Sequence code Progression of core texts	Woodlands Park Whole School Writing Progression																						
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2												
	T1S1	T1S2	T1S3	T1S4	T2S5	T2S6	T2S7	T2S8	T3S9	T3S10	T3S11	T3S12											
	Paperbag Prince by Colin Thompson	Dictionary of difficult words by Jane Soloman	The Snow Dragon by Abi Elphinstone	Poetry Pie by Roger McCough	Escape from Pompeii by Christine Balit	Dare to care for a dragon by MP Robertson	Myth Atlas By Thiago de Moraes	A question of history – Did Romans really eat flamingoes by Tim	Blue John by Berlie Doherty	Rainforest rough guide by Paul Mason	Until I met Dudley by Roger McCough	Flotsam by David Weisner											
	PAPE BAC PRINCE No Chi Tanga	DISTINUARY WYORDS	Snow Dragon	Pie Rannicoli,	ESCAPE FROM POMPEII	DRACON	MYTH & ATLAS	Cooke Romans roally early flamingos? Ranks	BLUE SOUND STATE OF THE STATE O	Rainforest Routh Routh Heine	Until I Met Dualey	DAVID WIESNER) FLOTSAM											
Independent purposeful writing outcomes	Short piece of narrative continuing character and setting description	Design own page of a dictionary	A short piece of narrative building up character description through conversation.	Write own poem based on the style exemplified in the book.	To rewrite original story from one characters point of view.	To write our own pages of advice to care for a creature or object (real of fictional)	Write a myth based on a character from one of the cultures in the book.	To create questions and double page spread of information to answer them.	To write a story about how a precious stone was created.	To create a class rough guide to a particular environment – real or imagined.	To write own imaginary explanation about a contraption.	Create own seque to the story, calle Jetsam, where they write the story of the child who next finds the camera.											
Key writing objectives including	New Content Extended noun phrases, including	New Content Extend the range of sentences with more	New Content Using and punctuating direct	New Content In non-narrative material using simple	New Content Composing sentences progressively a varied	New Content In non-narrative material using simple	New Content Composing and rehearsing sentences	New Content In non-narrative material using simple	New Content Organising paragraphs around a	New Content Discussing writing that is similar to that	New Content Composing sentences progressively a varied	Revisit Learning											
grammar and punctuation.	with prepositions (pre modification with adjectives) W24	than one clause by using a wider range of conjunctions	speech W28 In narratives creating	organizational devices W14	and rich vocabulary (verb and verb choice) W11	organizational devices (non-fiction headings and	(dialogue) W11 Extended the range	organizational devices. W14	theme W12 Standard English verb	which they are planning to write (multi-genre diary,	and rich vocabulary (verb and verb choice, nouns,	Use of paragraphs around a theme W1											
NC objective code in bold	Using Fronted adverbials W21	(difference between phrase and clause, building multiclause	settings, characters and plot W13	Read their own writing aloud to a group or the whole	Extended noun phrases, including	subheading) W14 Composing sentences	of sentences with more than one clause by using a wider	Revisit Learning Extended the range of sentences with	inflections (I did v I done) W23	email/letter, information & explanation) W9	adjective) W11 Difference between	Using fronted adverbials W21											
	IN narratives creating settings, characters and plot W13	sentences with subordinating conjunctions) W19	Difference between plural and possessive s W22 W27	class using appropriate intonation tone and	with prepositions (prepositional phrases can be used	progressively using a varied sentence structure	range of conjunctions (including when, if, because, although)	more than one clause by using a wider range of conjunctions	IN narratives creating settings, characters and plot W13	In non-narrative material using simple	plural and possessive s W22 W27	Extended noun phrases, including with prepositions											
	Revisit Learning	Appropriate choice of pronoun or noun to		volume. W18	as part of a noun phrase and they come after the head	(conjunctions/adverb s/prepositions for time and place) W11	(altering position of subordinate clause in the sentence) W19	(including when, if, because, although)	Difference between plural and possessive	organizational devices. (captions, fact boxes, bold	Organising paragraphs around a theme W12	W24											
	Recognise the word class of different words in a sentence.	create cohesion. W25 Using commas after			noun.) W24	, , , , , ,	Revisit Learning	Using fronted adverbials W21	s W22 W27 Revisit Learning	writing, formal/informal layout e.g status													
	(prepositions, adverbs, verbs, nouns, adjectives)	fronted adverbials W26			Revisit Learning	Revisit Learning Extended the range	Appropriate choice of pronoun or noun to create cohesion.W20	Using commas after fronted adverbials	Use the present perfect form of the verb instead of the	report) W14	Revisit Learning Extended the range												
	(Y2/Y3)	Revisit Learning Learning how to use both familiar and new	Revisit Learning Learning how to use both familiar and new		Extended the range of sentences with more than one clause	of sentences with more than one clause by using a wider	W25 Using fronted	W26 Choosing nouns or	simple past tense (Y3) Using conjunctions,	Revisit Learning	of sentences with more than one clause by using a wider												
		punctuation correctly including, full stops, capital letters,	punctuation correctly including, full stops, capital letters,		by using a wider range of conjunctions W19	range of conjunctions W19	adverbials W21 Using conjunctions,	pronouns appropriately for clarity and cohesion	adverbs (then, next soon, therefore) and prepositions (before,	Choosing nouns or pronouns appropriately for	range of conjunctions (including when, if, because, although)												
		exclamation marks, question marks, commas for lists and	exclamation marks, question marks, commas for lists and		Using Fronted adverbials W21		adverbs (then, next soon, therefore) and prepositions (before,	to avoid repetition. W20 W25	after, during, in, because of) to express time place	clarity and cohesion to avoid repetition. W20 W25	W19 Extended noun												
		apostrophes for contracted form) Y2	apostrophes for contracted form) Y2				after, during, in, because of) to express time place and cause (Y3)		and cause (Y3)	Extended the range of sentences with more than one clause by using a wider	phrases, including with prepositions (prepositions/pre modification) W24												
										range of conjunctions W19													
Spellings	No Nonsense spelling	g – Year 4										No Nonsense spelling – Year 4											