *anti- un- - dis -mis -im -in.* ▪ Use of prepositions, e.g. *before, after, during, in.* ▪ Use a wider range of conjunctions, e.g. *when, if, because, although.* ▪ Introduce the present perfect form of verbs, e.g. *foxes have made a den by the oak tree.*	▪ Commas for a list. ▪ Build sentences with more than one clause using a wide range of conjunctions, e.g. *when, if, because, although, while, so.* ▪ Introduce paragraphs to group related material. ▪ Use the present perfect form of verbs, e.g. *the river has carved a channel through the hills.*	▪ Use of prepositions e.g. *before, during, after, in.* ▪ Use a wider range of conjunctions, e.g. *when, if, because, although.* ▪ Select the present perfect form of verbs in contrast to the simple past, e.g. *people have wondered where to find him.*	▪ Expressing time, place and cause using adverbs e.g. *(then, next, soon, therefore)* ▪ Use of prepositions e.g. *before, after, during, in* ▪ Introduce headings and sub-headings to organise and present information.	▪ Formation of nouns using a range of prefixes. ▪ Headings and sub-headings to aid presentation. ▪ Use paragraphs to group and organise ideas. ▪ Use of prepositions e.g. *before, after, during, in.* ▪ Include the present perfect form of verbs, e.g. *people have gathered.*
TERMINOLOGY FOR PUPILS:	**PUNCTUATION:** full stops, capital letter, question mark, exclamation mark, comma for a list, inverted commas, speech marks, apostrophes for contraction and possession. **GRAMMAR:** question, exclamation, statement, preposition, adverb, verb, noun, adjective, expanded noun phrase, conjunctions (co-ordinating and sub-ordinating), prefixes, suffixes, present tense, past tense, present perfect tense, clause, paragraph, heading, sub-heading, word families, consonant, vowel, syllable word, phrase, sentence.				

WATTON WESTFIELD INFANT & NURSERY
WATTON JUNIOR

YEAR 4 ENGLISH: WRITING PROGRESSION MAP

CLARION CORVUS TRUST

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	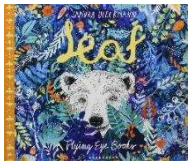		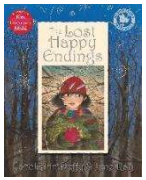	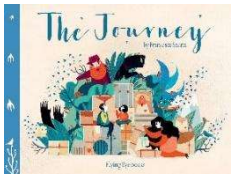	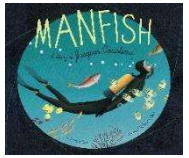
Writing Outcome 1: Setting narrative	**Writing Outcome 1: Outsider narrative**	**Writing Outcome 1: Myth narrative**	**Writing Outcome 1: Twisted Tale narrative**	**Writing Outcome 1: Refugee narrative**	**Writing Outcome 1: Invention narrative**
Writers' Knowledge	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**
Recap from Year 3: ▪ *Use of fronted adverbials.* ▪ *Use of prepositions* ▪ *Use of inverted commas.* ▪ *Consistent size of letters and e* ▪ Develop understanding of standard English, e.g. *we were* instead of *we was.* ▪ Building expanded noun phrases.	***Recap from Year 3:*** ▪ *Use of fronted adverbials* ▪ *Express time, place and cause using prepositions e.g. before, after, during, in.* ▪ Check for verb agreement, e.g. *we were,* not *we was.* ▪ Use of expanded noun phrases. ▪ Letter formation and joins.	▪ Use of fronted adverbials with a comma. ▪ Self-edit for plural and possessive -s. ▪ Use a range of expanded noun phrases. ▪ Vary nouns/pronouns to avoid repetition and aid cohesion: *the boy/ Arthur /he* ▪ Letter formation and joins.	▪ Express time, place and cause using prepositions e.g. before, after, during, in ▪ Self-edit for plural and possessive -s. ▪ Check for verb agreement, e.g. we were, not we was. ▪ Use inverted commas and other punctuation to indicate direct speech. ▪ Letter formation and joins.	▪ Self-edit for plural and possessive -s. ▪ Self-check for verb agreement, e.g. *we ~~was.~~* ▪ Use inverted commas and other punctuation to indicate direct speech. ▪ Independent inclusion of fronted adverbials. ▪ Developing joined handwriting.	▪ Independent use of fronted adverbials. ▪ Self-check for verb agreement. e.g. she ~~were.~~ ▪ Use inverted commas and other punctuation to indicate direct speech. ▪ Independent inclusion of fronted adverbials. ▪ Developing joined handwriting.
Writing Outcome 2: Newspaper report	**Writing Outcome 2: Information report**	**Writing Outcome 2: Information: How to…**	**Writing Outcome 2: Persuasive letter**	**Writing Outcome 2: Diary**	**Writing Outcome 2: Biography**
Writers' Knowledge	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**
▪ Learn how to vary nouns or pronouns to aid cohesion and avoid repetition. ▪ Build on Y3 understanding of the present perfect tense. ▪ Recognise the difference between plural and possessive -s. ▪ Letter formation and joins.	▪ Vary nouns/ pronouns to aid cohesion and avoid repetition. ▪ Apostrophes for possession (plural nouns). ▪ Use commas after fronted adverbials. ▪ Letter formation and joins.	▪ Use paragraphs to organise ideas around a theme, with headings and sub-headings ▪ Apostrophes for possession (plural nouns). ▪ Use commas after fronted adverbials. ▪ Letter formation and joins.	▪ Use adverbials and conjunctions for cohesion. ▪ Apostrophes for possession (plural nouns). ▪ Use commas after fronted adverbials. ▪ Develop joined handwriting	▪ Use nouns or pronouns selectively, to aid cohesion and avoid repetition. ▪ Apostrophes for possession (plural nouns). ▪ Developing joined handwriting.	▪ Use nouns or pronoun selectively, to aid cohesion and avoid repetition. ▪ Use paragraphs to organise ideas around a theme. ▪ Developing joined handwriting.
TERMINOLOGY FOR PUPILS:	**PUNCTUATION:** full stops, capital letter, question mark, exclamation mark, comma for a list, inverted commas, speech marks, apostrophes for contraction and possession. **GRAMMAR:** fronted adverbial, preposition, verb, noun, pronoun, adjective, adverb, expanded noun phrase, conjunctions (co-ordinating and sub-ordinating), prefixes, suffixes, present tense, past tense, present perfect tense, verb agreement, clause, paragraph, heading, sub-heading, word families, consonant, vowel, syllable, singular, plural.				

WATTON WESTFIELD INFANT & NURSERY
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YEAR 5 ENGLISH: WRITING PROGRESSION MAP

CLARION CORVUS TRUST

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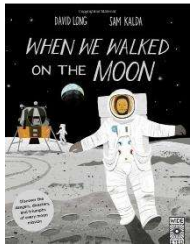	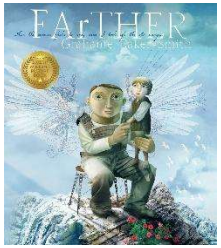	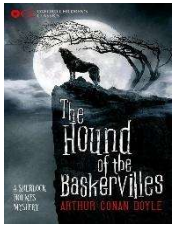	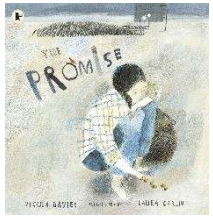	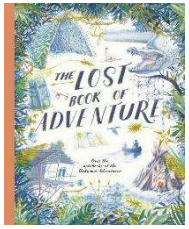	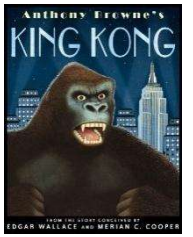
Writing Outcome 1: Exploration Narrative	**Writing Outcome 1: Setting Narrative**	**Writing Outcome 1: Cliffhanger Narrative**	**Writing Outcome 1: Character Narrative**	**Writing Outcome 1: Survival Narrative**	**Writing Outcome 1: Dilemma Narrative**
Writers' Knowledge	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**
Recap from Year 4: ▪ *Commas after fronted adverbials.* ▪ *Inverted commas to indicate direct speech.* ▪ Expanded noun phrases to convey complicated information concisely. ▪ Modal verbs to Indicate degrees of possibility. ▪ Develop understanding of relative clauses. ▪ Rehearsing letter joins.	*Recap from Year 4:* ▪ *Use of fronted adverbials.* ▪ Expanded noun phrases to convey complicated information concisely. ▪ Modal verbs to Indicate degrees of possibility. ▪ Use verb prefixes (un-, de-, re-, over-, dis-, mis-). ▪ Commas, brackets and dashes for parenthesis. ▪ Rehearsing letter joins.	▪ Combine dialogue with action. ▪ Convert nouns/adjectives into verbs using suffixes. ▪ Build sentences with a relative clause *(who, which, where, when, whose, that or an omitted relative pronoun)* ▪ Use commas to clarify meaning and avoid ambiguity. ▪ Rehearsing letter joins.	▪ Combine dialogue with action and description. ▪ Develop understanding and use of verb prefixes. ▪ Modal verbs to indicate degrees of possibility. ▪ Joined handwriting, recognising which letters are break letters.	▪ Verb prefixes: *mis-, over-, de-.* ▪ Convert nouns/adjectives into verbs using suffixes. ▪ Relative clauses beginning with who, which, where, when. whose, that or an omitted relative pronoun. ▪ Modal verbs to indicate degrees of possibility. ▪ Joined handwriting and presentation skills.	▪Use a comma after the reporting clause and use of inverted commas with associated punctuation ▪ Convert nouns/adjectives into verbs using suffixes ▪ Modal verbs to indicate degrees of possibility ▪ Use relative clauses within independent writing ▪ Use expanded noun phrases to convey information concisely
Writing Outcome 2: Mission Log (formal).	**Writing Outcome 2: Recount: Letter**	**Writing Outcome 2: Formal Report**	**Writing Outcome 2: Persuasive Letter**	**Writing Outcome 2: Survival Guide**	**Writing Outcome 2: Balanced Argument**
Writers' Knowledge	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**	**Writers' Knowledge**
▪ Use of a range of sentence types for impact and cohesion. ▪ Indicate parenthesis using dashes and brackets. ▪ Develop an understanding of the use of verb prefixes. ▪ Rehearsing letter joins.	▪ Recognise the difference between vocabulary of informal speech and formal speech and writing. ▪ Develop understanding of cohesion devices within a paragraph. ▪ Rehearsing letter joins.	▪ Develop understanding of cohesive devices within a paragraph. ▪ Select vocabulary appropriate to formal speech and writing – formal tone. ▪ Rehearsing letter joins.	▪ Develop understanding of cohesive devices within a paragraph. ▪ Commas for parenthesis. ▪ Joined handwriting, recognising which letters are break letters.	▪ Develop understanding n using devices to build cohesion within a paragraph ▪ Brackets for parenthesis. ▪ Commas for clarity ▪ Joined handwriting and presentation skills.	▪ Develop understanding in using devices to build cohesion within a paragraph ▪ Indicate parenthesis using brackets ▪ Use commas for clarity and to avoid ambiguity
TERMINOLOGY FOR PUPILS:	**PUNCTUATION:** comma, brackets, dashes, parenthesis, inverted commas, speech marks, bullet points, apostrophes for omission and possession. **GRAMMAR:** synonym, antonym, main clause, sub-ordinate clause, relative clause, rhetorical question, powerful speech verb, tense, formal and informal language, direct speech, expanded noun phrase, adjective, adverb, modal verb, fronted adverbial, adverbial, personification, simile, metaphor, reference chains, prefix, suffix, syllable.				

WATTON WESTFIELD INFANT & NURSERY
WATTON JUNIOR

YEAR 6 ENGLISH: WRITING PROGRESSION MAP

CLARION CORVUS TRUST

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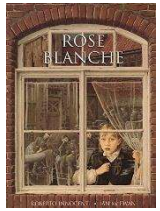	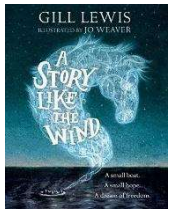	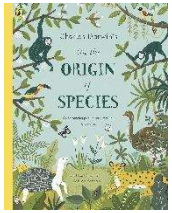	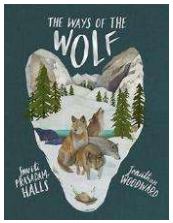	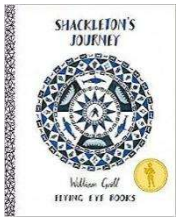	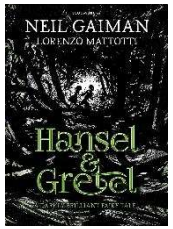
Writing Outcome 1: Diary in role	Writing Outcome 1: Flashback narrative	Writing Outcome 1: Discovery narrative	Writing Outcome 1: Documentary Narrative Hunted Narrative	Writing Outcome 1: Endurance Narrative	Writing Outcome 1: Dual narrative
Writers' Knowledge ▪ Synonyms and antonyms ▪ Modal verbs ▪ Dashes, brackets and commas for parenthesis ▪ The difference between structures typical of informal and formal speech structures - use of question tags in informal speech. ▪ Joined handwriting.	**Writers' Knowledge** ▪ First person narrative. ▪ Creating atmosphere through setting description ▪ Managing shifts in tense. ▪ Punctuating direct speech ▪ Synonyms to avoid repetition. ▪ Sentence accuracy: checking punctuation. ▪ Joined handwriting and presentation skills.	**Writers' Knowledge** ▪ Synonyms and antonyms. ▪ Recognise the difference between informal and formal vocabulary. ▪ Use expanded noun phrases to convey information concisely. ▪ Use of the future tense. ▪ Joined handwriting and presentation skills.	**Writers' Knowledge** ▪ Synonyms to avoid repetition. ▪ Accurate tense choices. ▪ Use semi-colons, colons and dashes to mark clause boundaries. ▪ Use hyphens to avoid ambiguity. ▪ Use expanded noun phrases to convey information concisely.	**Writers' Knowledge** ▪ Synonyms and antonyms. ▪ Using expanded noun phrases to convey information concisely. ▪ Manage levels of formality through conscious choice of vocabulary and use of appropriate sentence structures. ▪ Joined handwriting and presentation skills.	**Writers' Knowledge** ▪ Use hyphens to avoid ambiguity. ▪ Linking ideas within and across paragraphs using a wider range of cohesive devices. ▪ Use semi-colons, colons and dashes to mark the boundary between independent clauses. ▪ Fluent, joined handwriting.
Writing Outcome 2: Bravery Award Speech	Writing Outcome 2: Newspaper report	Writing Outcome 2: Explanation text	Writing Outcome 2: Balanced Argument	Writing Outcome 2: Biography	Writing Outcome 2: Persuasive Letter
Writers' Knowledge ▪ Using adverbials to build cohesion ▪ Semi-colons within detailed lists ▪ Develop understanding of the passive to affect the presentation of information in a sentence. ▪ Joined handwriting and presentation skills.	**Writers' Knowledge** ▪ Genre features of a newspaper report ▪ Formal language ▪ Direct and reported speech ▪ Shifts in formality ▪ Synonyms to avoid repetition ▪ Semi-colons to separate independent clauses ▪ Joined handwriting.	**Writers' Knowledge** ▪ Use of headings and sub-headings. ▪ Use dashes, colons and semi-colons to mark clause boundaries. ▪ Colons to introduce a list. ▪ Formal language and technical vocabulary. ▪ Use the subjunctive form. ▪ Joined handwriting.	**Writers' Knowledge** ▪ Colons to introduce a list. ▪ Semi-colons within lists. ▪ Understand the difference between informal speech formal writing. ▪ Use of the passive voice. ▪ Use the subjunctive form in formal writing. ▪ Joined handwriting and presentation skills.	**Writers' Knowledge** ▪ Use headings and sub-headings. ▪ Use dashes, semi-colons and colons to mark clause boundaries. ▪ Use commas for clauses to avoid ambiguity. ▪ Develop understanding and use of the passive voice.	**Writers' Knowledge** ▪ Exercise conscious choice over levels of formality by selecting appropriate vocabulary and sentence structures. ▪ Use of the subjunctive form in some very formal speech and writing. ▪ Fluent, joined handwriting at speed.
TERMINOLOGY FOR PUPILS:	**PUNCTUATION:** ellipsis, hyphen, comma, brackets, dashes, parenthesis, inverted commas, bullet points, colon, semi-colon, apostrophes for omission and possession. **GRAMMAR:** subject, object, active, passive, synonym, antonym, main clause, sub-ordinate clause, rhetorical question, powerful speech verbs, subjunctive, tense, formal and informal language, direct and reported speech, expanded noun phrases, adverbials, personification, simile, metaphor, reference chains.				