



Flanderswell Writing Progression- Composition and SPaG

Foundation Stage			
Autumn 1- Summer 2	Get Writing	This term, I need to deliberately practise.... <ul style="list-style-type: none"> • Forming letters correctly. • Writing phonics sounds. • Putting phonics sounds together to spell words. • Spelling high frequency words. • Combining words together to make sentences. • Writing dictated sentences including words with known sounds. 	Write sentences relating to the storybook learnt in phonics using the Get Writing programme.
Year 1			
Term	Text	This term, I need to deliberately practise...	Writing Outcome
Autumn 1	Lost and Found	<ul style="list-style-type: none"> • Spelling daily • Handwriting daily • Combine words to make sentences • Leave spaces between words • Begin to use capital letters and full stops (pg 89-94) • Use capital letters for the names of people and the personal pronoun I (pg 89-94) <p><i>(Sentences should be dictated at children's phonic level)</i></p> <p><i>Sentence examples for hold a sentence/ dictation:</i></p> <p><i>I can see sand.</i></p> <p><i>I can see crabs.</i></p> <p><i>I can see a yellow sun.</i></p> <p><i>She took the cat to the lost and found office.</i></p> <p><i>Bell did not see the cat.</i></p>	To write an adventure story based on the structure of Lost and Found with a new animal <i>(Story- fiction)</i>
Autumn 2	Nibbles the Book Monster	<ul style="list-style-type: none"> • Spelling daily • Handwriting daily • Join words using and (pg 113-115) 	To write a diary entry based on Nibbles' adventures in the story.



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		<ul style="list-style-type: none"> • Punctuate sentences using a capital letter and a full stop. (pg 89-94) • Use capital letters for the names of people. (pg 89-94) • Sequence sentences to form short narratives (Sentences should be dictated at children's phonic level) <p><i>Sentence examples for hold a sentence/ dictation:</i> <i>She took the books.</i> <i>Nibbles had three bowls of food.</i> <i>Goldilocks ate the food and ran away.</i> <i>I bit into Jack and the beanstalk.</i> <i>I ran away from the giant.</i> <i>He had a yellow top and green shorts.</i></p>	<p>(Recount- non-fiction)</p>
Spring 1	The Lion Inside	<ul style="list-style-type: none"> • Spelling daily • Handwriting daily • Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks. (pg 89-94) • Join words and clauses using and (pg 113-115) • Some accurate use of the prefix un (pg 17-18) • Add suffixes where no change is needed to the root of the word. E.g ed, ing, er, est (pg 17-18) <p><i>Sentence examples for hold a sentence/ dictation:</i> <i>I can see a sunset and yellow grass.</i> <i>The rocks are hard and sharp. I saw an antelope and it has sharp horns.</i> <i>Teach me how to run. Eeeek!</i> <i>He climbed until he reached the top.</i></p>	<p>To write a story about a small animal who befriends a large animal in the African savannah.</p> <p>(Story- fiction)</p>



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		<p>She was unhappy and she was shouting.</p> <p><i>(Sentences should be dictated at children's phonic level)</i></p>	
Spring 2	The Curious Case of the Missing Mammoth	<ul style="list-style-type: none"> • Spelling daily • Handwriting daily • Join words and clauses using and (pg 113-115) • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. (pg 89-94) • Add suffixes where no change is needed to the root of the word. E.g. ed, ing, er, est (pg 17-18) <p><i>(Sentences should be dictated at children's phonic level)</i></p> <p><i>Sentence examples for hold a sentence/ dictation:</i></p> <p>First Teddy crouched and hid.</p> <p>Next Timothy and Oscar went inside.</p> <p>Oscar jumped up and saw a huge bear.</p> <p>Who are you?</p> <p>Have you seen my sister?</p> <p>They ran after the footprints and crawled across the ground.</p> <p>Wow! There are so many gems.</p> <p>I saw my sister and she was upset.</p>	<p>To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character</p> <p><i>(Story- fiction)</i></p>
Summer 1	Toys in Space	<ul style="list-style-type: none"> • Spelling daily • Handwriting daily • Join words and clauses using and (pg 113-115) • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. (pg 89-94) 	<p>To write a fantasy story about some toys who are taken onto a spaceship. They will be changing the characters in the story.</p>



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		<ul style="list-style-type: none"> • Add suffixes where no change is needed to the root of the word. E.g ing, er, est (pg 17-18) • Change the meaning of the verbs and adjectives by adding the prefix un.(pg 17-18) <p><i>Sentence examples for hold a sentence/ dictation:</i> <i>She was unhappy and she told them.</i> <i>It was untidy and she did not like it.</i> <i>She was playing with the toys and it was too hot.</i> <i>What are they?</i> <i>I am feeling brave and I will go into the dark room.</i> <i>We need a bedtime story and then we will go to sleep.</i> <i>It was not a star.</i> <i>There were toys left outside and they got wet.</i> <i>She showed us one thousand toys.</i> <i>(Sentences should be dictated at children's phonic level)</i></p>	(Story- fiction)
Summer 2	Goldilocks and just the one bear	<ul style="list-style-type: none"> • Spelling daily • Handwriting daily • Join words and clauses using and (pg 113-115) • Use simple description • Sequence sentences to form short narratives (link ideas of events by pronoun). • Use a capital letter for places and days of the week (pg 89-94) • Punctuate sentences using a capital letter, full stop, question mark or exclamation mark. (pg 89-94) <p><i>Sentence examples for hold a sentence/ dictation:</i> <i>I have had a shocking day because I went into town and it was so loud.</i> <i>I sneaked into Snooty Towers on Monday and I felt scared.</i> <i>After some time I felt better and I ate some food.</i> <i>The first spoonful was too sticky and the second was too hard.</i></p>	To write a new version of the story with a new character or setting. (Story- fiction)



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On Thursday I went to the park and played on the slide.
(Sentences should be dictated at children's phonic level)

Year 2

Term	Text	This term, I need to deliberately practise...	Writing Outcome
Autumn 1	Troll Swap	<ul style="list-style-type: none"> • Spelling daily • Handwriting daily • Use punctuation correctly- full stops and capital letters <i>(pg 89-94)</i> • Use expanded noun phrases to describe and specify. <i>(pg 120)</i> • Use subordination (because) and coordination (and) <i>(pg 113-115)</i> <p><i>Sentence examples for hold a sentence/ modelled writing:</i> We are sorry you are feeling sad and unloved. We want everyone to be your friend. We are so unhappy without you and we love the old Tabitha. We love you because you are funny and kind. We love your messy games and we love the way you are. We will never shout at you again and we will help you to tidy your bedroom. The other trolls think Timothy is a terrible troll because he is too kind. He long, stripy arms dangle by his side. Timothy has a blue hairy face and small, bold eyes. <i>(Sentences should be dictated at children's phonic level)</i></p>	<p>To write a story based upon the model text using the pupils' ideas for characters.</p> <p><i>(Story- fiction)</i></p>
Autumn 2	The owl who was afraid of the dark	<ul style="list-style-type: none"> • Spelling daily • Handwriting daily • Use co-ordination (but, or) <i>(pg 113-115)</i> • Add -ly to turn adjectives into adverbs <i>(pg 69-71)</i> • Use commas to separate items in a list <i>(pg 128-129)</i> <p><i>Sentence examples for hold a sentence/ modelled writing:</i> Little Plop sadly looked at the ground and he was terrified.</p>	<p>To write a fact sheet about owls using information gathered from the text.</p> <p><i>(Non-chronological report- non-fiction)</i></p>



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		<p>He was only little but he was trying to be brave. Mum was so proud of Plop because he jumped off the branch. He slowly moved along the branch and jumped. Plop gracefully flew down and landed on the ground. Owls have coloured feathers such as brown, grey and white. Owls mostly have heart-shaped heads. They like to eat small birds or mice. They have sharp, long talons and they used these to cling onto the branches. <i>(Sentences should be dictated at children's phonic level)</i></p>	
Spring 1	The dragon machine	<ul style="list-style-type: none"> • Spelling daily • Handwriting daily • Write sentences with different forms: statement, question, exclamation, command <i>(pg 90-94)</i> • Use subordination (apply because and introduce when) <i>(pg 113-115)</i> <p><i>Sentence examples for hold a sentence/ modelled writing:</i> Today I have a brilliant day because I flew my machine for the first time. I stared high up into the bright blue sky and felt excited. What an amazing day! Did you see what happened? I felt so free when I soared up into the sky. What will happen tomorrow? He felt so excited when he got into his dragon machine. I thought it was amazing when the dragons followed me. Come with me into the sky. <i>(Sentences should be dictated at children's phonic level)</i></p>	<p>To write an adventure story using the model text and changing a character. <i>(Story- fiction)</i></p>



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Spring 2	Major Glad, Major Dizzy	<ul style="list-style-type: none"> • Handwriting daily • Spelling daily • Use the progressive form of verbs in the present and past tense. (pg 47-49) • Use present and past tenses correctly and consistently (pg 47-49) • Use subordination (apply because, when; introduce that) (pg 113-115) • Use punctuation correctly- introduce apostrophe for the possessive (singular) (pg 82) <p><i>Sentence examples for hold a sentence/ modelled writing:</i> When Amelia dropped us down the floorboards, I felt abandoned. I put some newspaper over me so that I could keep warm. I wish I was in my normal bed but I am stuck now. We missed our friends above the floorboards but at least we had each other. Will we ever escape? What confusing day! I was getting fed up of it. I head Mr Sugar say PUT THAT LIGHT OUT! Glad was scared because the air raid siren went off. I could hear bombs banging loudly. (Sentences should be dictated at children's phonic level)</p>	<p>To write a recount of historical events from Major Glad's point of view.</p> <p>(Recount- non-fiction)</p>
Summer 1	The Last Wolf	<ul style="list-style-type: none"> • Handwriting daily • Spelling daily • Use subordination (if, that) (pg 113-115) • Add er and est to adjectives (pg 65-67) • Use homophones and near homophones (pg16) • Use punctuation correctly- apostrophes for contracted forms. (pg82-83) <p><i>Sentence examples for hold a sentence/ modelled writing:</i> One day I was reading the woodland news whilst I was playing snakes and ladders. Bear is a champion at snakes and ladders so so nobody every meets him.</p>	<p>To write a letter in role persuading characters to save trees.</p> <p>(Letter- fiction)</p>



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		<p>When it's night, Wolf always lets me sleep on him. I need your help because it's more like a two person job. I think you would feel better if you helped me to plant the trees. We need to plant the trees so that all the animals have homes. (Sentences should be dictated at children's phonic level)</p>	
Summer 2	Grandad's Secret Giant	<ul style="list-style-type: none"> • Handwriting daily • Spelling daily • Use present and past tenses correctly and consistently including the progressive form. (pg 47-49) • Use subordination (using when, if, that or because) and co-ordination (using or, and or but) (pg 113-115) • Use expanded noun phrases to describe and specify (pg 120) • Add suffixes to spell longer words. E.g. ment, -ful (pg 17-18) <p>Sentence examples for hold a sentence/ modelled writing: He is the most colourful giant in the land. He is the kindest giant because he always tries to help. The giant is powerful because he is so strong and tall. If you need help, the giant will help you straight away. He will give you enjoyment because he is a kind man. (Sentences should be dictated at children's phonic level)</p>	<p>To write own version of the story focussing on morals and the acceptance of others. (Story- fiction)</p>
Year 3			
Term	Text	This term, I need to deliberately practise...	Writing Outcome
Autumn 1	Coming to England	<ul style="list-style-type: none"> • Group related ideas into paragraphs (pg 162) • Build a varied and rich vocabulary • Use prepositions to express time, place and cause. (pg 123) • Introduce inverted commas to punctuate direct speech. (pg 143-149) <p>Sentence examples for hold a sentence/ modelled writing:</p>	<p>To write a letter to Florella's Grandmother back in Trinidad from Florella, detailing her experiences and feelings at different points.</p>



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		<ul style="list-style-type: none"> • It was the first time in a while that I had one out with the other surfers on the still waters. • I was surfing on the calm water when I got the biggest surprise ever. • I got pushed underneath the water into the dark abyss. • Over the time you have been gone, so much has happened. • In Spring, we have been on walks above the sandy shores. • We didn't find the seal, but we kept looking. • It made me feel emotional when we couldn't find him. • "Where have you been? I've been missing you, Grandad". 	<p><i>Letter- fiction.</i></p>
Autumn 2	Winter's Child	<ul style="list-style-type: none"> • Use conjunctions and adverbs to express time, place and cause. (pg 69-71) (pg 113-115) • Use a or an according to whether the next word begins with a vowel or consonant. • In narratives, create characters, settings and plot. • Use inverted commas to punctuate direct speech. (pg 143-149) <p><i>Sentence examples for hold a sentence/ modelled writing:</i></p> <p>First I went skating in the wood and went down the steep, pale snowdrift. Then I decided to make a snowman with the powdery snow. I jumped out on the reindeer but he didn't see me coming. I was so excited when I built a snowman. I saw an icy, frozen snowdrift so I ran as fast as I could. "I don't understand where the winter came from", explained Nanna sadly.</p>	<p>To write a fantasy story based on a fable.</p> <p><i>Story- fiction</i></p>
Spring 1	Stone Age Boy	<ul style="list-style-type: none"> • Form nouns with a range of prefixes (pg 17-18) • Use present and past tenses correctly and consistently including progressive and present perfect forms. (pg 47-49) • Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters). (pg 143-149) • Build a varied and rich vocabulary <p><i>Sentence examples for hold a sentence/ modelled writing:</i></p>	<p>To write the story from the point of view of the boy.</p> <p><i>Story- fiction</i></p>



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		<p>At lunchtime, I was sitting on a log with my friend. I heard some of the forest trees being chopped behind me and people were singing beside me. "Why is it taking so long?" I asked. One evening, a young boy was getting ready for bed when he heard a noise. He found himself in a stone jut with a small glass of rain water that had fallen from the sky. "This is how you skin a deer," he said.</p>	
Spring 2	Big Blue Whale	<ul style="list-style-type: none"> • Use adverbs to express time, place and cause (pg 69-71) • Build an increasing range of sentence structures. (pg 97-107) • Use headings and subheadings to aid presentation (pg 162-163) • Assess the effectiveness of own and others' writing <p><i>Sentence examples for hold a sentence/ modelled writing:</i> The blue whale gives birth to its child in winter. The blue whale's baby has to stay near its mother. Once they get there, they feast on krill until the end of spring. Next time you fish, you should use a rod and make sure you don't use too much plastic. Blue whales are amazing animals, but if we don't stop littering, they will become extinct. Amazingly, a whale can hold its breath for 30 minutes.</p>	<p>To write an informative article about the whale persuading for the protection of the blue whale.</p> <p>Information- non-fiction</p>
Summer 1	Journey	<ul style="list-style-type: none"> • Use the present perfect form of verbs in contrast to the past tense. (pg 47-49) • Use prepositions, conjunctions and adverbs to express time, place and cause. (pg 119-125) • Group related ideas into paragraphs. (Pg 162) • Use a or an according to whether the next word begins with a vowel or a consonant. <p><i>Sentence examples for hold a sentence/ modelled writing:</i> After a while, I had finished drawing. It was an unusual day because a miracle happened.</p>	<p>Write an adventure story based on the story Journey.</p> <p>Story- fiction</p>



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		<p>When I was sent to my cage I curled up on the mouldy, damp floor. Before I got captured, I freed the magical bird from its shiny, golden tail. As the bird perched on my shoulder, I started drawing. Eventually, she got bored of playing on her red scooter, so she went inside.</p>	
Summer 2	Zereffa Giraffa	<ul style="list-style-type: none"> • Build an increasing range of sentence structures. (pg 97-107) • In non-narrative material, use simple organisation devices including headings and sub-headings to aid presentation. (pg 162-163) • Use present and past tenses correctly and consistently including the progressive and present perfect forms. (pg 47-49) <p><i>Sentence examples for hold a sentence/ modelled writing:</i> Zereffa was sipping water from a rainwater bucket that I had filled. When he gets there, I will be upset to leave him and I will be worried about how he will be treated. I have been busy taking care of Zereffa by making sure she has plenty to drink. Are you looking for activities to do in France? Have a wander around our zoo to learn interesting facts.</p>	<p>Write a persuasive guide for visiting Giraffa.</p> <p><i>Persuasive writing- non-fiction</i></p>
Year 4			
Term	Text	<i>This term, I need to deliberately practise...</i>	Writing Outcome
Autumn 1	Gorilla	<ul style="list-style-type: none"> • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.(pg 122-123) • Choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition. (pg 23-27 and pg 33-37) • Use fronted adverbials (pg 71) • Organise paragraphs around a theme (to organise and sequence more extended narrative structure). (pg 161-162) • Use commas after fronted adverbials. (pg 71 and pg 122) 	<p>To write a narrative based on Gorilla.</p> <p><i>Story- fiction</i></p>



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		<ul style="list-style-type: none"> • Re-cap: Use inverted commas for direct speech (Y3 objective) (pg 143-149) <p><i>Sentence examples for hold a sentence/ modelled writing:</i> This evening, the lively cafe boomed with a huge amount of people who were waiting to enjoy some delicious deserts. As the chestnut eyed ape sat down, he glared as the delicious looking bananas sat in a yellow bowl above him. Hannah looked up at the hulk of a creature and smiled warmly. " Oh, wow. You've nearly eaten them all," exclaimed Hannah.</p>	
Autumn 2	Leon and the place between.	<ul style="list-style-type: none"> • Use Standard English forms for verb inflections. • Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although. (pg 113-116) • Indicate possession by using the possessive apostrophe with plural nouns. (pg78-85) • Recognise the difference between plural and possessive 's' (pg78-85) • Build a varied and rich vocabulary. <p><i>Sentence examples for hold a sentence/ modelled writing:</i> At the peak of the night, we crept out to have a look at the mysterious circus tent that came to town. As we walked up to this odd, mustard tent, I saw my friend. My heart raced like I had ran a 50 mile marathon. The bloodcurdling scream made me huddle up close to my brothers. My brother's chest was booming loudly although he was acting bravely. When we got there, we figured out that the tent was golden. Nobody wanted to go in, but I did. I told them we're going in there, even though they were scared.</p>	<p>To write Leon's secret diary about what really happened in the place between.</p> <p><i>Recount- fiction.</i></p>
Spring 1	Escape from Pompeii	<ul style="list-style-type: none"> • Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. (pg 46-49) • Use Standard English for verb inflections. (pg 47-49) 	<p>To write a story from the point of view of one of the children.</p>



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		<ul style="list-style-type: none"> Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs). (pg 161-162) Use and punctuate direct speech (using dialogue to show the relationship between characters). (pg 144) <p><i>Sentence examples for hold a sentence/ modelled writing:</i> From my iron balcony, I glanced down the cobbled, stone street. Many citizens were talking to the haggling tradesmen. My heart was pounding with excitement when bread was delivered to my house. I said "Hey, what's up?" She said "Hi! I'm curling my hair. Do you want to try?"</p>	Story- fiction
Spring 2	When the giant stirred	<ul style="list-style-type: none"> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. (pg 122-123) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. (pg 23-27 and pg 33-37) Use and punctuate direct speech. (pg 144) Use commas after adverbials. (pg 71 and pg 122) <p><i>Sentence examples for hold a sentence/ modelled writing:</i> In the distance, the food collector could hear the loud, howling whales. As the diver explored in the underwater garden, some clownfish crept upon him. One misty evening, the horror began. At the time, I was an innocent eighteen-year-old girl. The mountain god was harmless. During these menacing times, the village chief gathered us together in our community. "Will we be ok? Or do we need to leave quickly?" questioned a young boy in a scared tone.</p>	<p>To write their own version of <i>When the giant stirred</i> in the first person from the point of view of the boy.</p> <p>Story- fiction</p>
Summer 1	Where the forest meets the sea	<ul style="list-style-type: none"> Build a varied and rich vocabulary. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. (pg 33-37) 	To make a zoo information board for a rainforest exhibit.



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		<ul style="list-style-type: none"> • Use paragraphs to organise information and ideas around a theme. (pg 161-162) • Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular. (pg78-85) • Recognise the grammatical difference between plural and possessive 's' <p><i>Sentence examples for hold a sentence/ modelled writing:</i> Since being discovered in 1787, sloths behaviour has changed a lot. Amazingly, the furballs can fall 100 feet without damaging or hurting themselves. The sloth's claws are strong and they are accurate climbers.</p>	<p><i>Non-chronological report writing- non-fiction</i></p>
Summer 2	Blue John	<ul style="list-style-type: none"> • Build a rich and varied vocabulary and an increasing range of sentence structures. (pg 97-103) • Use a variety of verb forms correctly and consistently including the progressive and the present perfect forms. (pg 47-50) • Use paragraphs to organise information and ideas around a theme. (pg 161-162) • Integrated as revision: The grammatical difference between plural and possessive s (pg78-85) <p><i>Sentence examples for hold a sentence/ modelled writing:</i> When working with caves, it can be extremely dangerous so be cautious of your surroundings. Above me, a scarlet glow from my coral candle reflected on the transparent glacier.</p>	<p>To write a letter about cave formation</p> <p><i>Explanation letter- non-fiction</i></p>
Year 5			
Term	Text	<i>This term, I need to deliberately practise...</i>	Writing Outcome
Autumn 1	Queen of the falls	<ul style="list-style-type: none"> • Identify the audience for and purpose of writing. • Organise paragraphs around a theme with a focus on more complex narrative structures. (pg 161-162) • Use commas after fronted adverbials. (pg 71) • Use commas to clarify meaning or avoid ambiguity in writing. (pg128-131) 	<p>To write a series of diaries around significant events in Annie Edson Taylor's life.</p>



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		<p><i>Sentence examples for hold a sentence/ modelled writing:</i> As I heard a snip, the barrel went haywire. Leaving no trace behind, the river left me no choice but to carry on. Remembering my husband made me think that if I die, there is no one left to be sad. Believe it or not, I only have five pupils left in my charm school. The surprising thing was that the fall wasn't the worse bit, it was the rapids because I twisted and turned up and down.</p>	<p><i>Recount, diary- fiction</i></p>
Autumn 2	The Lost Happy Endings	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely. (pg 120) • Describe settings, characters and atmosphere. • Integrate dialogue to convey character and advance the action. (pg 144) • Use of inverted commas and other punctuation to punctuate direct speech. (pg 143-149) <p><i>Sentence examples for hold a sentence/ modelled writing:</i> This was her lifetime dream to have the power of the world in her hand. Hobbling through the mountainous forest, the witch was looking for a suitable tree to drop the happy endings. "At least I am on top of the world world world world, " echoed the witch. "W-w-where am I?" said the witch in fear.</p>	<p>To write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise</p> <p><i>Story- fiction</i></p>
Spring 1	Arthur and the golden rope	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely. (pg 120) • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. (pg 104-105) • Link ideas across paragraphs using adverbials. (pg 162-163) • Use commas to clarify meaning and avoid ambiguity in writing. (pg128-131) <p><i>Sentence examples for hold a sentence/ modelled writing:</i> Sneakily but quickly, Arthur approached, WACK! Suddenly he fell down, down, down, down. Arthur's scruffy black hair blew like crazy in the spine-chilling wind.</p>	<p>To write a myth...to create characters and settings.</p> <p><i>Myth- fiction</i></p>



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		<p>Still running from the car, Arthur was panting like a dog that had just sprinted the 800m.</p> <p>At sunset, Bran hobbled down the cobbled stoned bridge.</p> <p>Bran, who was a demi-god, had long brown hair that touched the floor.</p>	
Spring 2	The Darkest Dark	<ul style="list-style-type: none"> Variety of verb forms used correctly and consistently (pg 47-48) Use commas to clarify meaning or avoid ambiguity in writing. (pg128-131) Link ideas across paragraphs using adverbials and tense choices. (pg 162-163) Use brackets, dashes or commas to indicate parenthesis. (pg 137-139) Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4) (pg 113-115) <p><i>Sentence examples for hold a sentence/ modelled writing:</i></p> <p>In 1969, the astronauts Neil Armstrong (commander), Buzz Aldrin (pilot), Michael Collins (pilot), were sent on a mission by J. F. Kennedy to land on the moon.</p> <p>His family had a dog (pug) called Arthur.</p> <p>He grew up in cornfield that was in Canada, Ohio.</p> <p>After he finished school, he went on to do 25 years in the armed forces.</p>	<p>To write a formal biography about Chris Hadfield.</p> <p><i>Biography- non-fiction</i></p>
Summer 1	The Paperbag Prince	<ul style="list-style-type: none"> Use modal verbs to indicate degrees of possibility. (pg 50-51) Use devices to build cohesion with a paragraphs. (pg 163-164) Choose the appropriate register. (pg 164-165) Use brackets, dashes or commas to indicate parenthesis. (pg 137-139) Enhance meaning through selecting appropriate grammar and vocabulary. <p><i>Sentence examples for hold a sentence/ modelled writing:</i></p> <p>Here are some of the reasons you WILL remove the dump.</p> <p>It is bad business for the local shops and cafes because of the stench and the air pollution.</p> <p>The liquid could potentially get into the water systems and we could be drinking it.</p>	<p>To write a persuasive leaflet to give information about waste management.</p> <p><i>Persuasion- non-fiction</i></p>
Summer 2	Radiant Child	<ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. (pg 104-105) Use adverbs to indicate degrees of possibility. (pg 70) 	<p>To write an information text about Jean- Michel</p>



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		<ul style="list-style-type: none"> • Use a wider range of devices to build cohesion across paragraphs. (pg 163-164) • Link ideas using tense choices. (pg 49) <p><i>Sentence examples for hold a sentence/ modelled writing:</i> It whimpered sitting next to a dead carcass, which made me worried. Perhaps I should take it back with me? The boiling weather made me tired but I kept walking. I will certainly not leave it all alone. Slowly Amir and his mother walked towards the watering hole, which was full of animals.</p>	<p>Basquiat suitable for an art gallery.</p> <p><i>Information text- non-fiction</i></p>
Year 6			
Term	Text	<i>This term, I need to deliberately practise...</i>	Writing Outcome
Autumn 1	Star of Fear, Star of Hope	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely. (pg 120) • Use passive verbs (pg 156-157) • Link ideas across paragraphs using a wider range of cohesive devices. (pg 162-164) • Integrate dialogue to convey character and advance the action. (pg 144-149) <p>For suggested information text at the end of the unit:</p> <ul style="list-style-type: none"> • Use a colon to introduce a list (pg 136-137) • Punctuate bullet points consistently. (pg 162-163) <p><i>Sentence examples for hold a sentence/ modelled writing:</i> Our fragile bodies have been through so many emotions tonight and we cannot believe what has happened to us. She told me that a man with a red face had appeared out of nowhere. I could hardly breathe. It felt like a volcano had erupted inside of me. I could see a woman with dark hair and a cape on her back and she was whispering "Open up, it's me".</p>	<p>To write a story with a flashback from another character's point of view.</p> <p><i>Story- fiction</i></p>



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Autumn 2	Can we save the tiger?	<ul style="list-style-type: none"> • Enhance meaning through selecting appropriate grammar and vocabulary. • Use modal verbs and adverbs to indicate degrees of possibility. (pg 50-51) • Use brackets, dashes or commas to indicate parenthesis. (pg 137-139) <p><i>Sentence examples for hold a sentence/ modelled writing:</i> There are goats, sheep and several cows on my farm (which provides me with quite a high income per month) but recently an unknown predator has been devouring my precious animals. The rest of my family think that it might be a tiger. This is because every part of the tiger- from ears to tail- is sold and tracked in illegal wildlife markets.</p>	<p>To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion)</p> <p><i>Information text- non-fiction</i></p>
Spring 1	The Selfish Giant	<ul style="list-style-type: none"> • Distinguish between the language of speech and writing. • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms. (pg 161-169) • Use passive verbs. (pg 156-157) • Use semi-colons to mark boundaries between independent clauses. (pg 136) <p><i>Sentence examples for hold a sentence/ modelled writing:</i> I have not entered my garden for several years (seven to be exact) and I know that many people will think that I have abandoned my property. As I arrived, my mood quickly changed. I felt despondent but also incredibly infuriated. The branches of my blossom trees were broken by the children which caused raged to burn through my entire body. It became a shadow of its former self; Winter would not leave and Spring would not return. Ever since I allowed the children back into my garden, my life has been filled with contentment. I know this story is a special one; it reminds people to treat others how they want to be treated.</p>	<p>To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view</p> <p><i>Story- fiction</i></p>



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Spring 2	Island	<ul style="list-style-type: none"> • Use passive verbs. (pg 156-157) • Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. (pg 47-50) • Use a wide range of devices to build cohesion (pg 163-164) • Use organisational and presentational devices to structure text. (pg 161-169) • Use colons to mark boundaries between independent clauses. (pg 136-137) <p><i>Sentence examples for hold a sentence/ modelled writing:</i> Furthermore, when Jeremy was given the opportunity to travel to England, he had to seize the chance; nobody on the island had ever been offered something like that. The first reason was that he was content where he was: they did not need to change that. During his time there, he had observed a variety of different species.</p>	<p>To write a journalistic report (hybrid) about Charles Darwin's discoveries.</p> <p><i>Report- non-fiction</i></p>
Summer 1	Manfish	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. (pg 104- 105) • Use a wider range of devices to build cohesion. (pg 163-164) • Use a colon to introduce a list and use semi-colons within lists. (pg 136-137) • Use hyphens to avoid ambiguity. (pg 18-19) <p><i>Sentence examples for hold a sentence/ modelled writing:</i> I can't even remember, but what I will say is that today was a life-changing event. I saw many things below the surface: multi-coloured fish, poisonous plants, plants that look like fish and green, swaying plants. The day started when my good friend Phillipe gave me a pair of goggles, which has rubber frames and glass to see out of. He was a well-known ocean explorer, who introduced millions of people to the underwater universe. As a small boy, Jacques was fascinated by water: he loved the way it felt on his hands.</p>	<p>To write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text</p> <p><i>Biography- non-fiction</i></p>
Summer 2	Skychasers	<ul style="list-style-type: none"> • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms. (pg 155) • Identify the audience for and purpose of writing. 	<p>To write the next chapter of <i>Sky Chasers</i> in the</p>



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	<ul style="list-style-type: none">• Choose the appropriate register. (pg 164-165)• Use semi-colons, colons or dashes to mark boundaries between independent clauses. (pg 135-142) <p><i>Sentence examples for hold a sentence/ modelled writing:</i> I need the box: it is a missing piece of a puzzle which my family and I desperately require. Fear choked me with its murderous hands: there was no way out of this horrifying situation. Was I really about to die on the spot? I could shout and try to get someone's attention; I could cause a distraction or I could simply go and knock the gun out of their hands.</p>	<p>style of the author from two different viewpoints</p> <p><i>Story- fiction</i></p>
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Page numbers in blue reference pages from The Grammar Book by Zoe and Timothy Paramour to support with subject knowledge