

**Writing Progression at The Meadows**

**The Write Stuff**



## Early Years

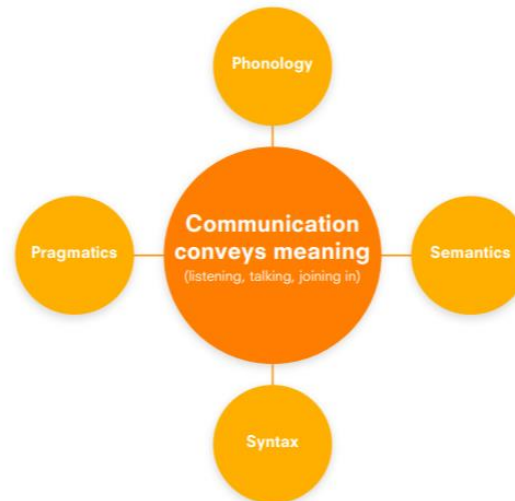
# Threshold concepts and big ideas

One threshold concept underpins communication and language: **communication conveys meaning to others**.

Three inter-related aspects underpin this concept: listening, talking and joining in.

There are four big ideas that drive curriculum provision:

- **phonology**, for which schools will follow a recognised and approved phonics scheme
- **semantics**, which concerns the meaning and comprehension of vocabulary
- **syntax**, which is the organisation and order of words into coherent thoughts
- **pragmatics**, which involves knowing how to take turns and participate in communication with others.



# Threshold concept: communication conveys meaning



## Importance

The ability to communicate is recognised as the most fundamental life skill for children. Early language development and communication skills are recognised as primary indicators of child well-being due to the link between language and other social, emotional and learning outcomes. Language contributes to a child's ability to manage emotions and communicate feelings; to establish and maintain relationships; and to think symbolically. It has a set of rules (grammar) which we follow to make meaning clear to others. Communication and language underpin the learning in every area.

## Big ideas

To communicate, children need to:

- pay attention to others
- decipher body language
- listen
- understand words and their meaning
- keep that information in mind.

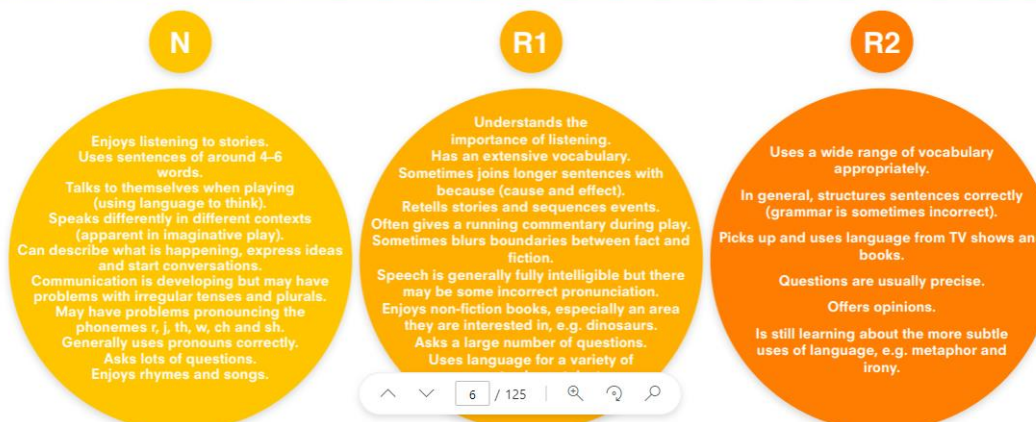
They then have to:

- have an idea for a reply
- choose words (semantics)
- follow rules (grammar and syntax)
- choose sounds (phonology)
- speak fluently
- use appropriate body language and wait for a turn to speak (pragmatics).

## Vocabulary

- attend
- listen
- talk
- understand

## Progression milestones



|             |       |                     |                       |            |            |
|-------------|-------|---------------------|-----------------------|------------|------------|
| Term/ Theme | Texts | Children In Nursery | Children in Reception | Activities | Vocabulary |
|-------------|-------|---------------------|-----------------------|------------|------------|

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|---|---|---|--|---|---|
| <p>Autumn 1 – All About Me</p> <p>Chris Quigley<br/>Communication conveys meaning</p> | <p>Harry and his bucketful of dinosaurs.<br/>Funny Bones<br/>Peace At Last<br/>Autumn non fiction texts. (Write Stuff)<br/>Ruby’s Worry (Write Stuff)</p> | <p>Enjoy listening to longer stories and can remember much of what happens.<br/>Pay attention to more than one thing at a time, which can be difficult.</p> | <p>Understand how to listen carefully and why listening is important.<br/>Listen carefully to rhymes and songs, paying attention to how they sound.<br/>Learn rhymes, poems and songs. •</p> | <p>C&amp;L skills are embedded in all activities and everyday routines and in those back and forth interactions.<br/>Daily Story time with a range of star reads, termly reads and phonics books.<br/>Child initiated activities<br/>Adult initiated activities<br/>Phase 1 phonics activities<br/>Listening games<br/>Sharing News.<br/>Show and Tell<br/>Zumos Circle Time<br/>Hot seating<br/>Continuous Provision including<br/>Puppets<br/>Small World Role Play</p> | <p>Talk<br/>Listen<br/>Understand<br/>Concentrate</p> |
| <p>Autumn 2 – Celebrations</p> <p>Chris Quigley<br/>Communication conveys meaning</p> | <p>The Write Stuff texts<br/>Poppies<br/>Diwali<br/>Laura’s Star</p>  | <p>Use a wider range of vocabulary.<br/>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”</p>           | <p>Learn new vocabulary.<br/>Use new vocabulary through the day.<br/>Articulate their ideas and thoughts in well-formed sentences.</p>   | <p>C&amp;L skills are embedded in all activities and everyday routines and in those back and forth interactions.<br/>Daily Story time with a range of star reads,</p>   | <p>Words vocabulary</p>                               |

|   |  |   |   |   |                 |
|---|--|---|---|---|-----------------|
|   |  |   |   | <p>termly reads and phonics books.</p> <p>Child initiated activities</p> <p>Adult initiated activities</p> <p>Phase 1 phonics activities</p> <p>Listening games</p> <p>Sharing News.</p> <p>Show and Tell</p> <p>Zumos Circle Time</p> <p>Hot seating</p> <p>Continuous Provision including</p> <p>Puppets</p> <p>Small World Role Play</p> <p>Role Play</p>        |                 |
| <p>Spring 1 – New Year</p> <p>Be healthy and Safe</p> <p>Chris Quigley</p> <p>Communication conveys meaning</p> | <p>The Write Stuff</p> <p>Luna New Year</p> <p>Handa’s Surprise/</p> <p>Oliver’s Vegetable –</p> | <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> | <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build</p> | <p>C&amp;L skills are embedded in all activities and everyday routines. Story time</p> <p>Child initiated activities</p> <p>Adult initiated activities</p> <p>Listening games</p> <p>Sharing News.</p> <p>Show and Tell</p> <p>Weekend Bear</p> <p>Zumos Circle Time</p> <p>Hot seating</p> <p>Continuous Provision including</p> <p>Puppets</p> <p>Small World</p> | <p>Sentence</p> |

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|   |   |  | familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.   | Role Play<br>Nursery Phase 1<br>phonics activities New Year Be healthy Lent Pancake Day Chinese New Year and animals Seasons – Winter Reception<br>New Year around the world<br>Be healthy and stay safe Lent, Chinese New Year and China  |                          |
| Spring 2 – Growth and Change Easter<br><br>Chris Quigley<br>Communication conveys meaning | The Write stuff<br>The very Hungry Caterpillar<br>Jack and the Jelly Bean<br>Rosie’s Walk | Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”<br>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.<br>• | Ask questions to find out more and to check they understand what has been said to them.<br>Use new vocabulary in different contexts. •<br>Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | C&L skills are embedded in all activities and everyday routines. Story time<br>Child initiated activities<br>Adult initiated activities<br>Listening games<br>Sharing News.<br>Show and Tell<br>Weekend Bear<br>Zumos Circle Time Hot seating<br>Role Play<br>Growing Caterpillars<br>Shrove Tuesday and Ash Wednesday<br>Easter | Questions<br>Communicate |

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| <p>Summer 1 – The Wider World</p> <p>Chris Quigley<br/>Communication<br/>conveys meaning</p> | <p>Bear Hunt<br/>How to catch a Star<br/>Katie’s Sunflowers</p>     | <p>Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p>   | <p>Listening and attention<br/>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.</p>                                   | <p>C&amp;L skills are embedded in all activities and everyday routines. Story time<br/>Child initiated activities<br/>Adult initiated activities<br/>Listening games<br/>Sharing News.<br/>Show and Tell<br/>Weekend Bear<br/>Zumos Circle Time Hot seating<br/>Role Play</p> |                              |
| <p>Summer 2 – Moving on</p> <p>Chris Quigley<br/>Communication<br/>conveys meaning</p>       | <p>Rainbow Fish<br/>Snail and the Whale<br/>What will we build?</p> | <p>Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver -</p> | <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Speaking<br/>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from</p> | <p>C&amp;L skills are embedded in all activities and everyday routines. Story time<br/>Child initiated activities<br/>Adult initiated activities<br/>Listening games<br/>Sharing News.<br/>Show and Tell<br/>Weekend Bear<br/>Zumos Circle Time Hot seating<br/>Role Play</p> | <p>Disagree<br/>organise</p> |



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|--|--|--|--|--|--|
|  |  |  | <p>stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> |  |  |
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## Key Stage One and Two

Year 1 and 2 – Even Year: 2022 – 2023

**Text types**

Traditional Tale

Narrative (Science Fiction)

Poem x 2

Narrative (Personal story – modern fiction)

Narrative (Legend)

Narrative (Adventure)

Non-fiction (Diary)

Non-fiction (Instructions)

Non-fiction (Persuasive Letter)

Non-fiction (Information text)

**Alongside this:** cross-curricular writing and additional independent writing tasks (Literacy Shed)

Throughout all units, there are Experience Days which cover the following FANTASTICS

Experience sessions should be rinsed for vocabulary using The FANTASTICS.



|                                  | Autumn 1 (6 Weeks):   | Autumn 2 (7 Weeks):   | Spring 1 (6 Weeks):  | Spring 2 (5 weeks):   | Summer 1 (7 weeks):  | Summer 2 (7 Weeks):  |
|----------------------------------|---|---|--|---|--|--|
| Content of learning              | Fiction: The way back home (Oliver Jeffers)   | Non-Fiction: The Great Fire of London diary   | Non-Fiction: How to make a bird feeder (instructions)  | Non-Fiction: Big Cats (Non-chronological report)  | Narrative Adventure story: Grandad's Island.   | Narrative Traditional: Little Red Riding Hood  |
|                                  | Poetry: Firework Night  | Fiction: My Christmas Star  | Narrative Legend: George and the Dragon  | Poetry: When I am by myself (Rhyme)   | Non-Fiction: The day the crayons quit (Persuasive letter)  | Non-Fiction: Plants (Information Text)   |
| Substantive knowledge/Vocabulary | Onomatopoeia<br>Adjectives<br>Sentences using 'and'<br>Adjectives<br>Repetition for effect<br>Verbs | Negative Adjectives<br>Conjunction 'so'<br>Exclamation Mark<br>Personification<br>Precise Verbs<br>Repetition<br>Onomatopoeia | Rhetorical Question<br>Alliteration<br>Bullet points<br>Brackets<br>Precise adjectives<br>Brackets<br>Imperative verb<br>Adverbs | Alliteration<br>Rhetorical question<br>Adjectives<br>Time adverbials<br>Onomatopoeia<br>Preposition<br>Simile | Capital letters for names<br>Prepositions<br>'But' sentence<br>Adjectives<br>Dialogue<br>Repetition for effect | Adjectives<br>Dialogue<br>Simile<br>Repetition for effect<br>Alliteration<br>Complex sentence<br>Repetition for effect<br>Onomatopoeia |

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|  | <p>Question<br/>Plurals/commas<br/>in a list<br/>Precise verbs<br/>Simile<br/>Question<br/>Short, effective<br/>sentences<br/>Repetition<br/>Dialogue<br/>Use the<br/>conjunction 'and'<br/>Dialogue<br/>Verbs<br/>Adverbs</p> | <p>Fronted adverbial</p>   | <p>Complex 'if'<br/>sentence<br/>Prepositional<br/>phrases</p>  | <p>Dialogue/speech<br/>bubble<br/>Homophones<br/>Conjunctions</p> | <p>Question<br/>Simile<br/>Action verbs<br/>Past tense verbs<br/>Alliteration<br/>Preposition<br/>Precise verbs</p>               | <p>Rhyming pairs<br/>Adverb</p>  |
|  | <p>Verbs<br/>Repetition</p>  | <p>Alliteration<br/>Repetition for<br/>effect<br/>Simile<br/>Contractions<br/>Questions<br/>Adverbs<br/>Verbs<br/>Onomatopoeia<br/>Rhyme<br/>Verbs<br/>Questions</p> | <p>Repetition for effect<br/>Questions<br/>Adjectives<br/>Simile<br/>Expanded noun<br/>phrase<br/>Subordination using<br/>'than'<br/>Alliteration<br/>Co-ordinating<br/>conjunction ('so')<br/>Onomatopoeia<br/>Verbs<br/>Dialogue<br/>Prepositions<br/>Adverbial phrases<br/>Contracted forms &amp;<br/>inner thoughts</p> | <p>Noun phrase<br/>Rhyme<br/>Metaphors<br/>Verbs</p>              | <p>Alliteration<br/>Adjectives<br/>Adverbs<br/>Conjunctions<br/>Time adverbials<br/>Precise verbs<br/>Rhetorical<br/>Question</p> | <p>Adjectives<br/>Alliteration<br/>Conjunctions<br/>Commas in a list<br/>Possessive<br/>apostrophes<br/>Simile<br/>Question<br/>Expanded noun phrase<br/>Contracted form<br/>Exclamation</p> |

|                        |  |  |                                    |  |  |  |
|------------------------|--|--|------------------------------------|--|--|--|
|                        |  |  | Subordinating conjunction ('when') |  |  |  |
|                        |  |  | Adjectives in final position       |  |  |  |
|                        |  |  | Subordinating conjunction ('that') |  |  |  |
|                        |  |  | Simile                             |  |  |  |
| Disciplinary knowledge | <p>LH: To write for purpose.</p> <p>LH: To use imaginative description.</p> <p>LH: To organise writing appropriately.</p> <p>LH: To punctuate accurately.</p> <p>LH: To use sentences appropriately.</p> <p>LH: To analyse writing.</p> <p>LH: To use paragraphs.</p> <p>LH: To present neatly.</p> <p>LH: To spell correctly.*</p> <p>LH: To present writing.</p> <p>Application in lessons alongside Rocket Phonics and Spelling Shed discrete sessions.</p> |  |                                    |  |  |  |

Year 1 and 2 – Odd Year: 2023 – 2024

**Text types**

Traditional Tale

Poetry x 2

Narrative (Adventure) x 2

Narrative (Personal story – Overcoming challenges)

Narrative (Personal story - Accepting New Experiences)

Non-fiction (Letter)  
 Non-fiction (Biography) x 2  
 Non-fiction (Information text)  
 Non-fiction (Non-chronological report)

**Alongside this:** cross-curricular writing and additional independent writing tasks (Literacy Shed)

Throughout all units, there are Experience Days which cover the following FANTASTICS

Experience sessions should be rinsed for vocabulary using The FANTASTICS.



|                     | Autumn 1 (6 Weeks):                     | Autumn 2 (7 Weeks):                         | Spring 1 (6 Weeks):              | Spring 2 (5 weeks):                  | Summer 1 (7 weeks):                      | Summer 2 (7 Weeks):  |
|---------------------|---|---|----------------------------------|--------------------------------------|--|--|
| Content of learning | Narrative: Pinocchio (traditional tale) | Poetry: If I were in charge of the world    | Non-fiction: Mala's magic pencil | Non-fiction: This is how we do it    | Fiction: The Building Boy                | Fiction: Overcoming Difficulties Story - Milo Imagines The World<br><br>Fiction: The Comet |
|                     | Non-fiction: Seasons                    | Fiction: The Owl who was afraid of the dark | Fiction: The Storm Whale         | Poetry: Desk Diddler - Humorous poem | Non-fiction: Bold women in black history | Non-fiction: Habitats  |

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|                                  |   |  |   |  |  |   |
| Substantive knowledge/Vocabulary | Adjectives<br>Repetition for effect<br>Time adverbials<br>Question<br>Dialogue<br>Using 'because' in a sentence<br>Simile<br>Verbs<br>Onomatopoeia      | Noun Phrase<br>Contractions<br>Repetition<br>Inverted commas   | Alliteration<br>Lists<br>Precise verbs<br>Possessive apostrophe<br>Noun phrase<br>Dialogue<br>Action<br>Fronted adverbial<br>Exclamation  | Contraction<br>Noun Phrases<br>Prepositions<br>Adjectives<br>Commas in a list<br>Adverb<br>Precise Verbs<br>Prepositions<br>Simile                 | Time adverbials<br>Repetition<br>Superlatives<br>Alliteration<br>Dialogue<br>Past & present tenses<br>Simile<br>Precise verbs<br>Exclamation<br>Onomatopoeia<br>Question<br>Adverbs<br>Verbs | Time Adverbial<br>Onomatopoeia<br>Simile<br>Comparatives & Superlatives<br>Alliteration<br>Repetition<br>Contracted form<br>Dialogue<br>Rhyme |
|                                  | Verbs<br>Adverbial phrases<br>Onomatopoeia<br>Adjectives<br>Simile<br>Conjunctions<br>'ly' adverbs<br>Dialogue<br>Alliteration<br>Preposition<br>Simile | Preposition<br>Adjective<br>Contraction<br>Dialogue<br>Adverb<br>Verb<br>Personification<br>Onomatopoeia<br>Adverbial<br>Compound sentence<br>List sentence<br>Complex sentence<br>'When' sentence<br>Simile | Fronted adverbial<br>Alliteration<br>Rhetorical question<br>Prepositions<br>Adverb<br>Adjectives<br>Conjunction<br>Onomatopoeia<br>Simile | Rhyme<br>Repetition<br>Conjunctions<br>Verbs<br>Onomatopoeia<br>Simile<br>Precise verbs<br>Exclamation<br>Mark<br>Fronted adverbial<br>Contraction | Alliteration<br>Question<br>Conjunctions<br>Simile<br>Commas<br>'ly' adverb  | Question<br>Verbs<br>Conjunctions<br>Commas in a list<br>Alliteration<br>Precise adjectives<br>Personification                                |

|                        |  |
|------------------------|--|
| Disciplinary knowledge | <p>LH: To write for purpose.<br/> LH: To use imaginative description.<br/> LH: To organise writing appropriately.<br/> LH: To punctuate accurately.<br/> LH: To use sentences appropriately.<br/> LH: To analyse writing.<br/> LH: To use paragraphs.<br/> LH: To present neatly.<br/> LH: To spell correctly.*<br/> LH: To present writing.</p> <p>Application in lessons alongside Rocket Phonics and Spelling Shed discrete sessions.</p> |
|------------------------|--|

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| <p>Year 3 and 4 – Even Year: 2023 – 2024</p> <p><b>Text types</b><br/> Narrative (Adventure) x 3<br/> Narrative (Mystery) x 2<br/> Narrative (Comedy)<br/> Myths (Fiction)<br/> Poetry</p> <p>Newspaper (Non-fiction)<br/> Holiday Brochure (Non-fiction)<br/> Script (Non-fiction)<br/> Explanation text (Non-fiction)</p> <p><b>Alongside this:</b> cross-curricular writing and additional independent writing tasks (Literacy Shed)</p> |
|---|

Throughout all units, there are Experience Days which cover the following FANTASTICS

Experience sessions should be rinsed for vocabulary using The FANTASTICS.



|                     | Autumn 1 (6 Weeks):  | Autumn 2 (7 Weeks):  | Spring 1 (6 Weeks):  | Spring 2 (5 weeks):   | Summer 1 (7 weeks):   | Summer 2 (7 Weeks):  |
|---------------------|--|--|--|---|---|--|
| Content of learning | <p><b>Fiction:</b> Stone Age Boy<br/>Duration: 3 weeks</p>                     | <p><b>Fiction:</b> Wolves in the Walls<br/>Duration: 3 weeks</p>   | <p><b>Fiction:</b> The Last Bear (Adventure) – Y3<br/>Duration: 3 week</p>                         | <p><b>Non-fiction:</b> The Creature</p>   | <p><b>Fiction:</b> Theseus and the Minotaur (Myths) 3-4 weeks</p> <p>History link</p> | <p><b>Poetry:</b> I Asked the Little Boy who Couldn't See (Poem) – 1 week</p> <p>Fiction: Iron Man</p> |
|                     | <p><b>Non-fiction:</b> Skara Brae – Holiday Brochure<br/>Duration: 3 weeks</p> | <p><b>Non-fiction:</b> Journey into the Wonderful World of your Microbiome (Explanation – Non-fiction)</p> | <p><b>Poetry:</b> The River– Y4<br/>Duration: 2 week</p> <p>Start The Secret of the Black Rock</p> | <p><b>Fiction:</b> The Incredible Book Eating Boy (Comedy) – Year 3<br/>Duration: 2 weeks</p> | <p><b>Non-Fiction:</b> Script for Factual Tour - Once upon a Raindrop (3 weeks)</p>   | <p><b>Fiction:</b> The Secret of Black Rock (3 weeks)</p>  |



|                                  |  |   |   |   |  |   |
|----------------------------------|--|---|---|---|--|---|
|                                  |  | Duration: 3 weeks   |   |   |  |   |
| Substantive knowledge/Vocabulary | Adjectives<br>Verbs<br>Repetition<br>Complex sentences<br>Prepositions<br>Adverbials<br>Speech<br>Onomatopoeia<br>Alliteration<br>Simile<br>Time adverbials<br>Exclamation marks<br>Synonyms | Rhyme<br>Alliteration<br>Verbs<br>Time adverbials<br>Similes<br>Rhetorical questions<br>Dialogue<br>Subjunctive form<br>Dialogue<br>Pathetic fallacy<br>Relative clauses<br>Metaphors<br>Sentence types<br>Prepositions<br>Adjectives<br>Conjunctions | Adjectives<br>Compound sentences<br>Personification<br>Adverbials<br>Similes<br>Speech<br>Inverted commas<br>Verbs<br>Complex sentences<br>Alliteration | Time adverbials<br>Conjunctions<br>Repetition<br>Simile<br>Inverted commas<br>Onomatopoeia<br>Verbs<br>Adverbs<br>Adjectives<br>Range of sentences<br>Personification<br>Collective nouns<br>Complex sentences (because)<br>Alliteration<br>Determiners<br>Past tense | Adjectives<br>Conjunctions<br>Preposition<br>Repetition<br>Dialogue<br>Alliteration<br>Onomatopoeia<br>Verb<br>Simile<br>Adverbs<br>Verbs<br>Personification | Simile<br>Metaphor<br>Rhyme<br>Adjectives   |
|                                  | Rhyme<br>Rhetorical question<br>Simile<br>Complex sentence<br>Adjectives<br>Imperative verbs   | Adjectives<br>Titles<br>Adverbials<br>Metaphors<br>Paragraphs<br>Simile<br>Conjunctions   | Metaphor<br>Rhyme<br>Personification<br>Verbs<br>Adjectives   | Relative clauses<br>Conjunction<br>Alliteration<br>Colon<br>Simile<br>Onomatopoeia<br>Questions<br>Dialogue   | Alliteration<br>Informal language<br>Question<br>Precise Verbs<br>Complex sentence<br>Simile<br>Parenthesis<br>Repetition                                    | Time adverbial<br>Repetition for effect<br>Conjunction<br>Simile<br>Inverted commas<br>Adverb<br>Onomatopoeia<br>Precise verb |

|                        |   |  |  |   |  |   |
|------------------------|---|--|--|---|--|---|
|                        | Alliteration<br>Exaggeration<br>Personification<br>Rhyme  |  |  | Preposition<br>Adverbs<br>Metaphor<br>Past tense perfect form | Positive adjectives<br>Adverbs<br>Verbs<br>Onomatopoeia<br>Informal<br>Contracted Form | Adjectives (final position)<br>Short sentences<br>Personification<br>Complex sentence<br>Alliteration<br>Simile<br>Dialogue<br>Past tense |
| Disciplinary knowledge | <p>LH: To write for purpose.<br/> LH: To use imaginative description.<br/> LH: To organise writing appropriately.<br/> LH: To punctuate accurately.<br/> LH: To use sentences appropriately.<br/> LH: To analyse writing.<br/> LH: To use paragraphs.<br/> LH: To present neatly.<br/> LH: To spell correctly.*<br/> LH: To present writing.</p> <p>Application in lessons alongside Spelling Shed discrete sessions.</p> |  |  |   |  |   |

Year 3 and 4 – Odd Year: 2023 – 2024

**Text types**

Traditional tale

Narrative (Myth)

Narrative (Adventure)

Poem x 2

Diary/recount

Advertisement

Explanation text

Newspaper report

Instructions

Letter

**Alongside this:** cross-curricular writing and additional independent writing tasks (Literacy Shed)

Throughout all units, there are Experience Days which cover the following FANTASTICS

Experience sessions should be rinsed for vocabulary using The FANTASTICS.



|                     | Autumn 1 (6 Weeks):  | Autumn 2 (7 Weeks):   | Spring 1 (6 Weeks):   | Spring 2 (5 weeks):   | Summer 1 (7 weeks):  | Summer 2 (7 Weeks):                   |
|---------------------|--|---|---|---|--|---------------------------------------|
| Content of learning | <b>Fiction:</b><br>Narrative -<br>Traditional tale<br>with a twist - The<br>True Story of The<br>Three Little Pigs<br><br>Duration: 4<br>weeks | <b>Non-fiction:</b> The<br>gardener<br>Duration: 3<br>weeks | <b>Fiction:</b> Charlie<br>and The<br>Chocolate Factory<br>Duration: 4<br>weeks | <b>Non-fiction:</b><br>Non-Fiction -<br>Explanation -<br>How A Robot Dog<br>Works<br>Duration 4 weeks | <b>Fiction:</b> Norse<br>Myth - Arthur and<br>The Golden Rope<br><br><b>History link</b> | <b>Non-fiction:</b> My<br>strong mind |

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|                                  |  |   |   |   |  |  |
|                                  | <b>Poem:</b> Autumn Is Here<br>Duration: 2 weeks   | <b>Non-fiction:</b> Christmas Dessert Social Media Post<br>Duration: 3 weeks  | <b>Poetry:</b> The Colour Collector<br>Duration: 2 weeks  |   | <b>Non-Fiction: S</b> Newspaper Report - Wizard of Once  | <b>Fiction:</b> Romance - The Blue Umbrella  |
| Substantive knowledge/Vocabulary | Time/place adverbials<br>Adjectives<br>Conjunction<br>Complex sentence<br>Repetition for effect<br>Onomatopoeia<br>Comparatives & superlatives<br>Simile<br>Questions<br>Precise verb<br>Dialogue<br>Tense<br>Metaphor<br>Alliteration | Alliteration<br>Metaphor<br>Adjectives<br>Superlatives<br>Adverbs<br>Questions<br>Rhetorical Question<br>Adverbial<br>Verbs | Repetition<br>Adverb<br>Simile<br>Dialogue<br>Conjunction<br>Short sentences<br>Onomatopoeia<br>Ellipsis<br>Adjective<br>Complex sentence<br>Alliteration<br>Noun phrases | Organisational features<br>Repetition for effect<br>Hyperbole<br>Alliteration<br>Adjectives<br>Technical language<br>Time adverbial & Precise verb<br>Adverb<br>Imperative verb<br>Onomatopoeia<br>Simile<br>Dialogue<br>Exclamation mark | Time Adverbs<br>Dialogue<br>Repetition of verbs<br>Possessive apostrophes<br>Onomatopoeia<br>Fronted Adverbial<br>Simile<br>Repetition for Effect<br>Brackets<br>Precise Verb<br>Conjunction | Rhetorical Question<br>'If' Complex sentence<br>Bullets<br>Brackets<br>Positive adjectives<br>Alliteration<br>Imperative Verb<br>Adverbial |
|                                  | Adjectives<br>Personification<br>Metaphor<br>Verbs<br>Adverbs  | Noun phrase<br>Rhetorical Question<br>Simple Sentences<br>Persuasive devices  | Verbs<br>Adjectives<br>Rhyme<br>Onomatopoeia<br>Alliteration  |   | Newspaper features<br>Wordplay<br>Alliteration<br>5W questions   | Fronted adverbial<br>Simile<br>Power of three<br>Precise verb<br>Complex sentence  |

|                        |   |   |  |  |  |  |
|------------------------|---|---|--|--|--|--|
|                        | Alliteration<br>Onomatopoeia  | Alliteration sentence<br>Exclamation sentence | Rhetorical question<br>Personification<br>Prepositions<br>Negative contraction<br>Verb |  | Precise verbs<br>Simile<br>Expanded Noun<br>Phrase<br>Prepositional phrase<br>Quote<br>Adverbs<br>Subordinate conjunction<br>Reported speech<br>Quote & informal speech<br>Bullets | Simile<br>Adverb/adverbial<br>Question<br>Imperative verbs<br>Dialogue<br>Precise verbs<br>Prepositional phrase<br>Personification<br>Alliteration<br>Repetition for effect<br>Personification<br>Complex sentence<br>Onomatopoeia<br>Dialogue |
| Disciplinary knowledge | <p>LH: To write for purpose.<br/> LH: To use imaginative description.<br/> LH: To organise writing appropriately.<br/> LH: To punctuate accurately.<br/> LH: To use sentences appropriately.<br/> LH: To analyse writing.<br/> LH: To use paragraphs.<br/> LH: To present neatly.<br/> LH: To spell correctly.*<br/> LH: To present writing.</p> <p>Application in lessons alongside Spelling Shed discrete sessions.</p> |   |  |  |  |  |

Year 5 and 6 – Even Year: 2022 – 2023

**Text types**

Traditional stories (Fiction)

Narrative (Fantasy Fiction)

Recount (Fiction)

Narrative (War)

Narrative (Adventure)

Poetry x 2

Arguments (Non-fiction)

Blog (Non-fiction)

Detailed Timeline (Non-fiction)

Advertisement (Non-fiction)

Non-chronological report (Non-fiction)

**Alongside this:** cross-curricular writing and additional independent writing tasks (Literacy Shed)

Throughout all units, there are Experience Days which cover the following FANTASTICS

Experience sessions should be rinsed for vocabulary using The FANTASTICS.



|  |                     |                     |                     |                     |                     |                     |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
|  | Autumn 1 (6 Weeks): | Autumn 2 (7 Weeks): | Spring 1 (6 Weeks): | Spring 2 (5 weeks): | Summer 1 (7 weeks): | Summer 2 (7 Weeks): |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|

|                                   |   |  |   |   |   |   |
|-----------------------------------|---|--|---|---|---|---|
| Content of learning               | <b>Fiction: Traditional Tale</b> - Hansel and Gretel by Neil Gaiman   | <b>Non-fiction: Balanced Arguments</b> – Screen Time   | <b>Fiction: Narrative</b> - The Firework Maker’s Daughter by Phillip Pullman  | <b>Non-fiction:</b> Ancient Greece<br><b>History link</b>   | <b>Fiction:</b> The No-where Emporium (3 weeks)   | <b>Non-fiction:</b> Pet Peeves (3 weeks)<br><b>Computing link – Communicating online (Sharp)</b>  |
|                                   | <b>Fiction: Recounts</b> – Letters from the Lighthouse by Emma Carroll  | <b>Fiction: Narrative</b> – Rose Blanche by Ian McEwan<br><br>Assessment Week  | <b>Poetry</b> – Thinker's Rap   | Assessment Week   | <b>Non-fiction:</b> The Origin of the Species (4 weeks)<br><b>Science link - Biology</b>  | <b>Poetry:</b> Highway Man (2 weeks)<br>History link<br><br>Assessment week (1 week)  |
| Substantive knowledge /Vocabulary | Inverted commas<br>Conjunctions<br>Repetition for effect<br>Adjectives<br>Similes<br>Modal verbs<br>Semi-colons<br>Adverbial phrases<br>Complex sentences<br>Alliteration<br>Comparative and superlatives | Adverbials<br>Adjectives<br>Colon to introduce a list<br>Subordinate clauses<br>Relative clause<br>Formal language<br>Modal verb<br>Brackets<br>Rhetorical question<br>Complex sentence<br>Semi-colons<br>Dashes<br>Commas in a list<br>Alliteration<br>Metaphor | Relative clauses<br>Alliteration<br>Setting<br>Verbs<br>Repetition<br>Thought<br>Onomatopoeia<br>Precise verbs<br>Subordinate conjunction<br>Speech<br>Pathetic fallacy<br>Feeling<br>Colon<br>Verb openers<br>Simile<br>Modal verbs<br>Personification | Synonyms<br>Complex sentence<br>Time adverbials informal style<br>Cohesion<br>Time adverbials<br>Bullet Points<br>Subjunctive form<br>Brackets<br>Colons<br>Ellipsis<br>Passive Voice<br>Personification<br>Alliteration<br>Hyphenated words<br>Similes<br>Adjectives | Modal verbs<br>Alliteration<br>Dialogue<br>Time adverbials<br>Similes<br>Verbs<br>Semi-colons<br>Relative clause<br>Complex sentence<br>Parenthesis<br>Repetition<br>Synonyms<br>Adjectives<br>Preposition<br>Rhetorical questions<br>Personification<br>Metaphor<br>Simile | Questions<br>Synonyms<br>Adverbs<br>Simile<br>Colons<br>Adverbial phrases<br>Informal language<br>Repetition<br>Passive voice<br>Semicolons<br>Complex sentence |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  | Metaphor<br>Brackets   | Possessive<br>apostrophes<br>Personification<br>Repetition<br>Quotes |  |  |
|  |  | Relative clauses<br>Verbs<br>Metaphor<br>Adverb<br>Simile<br>Dialogue<br>Semi-colon<br>Complex Sentence<br>Brackets<br>Precise Verbs<br>Pathetic Fallacy<br>Repetition<br>Noun phrase<br>Alliteration<br>Conjunction | Verbs<br>Rhyme<br>Repetition<br>Prepositions<br>Adverbial<br>Personification<br>Collective nouns |  | Rhetorical questions<br>Conjunctions<br>Relative clauses<br>Rhyme<br>Fronted adverbials<br>Adverbs<br>Adjectives<br>Colons<br>Metaphor | Repetition<br>Metaphor<br>Verbs<br>Adjectives<br>Alliteration<br>Simile<br>Dialogue<br>Sentence types<br>Onomatopoeia<br>Personification<br>Conjunctions |
| Disciplinary<br>knowledge<br>– all units | LH: To write for purpose.<br>LH: To use imaginative description.<br>LH: To organise writing appropriately.<br>LH: To punctuate accurately.<br>LH: To use sentences appropriately.<br>LH: To analyse writing.<br>LH: To use paragraphs.<br>LH: To present neatly.<br>LH: To spell correctly.* |  |  |  |  |  |



LH: To present writing.

Application in lessons alongside Spelling Shed discrete sessions.

Year 5 and 6 – Odd Year: 2023 – 2023

Persuasive Letters (Non-fiction)

Journal (Non-fiction)

Biography (Non-fiction)

Speech (Non-fiction)

Poetry x 2

Narrative (Science fiction)

Narrative (Horror)

Narrative (Adventure)

Narrative (Dystopian future)

**Alongside this:** cross-curricular writing and additional independent writing tasks (Literacy Shed)

Throughout all units, there are Experience Days which cover the following FANTASTICS

Experience sessions should be rinsed for vocabulary using The FANTASTICs.



|                                   | Autumn 1 (6 Weeks):   | Autumn 2 (7 Weeks):  | Spring 1 (6 Weeks):   | Spring 2 (5 weeks):   | Summer 1 (7 weeks):  | Summer 2 (7 Weeks):  |
|-----------------------------------|---|--|---|---|--|--|
| Content of learning               | <b>Big Book – Small Things</b><br><br><b>Fiction: Narrative – Cosmic</b> (2 weeks)  | <b>Poetry - Malfeasance</b> (2 weeks)  | <b>Non-fiction - Journal - Mars Transmission</b> (3 weeks)  | <b>Fiction: Narrative - The Explorer</b> (4 weeks)  | <b>Non-Fiction – Speech: Greta</b> (4 weeks)   | <b>Fiction: Narrative - Adventure in Dystopian World – Tyger</b> (4 weeks)   |
|                                   | <b>Fiction: Narrative Horror - A Monster Calls</b> (4 weeks)  | <b>Non-fiction - Persuasive Letter – Scrooge</b> (3 weeks)   | <b>Fiction: Narrative – One Small Step</b> (3 weeks)  |   | <b>Poetry - Narrative Poem - Hopeopotamus</b> (2 weeks)  | <b>Non-Fiction – Biography: David Attenborough</b> (3 weeks)   |
| Substantive knowledge /Vocabulary | Relative clause<br>Onomatopoeia<br>Complex sentence<br>Personification<br>Sentences for impact<br>Colons<br>Passive voice<br>Metaphors<br>Similes<br>Repetition | Sentences for impact<br>Rhetorical questions<br>Fronted adverbials<br>Complex sentences<br>Relative clauses<br>Alliteration<br>Personification<br>Adjectives<br>Onomatopoeia<br>Dialogue | Informal Speech<br>Contractions<br>Adjectives<br>Personification<br>Technical<br>Vocabulary<br>Precise Verbs<br>Time Adverbials<br>Dash<br>Question | Simile<br>Complex Sentence<br>Colon<br>Metaphor<br>Personification<br>Repetition<br>Dialogue<br>Adverbial Phrase<br>Verbs<br>Alliteration<br>Onomatopoeia | Alliteration<br>Time adverbials<br>Verbs<br>Conjunction<br>Noun<br>Similes<br>Dialogue<br>Rhyme<br>Colons<br>Rhetorical questions<br>Verbs | Complex Sentence<br>Prefixes: dis-, mis<br>Onomatopoeia<br>Adverbials<br>Repetition for effect<br>Rhetorical question<br>Sentence Structure<br>Simile<br>Hyphens<br>Adjectives<br>Pathetic Fallacy |

|                        |  |   |  |                |   |  |
|------------------------|--|---|--|----------------|---|--|
|                        | Time Adverbials<br>Dialogue<br>Inverted commas<br>Pathetic fallacy<br>Alliteration<br>Modal verbs  | Similes<br>Subjunctive form<br>Personification<br>Repetition  | Subordinate<br>Conjunction<br>Short Sentences<br>Metaphor  | Time adverbial | Adverbs   | Semi Colon<br>Metaphor<br>Dialogue with subjunctive form<br>Alliteration   |
|                        | Adjectives<br>Verbs<br>Repetition<br>Simile<br>Onomatopoeia<br>Hyperbole<br>Alliteration<br>Modal verbs<br>Adverbs<br>Brackets<br>Metaphors  | Complex sentences<br>Alliteration<br>Repetition<br>Adverbial phrases<br>Metaphor<br>Colon<br>Similes<br>Verbs<br>Conjunctions<br>Parenthesis<br>Pathetic fallacy<br>Rhetorical questions<br>Inverted commas<br>Semi-colons<br>Expanded noun phrases<br>Relative clauses | Modal verbs<br>Complex sentences<br>Alliteration<br>Time adverbials<br>Sentences for impact<br>Relative clauses<br>Repetition<br>Colons<br>Similes<br>Pathetic fallacy<br>Metaphor |                | Alliteration<br>Similes<br>Metaphor<br>Onomatopoeia<br>Dashes<br>Adverbs<br>Repetition<br>Modal verbs | Alliteration<br>Colons<br>Brackets<br>Exclamation sentence<br>Similes<br>Rhetorical questions<br>Complex sentence<br>Metaphor<br>Conjunctions<br>Onomatopoeia<br>Dashes<br>Adverbs<br>Repetition<br>Modal verbs<br>Inverted commas |
| Disciplinary knowledge | LH: To write for purpose.<br>LH: To use imaginative description.<br>LH: To organise writing appropriately.<br>LH: To punctuate accurately.<br>LH: To use sentences appropriately.<br>LH: To analyse writing.<br>LH: To use paragraphs. |   |  |                |   |  |

|  |   |
|--|---|
|  | <p>LH: To present neatly.<br/>LH: To spell correctly.*<br/>LH: To present writing.</p> <p>Application in lessons alongside Spelling Shed discrete sessions.</p> |
|--|---|

A few examples of cumulative knowledge:

- All about me - Ruby's Worry (EYFS) - Personal stories (milestone 1) develop into diary entries (milestone 2) and into biographies (milestone 3)
- Traditional tales through each milestone
- Oliver Jeffers explored in EYFS, Milestone 1 and 2.
- Recounts develop into newspaper writing (milestone 2) and blog entries (milestone 3)
- Adventure stories (child favourites) are evident in each milestone
- Letter writing develops through each milestone to end with persuasive letters (application in real life contexts).
- Poetry units are present in each milestone, building on prior literary devices
- Scripts in milestone 1 (nativity play) -> script writing in milestone 2 -> End of Year performance in Milestone 3