



# Flanderswell Writing Progression- Composition and SPaG

| Foundation Stage      |                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                              |
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| Autumn 1-<br>Summer 2 | Get Writing-<br>writing<br><br>Talk through<br>stories- oracy | This term, I need to deliberately practise.... <ul style="list-style-type: none"> <li>Forming letters correctly.</li> <li>Writing phonics sounds.</li> <li>Putting phonics sounds together to spell words.</li> <li>Spelling high frequency words.</li> <li>Combining words together to make sentences.</li> <li>Writing dictated sentences including words with known sounds.</li> </ul>                                        | Write sentences relating to the storybook learnt in phonics using the Get Writing programme. |
| Year 1                |                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                              |
| Term                  | Text                                                          | This term, I need to deliberately practise...                                                                                                                                                                                                                                                                                                                                                                                    | Writing Outcome                                                                              |
| Autumn 1              | Get Writing                                                   | <ul style="list-style-type: none"> <li>Spelling daily</li> <li>Handwriting daily</li> <li>Combine words to make sentences- dictated at child's phonics level</li> <li>Leave spaces between words- dictated</li> <li>Begin to use capital letters and full stops (pg 89-94)</li> <li>Use capital letters for the names of people and the personal pronoun I (pg 89-94)</li> </ul>                                                 | Get writing texts                                                                            |
| Autumn 2              | Get Writing                                                   | <ul style="list-style-type: none"> <li>Spelling daily</li> <li>Handwriting daily</li> <li>Join words using and (pg 113-115)- dictated</li> <li>Punctuate sentences using a capital letter and a full stop. (pg 89-94)</li> <li>Use capital letters for the names of people. (pg 89-94)</li> <li>Sequence sentences to form short narratives- dictated and in Get Writing (Ensure this is at the child's phonic level)</li> </ul> | Get writing texts                                                                            |
| Spring 1              | Get Writing                                                   | <ul style="list-style-type: none"> <li>Spelling daily</li> <li>Handwriting daily</li> </ul>                                                                                                                                                                                                                                                                                                                                      | Get Writing                                                                                  |



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|          |                                    | <ul style="list-style-type: none"> <li>Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks. (pg 89-94)</li> <li>Join words and clauses using and (pg 113-115)- dictated</li> <li>Some accurate use of the prefix un (pg 17-18)- dictated</li> <li>Add suffixes where no change is needed to the root of the word. E.g ed, ing, er, est (pg 17-18)</li> <li>(Sentences should be dictated at children's phonic level)</li> </ul>                                                                                                                                                         |                                                                                                                                                                                      |
| Spring 2 | Get Writing                        | <ul style="list-style-type: none"> <li>Spelling daily</li> <li>Handwriting daily</li> <li>Join words and clauses using and (pg 113-115)</li> <li>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. (pg 89-94)</li> <li>Add suffixes where no change is needed to the root of the word. E.g. ed, ing, er, est (pg 17-18)</li> </ul> <p>(Sentences should be dictated at children's phonic level)</p>                                                                                                                                                                                          | Get Writing                                                                                                                                                                          |
| Summer 1 | Get Writing or...<br>Toys in Space | <ul style="list-style-type: none"> <li>Spelling daily</li> <li>Handwriting daily</li> <li>Join words and clauses using and (pg 113-115)</li> <li>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. (pg 89-94)</li> <li>Add suffixes where no change is needed to the root of the word. E.g ing, er, est (pg 17-18)</li> <li>Change the meaning of the verbs and adjectives by adding the prefix un.(pg 17-18)</li> </ul> <p>Sentence examples for hold a sentence/ dictation if not doing Get Writing:<br/>She was unhappy and she told them.<br/>It was untidy and she did not like it.</p> | <p>Get Writing or....</p> <p>To write a fantasy story about some toys who are taken onto a spaceship. They will be changing the characters in the story.</p> <p>(Story- fiction)</p> |



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|               |                                                                  | <p><i>She was playing with the toys and it was too hot.</i></p> <p><i>What are they?</i></p> <p><i>I am feeling brave and I will go into the dark room.</i></p> <p><i>We need a bedtime story and then we will go to sleep.</i></p> <p><i>It was not a star.</i></p> <p><i>There were toys left outside and they got wet.</i></p> <p><i>She showed us one thousand toys.</i></p> <p><i>(Sentences should be dictated at children's phonic level)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                      |
| Summer 2      | <p>Get Writing or...</p> <p>Goldilocks and just the one bear</p> | <ul style="list-style-type: none"> <li>• Spelling daily</li> <li>• Handwriting daily</li> <li>• Join words and clauses using and (pg 113-115)</li> <li>• Use simple description</li> <li>• Sequence sentences to form short narratives (link ideas of events by pronoun).</li> <li>• Use a capital letter for places and days of the week (pg 89-94)</li> <li>• Punctuate sentences using a capital letter, full stop, question mark or exclamation mark. (pg 89-94)</li> </ul> <p><i>Sentence examples for hold a sentence/ dictation if not using dictation:</i></p> <p><i>I have had a shocking day because I went into town and it was so loud.</i></p> <p><i>I sneaked into Snooty Towers on Monday and I felt scared.</i></p> <p><i>After some time I felt better and I ate some food.</i></p> <p><i>The first spoonful was too sticky and the second was too hard.</i></p> <p><i>On Thursday I went to the park and played on the slide.</i></p> <p><i>(Sentences should be dictated at children's phonic level)</i></p> | <p>Get Writing or....</p> <p>To write a new version of the story with a new character or setting.</p> <p><i>(Story- fiction)</i></p> |
| <b>Year 2</b> |                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                      |
| <b>Term</b>   | <b>Text</b>                                                      | <b>This term, I need to deliberately practise...</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Writing Outcome</b>                                                                                                               |



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



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|          |                         | <p>They like to eat small birds or mice.<br/> They have sharp, long talons and they used these to cling onto the branches.<br/> <i>(Sentences should be dictated at children's phonic level)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                      |
| Spring 1 | The dragon machine      | <ul style="list-style-type: none"> <li>• Spelling daily</li> <li>• Handwriting daily</li> <li>• Write sentences with different forms: statement, question, exclamation, command <i>(pg 90-94)</i></li> <li>• Use subordination (apply because and introduce when) <i>(pg 113-115)</i></li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/> Today I have a brilliant day because I flew my machine for the first time.<br/> I stared high up into the bright blue sky and felt excited.<br/> What an amazing day!<br/> Did you see what happened?<br/> I felt so free when I soared up into the sky.<br/> What will happen tomorrow?<br/> He felt so excited when he got into his dragon machine.<br/> I thought it was amazing when the dragons followed me.<br/> Come with me into the sky.<br/> <i>(Sentences should be dictated at children's phonic level)</i></p> | <p>To write an adventure story using the model text and changing a character.</p> <p><i>(Story- fiction)</i></p>     |
| Spring 2 | Major Glad, Major Dizzy | <ul style="list-style-type: none"> <li>• Handwriting daily</li> <li>• Spelling daily</li> <li>• Use the progressive form of verbs in the present and past tense. <i>(pg 47-49)</i></li> <li>• Use present and past tenses correctly and consistently <i>(pg 47-49)</i></li> <li>• Use subordination (apply because, when; introduce that) <i>(pg 113-115)</i></li> <li>• Use punctuation correctly- introduce apostrophe for the possessive (singular) <i>(pg 82)</i></li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i></p>                                                                                                                                                                                                                                                                                                                                              | <p>To write a recount of historical events from Major Glad's point of view.</p> <p><i>(Recount- non-fiction)</i></p> |



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|          |                        | <p>When Amelia dropped us down the floorboards, I felt abandoned.<br/>         I put some newspaper over me so that I could keep warm.<br/>         I wish I was in my normal bed but I am stuck now.<br/>         We missed our friends above the floorboards but at least we had each other.<br/>         Will we ever escape?<br/>         What confusing day!<br/>         I was getting fed up of it.<br/>         I head Mr Sugar say PUT THAT LIGHT OUT!<br/>         Glad was scared because the air raid siren went off.<br/>         I could hear bombs banging loudly.<br/>         (Sentences should be dictated at children's phonic level)</p>                                                                                                                                                                                                                                                                                                               |                                                                                                                          |
| Summer 1 | The Last Wolf          | <ul style="list-style-type: none"> <li>• Handwriting daily</li> <li>• Spelling daily</li> <li>• Use subordination (if, that) (pg 113-115)</li> <li>• Add er and est to adjectives (pg 65-67)</li> <li>• Use homophones and near homophones (pg16)</li> <li>• Use punctuation correctly- apostrophes for contracted forms. (pg82-83)</li> </ul> <p>Sentence examples for hold a sentence/ modelled writing:<br/>         One day I was reading the woodland news whilst I was playing snakes and ladders.<br/>         Bear is a champion at snakes and ladders so so nobody every meets him.<br/>         When it's night, Wolf always lets me sleep on him.<br/>         I need your help because it's more like a two person job.<br/>         I think you would feel better if you helped me to plant the trees.<br/>         We need to plant the trees so that all the animals have homes.<br/>         (Sentences should be dictated at children's phonic level)</p> | <p>To write a letter in role<br/>         persuading characters to<br/>         save trees.</p> <p>(Letter- fiction)</p> |
| Summer 2 | Grandad's Secret Giant | <ul style="list-style-type: none"> <li>• Handwriting daily</li> <li>• Spelling daily</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>To write own version of<br/>         the story focussing on</p>                                                       |



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|               |                   | <ul style="list-style-type: none"> <li>Use present and past tenses correctly and consistently including the progressive form. (pg 47-49)</li> <li>Use subordination (using when, if, that or because) and co-ordination (using or, and or but) (pg 113-115)</li> <li>Use expanded noun phrases to describe and specify (pg 120)</li> <li>Add suffixes to spell longer words. E.g. ment, -ful (pg 17-18)</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/>         He is the most colourful giant in the land.<br/>         He is the kindest giant because he always tries to help.<br/>         The giant is powerful because he is so strong and tall.<br/>         If you need help, the giant will help you straight away.<br/>         He will give you enjoyment because he is a kind man.<br/>         (Sentences should be dictated at children's phonic level)</p>                | morals and the acceptance of others.<br><br>(Story- fiction)                                                                                                    |
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| <b>Year 3</b> |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                 |
| <b>Term</b>   | <b>Text</b>       | <b><i>This term, I need to deliberately practise...</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b><i>Writing Outcome</i></b>                                                                                                                                   |
| Autumn 1      | Coming to England | <ul style="list-style-type: none"> <li>Group related ideas into paragraphs (pg 162)</li> <li>Build a varied and rich vocabulary</li> <li>Use prepositions to express time, place and cause. (pg 123)</li> <li>Introduce inverted commas to punctuate direct speech. (pg 143-149)</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i></p> <ul style="list-style-type: none"> <li>It was the first time in a while that I had one out with the other surfers on the still waters.</li> <li>I was surfing on the calm water when I got the biggest surprise ever.</li> <li>I got pushed underneath the water into the dark abyss.</li> <li>Over the time you have been gone, so much has happened.</li> <li>In Spring, we have been on walks above the sandy shores.</li> <li>We didn't find the seal, but we kept looking.</li> <li>It made me feel emotional when we couldn't find him.</li> </ul> | To write a letter to Florella's Grandmother back in Trinidad from Florella, detailing her experiences and feelings at different points.<br><br>Letter- fiction. |



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|          |                | <ul style="list-style-type: none"> <li>• "Where have you been? I've been missing you, Grandad".</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                           |
| Autumn 2 | Winter's Child | <ul style="list-style-type: none"> <li>• Use conjunctions and adverbs to express time, place and cause. (pg 69-71) (pg 113-115)</li> <li>• Use a or an according to whether the next word begins with a vowel or consonant.</li> <li>• In narratives, create characters, settings and plot.</li> <li>• Use inverted commas to punctuate direct speech. (pg 143-149)</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i></p> <p>First I went skating in the wood and went down the steep, pale snowdrift.<br/> Then I decided to make a snowman with the powdery snow.<br/> I jumped out on the reindeer but he didn't see me coming.<br/> I was so excited when I built a snowman.<br/> I saw an icy, frozen snowdrift so I ran as fast as I could.<br/> "I don't understand where the winter came from", explained Nanna sadly.</p>                                                                | <p>To write a fantasy story based on a fable.</p> <p><i>Story- fiction</i></p>            |
| Spring 1 | Stone Age Boy  | <ul style="list-style-type: none"> <li>• Form nouns with a range of prefixes (pg 17-18)</li> <li>• Use present and past tenses correctly and consistently including progressive and present perfect forms. (pg 47-49)</li> <li>• Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters). (pg 143-149)</li> <li>• Build a varied and rich vocabulary</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i></p> <p>At lunchtime, I was sitting on a log with my friend.<br/> I heard some of the forest trees being chopped behind me and people were singing beside me.<br/> "Why is it taking so long?" I asked.<br/> One evening, a young boy was getting ready for bed when he heard a noise.<br/> He found himself in a stone jut with a small glass of rain water that had fallen from the sky.<br/> "This is how you skin a deer," he said.</p> | <p>To write the story from the point of view of the boy.</p> <p><i>Story- fiction</i></p> |



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| Spring 2 | Big Blue Whale  | <ul style="list-style-type: none"> <li>• Use adverbs to express time, place and cause (pg 69-71)</li> <li>• Build an increasing range of sentence structures. (pg 97-107)</li> <li>• Use headings and subheadings to aid presentation (pg 162-163)</li> <li>• Assess the effectiveness of own and others' writing</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/> The blue whale gives birth to its child in winter.<br/> The blue whale's baby has to stay near its mother.<br/> Once they get there, they feast on krill until the end of spring.<br/> Next time you fish, you should use a rod and make sure you don't use too much plastic.<br/> Blue whales are amazing animals, but if we don't stop littering, they will become extinct.<br/> Amazingly, a whale can hold its breath for 30 minutes.</p>                               | <p>To write an informative article about the whale persuading for the protection of the blue whale.</p> <p>Information- non-fiction</p> |
| Summer 1 | Journey         | <ul style="list-style-type: none"> <li>• Use the present perfect form of verbs in contrast to the past tense. (pg 47-49)</li> <li>• Use prepositions, conjunctions and adverbs to express time, place and cause. (pg 119-125)</li> <li>• Group related ideas into paragraphs. (Pg 162)</li> <li>• Use a or an according to whether the next word begins with a vowel or a consonant.</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/> After a while, I had finished drawing.<br/> It was an unusual day because a miracle happened.<br/> When I was sent to my cage I curled up on the mouldy, damp floor.<br/> Before I got captured, I freed the magical bird from its shiny, golden tail.<br/> As the bird perched on my shoulder, I started drawing.<br/> Eventually, she got bored of playing on her red scooter, so she went inside.</p> | <p>Write an adventure story based on the story Journey.</p> <p>Story- fiction</p>                                                       |
| Summer 2 | Zereffa Giraffa | <ul style="list-style-type: none"> <li>• Build an increasing range of sentence structures. (pg 97-107)</li> <li>• In non-narrative material, use simple organisation devices including headings and sub-headings to aid presentation. (pg 162-163)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Write a persuasive guide for visiting Giraffa.</p>                                                                                   |



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|               |         | <ul style="list-style-type: none"> <li>Use present and past tenses correctly and consistently including the progressive and present perfect forms. (pg 47-49)</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/> Zereffa was sipping water from a rainwater bucket that I had filled.<br/> When he gets there, I will be upset to leave him and I will be worried about how he will be treated.<br/> I have been busy taking care of Zereffa by making sure she has plenty to drink.<br/> Are you looking for activities to do in France?<br/> Have a wander around our zoo to learn interesting facts.</p>                                                                                                                                                                                                                                                                                                                                                 | Persuasive writing- non-fiction                                            |
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| <b>Year 4</b> |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                            |
| Term          | Text    | <i><b>This term, I need to deliberately practise...</b></i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Writing Outcome</b>                                                     |
| Autumn 1      | Gorilla | <ul style="list-style-type: none"> <li>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. (pg 122-123)</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition. (pg 23-27 and pg 33-37)</li> <li>Use fronted adverbials (pg 71)</li> <li>Organise paragraphs around a theme (to organise and sequence more extended narrative structure). (pg 161-162)</li> <li>Use commas after fronted adverbials. (pg 71 and pg 122)</li> <li>Re-cap: Use inverted commas for direct speech (Y3 objective) (pg 143-149)</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/> This evening, the lively cafe boomed with a huge amount of people who were waiting to enjoy some delicious deserts.<br/> As the chestnut eyed ape sat down, he glared as the delicious looking bananas sat in a yellow bowl above him.<br/> Hannah looked up at the hulk of a creature and smiled warmly.</p> | <p>To write a narrative based on Gorilla.</p> <p><i>Story- fiction</i></p> |



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|          |                             | "Oh, wow. You've nearly eaten them all," exclaimed Hannah.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                      |
| Autumn 2 | Leon and the place between. | <ul style="list-style-type: none"> <li>• Use Standard English forms for verb inflections.</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although. (pg 113-116)</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns. (pg78-85)</li> <li>• Recognise the difference between plural and possessive 's' (pg78-85)</li> <li>• Build a varied and rich vocabulary.</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/>           At the peak of the night, we crept out to have a look at the mysterious circus tent that came to town.<br/>           As we walked up to this odd, mustard tent, I saw my friend.<br/>           My heart raced like I had ran a 50 mile marathon.<br/>           The bloodcurdling scream made me huddle up close to my brothers.<br/>           My brother's chest was booming loudly although he was acting bravely.<br/>           When we got there, we figured out that the tent was golden.<br/>           Nobody wanted to go in, but I did.<br/>           I told them we're going in there, even though they were scared.</p> | <p>To write Leon's secret diary about what really happened in the place between.</p> <p><i>Recount- fiction.</i></p> |
| Spring 1 | Escape from Pompeii         | <ul style="list-style-type: none"> <li>• Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. (pg 46-49)</li> <li>• Use Standard English for verb inflections. (pg 47-49)</li> <li>• Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs). (pg 161-162)</li> <li>• Use and punctuate direct speech (using dialogue to show the relationship between characters). (pg 144)</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/>           From my iron balcony, I glanced down the cobbled, stone street.<br/>           Many citizens were talking to the haggling tradesmen.<br/>           My heart was pounding with excitement when bread was delivered to my house.</p>                                                                                                                                                                                                                                                                                                                                                                                                           | <p>To write a story from the point of view of one of the children.</p> <p><i>Story- fiction</i></p>                  |



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|          |                                | <p>I said "Hey, what's up?"<br/>She said "Hi! I'm curling my hair. Do you want to try?"</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                 |
| Spring 2 | When the giant stirred         | <ul style="list-style-type: none"> <li>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. (pg 122-123)</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. (pg 23-27 and pg 33-37)</li> <li>Use and punctuate direct speech. (pg 144)</li> <li>Use commas after adverbials. (pg 71 and pg 122)</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/>           In the distance, the food collector could hear the loud, howling whales.<br/>           As the diver explored in the underwater garden, some clownfish crept upon him.<br/>           One misty evening, the horror began.<br/>           At the time, I was an innocent eighteen-year-old girl.<br/>           The mountain god was harmless.<br/>           During these menacing times, the village chief gathered us together in our community.<br/>           "Will we be ok? Or do we need to leave quickly?" questioned a young boy in a scared tone.</p> | <p>To write their own version of When the giant stirred in the first person from the point of view of the boy.</p> <p><i>Story- fiction</i></p> |
| Summer 1 | Where the forest meets the sea | <ul style="list-style-type: none"> <li>Build a varied and rich vocabulary.</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. (pg 33-37)</li> <li>Use paragraphs to organise information and ideas around a theme. (pg 161-162)</li> <li>Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular. (pg78-85)</li> <li>Recognise the grammatical difference between plural and possessive 's'</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/>           Since being discovered in 1787, sloths behaviour has changed a lot.<br/>           Amazingly, the furballs can fall 100 feet without damaging or hurting themselves.<br/>           The sloth's claws are strong and they are accurate climbers.</p>                                                                                                                                                                                    | <p>To make a zoo information board for a rainforest exhibit.</p> <p><i>Non-chronological report writing- non-fiction</i></p>                    |



## Flanderswell Writing Progression- Composition and SPaG

| Summer 2      | Blue John          | <ul style="list-style-type: none"> <li>Build a rich and varied vocabulary and an increasing range of sentence structures. (pg 97-103)</li> <li>Use a variety of verb forms correctly and consistently including the progressive and the present perfect forms. (pg 47-50)</li> <li>Use paragraphs to organise information and ideas around a theme. (pg 161-162)</li> <li>Integrated as revision: The grammatical difference between plural and possessive s (pg78-85)</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/> When working with caves, it can be extremely dangerous so be cautious of your surroundings.<br/> Above me, a scarlet glow from my coral candle reflected on the transparent glacier.</p>                                                                                                         | <p>To write a letter about cave formation</p> <p><i>Explanation letter- non-fiction</i></p>                                       |
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| <b>Year 5</b> |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                   |
| Term          | Text               | <i>This term, I need to deliberately practise...</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Writing Outcome</b>                                                                                                            |
| Autumn 1      | Queen of the falls | <ul style="list-style-type: none"> <li>Identify the audience for and purpose of writing.</li> <li>Organise paragraphs around a theme with a focus on more complex narrative structures. (pg 161-162)</li> <li>Use commas after fronted adverbials. (pg 71)</li> <li>Use commas to clarify meaning or avoid ambiguity in writing. (pg128-131)</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/> As I heard a snip, the barrel went haywire.<br/> Leaving no trace behind, the river left me no choice but to carry on.<br/> Remembering my husband made me think that if I die, there is no one left to be sad.<br/> Believe it or not, I only have five pupils left in my charm school.<br/> The surprising thing was that the fall wasn't the worse bit, it was the rapids because I twisted and turned up and down.</p> | <p>To write a series of diaries around significant events in Annie Edson Taylor's life.</p> <p><i>Recount, diary- fiction</i></p> |



## Flanderswell Writing Progression- Composition and SPaG

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| Autumn 2 | The Lost Happy Endings     | <ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely. (pg 120)</li> <li>Describe settings, characters and atmosphere.</li> <li>Integrate dialogue to convey character and advance the action. (pg 144)</li> <li>Use of inverted commas and other punctuation to punctuate direct speech. (pg 143-149)</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/> This was her lifetime dream to have the power of the world in her hand.<br/> Hobbling through the mountainous forest, the witch was looking for a suitable tree to drop the happy endings.<br/> "At least I am on top of the world world world world, " echoed the witch.<br/> "W-w-where am I?" said the witch in fear.</p>                                                                                                                                          | <p>To write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise</p> <p><i>Story- fiction</i></p> |
| Spring 1 | Arthur and the golden rope | <ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely. (pg 120)</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. (pg 104-105)</li> <li>Link ideas across paragraphs using adverbials. (pg 162-163)</li> <li>Use commas to clarify meaning and avoid ambiguity in writing. (pg128-131)</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/> Sneakily but quickly, Arthur approached, WACK!<br/> Suddenly he fell down, down, down, down.<br/> Arthur's scruffy black hair blew like crazy in the spine-chilling wind.<br/> Still running from the car, Arthur was panting like a dog that had just sprinted the 800m.<br/> At sunset, Bran hobbled down the cobbled stoned bridge.<br/> Bran, who was a demi-god, had long brown hair that touched the floor.</p> | <p>To write a myth...to create characters and settings.</p> <p><i>Myth- fiction</i></p>                                                                                                                                            |
| Spring 2 | The Darkest Dark           | <ul style="list-style-type: none"> <li>Variety of verb forms used correctly and consistently (pg 47-48)</li> <li>Use commas to clarify meaning or avoid ambiguity in writing. (pg128-131)</li> <li>Link ideas across paragraphs using adverbials and tense choices. (pg 162-163)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>To write a formal biography about Chris Hadfield.</p>                                                                                                                                                                           |



## Flanderswell Writing Progression- Composition and SPaG

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|          |                     | <ul style="list-style-type: none"> <li>• Use brackets, dashes or commas to indicate parenthesis. (pg 137-139)</li> <li>• Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4) (pg 113-115)</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/>         In 1969, the astronauts Neil Armstrong (commander), Buzz Aldrin (pilot), Michael Collins (pilot), were sent on a mission by J. F. Kennedy to land on the moon.<br/>         His family had a dog (pug) called Arthur.<br/>         He grew up in cornfield that was in Canada, Ohio.<br/>         After he finished school, he went on to do 25 years in the armed forces.</p>                                                    | <i>Biography- non-fiction</i>                                                                                                            |
| Summer 1 | The Paperbag Prince | <ul style="list-style-type: none"> <li>• Use modal verbs to indicate degrees of possibility. (pg 50-51)</li> <li>• Use devices to build cohesion with a paragraphs. (pg 163-164)</li> <li>• Choose the appropriate register. (pg 164-165)</li> <li>• Use brackets, dashes or commas to indicate parenthesis. (pg 137-139)</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary.</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/>         Here are some of the reasons you WILL remove the dump.<br/>         It is bad business for the local shops and cafes because of the stench and the air pollution.<br/>         The liquid could potentially get into the water systems and we could be drinking it.</p> | <p>To write a persuasive leaflet to give information about waste management.</p> <p><i>Persuasion- non-fiction</i></p>                   |
| Summer 2 | Radiant Child       | <ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. (pg 104-105)</li> <li>• Use adverbs to indicate degrees of possibility. (pg 70)</li> <li>• Use a wider range of devices to build cohesion across paragraphs. (pg 163-164)</li> <li>• Link ideas using tense choices. (pg 49)</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/>         It whimpered sitting next to a dead carcass, which made me worried.<br/>         Perhaps I should take it back with me?<br/>         The boiling weather made me tired but I kept walking.<br/>         I will certainly not leave it all alone.</p>                                                | <p>To write an information text about Jean- Michel Basquiat suitable for an art gallery.</p> <p><i>Information text- non-fiction</i></p> |



## Flanderswell Writing Progression- Composition and SPaG

|               |                            | Slowly Amir and his mother walked towards the watering hole, which was full of animals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                     |
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| <b>Year 6</b> |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                     |
| <b>Term</b>   | <b>Text</b>                | <b><i>This term, I need to deliberately practise...</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b><i>Writing Outcome</i></b>                                                                                                                       |
| Autumn 1      | Star of Fear, Star of Hope | <ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely. (pg 120)</li> <li>Use passive verbs (pg 156-157)</li> <li>Link ideas across paragraphs using a wider range of cohesive devices. (pg 162-164)</li> <li>Integrate dialogue to convey character and advance the action. (pg 144-149)</li> </ul> <p>For suggested information text at the end of the unit:</p> <ul style="list-style-type: none"> <li>Use a colon to introduce a list (pg 136-137)</li> <li>Punctuate bullet points consistently. (pg 162-163)</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/> Our fragile bodies have been through so many emotions tonight and we cannot believe what has happened to us.<br/> She told me that a man with a red face had appeared out of nowhere.<br/> I could hardly breathe. It felt like a volcano had erupted inside of me.<br/> I could see a woman with dark hair and a cape on her back and she was whispering "Open up, it's me".</p> | <p>To write a story with a flashback from another character's point of view.</p> <p><i>Story- fiction</i></p>                                       |
| Autumn 2      | Can we save the tiger?     | <ul style="list-style-type: none"> <li>Enhance meaning through selecting appropriate grammar and vocabulary.</li> <li>Use modal verbs and adverbs to indicate degrees of possibility. (pg 50-51)</li> <li>Use brackets, dashes or commas to indicate parenthesis. (pg 137-139)</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/> There are goats, sheep and several cows on my farm (which provides me with quite a high income per month) but recently an unknown predator has been devouring my precious animals.<br/> The rest of my family think that it might be a tiger.</p>                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion)</p> |



## Flanderswell Writing Progression- Composition and SPaG

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|----------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                   | This is because every part of the tiger- from ears to tail- is sold and tracked in illegal wildlife markets.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>Information text- non-fiction</i>                                                                                                                                         |
| Spring 1 | The Selfish Giant | <ul style="list-style-type: none"> <li>Distinguish between the language of speech and writing.</li> <li>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms. <a href="#">(pg 161-169)</a></li> <li>Use passive verbs. <a href="#">(pg 156-157)</a></li> <li>Use semi-colons to mark boundaries between independent clauses. <a href="#">(pg 136)</a></li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/> I have not entered my garden for several years (seven to be exact) and I know that many people will think that I have abandoned my property.<br/> As I arrived, my mood quickly changed. I felt despondent but also incredibly infuriated. The branches of my blossom trees were broken by the children which caused raged to burn through my entire body.<br/> It became a shadow of its former self; Winter would not leave and Spring would not return.<br/> Ever since I allowed the children back into my garden, my life has been filled with contentment.<br/> I know this story is a special one; it reminds people to treat others how they want to be treated.</p> | <p>To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view</p> <p><i>Story- fiction</i></p> |
| Spring 2 | Island            | <ul style="list-style-type: none"> <li>Use passive verbs. <a href="#">(pg 156-157)</a></li> <li>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms. <a href="#">(pg 47-50)</a></li> <li>Use a wide range of devices to build cohesion <a href="#">(pg 163-164)</a></li> <li>Use organisational and presentational devices to structure text. <a href="#">(pg 161-169)</a></li> <li>Use colons to mark boundaries between independent clauses. <a href="#">(pg 136-137)</a></li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i><br/> Furthermore, when Jeremy was given the opportunity to travel to England, he had to seize the chance; nobody on the island had ever been offered something like that.</p>                                                                                                                                                                                                                                                                                                                                                               | <p>To write a journalistic report (hybrid) about Charles Darwin's discoveries.</p> <p><i>Report- non-fiction</i></p>                                                         |



## Flanderswell Writing Progression- Composition and SPaG

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|          |            | <p>The first reason was that he was content where he was: they did not need to change that.</p> <p>During his time there, he had observed a variety of different species.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                               |
| Summer 1 | Manfish    | <ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. (pg 104- 105)</li> <li>• Use a wider range of devices to build cohesion. (pg 163-164)</li> <li>• Use a colon to introduce a list and use semi-colons within lists. (pg 136-137)</li> <li>• Use hyphens to avoid ambiguity. (pg 18-19)</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i></p> <p>I can't even remember, but what I will say is that today was a life-changing event. I saw many things below the surface: multi-coloured fish, poisonous plants, plants that look like fish and green, swaying plants.</p> <p>The day started when my good friend Phillipe gave me a pair of goggles, which has rubber frames and glass to see out of.</p> <p>He was a well-known ocean explorer, who introduced millions of people to the underwater universe.</p> <p>As a small boy, Jacques was fascinated by water: he loved the way it felt on his hands.</p> | <p>To write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text</p> <p><i>Biography- non-fiction</i></p> |
| Summer 2 | Skychasers | <ul style="list-style-type: none"> <li>• Recognise vocabulary and structures for formal speech and writing, including subjunctive forms. (pg 155)</li> <li>• Identify the audience for and purpose of writing.</li> <li>• Choose the appropriate register. (pg 164-165)</li> <li>• Use semi-colons, colons or dashes to mark boundaries between independent clauses. (pg 135-142)</li> </ul> <p><i>Sentence examples for hold a sentence/ modelled writing:</i></p> <p>I need the box: it is a missing piece of a puzzle which my family and I desperately require.</p> <p>Fear choked me with its murderous hands: there was no way out of this horrifying situation.</p> <p>Was I really about to die on the spot?</p>                                                                                                                                                                                                                                                                                                                       | <p>To write the next chapter of <i>Sky Chasers</i> in the style of the author from two different viewpoints</p> <p><i>Story- fiction</i></p>  |



## Flanderswell Writing Progression- Composition and SPaG

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|  |  | I could shout and try to get someone's attention; I could cause a distraction or I could simply go and knock the gun out of their hands. |  |
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*Page numbers in blue reference pages from The Grammar Book by Zoe and Timothy Paramour to support with subject knowledge*