





	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Texts	Whole School Text Oi Frog Naughty Bus Chalk Cave Baby The Nativity Pig the Pug Dinosaurs and All That Rubbish The Magic Bed Beegu Man on the Moon Sidney, Stella and the Moon Goldilocks and the Three Bears Me and You Goldilocks and Just the One Bear	Whole School Text Bear Under the Stairs Jack and the Beanstalk and Jim and the Beanstalk The Five Senses The Nativity Meerkat Mail Stanley Stick Tadpole's Promise The Owl and the Pussycat The Journey Home Dragon Machine Iggy Peck Architect The Great Fire of London Mr Gum	Whole School Text Leon and the Place Between Jim: A Cautionary Tale The Pied Piper Polar Express The Day I Swapped my Dad for a Goldfish Gulliver's Travels The BFG Stars, Cars and Electric Guitars Flotsam Weslandia The Story of Tutankhamun	Whole School Text Ottoline and the Yellow Cat Mouse, Bird, Snake, Wolf FaRther The Heart and the Bottle Escape from Pompeii Black Dog The Miraculous Journey of Edward Tulane King Kong Classic Poetry Grimm's Tales - playscript (Carol Ann Duffy) Into the Forest	Whole School Text The Promise The Princess' Blanket Poetry (Night Mail) Journey Hugo Kaspar The Prince of Cats Can We Save the Tiger? The Sleeper and the Spindle The Unforgotten Coat	Whole School Text Firebird The Diary of Anne Frank Great Stories from British History Grimm Tales – short story collection (Philip Pullman) Shackleton's Journey Children's Poetry The Arrival The Mysteries of Harris Burdick
Composition	Can say out loud what they are going to write about. Orally rehearse sentences before writing. Begin to sequence sentences to form short narratives for some different purposes, even though the form may not always be maintained. Writing can be read without mediation from the child. Uses mainly single and coordinating multi-clause sentences. May use adjectives to describe the size or colour of an object. Reads back their writing clearly to an adult or their peers.	Says out loud what they are going to write about and plans ideas on paper. Writes down ideas and key words, including new vocabulary and may use a planning frame. Writes simple, coherent narratives about personal experiences and those of others (real or fictional) Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. Maintains form when writing poetry. Uses a wide range of single co-ordinating and	Plans extended writing by discussing and recording ideas with increasing independence, beginning to use models of similar writing. Plans ideas and vocabulary with increasing independence, using planning frames. Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry, using many features of selected forms. Creates settings and characters in narrative. Uses a range of single clause, co-ordinating and subordinating multi-clause sentences with some variety of conjunctions.	Plans extended written pieces using vocabulary and grammar influenced by other writers when discussing and recording ideas. Uses planning frames and models independently including dialogue. Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes and audiences, demonstrating many appropriate features of the genre or text type. Creates varied setting, characters and plots in narrative.	Draws ideas for characters or settings in narrative from what has been read, listened to or seen performed. Researches ideas when writing non-fiction. May identify the audience and purpose for writing with support. Uses appropriate planning models independently and effectively. Uses the drafting process to make choices of grammar and vocabulary to clarify and enhance meaning, including the use of a thesaurus. Writes a variety of longer and shorter pieces of	Independently draws ideas for both characters and settings in narrative from what has been read, listened to or seen performed. Independently identifies audience and purpose for writing. Researches ideas, especially in nonfiction. Uses a wide range of planning models, appropriate to form, selecting the most effective. Writes effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently



St James the Great English (Writing focus) Progression Map

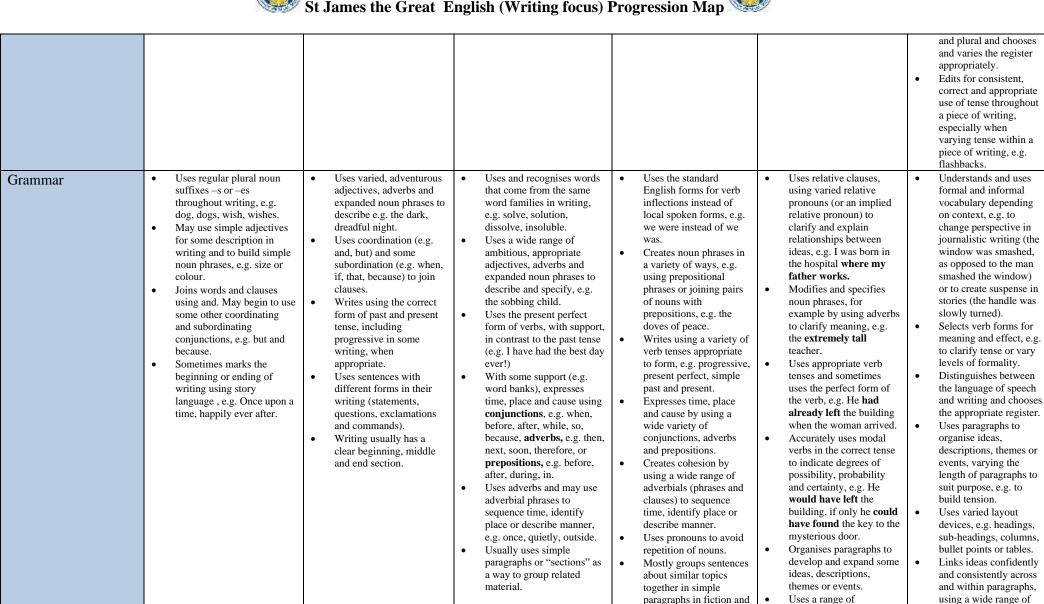


Con identify if weiting	subordinating multi	Paging to use some	Uses a wide range of	narrative non-fiction and	on what they have read
Can identify if writing makes sense and starts to suggest improvements with prompting. The state of	subordinating multi- clause sentences. Uses adventurous and varied vocabulary, e.g. exciting adjectives for colour, size or simple adverbs for manner, e.g. quickly, quietly. Evaluates the effective use of word choice, grammar and punctuation and makes some revisions and corrections. Makes simple additions, revisions and proof- reading corrections to their own writing, Edits verbs for tense to indicate time, including the progressive tense, e.g. I was walking,	Begins to use some ambitious vocabulary, e.g. interesting verbs (tip-toed instead of walked) or interesting adverbials, for example as quick as a flash). Proof-reads own and others' writing and assess its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making/suggesting improvements. Reads aloud their own writing, to a group or the whole class and starts to use appropriate intonation so that the meaning is clear. Edits for correct and consistent tense, including some editing for the present perfect (e.g. I have had the best day ever!).	Uses a wide range of sentence structures and conjunctions. Starts to make deliberate as well as ambitious choices of vocabulary. Proof-reads own and others' writing and evaluates its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making appropriate changes to improve cohesion, including using pronouns to avoid repetition. Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Edits for correct and consistent tense, including editing of the present perfect.	narrative, non-fiction and poetry for a range of purposes and audiences, using most features of the genre or text type appropriately. Varies sentence structures and makes some deliberate decisions about sentence lengths, e.g. using varied subordinating and coordinating conjunctions. Makes deliberate and appropriate vocabulary choices. Uses dialogue independently to begin to provide more information about characters. Assess effectiveness, evaluates and edits writing, proposing changes to vocabulary, grammar and punctuation, to enhance effects and clarify meaning within own and others' writing. Edits for correct subjectiverb agreement when using singular and plural. Edits for the correct, consistent and appropriate tense in writing, including the present, past, progressive and perfect tenses.	on what they have read as models for their owr writing (e.g. literary language, characterisation, structure). • Effectively adds detail, qualification and precision by using adverbs, prepositional phrases and expanded noun phrases. • Précises longer passages appropriately. • Makes deliberate choices to use a wide range of clause structures and sentence lengths and varies their position within the sentence, understanding the effect this has on the audience, e.g. placing the emotion before the action. • Makes deliberate and informed vocabulary choices (using a thesaurus when appropriate). • Describes settings, characters and atmosphere in narrative. • Integrates dialogue in narratives to convey character and advance the action. • Assess effectiveness, evaluates and edits writing, proposing changes to vocabulary, grammar and punctuation, to enhance effects and clarify meaning within own

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- Edits for correct subject-verb agreement when using singular







using a wide range of cohesive devices, e.g. tense choice, verb

organisational devices

consistently in non-

narrative writing, e.g.

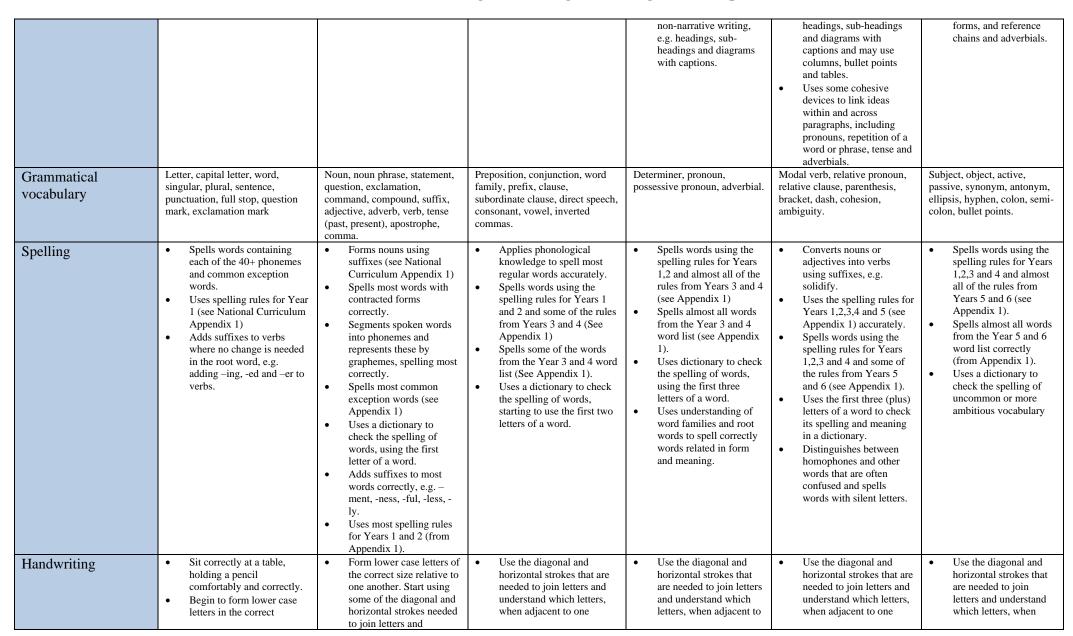
non-fiction.

Uses some

organisational devices in

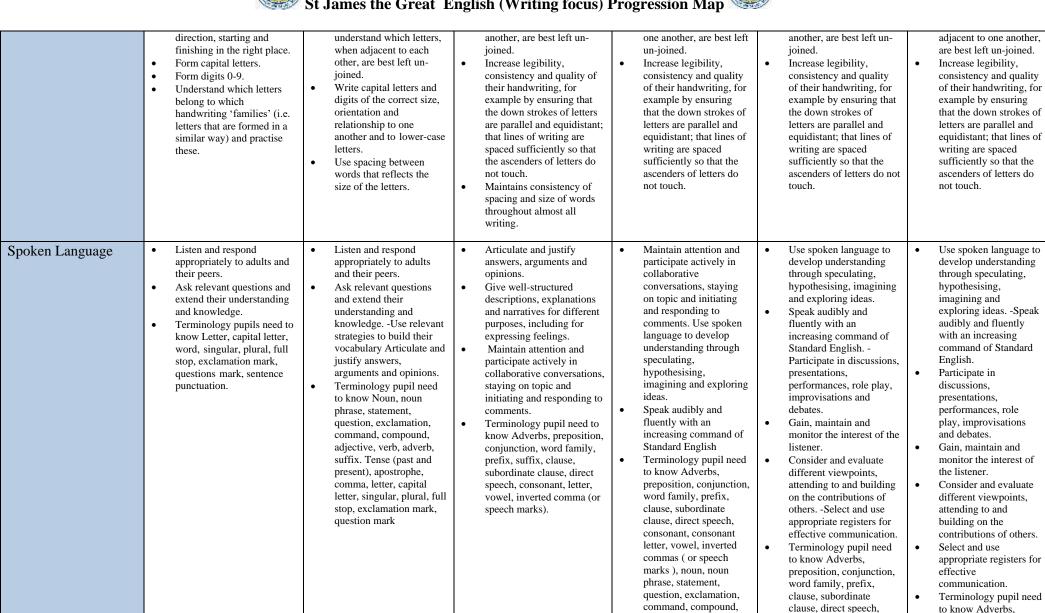












adjective, verb, suffix.

apostrophe, comma,

tense (past and present),

consonant, consonant

letter, vowel, vowel

preposition,

conjunction, word





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