

# Whole School Writing Progression

## Stimuli, Writing Purpose, Writing Outcome, 'Key Three' Success Criteria

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Draw a Person  Key Three: Body Control, Pencil Control, Self-Selection	Draw a Person  Key Three: Body Control, Pencil Control, Self-Selection  Letter to Santa  Key Three: Applying Meaning to Marks, Pencil Control, First Letter of Name	Draw a Person  Key Three:	Draw a Person  Key Three:	Draw a Person  Key Three:	Draw a Person  Key Three:
R  Entertain Inform	Name Writing/ Draw a Person  Key Three: Pencil Control, Correct Letter Order, Some Letters Formed Accurately	Farm List  Key Three: Correct Letter Formation, Initial Phoneme Sounds, Pencil Control  Letter to Santa: Writing to Inform (Letter)  Key Three: Represent Phonemes Heard, Correct Letter Formation, Features of a List	Superhero: Writing to Entertain (Caption)  Key Three: CVC Words, Correct Word Order, Correct Letter Formation			

<p>Year 1</p> <p>Entertain Inform Recount</p>	<p>Dear Dinosaur: Writing to <b>Entertain</b> (Narrative)</p> <p>Key Three: Capital Letters, Finger Spaces, Full Stops</p>	<p>Paddington: Writing to <b>Entertain</b> (Character Description)</p> <p>Key Three: Correct Punctuation, Capital Letters, Adjectives</p>	<p>Barry the Fish with Fingers: Writing to <b>Inform</b> (Letter)</p> <p>Key Three: First Person, Correct Punctuation, Adjectives</p> <p>Commotion in the Ocean: Writing to <b>Entertain</b> (Poetry)</p> <p>Key Three: Correct Punctuation, Rhyming Words, Adjectives</p>	<p>Rapunzel to the Rescue: Writing to <b>Recount</b> (First Person Narrative)</p> <p>Key Three: First Person, Conjunctions, Adjectives</p> <p>?: Writing to <b>Inform</b> (Non-Chronological Report)</p> <p>Key Three: Suffix Words, Adjectives, Conjunctions</p>	<p>?: Writing to <b>Entertain</b> (Character Description)</p> <p>Key Three: Prefix Words, Exclamation Marks, Correct Spellings</p> <p>Smoothies: Writing to <b>Inform</b> (Instructions)</p> <p>Key Three: Time Adverbs, Imperative Verbs, Questions</p>	<p>The Storm Whale: Writing to <b>Entertain</b> (Narrative)</p> <p>Key Three: Ambitious Adjectives, Correct Punctuation, Interesting Sentence Starters</p> <p>The Lighthouse Keeper's Lunch: Writing to <b>Entertain</b> and <b>Inform</b> (Diary Entry)</p> <p>Key Three: Suffix Words, Prefix Words, Different Sentence Types</p>
---	--	---	--	---	--	---

<p>Year 2</p> <p>Entertain Inform Discuss Persuade Recount</p>	<p>The Jolly Postman: Writing to <b>Entertain</b> (Narrative)</p> <p>Key Three: Ambitious Adjectives, Range of Verbs, Conjunctions</p> <p>The Jolly Postman: Writing to <b>Entertain</b> (Diary)</p> <p>Key Three: First Person, Time Adverbs, Different Sentence Types</p>	<p>Florence Nightingale: Writing to <b>Entertain</b> and <b>Inform</b> (Letter)</p> <p>Key Three: Conjunctions, Expanded Noun Phrases, Different Sentence Starters</p> <p>Penguin Fact File: Writing to <b>Inform</b> (Non-Chronological Report)</p> <p>Key Three: Text Features, Technical Vocabulary, Conjunctions</p>	<p>The Runaway Wok: Writing to <b>Discuss</b> (Argument Text)</p> <p>Key Three: First Person, Conjunctions, Possessive Apostrophes</p> <p>Dragon Encounter: Writing to <b>Recount</b> (First Person Narrative)</p> <p>Key Three: First Person, Contractions, Suffix Words</p>	<p>The Old Toy Room: Writing to <b>Persuade</b> (Letter)</p> <p>Key Three: Questions, Emotive Language, Compound Words</p> <p>Bug Hotel: Writing to <b>Inform</b> (Instructions)</p> <p>Key Three: Commands, Imperative Verbs, Time Adverbials</p>	<p>Sammy the Street Dog: Writing to <b>Entertain</b> (Setting Description)</p> <p>Key Three: Expanded Noun Phrases, Progressive Tense, Emotive Language</p> <p>The Great Fire of London: Writing to <b>Inform</b> (Newspaper Report)</p> <p>Key Three: Features of a Newspaper, Formal Language, Third Person</p>	<p>Meerkat Mail: Writing to <b>Persuade</b> (Brochure)</p> <p>Key Three: Commas in a List, Persuasive Devices, Possessive Apostrophes</p> <p>Animal Habitats: Writing to <b>Entertain</b> (Poetry)</p> <p>Key Three: KS1 Punctuation, Ambitious Vocabulary, Repeating Structure</p>
--	---	--	---	--	---	---

<p>Year 3</p> <p>Entertain Inform Discuss Persuade Recount</p>	<p>How to Train a Woolly Mammoth: Writing to Inform (Instructions)</p> <p>Key Three: Adverbials, Conjunctions, Cursive Handwriting Joins</p> <p>Stone Age Boy: Write to Inform and Discuss (Letter)</p> <p>Key Three: Adverbials, Expanded Noun Phrases, Present Perfect Tense</p>	<p>The Lost Thing: Writing to Entertain (Narrative)</p> <p>Key Three: Direct Speech, Range of Conjunctions, Different Sentence Types</p> <p>Fantastic Mr Fox: Writing to Entertain (Setting Description)</p> <p>Key Three: Suffix Words, Past Progressive Tense, Ambitious Adjectives</p>	<p>Egyptian Myth/ Egyptian Cinderella: Writing to Recount and Entertain (Narrative)</p> <p>Key Three: Prefix Words, Fronted Adverbials, Range of Conjunctions</p> <p>Howard Carter's Discovery of Tutankhamun's Tomb: Writing to Inform (Non-Chronological Report)</p> <p>Key Three: Formal Features, Range of Conjunctions, Well-Researched Facts</p>	<p>Egypt Travel Guide: Writing to Inform and Persuade (Leaflet)</p> <p>Key Three: Formal Structure, Organisational Devices, Direct Address</p> <p>Esio Trot: Writing to Entertain (Poetry)</p> <p>Key Three: Ambitious Vocabulary, Poetic Devices, Plural Possessive Apostrophes</p>	<p>The Firework-Maker's Daughter: Writing to Inform and Discuss (Newspaper Report)</p> <p>Key Three: Features of a Newspaper, Ambitious Vocabulary, Paragraphs</p> <p>Leon and the Place Between: Writing to Entertain (Diary Entry)</p> <p>Key Three: Subordinating Clauses, Expanded Noun Phrases with Prepositions, Adverbials of Time</p>	<p>The Boy who Harnessed the Wind: Writing to Inform (Biography)</p> <p>Key Three: Fronted Adverbials, Nouns and Pronouns, Expanded Noun Phrases</p> <p>Dear Earth: Writing to Persuade (Letter)</p> <p>Key Three: Formal Tone, Persuasive Devices, Cohesive Argument</p>
--	--	---	--	--	---	---

<p>Year 4</p> <p>Entertain Inform Discuss Persuade Recount</p>	<p>Julius Zebra: Rumble with the Romans!: Writing to Recount and Entertain (Diary Entry)</p> <p>Key Three: Past Tense, First Person, Adverbials of Time</p> <p>The Barnabus Project: Writing to Persuade (Speech)</p> <p>Key Three: Expanded Noun Phrases, Fronted Adverbials, Paragraphs</p>	<p>Volcanoes and Earthquakes: Writing to Inform (Non-Chronological Report)</p> <p>Key Three: Conjunctions, Prepositions, Topical Language</p> <p>Escape from Pompeii: Writing to Entertain (Narrative)</p> <p>Key Three: Suffix Words, Paragraphs, Fronted Adverbials</p>	<p>My Shadow is Purple: Writing to Entertain (Poetry)</p> <p>Key Three: Features of a Sonnet, Ambitious Vocabulary, Adverbs</p> <p>The Rainbow Serpent, An Aboriginal Story: Writing to Entertain (Character Description)</p> <p>Key Three: Correct Verb Inflections, Determiners, Pronouns</p>	<p>Icarus was Ridiculous: Writing to Discuss (Argument Text)</p> <p>Key Three: First Person, Present Perfect Tense, Possessive Pronouns</p> <p>Own Greek Myth: Writing to Entertain (Narrative)</p> <p>Key Three: Ambitious Vocabulary, Paragraphs, Subordinating Clauses</p>	<p>Coasts: Writing to Persuade (Leaflet)</p> <p>Key Three: Plural Possessive Apostrophes, Correct Punctuation, Fronted Adverbials</p> <p>Ocean Meets Sky: Writing to Inform (Newspaper Report)</p> <p>Key Three: Fronted Adverbials, Prepositions, Features of a Newspaper Report</p>	<p>Varjak Paw?: Writing to Inform and Discuss (Letter)</p> <p>Key Three: Expanded Noun Phrases, Adverbs, Correct Punctuation</p> <p>Sulwe: Writing to Entertain (Narrative)</p> <p>Key Three: Expanded Noun Phrases, Prepositions, Range of Sentence Starters</p>
--	---	---	---	---	---	---

<p>Year 5</p> <p>Entertain Inform Discuss Persuade Recount</p>	<p>Titanic: Writing to Recount and Entertain (Diary Entry)</p> <p>Key Three: Expanded Noun Phrases, Show Not Tell, Managed Control of Tenses</p> <p>The Matchbox Diary: Writing to Entertain (Poetry)</p> <p>Key Three: Similes and/ or Metaphors, Onomatopoeia, Poetic Devices</p>	<p>Faith over Ferocity: Writing to Entertain (Narrative)</p> <p>Key Three: Fronted Adverbials, Expanded Noun Phrases, Direct Speech</p> <p>The Boy in the Dress: Writing to Persuade and Discuss (Formal Letter)</p> <p>Key Three: Features of a Formal Letter, Convey Understanding of Individual Characters, Relative Clauses</p>	<p>Spaghetti Bolognaise: Writing to Inform (Instructions)</p> <p>Key Three: Organisational Features of a Recipe, Succinct Sentences, Cohesion</p> <p>Hampton Court: Writing to Persuade and Discuss (Leaflet)</p> <p>Key Three: Formal Structure, Clearly Outlined Argument, Parenthesis</p>	<p>Rivers: Writing to Inform (Non-Chronological Report)</p> <p>Key Three: Organisational Features of a Report, Geographical/ Scientific Vocabulary, Causal Conjunctions</p> <p>Floodland: Writing to Entertain (Narrative)</p> <p>Key Three: Create Suspense, Range of Clauses, Modal Verbs</p>	<p>Oliver Twist: Writing to Entertain (Narrative)</p> <p>Key Three: Effective use of Speech, Show Not Tell, Ambitious and Era Appropriate Vocabulary</p> <p>Me, My Dad and the End of the Rainbow: Writing to Inform and Discuss (Newspaper Report)</p> <p>Key Three: Features of a Newspaper, Direct and Indirect Speech, Formal Tone</p>	<p>The Girl of Ink and Stars: Writing to Recount (Diary Entry)</p> <p>Key Three: Prediction, Figurative Language, Informal Style</p> <p>The Girl of Ink and Stars: Writing to Entertain (Setting Description)</p> <p>Key Three: Semicolons and Colons, Personification, Punctuation to Avoid Ambiguity</p>
--	---	---	--	---	--	--

<p>Year 6</p> <p>Entertain Inform Discuss Persuade Recount Explain</p>	<p>The Great Kapok Tree: Writing to <b>Entertain</b> (Narrative)</p> <p>Key Three: Emotive Language, Relative Clauses, Show Not Tell</p> <p>Rainforest Animals: Writing to <b>Inform</b> (Non-Chronological Report)</p> <p>Key Three: Formal Language, Passive Voice, Technical Language</p>	<p>The Explorer: Writing to <b>Recount</b> (Diary Entry)</p> <p>Key Three: Semicolons and Colons, Emotive Language, Range of Sentence Starters</p> <p>The Explorer: Writing to <b>Inform</b> (Newspaper Report)</p> <p>Key Three: Passive and Active Voice, Formal Language, Direct and Reported Speech</p>	<p>Rose Blanche: Writing to <b>Recount</b> (Diary Entry)</p> <p>Key Three: Cohesion, Semicolons and Colons, Emotive Language</p> <p>Rose Blanche: Writing to <b>Recount</b> and <b>Entertain</b> (Diary, Alternative Ending)</p> <p>Key Three: Expanded Noun Phrases, Personification, Correct use of Speech</p>	<p>Macbeth: Writing to <b>Inform</b> (Newspaper)</p> <p>Key Three: Passive Voice, Direct and Reported Speech, Cohesive Devices</p> <p>Fair Trade: Writing to <b>Explain</b> (Explanation Text)</p> <p>Key Three: Persuasive Devices, Punctuation and Conjunctions to Avoid Ambiguity, Emotive Language</p>	<p>Developments in Technology: Writing to <b>Persuade</b>, <b>Explain</b> and <b>Discuss</b> (Explanation Text)</p> <p>Key Three: Persuasive Devices, Emotive Language and Devices, Range of Subordinating and Coordinating Conjunctions</p> <p>Alma: Writing to <b>Entertain</b> (Narrative)</p> <p>Key Three: Emotive Language, Create Suspense, Cohesive Devices including Punctuation</p>	<p>Flannan Isle: Writing to <b>Entertain</b> (Narrative)</p> <p>Key Three: Characterisation, Cohesive Devices, Show Not Tell</p> <p>Moving On: Writing to <b>Entertain</b> (Poetry)</p> <p>Key Three: Precise Vocabulary Choices, Figurative Language, Ambitious Adjectives</p> <p>Kensuke's Kingdom: Writing to <b>Entertain</b> (Dialogue Text)</p> <p>Key Three: Speech, Cohesive Devices, Descriptive Language</p>
--	--	---	--	--	---	--