

Writing Curriculum – Progression Map

Theme	Family/identity	Global stories/Traditional tales	Displacement/Journeys	Fantasy/Imagination	Environment/Natural world	Teamwork/Friendship
	Book	Book	Book	Book	Book	Book
Year 1	<u>Owl Babies</u> (F1) (Fiction – picture book – 3 rd person) 	<u>How the Leopard Got His Spots</u> (Fiction – novel – 3 rd person) 	<u>We're Going on a Bear Hunt</u> (F1) (Fiction - picture book – 1 st person) 	<u>The Jolly Postman</u> (Fiction written as NF – short stories – multiple narrators) 	<u>The Curious Garden</u> (Fiction – picture book – 3 rd person) 	<u>Rainbow Fish</u> (F1) (Fiction – novel – 3 rd person) 
Year 2	<u>A Chair for My Mother</u> (Fiction – novel – 1 st person) 	<u>The Tortoise and the Hare</u> (Fiction – novel – 3 rd person) 	Ernest Shackleton – M I S Vegara (NF – picture book – 3 rd person) 	<u>The Way Back Home</u> - O Jeffers (Fiction – picture book – 3 rd person) 	<u>The Mess that We Made</u> – MM Lord (Fiction – illustrated story – 3 rd person) 	<u>How to be More Hedgehog</u> – A-M Conway (Fiction – chapter book – 1 st person) 
Year 3	<u>The Name Jar</u> (Fiction – picture book – 3 rd person) 	<u>Anansi the Spider: A Tale from the Ashanti</u> (Fiction – picture book – 3 rd person) 	<u>The Invisible</u> (Fiction – picture book – 3 rd person) 	<u>Inside the Villains</u> – C Perrin (Fiction – illustrated book – mixed narratives) 	<u>Our Tower</u> – J Coelho (Fiction, illustrated chapter book – 1 st person) 	<u>Call Me Lion</u> – C Chester (Fiction – early chapter book – 1 st person) 
Year 4	<u>Paradise Sands</u> – L Pinfold (Fiction – picture book – 1 st person) 	<u>Zombierella: Fairy Tales Gone Bad</u> – J Coelho (Fiction – illustrated chapter book – 3 rd person, dual narrators) 	<u>Lost on Gibbon Island</u> – J Butterworth (Fiction – chapter book – 1 st person) 	<u>The Wishkeeper's Apprentice</u> – RC Khoo 	<u>Who Ate All the Bugs</u> – M Long (Non-Fiction – graphic 'novel' - 1 st person) 	<u>If You Read This</u> – K Getten (Fiction – chapter book – 1 st person) 
Year 5	<u>The Kite Fighters</u> – L S Park (Fiction – novel – 3 rd person) 	<u>Mwikali and the Forbidden Mask</u> – S Nguru (Fiction – chapter book – 3 rd person) 	<u>The Explorer</u> – K. Rundell (Fiction – novel – 3 rd person) 	<u>Crookhaven The School for Thieves</u> – JJ Arcanjo (Fiction – chapter book – 3 rd person) 	<u>Lost</u> – M Ilustrajo (Fiction – picture book – 1 st person) 	<u>My Friend the Octopus</u> – L Galvin (Fiction – novel - 3 rd person) 
Year 6	<u>The Stories Grandma Forgot (and How I Found Them)</u> - NA Jassat 	<u>The Little Match Girl Strikes Back</u> – E Carroll (Fiction – illustrated chapter book – 1 st person) 	<u>The Song Walker</u> – Z Bethell (Fiction – chapter book – 1 st person) 	<u>My Strange Shrinking Parents</u> – Z Sworder (Fiction – picture book – 1 st person) 	<u>The Rescue of Ravenwood</u> – N Farrant 	<u>Birdsong</u> – K Balen (Fiction – chapter book – 1 st person) 

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Writing Curriculum – Progression Map

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Writing Curriculum – Progression Map

Format Progression:

Composition Progression LTP:

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Year 1	Early Writing A – Days of the Week	Early Writing B – Common and Proper Nouns	NF: Animal Fact File	F: Setting description	F: Traditional Tale	NF: Postcard	NF: Direction Instruction text	Fiction written as NF: Letter Writing	F- Storytelling
Year 2	NF – Item Description	F – Picture Story	F – Character Description	NF - Instructions	NF - Biography	F - Blog	F - Narrative	NF – News Article	F – Setting Description
Year 3	F - Dialogue	NF - Letter	F - Folktale	NF – Fact File	NF - ‘How to’ text	NF – event recording (1 st person) - Monologue	F- fairy tale	F – Setting description	
Year 4	F – Setting Description	F - Narrative	F – Twisted Fairytale	NF – Character Fact File	NF - Logbook	NF – environmental journalism	NF – Persuasive letter		
Year 5	NF – Information leaflet	F – Internal Dialogue	NF – Fact File	F – Adventure Story	F – Setting description	NF - Diary entry	NF - Reflection	NF - Debate	
Year 6	NF – Fact File (autism)	NF – Formal Letter	NF- Instruction Text	F - Setting Description	NF – Inspection Report				

Poetry Units:

	Autumn: Biography; motivation and poetry	Spring: Performance Poetry	Summer: Poetic Form
Year 1	Julia Donaldson - <i>I Opened a Book...</i> - <i>A Squash and a Squeeze</i>	<i>Cats</i> – Eleanor Farjeon	Shape Poetry
Year 2	Julia Donaldson: - <i>Eight Tentacles</i> -	<i>Please, Mrs Butler</i> – Allan Ahlberg	
Year 3	Michael Rosen - <i>Don't</i>	<i>On the Ning Nang Nong</i> – Spike Milligan	Limericks

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	- <i>Introduction Song</i>		
Year 4	Michael Rosen - <i>Yesterday</i> - <i>Three Limericks</i>	<i>Gran Can You Rap?</i> – Jack Ousby	
Year 5	Matt Goodfellow: – <i>There – a refugee song</i> (from <i>Bright Bursts of Colour</i>) – <i>Start now</i> (<i>Ways to change the world</i>)	<i>Revolting Rhymes: The Three Little Pigs</i> – Roald Dahl	Haiku
Year 6	Matt Goodfellow - <i>Back to me</i> (<i>Being Me: Poems about thoughts, worries and feelings</i>) - A special Badger	<i>Revolting Rhymes: Jack and the Beanstalk</i> – Roald Dahl	

Genre Progression Years 1 to 6:

Year 1:

Unit #:	Focus:	Length of Unit		Sentence Structure	GPS
		Weeks	Sessions		
EW - A	Early-writing skills - Days of the Week	3	15	Use the following strategies progressively and linked to familiar literature to learn how to recognise and write the days of the week: • Trace • Find and copy • Recall and write	Letter formation Capital letters Writing stamina Left-to-right Cursive style – non-joined *see EYFS writing goals/objectives
EW - B	Early-writing skills - Proper Nouns	3	15	Use the following strategies progressively and linked to familiar literature to learn how to recognise and write proper nouns: • Trace • Find and copy • Recall and write	Letter formation Capital letters Writing stamina Left-to-right Cursive style – non-joined *see EYFS writing goals/objectives

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Writing Curriculum – Progression Map

EW – C (optional)	Early-writing skills - Recount	1	5	Use the following strategies progressively and linked to familiar literature to learn how to recognise and write proper nouns: - Trace - Find and copy - Recall and write	Letter formation Capital letters Writing stamina Left-to-right Cursive style – non-joined *see EYFS writing goals/objectives
U1	NF – Animal fact file	2	10	Capital letters and full stops to punctuate sentences Simple connectives used to join ideas in sentences: and Exclamation sentences to show emotion Question sentences to draw the reader's attention	Present tense Verb 'to be': is/are Third person pronouns Nouns Adjectives of colour, size, shape, sound
U2	F – Setting description	3	15	Capital letters and full stops to punctuate sentences Simple connectives used to join ideas in sentences: and	Present tense Verb 'to be': is/are Third person pronouns Nouns Adjectives of colour, size, shape, sound
U3	F - Traditional Tales	3	15	Capital letters and full stops to punctuate sentences Simple connectives used to join ideas in sentences: and Turning words into plurals using '-s' or '-es' Adding suffix '-ed' to verbs without changing root word Using 'un-' prefix to change the meanings of verbs and adjectives Putting sentences together to make small narratives	Past tense Adjectives of colour, size, shape Nouns of different animals Verbs for chosen animal
U4	POETRY: Julia Donaldson	2	7	- Biography (create fact file) - Learn 2 poems: - Understand motivations/inspirations	

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Writing Curriculum – Progression Map

U5	F: We're going on a Bear hunt (Fiction - picture book – 1 st person)	3	15	Write in chronological order using sequential adverbs (e.g., "First," "Then"). Include: Title: Start with "How to..." and capitalize key words. List: Use bullet points. Steps: Use commands. Diagram: Add clear labels. Use imperative verbs (e.g., "Step"), numbered lists, and correct punctuation. Write simple, chronological sentences in an impersonal tone (e.g., "Cross the river"). Join ideas with "and" (e.g., "A muddy cave and slippery rocks").	• Use imperative verbs (e.g., "Step"). • Number lists chronologically. • Ensure correct punctuation, capitalisation, and spacing.
U6	We're going on a Bear hunt (Fiction - picture book – 1 st person)	3	15	Simple sentences with conjunctions (e.g., "We went through the river and climbed the hill"). Use of sentence starters with time words (e.g., "Yesterday," "In the morning"). Questions to engage the recipient (e.g., "What have you been doing?"). Sequencing sentences to retell events chronologically (e.g., "First, we went to the river. Then, we climbed the mountain").	Nouns, including those with suffixes like -er (e.g., "the walker" or "the swimmer"). Verbs in the past tense to describe the adventure (e.g., "went," "visited," "saw"). Adjectives, particularly with -er and -est to compare settings (e.g., "the grass was longer," "the mud was the stickiest"). Conjunctions: Use of "and" and "then" to connect ideas (e.g., "We went through the river, and then we reached the cave").

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Writing Curriculum – Progression Map

					Pronouns: Focus on 1st and 2nd person pronouns (e.g., "I went to...", "Have you been...?").
-	Areas of GPS that CT has identified as needing focus			Using appropriate grammar and punctuation to create sentences that are spelled correctly or phonetically plausibly per the guidance for Year 1, i.e.: • Days of the week • 'Tricky words' from Phases 2 to 5 of the Letters and Sounds phonics scheme • Verbs in the past tense with -ed ending (i.e. jumpeded as opposed to jumpt) • Comparative and superlative with -er and -est endings • Nouns formed by adding -er to the ends of verbs	Knowledge and recognition of, and increasingly confident use of: • Nouns • First person pronoun • Third person pronouns • Verbs in their simple form • Adjectives, including -er and -est words to describe • Capital letters • Full stops • Question marks • Exclamation marks

Year 2: Use Unit 1 to identify gaps in knowledge and learning.

Unit #:	Focus:	Length of Unit		Sentence Structure	GPS
		Weeks	Sessions		

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Writing Curriculum – Progression Map

1	NF – Item description	2-3	13	Expanded noun phrases Simple and compound sentence Conjunctions: and/because Correct use of nouns and pronouns Capital letters and full stops Sequencing ideas Using similes Varied sentence starters Correct tense	Phonetically plausible spelling Correct spelling of tricky words spell some common exception words* Lower-case letter formation Lower-case letter sizing Use spacing between words. Use cursive and non-cursive writing Use appropriate suffixes Use commas where needed Use apostrophes to indicate possession or contraction
2	F – Short Picture Story	3	14	Sequential adverbs Simple adverbs Past progressive Expanded noun phrases Correct use of nouns and pronouns Conjunctions Simple and compound sentence Similes Descriptive language Use of speech Varied sentence starters Sentence types	Phonetically plausible spelling Correct spelling of tricky words spell some common exception words* Lower-case letter formation Lower-case letter sizing Use spacing between words. Use cursive and non-cursive writing Use appropriate suffixes Use commas where needed Use apostrophes to indicate possession or contraction
3	F – Character Description	2-3	13	Expanded noun phrases Simple and compound sentence Conjunctions Correct use of nouns and pronouns Sequencing ideas Using similes Descriptive language Varied sentence starters Correct tense Correct use of nouns and pronouns	Phonetically plausible spelling Correct spelling of tricky words spell some common exception words* Lower-case letter formation Lower-case letter sizing Use spacing between words. Use cursive and non-cursive writing Use appropriate suffixes Use commas where needed Use apostrophes to indicate possession or contraction

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Writing Curriculum – Progression Map

4	F – Instructions	3	15	Chronology Adverbs of time Commas Commands Conjunctions Exclamation sentence Suffixes like ment, ness, ly, ful, less, er, est Simple and compound sentence Correct tense Correct use of nouns and pronouns	Phonetically plausible spelling Correct spelling of tricky words spell some common exception words* Lower-case letter formation Lower-case letter sizing Use spacing between words. Use cursive and non-cursive writing Use appropriate suffixes Use commas where needed Use apostrophes to indicate possession or contraction
U5	POETRY: Julia Donaldson	2	7	Biography (create fact file) Learn 2 poems: The Highway Rat & Smartest Giant in Town Understand motivations/inspirations	
U6	NF - Biography			Brief introduction/conclusion Past tense Paragraphs Chronology of events Questions Alliteration Subject/verb sentences Modal verbs Plural nouns using -es Progressive form of verbs: past tense Appropriate verb ending (-es, -ed and -ing) Comparative and superlative adjectives using -er and -est Conjunctions Using -ly to form verbs	Phonetically plausible spelling Correct spelling of tricky words spell some common exception words* Lower-case letter formation Lower-case letter sizing Use spacing between words. Use cursive and non-cursive writing Use appropriate suffixes Use commas where needed Use apostrophes to indicate possession or contraction
U7	F - Recount				
-	Areas of GPS that CT has			Using appropriate grammar and punctuation to create sentences that are spelled correctly	Knowledge and recognition of, and increasingly confident use of:

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Writing Curriculum – Progression Map

	identified as needing focus			or phonetically plausibly per the guidance for Year 2, i.e.: • New spellings for phonemes (Phase 5) • Common exception words • Contractions • Adding suffixes such as -ment, -ness, -ful, -less and -ly to create longer words See National Curriculum Spelling Appendix for further details	• Four sentence types • Joining sentences • Expanded noun phrases • Progressive form of verbs • Using suffixes such as -ness or -er to form nouns • Using suffixes such as -ful or -less to create adjectives • Using -er or -est to create comparative or superlative adjectives • Using -ly to turn adjectives into adverbs • Commas to separate a list • Apostrophes to mark singular possession or contraction • A range of conjunctions
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Year 3: Use Unit 1 to identify gaps in Grammar and Punctuation

Unit #:	Focus:	Length of Unit		Sentence Structure	GPS
		Weeks	Sessions		
1	Dialogue	4	17-20	• Simple sentences punctuated correctly with finger spaces in between • Speech marks- use speech marks to punctuate speech	• Using 'a' and 'an' correctly • Using paragraphs relating to group related ideas • Use inverted commas to punctuate speech • Using headings and subheadings
2	Letter	3	15	• Conjunctions 'and', 'but' and 'or' to write compound sentences • Paragraphs to organise events • Adjectives to enhance sentences • Write longer sentences	• Using 'a' and 'an' correctly • Apostrophes for contraction • Using paragraphs relating to group related ideas • Using features of a text

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Writing Curriculum – Progression Map

					- Using coordinating conjunctions - Using the full range of punctuation
3	Folktale	4	20	- Conjunctions 'and', 'but' and 'or' to write compound sentences - Paragraphs to organise events - Adjectives to enhance sentences - Write longer sentences - Speech marks- use speech marks to punctuate speech - Subordination using 'because', 'when' and 'if'	- Using coordinating conjunctions - Using subordinating conjunctions - Apostrophes for possession and contraction - Using the full range of punctuation - Using paragraphs relating to group related ideas - Use inverted commas to punctuate speech
4	Fact file	2	10	- Use short concise phrases / sentences - Use adjectives to give detail - Using features of a fact file	- Using coordinating conjunctions - Using subordinating conjunctions - Apostrophes for possession and contraction - Using the full range of punctuation - Using paragraphs relating to group related ideas - Using subheadings
5	Poetry: Micheal Rosen	2	7	- Biography (create fact file) - Learn 2 poems: - Understand motivations/inspirations	
6	Monologue	3	15	- Use nouns and pronouns - Increase usage of adverbs - Use simple short sentences for impact - Use rhetorical questions - Use first person, "I". - Use descriptive language to express	- Using coordinating conjunctions - Using subordinating conjunctions - Apostrophes for possession and contraction - Using the full range of punctuation - Using paragraphs relating to group related ideas - Use the present progressive tense

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Writing Curriculum – Progression Map

7	Instruction text	2	10	• Increase usage of adverbs • Use simple short direct sentences using imperative verbs • Explore the features and lay out of an NF text	• Using the full range of punctuation • Using subordinating clauses • Apostrophes for possession and contraction
8	Fairy tale			• Simple sentences with extra description • Some complex sentences • Tense is consistent • Dialogue is realistic and conversational • Verbs used are specific • Adverbials are used • Expanded noun phrases	• Continue using inverted commas • Nouns and pronouns used to avoid repetition • Present perfect form of verbs
				•	
-	Areas of GPS that CT has identified as needing focus			Using appropriate grammar and punctuation to create sentences that are spelled correctly or phonetically plausibly per the guidance for Year 3, i.e.: • Using more prefixes and suffixes • Spelling more homophones • Spelling words that are often misspelt • Using the possessive apostrophe with regular and irregular plurals • Checking spellings in a dictionary See National Curriculum Spelling Appendix for further details	Knowledge and recognition of, and increasingly confident use of: • Use a/an correctly • Express time, place and cause with conjunctions, adverbs and prepositions • Use paragraphs to group related ideas • Use heading and subheadings • Use the present perfect form of verbs • Use inverted commas to punctuate speech

Year 4:

Unit #:	Focus:	Length of Unit		Sentence Structure	GPS
		Weeks	Sessions		

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Writing Curriculum – Progression Map

1	F: Setting Description	3	13	- Use modifying adjectives, nouns and prepositional phrases - Simple, compound and complex sentences	- Punctuate fronted adverbials - Use paragraphs to organise ideas - Use nouns and pronouns appropriately
2	F: Narrative	3	14	- Use modifying adjectives, nouns and prepositional phrases - Use simple, compound and complex sentences - Use adverbial and relative clauses to extend sentences	- Punctuate fronted adverbials - Use paragraphs to organise ideas - Use nouns and pronouns appropriately - Use inverted commas to punctuate dialogue
3	F – Twisted Fairytale	3	16	- Use modifying adjectives, nouns and prepositional phrases - Use simple, compound and complex sentences - Use adverbial and relative clauses to extend sentences	- Punctuate fronted adverbials - Use paragraphs to organise ideas - Use nouns and pronouns appropriately - Use inverted commas to punctuate dialogue
4	NF – Character Fact File	3	14		
Poetry	Poems - <i>Three Limericks Yesterday</i>	2	8	• Biography (create fact file) • Learn 2 poems: • <i>Three Limericks</i> • <i>Yesterday</i>	• Assonance • Alliteration • Rhythm • Rhyme • Personification • Enjambment • Opposition • Free verse Look on BBC bitesize
5	NF - Logbook	3	16	- Features of a non-fiction form (logbook)	- Punctuated fronted adverbials - Paragraphs to organise ideas

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Writing Curriculum – Progression Map

				- First person - Adverbials - Modifying phrases - Cohesive use of pronouns	- Subordinating conjunctions
6	NF – Environmental Journalism	2.5	12	- Features of a non-fiction form (newspaper article) - Chronological sequencing - Modifying phrases	- Punctuated fronted adverbials - Subordinating conjunctions - Prepositions - Adverbials of when, how and where - Punctuated speech - Strong adjectives and verbs
7	Persuasive letter			- Features of a non-fiction form (letter) - Point and evidence format	- Punctuated fronted adverbials - Strong adjectives and conjunctions - Subordinating conjunctions
Poetry	Performance Poetry (<i>Gran Can You Rap</i>)	1	5		
-	Areas of GPS that CT has identified as needing focus			Using appropriate grammar and punctuation to create sentences that are spelled correctly or phonetically plausibly per the guidance for Year 4, i.e.: • Using more prefixes and suffixes • Spelling more homophones • Spelling words that are often misspelt • Using the possessive apostrophe with regular and irregular plurals • Checking spellings in a dictionary See National Curriculum Spelling Appendix for further details	Knowledge and recognition of, and increasingly confident use of: • Knowing the plural and possessive -s • Use apostrophes for plural possession • Using SE verb inflections • Writing noun phrase with modifying adjectives, nouns and prepositional phrases • Using fronted adverbials • Using paragraphs to organise ideas • Choosing appropriate nouns and pronouns • Using inverted commas to punctuate speech

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Writing Curriculum – Progression Map

Year 5:

Unit:	Focus:	Length of Unit		Sentence Structure	GPS
		Weeks	Sessions		
1	Non-fiction - leaflet	3	15 sessions	• Use modifying adjectives, nouns and prepositional phrases • Use simple, compound and complex sentences. • Use imperative sentences. • Use lists or bullet points. • Use persuasive language	• Using relative clauses starting with who, which, where, when, whose, that • Showing degrees of possibility using adverbs or modal verbs • Using words and phrases to build cohesion within a paragraph

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Writing Curriculum – Progression Map

				• Use active voice to draw in the reader. • Use colon to introduce lists and/or main point.	• Linking ideas across paragraphs using adverbials of time, place and number, or tense choices • Using brackets, dashes or commas to indicate parenthesis • Using commas to clarify meaning
2	Fiction – internal dialogue	3	15 sessions	• Use modifying adjectives, nouns and prepositional phrases • Use simple, compound and complex sentences. • Use rhetorical questions • Use first person, “I”. • Use short sentences for impact. • Use emotive or descriptive language.	• Using relative clauses starting with who, which, where, when, whose, that • Showing degrees of possibility using adverbs or modal verbs • Using words and phrases to build cohesion within a paragraph • Linking ideas across paragraphs using adverbials of time, place and number, or tense choices • Using brackets, dashes or commas to indicate parenthesis • Using commas to clarify meaning • Using inverted commas to punctuate speech
3	Non-fiction – fact file	3	15 sessions	• Use modifying adjectives, nouns and prepositional phrases • Use simple, compound and complex sentences. • Use rhetorical questions • Use nouns/pronouns.	• Using relative clauses starting with who, which, where, when, whose, that • Showing degrees of possibility using adverbs or modal verbs • Using words and phrases to build cohesion within a paragraph • Linking ideas across paragraphs using adverbials of time, place and number, or tense choices • Using brackets, dashes or commas to indicate parenthesis • Using commas to clarify meaning

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Writing Curriculum – Progression Map

4	Fiction – adventure story	3	13-15 sessions	- Use modifying adjectives, nouns and prepositional phrases - Use simple, compound and complex sentences. - Use rhetorical questions - Use first person, “I”. - Use short sentences for impact. - Use emotive or descriptive language.	- Using relative clauses starting with who, which, where, when, whose, that - Showing degrees of possibility using adverbs or modal verbs - Using words and phrases to build cohesion within a paragraph - Linking ideas across paragraphs using adverbials of time, place and number, or tense choices - Using brackets, dashes or commas to indicate parenthesis - Using commas to clarify meaning - Using inverted commas to punctuate speech
5	Poetry: Matt Goodfellow	2	10	- Biography (create fact file) - Learn 2 poems: - There – a refugee song (from ‘Bright Bursts of Colour) - Start now (Ways to change the world) - Understand motivations/inspirations	- Assonance - Alliteration - Rhythm - Rhyme - Personification - Enjambment - Opposition - Free verse
6					
7					
8					
-	Areas of GPS that CT has identified as needing focus			Using appropriate grammar and punctuation to create sentences that are spelled correctly or phonetically plausibly per the guidance for Year 5, i.e.:	Knowledge and recognition of, and increasingly confident use of: Using relative clauses starting with who, which, where, when, whose, that

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Writing Curriculum – Progression Map

				• Converting nouns and adjectives into verbs using suffixes like -ate, -ise and -ify • Using more prefixes and suffixes • Spelling some words with 'silent' letters • Knowing the difference between homophones and other confusing words • Using morphology and etymology in spelling • Checking spellings in a dictionary • Using a thesaurus See National Curriculum Spelling Appendix for further details	• Showing degrees of possibility using adverbs or modal verbs • Using words and phrases to build cohesion within a paragraph • Linking ideas across paragraphs using adverbials of time, place and number, or tense choices • Using brackets, dashes or commas to indicate parenthesis • Using commas to clarify meaning
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Year 6:

Unit #:	Focus:	Length of Unit		Sentence Structure	GPS
		Weeks	Sessions		
U1	NF: Fact-File	3	15		
U2	NF: Formal Letter	2	10		
U3	NF- Instructions text	1	5		
U4	F- Setting Description	4	18		

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U5	NF- Report	4	18		
-	Areas of GPS that CT has identified as needing focus			Using appropriate grammar and punctuation to create sentences that are spelled correctly or phonetically plausibly per the guidance for Year 6, i.e.: • Using more prefixes and suffixes • Spelling some words with 'silent' letters • Knowing the difference between homophones and other confusing words • Using morphology and etymology in spelling • Checking spellings in a dictionary • Using a thesaurus See National Curriculum Spelling Appendix for further details	Knowledge and recognition of, and increasingly confident use of: • Using the passive voice • Using formal and informal language where appropriate • Linking ideas across paragraphs with wide range of cohesive devices • Using different layouts • Using colons, semi-colons and dashes to mark independent clauses • Using colons and semi-colons to write lists • Using hyphens to avoid ambiguity

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