**Newhampton Read to Write and Steps to Read Vehicle Texts**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **EYFS** | **Read to Write** | **2023-2024/ 2024-2025** | **The Something** | **Star in The Jar** | **Juniper Jupiter** | **Little Red** | **The Extraordinary Gardener** | **Storm Whale** |
| **Steps to Read** | **2023-2024/2024-2025** | **Friendship and Animals** | **Stars and Space** | **Super Heroes** | **Traditional Tales** | **Growing** | **Seaside** |
| **Years 1/2** | **Read to Write** | **2023-2024** | **Old Bear**  **(Y1)** | **Bog Baby**  **(Y2)** | **There’s a Tiger in the Garden**  **(Y1)** | **Night Gardener**  **(Y2)** | **Jack and the Baked Beanstalk**  **(Y1)** | **Grandad’s Island**  **(Y2)** |
| **Steps to Read** | **2023-2024** | **Stories and Poems**  **(Y1)** | **Living Things**  **(Y2)** | **Locality**  **(Y1)** | **Fairy Stories**  **(Y2)** | **Science- Animals including Humans**  **(Y1)** | **Traditional Tales and Poetry**  **(Y2)** |
| **Read to write** | **2022-2025** | **Major Glad Major Dizzy**  **(Y1)** | **The King who banned the dark**  **(Y2)** | **Rapunzel**  **(Y1)** | **A River**  **(Y2)** | **The Lost Wolf**  **(Y1)** | **Rosie Reverie Engineer**  **(Y2)** |
| **Steps to Read** | **2024-2025** | **Living Memory Toys**  **(Y1)** | **Stories and plays and poetry**  **(Y2)** | **Fairy Tales**  **(Y1)** | **Rivers and Seas**  **(Y2)** | **Traditional tales and Poems**  **(Y1)** | **Great Fire of London**  **(Y2)** |
| **Years 3/4** | **Read to write** | **2023-2024** | **Return**  **(Y3)** | **The Journey**  **(Y4)** | **Egyptology**  **(Y3)** | **Leaf**  **(Y4)** | **Starbird**  **(Y3)** | **Seen and Not Heard**  **(Y4)** |
| **Steps to Read** | **2024-2025** | **Stories and plays and poetry- different forms**  **(Y3)** | **Geography Europe**  **(Y4)** | **Egyptians**  **(Y3)** | **Living Things**  **(Y4)** | **Rivers and Mountains**  **(Y3)** | **Stories and Poetry**  **(Y4)** |
| **Read to Write** | **2023-2024** | **Iron Man**  **(Y3)** | **The Whale**  **(Y4)** | **Fox**  **(Y3)** | **Manfish**  **(Y4)** | **Into the Forest**  **(Y3)** | **Lost Happy Endings**  **(Y4)** |
| **Steps to Read** | **2024-2025** | **Forces, Magnets and Rocks**  **(Y3)** | **Stories and plays and poetry- different forms**  **(Y4)** | **Reading Breadth and Poetry**  **(Y3)** | **Myths and Legends and Poetry in different forma**  **(Y4)** | **Fairy stories and Poetry**  **(Y3)** | **Vikings**  **(Y4)** |
| **Years 5/6** | **Read to Write** | **2023-2024** | **King Kong**  **(Y5)** | **Origin of Species**  **(Y6)** | **Henry’s Freedom Box**  **(Y5)** | **Anne Frank**  **(Y6)** | **Wild is the Wind**  **(Y5)** | **Dreams of Freedom**  **(Y6)** |
| **Steps to Read** | **2024-2025** | Modern Fiction  (Y5) | **Science-Evolution**  **(Y6)** | **Victorians**  **(Y5)** | **Traditional tales and poetry**  **(y^)** | **Geography America**  **(Y5)** | **Traditional Tales and Poetry**  **(Y6)** |
| **Read to Write** | **2023-2024** | **Farther**  **(Y5)** | **Rose Blanche**  **(Y6)** | **The Errand**  **(Y5)** | **A Story like the Wind**  **(Y6)** | **The Ways of the wolf**  **(Y6)** | **Rise up**  **(Y6)** |
| **Steps to Read** | **2024-2025** | **Space**  **(Y5)** | **War**  **(Y6)** | **Other Cultures and Traditions and Poetry**  **(Y5)** | **Geography Coasts**  **(Y6)** | **Literay Heritage**  **Play and Poetry**  **(Y6)** | **Modern Fiction**  **(Y6)** |

**Progression : Foundation 2023-2024/ 2024-2025**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Vehicle Texts** | | | | | | | | | |
| **The Something** | **Star in the Jar** | **Juniper Jupiter** | | **Little Red** | | **The Extraordinary Gardener** | | **The Storm whale** | |
| **Writing Outcome and writing Purpose** | | | | | | | | | |
| **Narrative: A Friendship and Animal Theme**  **Purpose: To tell and write sentences around a theme** | **Narrative: A Star Theme**  **Purpose: To tell and write sentences around a theme** | **Narrative:**  **Purpose: To tell and write sentences around a theme** | **Narrative:**  **Purpose: To tell and write sentences around a theme** | | **Narrative:**  **Purpose: To tell and write sentences around a theme** | | **Narrative:**  **Purpose: To tell and write sentences around a theme** | |
| **Recount: Animal Information**  **Purpose: To inform** | **Information: Poster to find a lost star.**  **Purpose: To inform and describe** | **Recount: A letter wanting to be a sidekick**  **Purpose: To inform** | **Instructions: How to trap an animal**  **Purpose: To instruct** | | **Instructions: How to grow a garden plant/vegetable**  **Purpose: To instruct** | | **Recount: Sea Creature Poems**  **Purpose: To describe.** | |
| **Grammar: Word** | | | | | | | | |
|  | | | | | | | | |
| **Focus on:**  Recognise spoken word can be represented in print  Begin to represent a word with an initial sound or make phonetically plausible attempts at spelling  Teach HF words: Common exception Words is, it, in , at, and , the | **Build on previous units & focus on:**  Represent words in print segmenting using GPs to make phonetically plausible attempts at spelling  Secure previous unit high frequency words and teach common Exception words I, no, go, to | **Build on previous units & focus on:**  Represent words in print segmenting using GPs to make phonetically plausible attempts at spelling  Secure previous unit high frequency words and teach common Exception words he, she,we | **Build on previous units & focus on:**  Represent words in print segmenting using GPs to make phonetically plausible attempts at spelling  Secure previous unit high frequency words and teach common Exception words  me, be, she, we | | **Build on previous units & focus on:**  Represent words in print segmenting using GPs to make phonetically plausible attempts at spelling  Secure previous unit high frequency words and teach common Exception words me, they, her, all ,are | | **Build on previous units & focus on:**  Represent words in print segmenting using GPs to make phonetically plausible attempts at spelling  Secure previous unit high frequency words and teach common Exception words have, like, come, some, you, were, little, one all, when, out, what | |

**Progression Overview: Years 1 and 2 - 2023-2024**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Vehicle Texts** | | | | | | | | | |
| **Old Bear**  **(Y1)** | **Bog Baby**  **(Y2)** | **There’s a Tiger in the Garden**  **(Y1)** | | **Night Gardener**  **(Y2)** | | **Jack and the Baked Beanstalk**  **(Y1)** | | **Grandad’s Island**  **(Y2)** | |
| **Writing Outcome and writing Purpose** | | | | | | | | | |
| |  | | --- | | **Narrative:** Finding Narrative  **Purpose:** To retell a story | | |  | | --- | | **Narrative:** Finding Narrative  **Purpose:** To narrate | | **Narrative:** Return Narrative  **Purpose:** To narrate | |  | | --- | |  |   **Narrative:** Setting Narrative  **Purpose:** To Narrate   |  | | --- | |  | | | **Narrative**: A Friendship Story  **Purpose:** To narrate | | |  | | --- | | **Narrative:** Return Narrative  **Purpose:** To narrate | | |
| **Letter:** Message  **Purpose:** To inform and explain events that have happened | |  | | --- | | **Instructions:** How to build a habitat  **Purpose:** To instruct | | **Instructions**: Party Invitation  **Purpose:** To instruct | |  | | --- | | **Recount:** Diary  **Purpose:** To recount | | | **Recount:** Messages  **Purpose:** To inform | | |  |  | | --- | --- | | |  | | --- | | **Explanation:** How a machine works  **Purpose:** To explain | | | |
| **Grammar: Word** | | | | | | | | |
| **Build on previous units & focus on:**  Regular plural noun suffixes -s or -es including the effect of these suffixes on the meaning of the noun. | |  | | --- | | **Build on previous units & focus on:**  Formation of adjectives using suffixes e.g. –ful, –less  Use of the suffix –ly to turn adjectives into adverbs | | **Build on previous units & focus on**:  Suffix added to verbs – ing ed er | |  | | --- | | **Build on previous year & focus on:**  Use of the suffix –ly to turn adjectives into adverbs | | | **Build on previous year & focus on:**  Plural noun suffix -s -es | | |  | | --- | | **Build on previous units & focus on:**  Use of the Suffixes  –er & –est in adjectives  Use of the suffix –ly to turn adjectives into adverbs | | |
| **Grammar: Sentence** | | | | | | | | |
| **Build on previous units & focus on:**  How words can combine to make sentences joining words and joining clauses using -and | |  | | --- | | **Build on previous units & focus on:**  Subordination (using when, if, that, because)  Co-ordination (or, and, but)  Expanded noun phrases for description and specification  How the grammatical patterns in a sentence indicates its function as a statement, question and command | | **Build on previous year & focus on:**  Combining words to make sentences  Joining words and clauses using-and, because, so, but | |  | | --- | | **Build on previous units & focus on:**  Subordination (using when, if, that, because)  Co-ordination (or, and, but)  Sentence indicates its function as a statement, question and command.  Expanded Noun Phrases for description and specification | | | **Build on previous year & focus on:**  Combining words to make sentences  Joining words and clauses using-and | | |  | | --- | | **Build on previous units & focus on:**  Subordination (using when, if, that, because)  Co-ordination (or, and, but)  Sentence indicates its function as a statement, question, command, and exclamation  Expanded Noun Phrases for description and specification | | |
| **Grammar: Text** | | | | | | | | |
| **Build on previous units.**  Sequencing sentences to form short narratives. | **Build on previous units.**  Correct choice and consistent use of past and present tense throughout writing | **Build on previous year & focus on:**  Sequencing sentences to form short narratives | **Build on previous units.**  Correct choice and consistent use of past and present tense throughout writing | | **Build on previous year & focus on:**  Sequencing sentences to form short narratives | | **Build on previous units.**  Correct choice and consistent use of past and present tense throughout writing | |
| **Grammar: Punctuation** | | | | | | | | |
| **Build on previous units.**  Separation of words with spaces. Capital letters and full stops to demarcate sentences. | **Build on previous year & focus on:**  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Apostrophes to mark where letters are missing in spelling  Commas to separate items in a list | **Build on previous year & focus on:** Separation of words with spaces  Capital letters  Full Stops  Question mark  Exclamation mark  Capital Letters for names and personal pronoun - I | **Build on previous year & focus**  **on:**  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Apostrophes to mark where letters are missing in spelling  Commas to separate items in a list   |  | | --- | |  | | | **Build on previous year & focus on:**  Separation of words with spaces  Capital letters  Full Stops | | **Build on previous units & focus on:**  Use of capital letters, full stops and question marks to demarcate sentences  Apostrophes to mark singular possession in nouns  Commas to separate items in a list | |
| **Terminology for Pupils** | | | | | | | | |
| letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation | | | | | | | | |

**Progression Overview: Years 1 and 2 - 2024-2025**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Vehicle Texts** | | | | | | | | | |
| **Major Glad, Major Dizzy**  **(Y1)** | **The King who Banned the Dark**  **(Y2)** | **Rapunzel**  **(Y1)** | | **A River**  **(Y2)** | | **The Lost Wolf**  **(Y1)** | | **Rosie Reverie Engineer**  **(Y2)** | |
| **Writing Outcome and writing Purpose** | | | | | | | | | |
| |  | | --- | | **Narrative:** Discovery Narrative  **Purpose:** To narrate | | |  |  | | --- | --- | | |  | | --- | | **Narrative:** Mistake Narrative  **Purpose:** To narrate | | | |  | | --- | | **Narrative:** A Traditional Tale  **Purpose:** To narrate | | |  | | --- | | **Narrative:** Circular Narrative  **Purpose:** To narrate |  |  | | --- | |  | | | |  | | --- | | **Narrative:** A Hunting Story  **Purpose:** To narrate | | | |  |  | | --- | --- | | |  | | --- | | **Narrative:** Invention Narrative  **Purpose:** To narrate | | | |
| |  | | --- | | **Recount:** Messages  **Purpose:** To recount | | |  | | --- | | **Information:** How to be a Regal Leader  **Purpose:** To inform |  |  | | --- | |  | | **Instructions:** How to catch a Witch  **Purpose**: To Instruct | |  |  | | --- | --- | | |  | | --- | | **Recount:**Letter  **Purpose:** To inform | | | | |  | | --- | | **Instructions:** Recipes  **Purpose:** To instruct | | | |  |  |  | | --- | --- | --- | | |  | | --- | | **Explanation:** How a machine works  **Purpose:** To explain |  |  | | --- | |  | | | |
| **Grammar: Word** | | | | | | | | |
| |  | | --- | | **Build on previous year & focus on:**  Plural noun suffix -s | | |  |  | | --- | --- | | |  | | --- | | **Build on previous units & focus on:**  Formation of nouns using suffixes e.g. –ness, –er  and by compounding  Formation of adjectives using suffixes e.g. –ful, –less  Use of the suffix –ly to turn adjectives into adverbs | | | |  | | --- | | **Build on previous units & focus on:**  Reinforce plural noun suffix -s -es  Suffix added to verbs - er | | |  |  | | --- | --- | | |  | | --- | | **Build on previous units & focus on:**  Use of the Suffixes  –er & –est in adjectives | | | | |  | | --- | | **Build on previous units & focus on:** Reinforce plural noun suffix -s -es  Suffix added to verbs - ed | | | |  | | --- | | **Build on previous units & focus on:**  Formation of nouns using suffixes e.g. –ness, –er  and by compounding  Use of the Suffixes  –er & –est in adjectives  Use of the suffix –ly to turn adjectives into adverbs | | |
| **Grammar: Sentence** | | | | | | | | |
| |  | | --- | | **Build on previous year & focus on:**  Combining words to make sentences  Joining words and clauses using-and | | |  | | --- | | **Build on previous units & focus on:**  Expanded noun phrases for description and specification  Subordination (using when, if, that, because)  Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question, exclamation and statement. |  |  | | --- | |  | | |  | | --- | | **Build on previous units & focus**  **on:**  Combining words to make sentences  Joining words and clauses using-and | | |  | | --- | | **Build on previous year & focus on:**  Subordination (using when, if, that, because)  Co-ordination (or, and, but)  Sentence indicates its function as a statement and question.  Expanded Noun Phrases for description and specification | | | |  | | --- | | **Build on previous units & focus on:**  Combining words to make sentences  Joining words and clauses using-and, because, so, but | | | |  |  | | --- | --- | | |  | | --- | | **Build on previous units & focus on:**  Subordination (using when, if, that, because)  Co-ordination (or, and, but)  Sentence indicates its function as a statement, question, command and exclamation.  Expanded Noun Phrases for description and specification | | | |
| **Grammar: Text** | | | | | | | | |
| |  | | --- | | **Build on previous year & focus on:** Sequencing sentences to form short narratives | | **Build on previous units & focus on:**  Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs | |  | | --- | | **Build on previous units & focus on:**  Sequencing sentences to form short narratives | | **Build on previous units & focus on:**  Correct choice and consistent use of past and present tense throughout writing | | |  | | --- | | **Build on previous units & focus on:**  Sequencing sentences to form short narratives | | | **Build on previous units & focus on:**  Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs | |
| **Grammar: Punctuation** | | | | | | | | |
| |  | | --- | | **Build on previous year & focus on:** Separation of words with spaces  Capital letters, full stops | | **Build on previous units & focus on:**  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Apostrophes to mark singular possession in nouns  Commas to separate items in a list | |  | | --- | | **Build on previous year & focus on:** Separation of words with spaces  Capital letters | | |  |  | | --- | --- | |  | **Build on previous units & focus on:**  Use of capital letters, full stops and question marks to demarcate sentences  Commas to separate items in a list  Apostrophes to mark where letters are missing in spelling (contractions) | | | |  | | --- | | **Build on previous year & focus on:** Separation of words with spaces  Capital letters | | | **Build on previous units & focus on:**  Use of capital letters, full stops and question marks to demarcate sentences  Apostrophes to mark singular possession in nouns  Commas to separate items in a list | |
| **Terminology for Pupils** | | | | | | | | |
| letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation (Y1)  noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma (Y2) | | | | | | | | |

**Progression Overview: Years 3 and 4 - 2023-2024**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | | | **Summer 1** | | **Summer 2** | |
| **Vehicle Texts** | | | | | | | | | | |
| **Return**  **(Y3)** | **The Journey**  **(Y4)** | **Egyptology**  **(Y3)** | | **Leaf**  **(Y4)** | | | **Starbird**  **(Y3)** | | **Seen and Not Heard**  **(Y4)** | |
| **Writing Outcome and writing Purpose** | | | | | | | | | | |
| |  |  | | --- | --- | | |  | | --- | | **Narrative: Setting** Narrative  **Purpose:** To narrate | | | |  |  | | --- | --- | | |  | | --- | | **Narrative:** Refugee Narrative  **Purpose:** To narrate | | | |  | | --- | | **Narrative:** Egyptian Mystery Narrative  **Purpose:** To narrate | | |  | | --- | | **Narrative:** Outsider Narrative  **Purpose:** To narrate |  |  | | --- | |  |  |  | | --- | |  | | | | **Narrative:** Description Letter | | |  | | --- | |  |   **Narrative:** Character Narrative  **Purpose:** To narrate | |
| **Information:** Travel Report  **Purpose:** To inform | **Recount:** Diary  **Purpose:** To recount   |  | | --- | |  |  |  | | --- | |  | | |  | | --- | | **Instructions:** Secret Diary  **Purpose:** To recount | | |  |  | | --- | --- | | |  | | --- | | **Information:** Polar Bears  **Purpose:** To inform | | | | | **Information:** Diary Entry  Purpose: To recount | | |  |  | | --- | --- | | |  | | --- | | **Instructions:** How to be a mischievous child  **Purpose**: To instruct | | | |
| **Grammar: Word** | | | | | | | | | |
| **Build on previous units & focus on:**  Use of the forms a or an when next word starts with a consonant or a vowel | |  | | --- | | **Build on previous units and focus on**: Vern inflections ( we, were, instead, of , we ,was) |  |  | | --- | |  | | |  | | --- | | **Build on previous units & focus on:**  Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-)  Use of the forms a or an when next word starts with a consonant or a vowel  Word families based on common words showing how words are | | |  | | --- | | **Build on previous year & focus on:**  Grammatical difference between plural and possessive -s | | | | **Build on previous units & focus on:**  Use of the forms a or an when next word starts with a consonant or a vowel | | **Build on previous units & focus on:**  Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-)  Use of the forms a or an when next word starts with a consonant or a vowel  Word families based on common words showing how words are related in form and meaning   |  | | --- | |  | | |
| **Grammar: Sentence** | | | | | | | | | |
| **Build on previous units & focus on:**  Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)  Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)  Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of | |  | | --- | | **Build on previous units & focus on:**  Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)  Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) | | |  | | --- | | **Build on previous year & focus on:**  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Fronted adverbials | | **Build on previous year & focus on:**  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Fronted adverbials | | **Build on previous units & focus on:**  Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)  Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)  Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of | | | **Build on previous units & focus on:**  Expressing time, place and cause  using adverbs e.g. (then, next,  soon, therefore)  Expressing time, place and cause  using prepositions  e.g. (before, after, during, in,  because of) | | | |
| **Grammar: Text** | | | | | | | | | |
| **Build on previous units & focus on:**  Introduction to paragraphs as a way to group related material | |  | | --- | | **Build on previous units & focus on:**  Nouns or pronouns to aid cohesion and avoid repetition  Paragraphs to organise ideas around a theme | | **Build on previous units & focus on:**  Introduction to paragraphs as a way to group related material  Headings and sub-headings to aid presentation | |  | | --- | | **Build on previous year & focus on:**  Paragraphs to organise ideas around a theme | | | | **Build on previous units & focus on:**  Introduction to paragraphs as a way to group related material  Headings and subheadings to organise text | | **Build on previous units & focus on:**  Introduction to paragraphs as a way to group related material  Headings and sub-headings to aid presentation | |
| **Grammar: Punctuation** | | | | | | | | | |
| Inverted commas to punctuate direct speech | **Build on previous units & focus on:**  Inverted commas and other punctuation to indicate direct speech  Apostrophes for possession (plural nouns)  Use commas after fronted adverbials | **Build on previous units & focus on:**  Inverted commas to punctuate direct speech | **Build on previous year & focus on:**  Apostrophes for possession (plural nouns)  Use commas after fronted adverbials | | | Inverted commas to punctuate direct speech, commas to separate clauses | | Inverted commas to punctuate direct speech | |
| **Terminology for Pupils** | | | | | | | | | |
| Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (Y3)  Determiner, pronoun, possessive pronoun, adverbial (Y4) | | | | | | | | | |

**Progression Overview: Years 3 and 4 - 2024-2025**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Vehicle Texts** | | | | | | | | | |
| **Iron Man**  **(Y3)** | **The Whale**  **(Y4)** | **Fox**  **(Y3)** | | **Manfish**  **(Y4)** | | **Into the Forest**  **(Y3)** | | **Lost Happy Endings**  **(Y4)** | |
| **Writing Outcome and writing Purpose** | | | | | | | | | |
| |  | | --- | | **Narrative:** Approach Threat Narrative  **Purpose:** To narrate | | |  |  |  | | --- | --- | --- | | **Narrative:** Setting Narrative  **Purpose:** To narrate   |  | | --- | |  |  |  | | --- | |  | | | |  | | --- | | **Narrative:** Fable Narrative  **Purpose:** To narrate |  |  | | --- | |  | | |  | | --- | | **Narrative:** Invention Narrative  **Purpose:** To narrate |  |  | | --- | |  |  |  | | --- | |  | | | |  | | --- | | **Narrative:** Lost Narrative  **Purpose:** To narrate | | | |  |  | | --- | --- | | **Narrative:** Twisted Narrative  **Purpose:** To narrate   |  | | --- | |  | | | |
| |  | | --- | | **Explanation:** How to capture the Iron Man  **Purpose:** To explain | | **Recount:** Newspaper Report  **Purpose:** To recount   |  | | --- | |  |  |  | | --- | |  |  |  | | --- | |  | | **Information:** Foxes  **Purpose:** To inform   |  | | --- | |  |  |  | | --- | |  | | |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | | |  | | --- | | **Recount:** Jacques Cousteau Biography  **Purpose:** To recount | | | | | |  | | --- | | **Recount:** Newspaper Report  **Purpose:** To recount | | | |  |  |  | | --- | --- | --- | | **Persuasion:** Letter  **Purpose:** To persuade   |  | | --- | |  |  |  | | --- | |  | | | |
| **Grammar: Word** | | | | | | | | |
| |  | | --- | | **Build on previous year & focus on:**  Formation of nouns using a range of prefixes e.g. auto- super- anti- | | |  | | --- | | **Build on previous units & focus on:**  Verb inflections (we were instead of we was) |  |  | | --- | |  |  |  | | --- | |  | | |  | | --- | | **Build on previous units & focus on:**  Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-) | | |  | | --- | | **Build on previous units & focus on:**  Verb inflections (we were instead of we was) | | | |  | | --- | | **Build on previous units & focus on:**  Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-)  Use of the forms a or an when next word starts with a consonant or a vowel  Word families based on common words showing how words are related in form and meaning | | | **Build on previous units & focus on:**  Grammatical difference between plural and possessive -s   |  | | --- | |  | | |
| **Grammar: Sentence** | | | | | | | | |
| **Build on previous year & focus on:**  Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)   |  | | --- | |  | | |  | | --- | | **Build on previous units & focus on:**  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions  Fronted adverbials | | **Build on previous units & focus on:**  Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)  Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) | |  | | --- | | **Build on previous units & focus on:**  Fronted adverbials |  |  | | --- | |  | | | |  | | --- | | **Build on previous units & focus on:**  Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) | | | |  | | --- | | **Build on previous units & focus on:**  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions  Fronted adverbials | | |
| **Grammar: Text** | | | | | | | | |
| **Build on previous year & focus on:**  Present perfect form of verbs | **Build on previous units & focus on:**  Nouns or pronouns to aid cohesion and avoid repetition  Paragraphs to organise ideas around a theme   |  | | --- | |  | | **Build on previous units & focus on:**  Present perfect form of verbs  Introduction to paragraphs as a way to group related material | |  | | --- | | **Build on previous units & focus on:**  Nouns or pronouns to aid cohesion and avoid repetition  Paragraphs to organise ideas around a theme | | | **Build on previous units & focus on:**  Present perfect form of verbs  Introduction to paragraphs as a way to group related material  Headings and sub-headings to aid presentation | | |  | | --- | | **Build on previous units & focus on:**  Paragraphs to organise ideas around a theme | | |
| **Grammar: Punctuation** | | | | | | | | |
| **Reinforce from Year 2:**  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns | **Build on previous units & focus on:**  Inverted commas and other punctuation to indicate direct speech  Use commas after fronted adverbials | **Reinforce from Year 2:**  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Commas to separate items in a list  Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns | **Build on previous units & focus on:**  Inverted commas and other punctuation to indicate direct speech  Use commas after fronted adverbials | | **Build on previous units & focus on:**  Inverted commas to punctuate direct speech | | **Build on previous units & focus on:**  Inverted commas and other punctuation to indicate direct speech  Apostrophes for possession (plural nouns)  Use commas after fronted adverbials | |
| **Terminology for Pupils** | | | | | | | | |
| Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (Y3)  Determiner, pronoun, possessive pronoun, adverbial (Y4) | | | | | | | | |

**Progression Overview: Years 5 and 6 - 2023-2024**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Vehicle Texts** | | | | | | | | | |
| **King Kong**  **(Y5)** | **Origin of Species**  **(Y6)** | **Henry’s Freedom Box**  **(Y5)** | | **Anne Frank**  **(Y6)** | | **Wild is the Wind**  **(Y5)** | | **Dreams of Freedom**  **(Y6)** | |
| **Writing Outcome and writing Purpose** | | | | | | | | | |
| |  | | --- | | **Narrative:** Dilemma Narrative  **Purpose:** To Narrate | | |  |  |  | | --- | --- | --- | | **Narrative:** Discovery Narrative  **Purpose:** To narrate   |  | | --- | |  |  |  | | --- | |  | | | |  | | --- | | **Recount:**Diary  **Purpose:** To Recount |  |  | | --- | |  | | |  | | --- | | **Recount:** Diary  **Purpose:** To recount | | | |  | | --- | | **Narrative:**  **Purpose:** | | | |  |  | | --- | --- | | **Narrative:**  Freedom Narrative  **Purpose:** To Narrate   |  | | --- | |  | | | |
| |  | | --- | | **Discussion:** Balanced Argument  **Purpose:** To discuss | | **Explanation:** Adaptation  **Purpose:** To explain   |  | | --- | |  |  |  | | --- | |  |  |  | | --- | |  | | **Recount:** Henry Brown Biography  **Purpose:** To recount | |  |  | | --- | --- | | |  | | --- | | **Recount:** Bravery Speech Award  **Purpose**: To recount & inform (hybrid) | | | | |  | | --- | | **Recount:**  **Purpose:** | | | |  |  |  | | --- | --- | --- | | **Persuasion:** Letter  **Purpose:** To Persuade   |  | | --- | |  |  |  | | --- | |  | | | |
| **Grammar: Word** | | | | | | | | |
| |  | | --- | | **Build on previous units & focus on:**  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone | | |  | | --- | | **Build on previous units & focus on:**  Understand how words are related by meaning as synonyms and antonyms  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing |  |  | | --- | |  |  |  | | --- | |  | | **Build on previous year & focus on:**  Verb prefixes dis | |  | | --- | | **Build on previous year & focus on:**  Understand how words are related by meaning as synonyms and antonyms  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices | | |  | | **Build on previous units & focus on:**  Understand how words are related by meaning as synonyms and antonyms  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - formal and informal vocabulary choices   |  | | --- | |  | | |
| **Grammar: Sentence** | | | | | | | | |
| **Build on previous units & focus on:**  Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form. | **Build on previous units & focus on:**  The difference between structures typical of informal speech and structures appropriate to formal   |  | | --- | |  | | **Build on previous year & focus on:**  Indicate degrees of possibility using modal verbs  Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun | |  | | --- | | **Build on previous year & focus on:**  The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech |  |  | | --- | |  | | | |  | | --- | | **Build on previous year & focus on:** | | | |  | | --- | | **Build on previous units & focus on:**  The difference between structures typical of informal speech and structures appropriate to formal speech in writing – the use of the subjunctive form in some very formal speech and writing  Wish – if I were…  Command, suggest demand – I recommend that…  Use of the passive to affect the presentation of information in a sentence  The use of question tags in informal speech | | |
| **Grammar: Text** | | | | | | | | |
| **Build on previous units & focus on:**  Linking ideas across paragraphs, using adverbials  Use a range of devices to build cohesion, eg conjunctions | **Build on previous units & focus on:**  Linking ideas within and across paragraphs using a wider range of cohesive devices  Use headings and sub-headings to structure information | **Build on previous year & focus on:**  Devices to build cohesion - pronouns | |  | | --- | | **Build on previous year & focus on:**  Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials | | |  | | |  | | --- | | **Build on previous units & focus on:**  Recap of ellipsis for cohesion | | |
| **Grammar: Punctuation** | | | | | | | | |
| **Build on previous units & focus on:**  Recap speech punctuation  Brackets for parenthesis | **Build on previous units & focus on:**  Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning  Use range of punctuation taught at KS2 (Speech punctuation) | **Build on previous year & focus on:**  Commas for parenthesis  Dashes to mark boundaries between independent clauses | **Build on previous year & focus on:**  Colons to introduce a list and semi-colons for more elaborate lists  Use commas, brackets and dashes for parenthesis | |  | | **Build on previous units & focus on:**  Colon to introduce a list  Semi-colons for more elaborate lists  Use range of punctuation taught at KS2 to punctuate a series of sentences | |
| **Terminology for Pupils** | | | | | | | | |
| modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity (Y5) | | | | | | | | |

**Progression Overview: Years 5 and 6 - 2024-2025**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Vehicle Texts** | | | | | | | | | |
| **Farther**  **(Y5)** | **Rose Blanche**  **(Y6)** | **The Errand**  **(Y5)** | | **A Story like the Wind**  **(Y6)** | | **The Ways of The Wolf**  **(Y5)** | | **Rise Up!**  **(Y6)** | |
| **Writing Outcome and writing Purpose** | | | | | | | | | |
| |  | | --- | | **Narrative:**  **Purpose:** | | |  |  |  | | --- | --- | --- | | |  | | --- | |  |  |  | | --- | |  | | | |  | | --- | | **Narrative:**  **Purpose:** |  |  | | --- | |  | | |  | | --- | | **Narrative:**  **Purpose:** |  |  | | --- | |  |  |  | | --- | |  | | | |  | | --- | | **Narrative:**  **Purpose:** | | | |  |  | | --- | --- | | **Narrative:**  **Purpose:**   |  | | --- | |  | | | |
| |  | | --- | | **Discussion:**  **Purpose:** | | |  | | --- | |  |  |  | | --- | |  |  |  | | --- | |  | | **Information:**  **Purpose:** | |  |  | | --- | --- | | |  | | --- | |  | | | | |  | | --- | | **Recount:**  **Purpose:** | | | |  |  |  | | --- | --- | --- | | **Persuasion:**  **Purpose:**   |  | | --- | |  |  |  | | --- | |  | | | |
| **Grammar: Word** | | | | | | | | |
| |  | | --- | |  | | |  | | --- | |  |  |  | | --- | |  |  |  | | --- | |  | |  | |  | | --- | |  | | |  | | |  | | --- | |  | | |
| **Grammar: Sentence** | | | | | | | | |
|  |  |  | |  | | --- | |  |  |  | | --- | |  | | | |  | | --- | |  | | | |  | | --- | |  | | |
| **rGrammar: Text** | | | | | | | | |
|  |  |  | |  | | --- | |  | | |  | | |  | | --- | |  | | |
| **Grammar: Punctuation** | | | | | | | | |
|  |  |  |  | |  | |  | |
| **Terminology for Pupils** | | | | | | | | |
| modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity (Y5) | | | | | | | | |