

**Primary English Curriculum**  
**Year 1/2; 2/3; 3/4; 5/6 Mixed Age Text Progression- Writing**  
**Cycle A & B**  
**Writing Overview**

Year 1/2											
Cycle A	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Text type	Non-fiction	Narrative	Non-fiction	Non-fiction	Narrative	Non-fiction	Narrative	Non-fiction	Non-fiction	Poetry	Narrative
Progression of Core Texts	Dear Mother Goose	Daisy Doodles	Playing with Friends	Snow in the Garden	Boa's Bad Birthday	The book of cars and trucks	Three Little Pigs	I don't like snakes	This is how we do it.	I Love Bugs	Mrs Armitage and the Big Wave
Learning Outcome	Agony aunt letter	Fantasy Story	Simple historic writing comparing the past and present	Instructions (or poetry)	A story with a repeating pattern	Information page	Yr 1 – retell a story Yr 2 – Write a similar story with different characters or settings	To write your own 'I Don't Like book...'	To add yourself to the seven children in the book and write about how you live	Poetry	To write a funny story with a cumulative structure
Grammar and punctuation	<p>Full stops and question marks exclamation marks (YR 1, 2) *</p> <p>Using capital letters for names and personal pronoun I (YR 1) *</p> <p>Using and to join sentences (YR 1, 2) *</p> <p>Using the subordinating conjunction when (Yr 2) *</p>	<p>Noun phrases to describe and specify (YR2)</p> <p>Using and to join clauses and words in a list. (YR 1, 2) *</p>	<p>Verbs – Present simple tense, past simple tense, past progressive tense and present progressive tense (YR 2) *</p> <p>Punctuation – Capital letter full stop/exclamation (YR 1, 2) *</p>	<p>Sentence types: commands (YR 1, 2) *</p> <p>Verb choices (tenses) (YR 2) *</p> <p>Punctuating sentences using full stops, question marks and exclamation marks (YR 1, 2) *</p>	<p>Simple and compound sentences using co-ordination (using or, and, but). (and – YR 1 and, or, but – YR 2) *</p> <p>Questions: Punctuating sentences using capital letters, full stops, question marks (YR 1, 2) *</p> <p>Coordination: but for contrast and 'or' to offer choice (Y2) *</p>	<p>Present simple tense (YR 2) *</p> <p>Co-ordination: and, but Subordination: if, when, because (YR 2) *</p> <p>Sentence types: statements and questions (YR 2) *</p> <p>Sentence punctuation: capital letters, full stops, question marks (YR 1, 2) *</p> <p>Commas in a list (YR 2) **</p>	<p>Capital letters for names (YR 1) **</p> <p>Precise verb choices</p> <p>Past simple tense and present simple tense (YR 2) *</p> <p>Expanded noun phrases (YR 2)</p>	<p>Expanded noun phrases (YR 2)</p> <p>Coordination and subordination (YR 1 and YR 2) *</p> <p>Capitalisation for proper nouns (YR 1) **</p>	<p>Present tense (YR 2) *</p> <p>Apostrophe for contraction (YR 2) **</p> <p>Expanded noun phrases (YR 2)</p>	<p>Joining words and phrases using and (YR 1) *</p> <p>Expanded noun phrases (YR 2)</p>	<p>Expanded noun phrases (to create humour) (YR 2)</p> <p>Link events with subordinating and co-ordinating conjunctions (YR 1, 2) *</p> <p>Past progressive verb form (YR 2) **</p>

**Primary English Curriculum**  
**Year 1/2; 2/3; 3/4; 5/6 Mixed Age Text Progression- Writing**  
**Cycle A & B**

Year 1/2												
Cycle B	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Text type	Non-fiction	Narrative	Narrative	Non-fiction	Non-fiction	Non-fiction	Narrative	Narrative	Non-fiction	Poetry	Non-fiction	
Progression of Core Texts	How Do You Feel?	Oi Frog!	Stuck!	How to catch Santa	My Day at the Zoo	Seed to Sunflower	Little Red Riding Hood Nosy Crow and Ed Bryan (Nosy Crow)	Augustus and his Smile	What do you do with a tail like this?	A First book of the sea	Weather	
Learning outcome	To write a similar short text to express feelings.	To write silly rhyming sentences based on the book.	To write a cumulative story in the same style.	Make a Christmas decoration and write the instructions for it.	To write a recount about a school trip or event.	To produce a poster/booklet about the life cycle of another plant.	To rewrite the story of Little Red Riding Hood changing some key details.	To write a story in the same style.	Create their own 'What do you do with...' pages for a class book	Poetry	To write additional information pages.	
Grammar and punctuation	<p>Spaces between words (YR1) *</p> <p>Punctuating sentences using full stops and question marks (YR1, YR 2) *</p> <p>Capital letter for pronoun 'I' (YR 1) *</p> <p>Sentence types: questions, statements and commands (YR 1 YR 2) *</p>	<p>Securing understanding of a sentence (YR 1) *</p> <p>Punctuating sentences using capital letters, full stops, question marks, exclamation marks. (YR 1, YR 2) *</p>	<p>Apostrophes for singular Possession (YR 2) **</p> <p>Punctuating sentences using capital letters, full stops and exclamation marks (YR 1, YR 2) *</p> <p>Past simple tense*</p> <p>Co-ordination (and, but)</p> <p>Subordination (when, because) (and – YR 1, but when, because YR 2) *</p>	<p>Sentence types: questions, statements and commands (YR 1, YR2) *</p> <p>Punctuating sentences using capital letters, full stops, question marks and exclamation marks (YR 1, YR 2) *</p> <p>Expanded noun phrases (YR 2)</p> <p>Subordinating conjunctions (when, if, that, because) (YR 2) *</p>	<p>Securing understanding of sentences (single clause) Co-ordination using 'and' (YR 1, YR 2)*</p> <p>Capital letters, full stops and exclamation marks (YR 1, YR 2)*</p> <p>Capital letter for pronoun 'I' (YR 1)*</p> <p>Past simple tense *</p> <p>Past progressive tense (YR 2)*</p> <p>Simple cohesion in a series of sentences(YR 1, YR 2) *</p> <p>Adverbs for linking sentences (ment, ness, ful, less, ly) (YR 2) **</p>	<p>Spaces between words (YR1) *</p> <p>Coordination using <i>and</i> in multiclauses (compound) sentences (YR 1) *</p> <p>Subordination particularly using <i>when</i> in multi-clause (compound) sentences (YR 2) *</p> <p>Sentence punctuation: capital letters, full stops (Yr 1, YR 2) *</p> <p>Commas in a list (YR 2) **</p> <p>Present tense (YR 2) *</p>	<p>Sentence types: statements, commands, questions, exclamations (YR 1, YR 2) *</p> <p>Punctuating sentences using capital letters, full stops, question marks and exclamation marks (YR 1, YR 2) *</p> <p>Expanded noun phrases (YR 2)</p> <p>Past tense (YR 2) *</p>	<p>Commas in lists(YR 2) **</p> <p>Using the conjunction but (YR 2)*</p> <p>Expanding noun phrases (YR 2)</p> <p>Verbs – past tense(YR 2) *</p>	<p>Subordination (when, <i>if, that, because</i>) (YR 2) *</p> <p>Questions (YR 1, YR 2) *</p> <p>Punctuating sentences using full stops and question marks (YR 1, YR 2) *</p> <p>Tenses (YR 1, Yr 2) *</p> <p>Expanded noun phrases (YR 2)</p> <p>Apostrophe for contraction (YR 2) **</p>	<p>Adjectives and expanded noun phrases (YR 2)</p> <p>Exclamation marks (YR 1, YR 2) *</p> <p>Alliteration Rhyme and rhythm Refrains and repeating pattern Similes</p>	<p>Coordination and subordination: multi-clause sentences (and, but, when, if, that) (YR 1- and, YR 2)- but, when, if, that) *</p> <p>Simple cohesion in a series of sentences (YR 1, YR 2) *</p> <p>Punctuating sentences using full stops, question marks and exclamation marks (YR 1, YR 2) *</p>	

**Primary English Curriculum**  
**Year 1/2; 2/3; 3/4; 5/6 Mixed Age Text Progression- Writing**  
**Cycle A & B**

Year 2/3												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Text type	Non-fiction	Narrative	Non-fiction	Narrative	Non-fiction	Non-fiction	Narrative	Narrative	Non-fiction	Narrative	Poetry	
Progression of Core Texts	Dear Mother Goose	Stuck!	Until I Met Dudley	The Snowman by Michael Morpurgo	The Big Book of Blooms  Text by BAME author	Seed to Sunflower	Little Red Riding Hood Nosy Crow and Ed Bryan (Nosy Crow)	Oliver and the Seawigs	What do you do with a tail like this?	Paddington Goes to Town	A River	
Learning Outcome	Agony aunt letter	To write a cumulative story in the same style.	Imaginative explanation text	Christmas narrative	Non-chronological report	Poster/booklet about the life cycle of another plant that they have grown, including photographs, labels and glossary	To rewrite the story of Little Red Riding Hood changing some key details.	Retelling- points of view	Create their own 'What do you do with....' pages for a class book	Archaic narrative	Descriptive poem	
Grammar and punctuation	<p>Full stops and question marks</p> <p>exclamation marks (YR 1, 2) *</p> <p>Using capital letters for names and personal pronoun (YR 1) *</p> <p>Using and to join sentences (YR 1, 2) *</p> <p>Using the subordinating conjunction when (Yr 2) *</p>	<p>Apostrophes for singular Possession (YR 2) **</p> <p>Punctuating sentences using capital letters, full stops and exclamation marks (YR 2) *</p> <p>Past simple tense*</p> <p>Co-ordination (and, but) Subordination (when, because) but, when, because (YR 2) *</p> <p>Subordinating conjunctions: In order to (Y3)</p> <p>Adverbs: Once and for all (Y3)</p>	<p>Multi-clause sentences with subordinating conjunctions</p> <p>Present tense (revise Y2)</p> <p>Wider range of punctuation (exclamation marks) (Y2)</p>	<p>Paragraphs: group ideas around a theme</p> <p>Expanded nouns and adverbials.</p> <p>Past tense: past simple and past progressive (Y2)</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Commas in lists (Y2)</p>	<p>Heading and sub-headings</p> <p>Nouns and expanded noun phrases for precision and clarity (pre-modification)</p> <p>Prepositional phrases used Adverbially</p>	<p>Spaces between words *</p> <p>Coordination using <i>and</i> in multiclauses (compound) sentences *</p> <p>Subordination particularly using <i>when</i> in multi-clause (compound) sentences *</p> <p>Sentence punctuation: capital letters, full stops *</p> <p>Commas in a list *</p> <p>Present tense *</p>	<p>Sentence types: statements, commands, questions, exclamations (YR 1, YR 2) *</p> <p>Punctuating sentences using capital letters, full stops, question marks and exclamation marks (YR 1, YR 2) *</p> <p>Expanded noun phrases (YR 2)</p> <p>Past tense (YR 2) *</p>	<p>Present perfect form instead of simple past tense</p> <p>Using and punctuating direct speech</p>	<p>Subordination (when, if, that, because) (YR 2) *</p> <p>Questions (YR 1, YR 2) *</p> <p>Punctuating sentences using full stops and question marks (YR 1, YR 2) *</p> <p>Tenses (YR 1, Yr 2) *</p> <p>Expanded noun phrases (YR 2)</p> <p>Apostrophe for contraction (YR 2) **</p>	<p>Adverbs</p> <p>Using and punctuating direct speech</p> <p>Multi clause sentences (using the -ing construction)</p> <p>Paragraphs: group ideas around a theme/related material</p>	<p>Adverbials (prepositional phrases)</p> <p>Multi clause sentences with subordinating conjunctions</p>	

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**Year 1/2; 2/3; 3/4; 5/6 Mixed Age Text Progression- Writing**  
**Cycle A & B**

Year 3 / 4												
Cycle A	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Text type	Non-fiction	Narrative	Non- fiction	Narrative	Non-fiction	Non-fiction	Narrative	Narrative	Non-fiction	Narrative	Poetry	
Progression of Core Texts	Until I Met Dudley	Jack and the Dream Sack	Rainforest Rough Guide	The Snowman by Michael Morpurgo	The Big Book of Blooms	I Am Not a Label  Link: International Women’s Day	Myth Atlas	Oliver and the Seawigs	Dr K Fisher	Paddington Goes to Town	A River	
Learning Outcome	Imaginative explanation text	Narrative	Hybrid text Diary Information	Christmas narrative	Non-chronological report	Biography	Myth	Retelling- points of view	Persuasive Letter	Archaic narrative	Descriptive poem	
Grammar and punctuation	Conjunctions, including <i>when, if, because, although</i> (Y3/4)	Adverbials (Y3)  Fronted adverbials (Y4)	Choose nouns and pronouns for clarity and cohesion (Y4)	Paragraphs: group related ideas (Y3) group ideas around a theme (Y4)	Heading and sub-headings (Y3)  Nouns and expanded noun phrases for precision and clarity (pre-modification) (Y3/4)	Multi-clause sentences with subordinating conjunctions (Y3/4)	Nouns and pronouns for clarity and cohesion (Y4)  Adverbials (Y3/4)	Present perfect form instead of simple past tense (Y4)	Multi-clause sentences with subordinating conjunctions (Y3/4)	Adverbs (Y3/4)  Using and punctuating direct speech (Y3/4)	Adverbials (prepositional phrases) (Y3/4)  Multi clause sentences with subordinating conjunctions (Y3/4)	
	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Y4)	Prepositional Phrases (Y3)  Expressing time and place with conjunctions, adverbs and Prepositions (Y3/4)	Different ways of presenting information Headings/subheadings (Y3) Paragraphs (Y3/4)	Expanded nouns and adverbials. (Y3/4)  Past tense: past simple and past progressive (Y2)	phrases for precision and clarity (pre-modification) (Y3/4)  Prepositional phrases used Adverbially (Y3/4)	Nouns and pronouns for clarity and cohesion (Y4)  Sentence patterning Expanded noun phrases (pre-modification) (Y3/4)	Multi clause sentences with a range of conjunctions (Y3/4)	Using and punctuating direct speech (3/4)	Word play for humour	Speech (Y3/4)  Multi clause sentences (using the –ing construction) (Y3/4)	Multi clause sentences with subordinating conjunctions (Y3/4)	
	Adverbials (Y3)		Present perfect form(Y 3)			Adverbials (Y3) including fronted adverbials (Y4)						
	Headings and subheadings to aid presentation (Y3)	Punctuating direct speech including the reporting clause (YR 3/4)	Expressing cause with subordinating conjunctions: <i>so, while</i> (Y3)	Correct choice and consistent use of present tense and past tense throughout writing (Y2 revision)							Paragraphs: group ideas around a theme (Y3)/related material (Y4)	
	Present tense (revise Y2) Verb inflections( Y4)	Expanded noun phrases (pre-modification) (Revision Y2)		Commas in lists (Y2)								

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**Cycle A & B**

Year 3 /4												
Cycle B	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Text type	Narrative	Non-fiction	Non-fiction	Narrative	Non-fiction	Non-fiction	Narrative	Narrative	Non-fiction	Narrative	Poetry	
Progression of Core Texts	Gregory Cool	Dare to Care	A Question of History  Black History Month	Mog’s Christmas Calamity- <a href="#">Sainsbury's advert</a>	Anthology of Intriguing Animals	Fantastically Great Women  Link: International Women’s Day	Grimm’s Fairytales	The Paperbag Prince	Interview with a Tiger	Finn Family Moomin Troll	Beach Comber	
Learning Outcome	Narrative: Fish out of water story	Advice page	To create a double page aspect of history page for a class book	Narrative	Non-chronological report	Biography	Traditional tales	Turn around story in a rundown setting	Interview	Archaic narrative	Descriptive poetry	
Grammar and punctuation	Using and punctuating direct speech (Y3/4)  Expanded noun phrases (pre-modification) (Y3/4)  Verb choice (Y3/4)	Multi-clause sentences with subordinating conjunctions (Y3/4)  Expressing time, place and cause with conjunctions, adverbs and prepositions (Y3/4)  Heading and sub-headings (Y3)	Simple organisational devices and different ways of presenting information Heading/subheading (Y3) Paragraphs (Y3/4)  Multi-clause sentences with subordinating conjunctions (Y3/4)  Adverbs and adverbials (Y3/4) including fronted adverbials (Y4)  Nouns and pronouns for clarity	Creating settings, characters and plot (Y3/4)  Using and punctuating direct Speech (Y3/4)  Multi clause sentences with subordinating conjunctions (Y3/4)  Apostrophes for contraction and possessive apostrophes - singular and plural (Y4)	Nouns and pronouns for clarity and cohesion (Y4)  Multi-clause sentences with subordinating conjunctions (Y3/4)  Adverbials (prepositional phrases) (Y3/4)  Apostrophes for contraction and possessive apostrophes - singular and plural (Y4)	Expanded noun phrases (Y3/4)  Adverbials (time and place) (Y3/4)  Prepositional phrases (adverbial) (Y3/4)  Paragraphs around a theme (Y4) Paragraphs to group material (Y3)	Apostrophes (contraction and singular/plural possession) (Y4)  Prepositional phrases used adverbially (setting) (Y3/4)  Using and punctuating direct speech (character) (Y3/4)	Past perfect verb form instead of simple past tense (Y3)  Expanded noun phrases (Y3/4)  Adverbials (Y3) fronted adverbials (with commas)(Y4)  Expressing time, place and cause with adverbs and prepositions (Y3/4)	Prepositional phrases: • as part of expanded noun phrase to add detail after the noun • used adverbially (Y3/4)  Nouns and pronouns for clarity and cohesion (Y4)	Adverbials (adverbs of manner) (Y3/4)  Using and punctuating direct speech (Y3) including the reporting clause (Y4)  Developing character (Y3/4)	Poetic devices: listing, sibilance and alliteration  Expanded noun phrases (including prepositional phrases) (Y3/4)  Commas in lists (revision from Y2)	

**Primary English Curriculum**  
**Year 1/2; 2/3; 3/4; 5/6 Mixed Age Text Progression- Writing**  
**Cycle A & B**

			and cohesion (Y4)								
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Year 4/5												
Cycle A	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Text type	Narrative	Non-fiction	Non-fiction	Narrative	Non-fiction	Non-fiction	Narrative	Narrative	Non-fiction	Narrative	Poetry	
Progression of Core Texts	Gregory Cool	Every day Journey of Ordinary Things	A Question of History Black History Month	Spanish Lottery Advert	Anthology of Intriguing Animals	Fantastically Great Women  Link: International Women’s Day	Grimm’s Fairytales	The Paperbag Prince	101 Things to do to become a Superhero... or Evil Genius	Finn Family Moomin Troll	Beach Comber	
Learning Outcome	Narrative: Fish out of water story	Sequential explanation	To create a double page aspect of history page for a class book	Christmas narrative	Non-chronological report	Biography	Traditional tales	Turn around story in a rundown setting	Explanation	Archaic narrative	Descriptive poetry	
Grammar and punctuation	Using and punctuating direct speech (Y3/4)  Expanded noun phrases (pre-modification) (Y3/4)  Verb choice (Y3/4)	Expanded noun phrases to convey complicated information precisely  Relative clauses to add information to a noun phrase Linking ideas across paragraphs, especially through adverbials (time) Use of parenthesis:	Simple organisational devices and different ways of presenting information Heading/subheading (Y3) Paragraphs (Y3/4)  Multi-clause sentences with subordinating conjunctions (Y4)  Adverbs and adverbials (Y4) including fronted adverbials (Y4)  Nouns and pronouns for clarity and cohesion (Y4)	Verb forms: Perfect tense (Y5)	Nouns and pronouns for clarity and cohesion (Y4)  Multi-clause sentences with subordinating conjunctions (Y4)  Adverbials (prepositional phrases) (Y4)  Apostrophes for contraction and possessive apostrophes - singular and plural (Y4)	Expanded noun phrases (Y3/4)  Adverbials (time and place) (Y4)  Prepositional phrases (adverbial) (Y3/4)  Paragraphs around a theme (Y4)	Apostrophes (contraction and singular/plural possession) (Y4)  Prepositional phrases used adverbially (setting) (Y3/4)  Using and punctuating direct speech (character) (Y3/4)	Past perfect verb form instead of simple past tense  Expanded noun phrases (Y3/4)  Adverbials fronted adverbials (with commas)(Y4)  Expressing time, place and cause with adverbs and prepositions	Multi-clause sentences (subordination) Y5  Writing with formality Y5  Degrees of possibility using modal verbs Y5  Punctuation: dashes, and hyphens Layout and organisation Y4/5	Adverbials (adverbs of manner) (Y4)  Using and punctuating direct speech including the reporting clause (Y4)  Developing character (Y4/5)	Poetic devices: listing, sibilance and alliteration  Expanded noun phrases (including prepositional phrases) (Y3/4)	

**Primary English Curriculum**  
**Year 1/2; 2/3; 3/4; 5/6 Mixed Age Text Progression- Writing**  
**Cycle A & B**

brackets  
to add  
additional  
information

Year 5/6							ESW MODERATION- TO INFORM ONE-OFF WRITING				
Cycle A	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2	
Text type	Narrative	Non-fiction	Poetry	Narrative	Narrative	Non-fiction		Narrative	Non-fiction	Narrative	Non-fiction
Progression of Core Texts	Kensuke's Kingdom	Every day Journey of Ordinary Things	The Call	Spanish Lottery Advert	Blackberry Blue  Story by BAME author	Women in Science Link: International Woman's Day	<b>One off pieces for moderation</b>	Word in your Ear	101 Things to do to become a Superhero... or Evil Genius	Inside the Villains	Archipelago
Learning Outcome	Alternate narrative opening	Sequential explanation	Christmas poetry	Christmas narrative	Traditional stories	Biography		Ghost narrative	Explanation	Hybrid text: Retelling/ flaps and levers book	Description of an imaginary island.

**Primary English Curriculum**  
**Year 1/2; 2/3; 3/4; 5/6 Mixed Age Text Progression- Writing**  
**Cycle A & B**

Grammar and punctuation	<p>Paragraphs: cohesion within and between (range of cohesive devices)</p> <p>Degrees of possibility using adverbs and modals</p> <p>Parenthesis: brackets, dashes</p> <p>Colons before a list</p>	<p>Expanded noun phrases to convey complicated information precisely</p> <p>Relative clauses to add information to a noun phrase</p> <p>Linking ideas across paragraphs, especially through adverbials (time)</p> <p>Use of parenthesis: brackets to add additional information</p> <p>Use of the passive voice</p>	<p>Noun phrases – pre and post modification</p> <p>Verb choices</p> <p>Commas for clarity</p>	<p>Verb forms: Perfect tense</p>	<p>Expanded noun phrases to convey complex information (creating atmosphere, use of similes and prepositional phrases)</p> <p>Colons and semi-colons in listing</p> <p>Sentence construction: revision of multi-clause sentences using co-ordination and subordination</p>	<p>Concision through multi-clause Sentences</p> <p>Adverbials</p> <p>Punctuation for parenthesis</p> <p>Multi-clause sentences</p> <p>Presentation and layout</p>		<p>Paragraphs: cohesion within and between</p> <p>Sentence construction and Punctuation</p> <p>Semi-colons</p> <p>(Although not covered in the sequence, you could teach the perfect form and the passive voice – p.4, p.5 and p.7 have some examples.)</p>	<p>Multi-clause sentences (subordination)</p> <p>Writing with formality</p> <p>Degrees of possibility using modal verbs</p> <p>Punctuation: dashes, and hyphens</p> <p>Layout and organisation</p>	<p>Parenthesis: commas, brackets, dashes</p> <p>Paragraphs: cohesion within and between (range of cohesive devices)</p>	<p>Range of register</p> <p>Passive voice and formal language</p> <p>Multi-clause sentences to provide detail concisely</p> <p>Poetic language</p>
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**Year 1/2; 2/3; 3/4; 5/6 Mixed Age Text Progression- Writing**  
**Cycle A & B**

Year 5/6							ESW MODERATION- TO INFORM ONE-OFF WRITING				
Cycle B	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2	
Text type	Narrative	Non-fiction	Narrative	Non-fiction	Narrative	Non-fiction		Narrative	Non-fiction	Poetry	Non-fiction
Progression of Core Texts	Varjak Paw	RSPB Letter	Weslandia	The Secrets of the Stone Henge  Black History Month	Hansel & Gretel by Neil Gaiman	Talking History  Link: International Women's Day		The Shadow Cage	Incredible Edibles	Lost Words	Extreme Animals
Learning Outcome	Write an additional adventure	Persuasive letter	Short story about an invented civilisation.	Double page 'secrets of' an aspect of history.	Alternative story from bare bones	Formal Speech		Short story		Spells	Informal information text
Grammar and punctuation	Expanded noun phrases for conveying precise imagery  Adverbials (prepositional phrases)  Dialogue to advance the action	Y5 Modal verbs  Expanded noun phrases including relative clauses  Paragraphs: links within and between	Verbs: variation in tense and form (including option to revise perfect) Passive voice Expanded noun phrases to	Colons to mark clause boundaries and introduce lists Dashes to mark clause boundaries Degrees of possibility using modal verbs	Sentence patterns: length and repetition  Conjunctions to link clauses  Relative clauses  Parenthesis commas Commas in lists (revision)	Provides opportunity for revision of KS2 grammatical terminology and understanding  Multi clause sentences with a range of conjunctions	One off pieces for moderation	Semi-colons and colons between clauses Commas for clarity Building suspense and atmosphere Dialogue to convey character or advance the action Paragraphs:	Expanded noun phrases  Hyphens  Vocabulary choice  Punctuation to avoid ambiguity	Parenthesis: commas, brackets, dashes  Paragraphs: cohesion within and between (range of cohesive devices)	Informal Cohesion within and between paragraphs Expanded noun phrases including relative clauses Use of

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**Cycle A & B**

	<p>and to develop character</p> <p>Building suspense and Atmosphere</p> <p>Verb choices</p> <p>Colons and semi-colons</p> <p>between clauses</p>		<p>convey complex information</p> <p>Commas for clarity</p>	<p>and adverbs</p> <p>Verbs:</p> <p>variation in tense and form with a focus on the perfect form</p> <p>Passive voice</p>		<p>Writing with varying formality</p> <p>Degrees of possibility using modal verbs</p> <p>Linking ideas within and across paragraphs with adverbials</p> <p>Text layout, particularly headings and subheadings</p>		<p>cohesion within and between (range of cohesive devices)</p>	<p>Poetic devices:</p> <p>onomatopoeia,</p> <p>alliteration,</p> <p>sibilance,</p> <p>assonance</p>		<p>parenthesis: brackets and dashes</p> <p>Colons to mark clause Boundaries</p> <p>Multi-clause sentences to convey information concisely</p>
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