



MPPS Whole School Writing Progression 2022-23

YR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Incredible Me! by Kathi Appelt & The Everywhere Bear by Julia Donaldson	The Gruffalo by Julia Donaldson and a Variety of Fairy Tales	How to Catch a Star by Oliver Jeffers & Emily Brown and the Thing by Cressida Cowell	The Train Ride by June Crebbin & Naughty Bus by Jan Oke	Aaarrghh, Spider by Lydia Spider! & Yucky Worms by Vivien French	Billy's Bucket by Kes Gray & Garry Parsons & Surprising Sharks by Nicola Davies
	Outcome Oral retelling of story Draw images and write labels to represent the story Recalls key events from familiar stories.	Outcome Oral retelling of story Draw images and write labels to represent the story	Outcome Makes predictions about the story. Create alternative endings to a familiar story.	Outcome Recount of where the Naughty Bus has been.	Outcome Information poster / booklet	Outcome Adapted retelling of Billy's Bucket A poster about saving the oceans
	<ul style="list-style-type: none"> Is able to talk about characters from familiar stories. Is beginning to use knowledge of stories in their role play. Mostly uses a preferred hand. Ascribes meaning to marks they make and see. Can write some familiar letters such as letters from their name. Can hear some initial sounds in words and may attempt to represent them. 	<ul style="list-style-type: none"> Creates simple images/drawings and can explain what they have drawn. Draws a person with head, trunk, legs and arms. Begins to form some recognisable letters. Can add initial sounds to label items. Can sounds out and write some simple cvc words. Can create some phonetically decodable words that can be read by themselves and sometimes others. 	<ul style="list-style-type: none"> Can order 4- 6 parts of a familiar story. Can create simple story maps to retell a familiar story. Forms more recognisable letters. Can create some phonetically decodable words that can be read by themselves others. Creates simple lists. Writes some simple phrases. 	<ul style="list-style-type: none"> Retells events that have happened including more details. Writes CVC words in lists and is beginning to join them to make simple phrases. Can write some simple sentences with support from an adult to recall each word in the sentence. Writing is able to be read by themselves and adults with support of the context. 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Use their knowledge of familiar stories to write simple narratives.

Y1	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>All About Me Toys in Space by Mini Grey</p> <p>Poetry- First Book of Poetry by Nicola Davies</p>	<p>Supertato & Traction Man is Here by Mini Grey</p>	<p>How to Wash a Woolly Mammoth by Michelle Robinson</p> <p>The Bucket Full of Dinosaurs- Ian Whybrow</p>	<p>Katie in London by James Mayhew & Halibut Jackson by David Lucas</p>	<p>The Fox and the Star by Coralie Bickford Smith</p> <p>Poetry- If I Had a Beak</p>	<p>Lila and the Secret of Rain by David Conway</p> <p>The Lion Inside by Rachel Bright</p> <p>Poetry- At the Zoo</p>
	<p>Outcome Fiction: adventure story based on the structure.</p> <p>Greater Depth Change the setting or character of the story</p> <p>Poetry Outcome Add their own ideas to a seasonal poem.</p>	<p>Outcome Recount: diary entry</p> <p>Greater Depth Add in further details about other characters' feelings</p>	<p>Outcome Instructions Fiction: adventure story based on the structure of The Bucket Full of Dinosaurs.</p> <p>Greater Depth Change the setting of the story.</p>	<p>Outcome Fiction: adventure story based on the structure of Katie in London using local landmarks. Recount in the form of a letter.</p> <p>Greater Depth Change the character Change the setting of the party.</p>	<p>Outcome Write seasonal poem Fiction: retell the story of <i>The Fox and the Star</i></p> <p>Greater Depth Change the animal and the season</p> <p>Poetry Outcome Add their own lines to the poem, using vocabulary to describe the senses.</p>	<p>Outcome Recount: diary entry Fiction: journey story based on the structure of <i>The Lion Inside</i> – children change the lion to another animal</p> <p>Greater Depth Change the animals and the setting</p> <p>Poetry Outcome Pupils add their own items to a list poem about their visit to Yorkshire Wildlife Park.</p>
	<p>Sentence Combine words to make sentences</p>	<p>Sentence Join words using <i>and</i></p>	<p>Sentence Join words and clauses using <i>and</i></p>	<p>Sentence Join words and clauses using <i>and</i></p>	<p>Sentence Join words and clauses using <i>and</i> Use simple description</p>	<p>Sentence Join words and clauses using <i>and</i> Use simple description</p>
	<p>Text Compose sentences orally</p>	<p>Text Use plural noun suffixes -s and -es Sequence sentences to form short narratives (link ideas or events by pronoun)</p>	<p>Text Add suffixes to verbs where no change is needed to the root. Change the meaning of verbs and adjectives by adding the prefix un-</p>	<p>Text Add suffixes to verbs where no change is needed to the root</p>	<p>Text Sequence sentences to form short narratives (link ideas or events by pronoun)</p>	<p>Text Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un-</p>
	<p>Punctuation Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'</p>	<p>Punctuation Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people.</p>	<p>Punctuation Punctuate sentences using a capital letter and a full stop, some question marks and exclamation mark.</p>	<p>Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	<p>Punctuation Punctuate sentences using a capital letter, full stop, question mark or exclamation mark.</p>	<p>Punctuation Use a capital letter for places and days of the week Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>The Snail and the Whale by Julia Donaldson Film: Grace Darling</p> <p>Poetry Night Sounds by Belie Doherty</p>	<p>The Tunnel by Anthony Browne Journey by Aaron Becker</p>	<p>George's Marvellous Medicine by Roald Dahl</p>	<p>Ossiri and the Balamengro by Richard O'Neill & Katharine Quarmby</p>	<p>The Last Wolf by Mini Grey</p> <p>Poetry Father and I in the Woods by David McCord</p>	<p>Grandad's Secret Giant by David Litchfield The Hodgeheg by Dick King-Smith</p> <p>Poetry Fox by Kathy Henderson</p>
	<p>Outcome Fiction: story with focus on characters about two independently invented contrasting characters Non-fiction: recount Greater Depth Adapt the setting of the story Non-fiction: consider layout features</p> <p>Poetry Outcome: Senses Poem</p>	<p>Outcome Fiction: portal story, pupils change the portal Non-chronological report: report about castles Greater Depth Non-fiction: Alter the layout to include own subheadings and extra features</p>	<p>Outcome Fiction: story with adventure focus Non-fiction: Instructions Greater Depth Story written in 1st person</p>	<p>Outcome Recount/ Diary entry from the perspective of Ossiri</p> <p>Greater depth Recount/ Diary entry from the perspective of the Balamengro</p>	<p>Outcome Letter: letter in role as the character persuading to save the trees Greater Depth Real life letter to specific audience e.g. local MP</p> <p>Poetry Outcome Nature themed shape Poems.</p>	<p>Outcome Fiction: story with moral focus Greater Depth Story from the point of view of the giant</p> <p>Poetry Outcome Descriptive wildlife poem.</p>
	<p>Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify</p>	<p>Sentence Use co-ordination (but, or) Add -ly to turn adjectives into adverbs</p>	<p>Sentence Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i>, introduce <i>when</i>) Use present and past tenses correctly and consistently (some progressive)</p>	<p>Sentence Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use subordination (apply <i>because, when</i>; introduce <i>that</i>)</p>	<p>Sentence Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones</p>	<p>Sentence Use present and past tenses correctly and consistently including the progressive form Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) Use expanded noun phrases to describe and specify Add suffixes to spell longer words (e.g -ment,- ful)</p>
	<p>Text Plan or say out loud what is going to be written about</p>	<p>Text Write for different purposes</p>	<p>Text Read aloud with intonation</p>	<p>Text Write down ideas, key words, new vocabulary</p>	<p>Text Write down ideas, key words, new vocabulary</p>	<p>Text Make simple additions, revisions and corrections</p>
	<p>Punctuation Use punctuation correctly - full stops, capital letters</p>	<p>Punctuation Use commas to separate items in a list</p>	<p>Punctuation Use punctuation correctly - exclamation marks, question marks</p>	<p>Punctuation Use punctuation correctly - apostrophes for the possessive (singular)</p>	<p>Punctuation Use punctuation correctly – apostrophes for contracted forms</p>	<p>Punctuation Proof-read to check for errors in spelling, grammar and punctuation</p>

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Stone Age Boy by Satoshi Kitamura</p> <p>Poetry Dance with Me, Autumn by The Literacy Company</p>	<p>When the Giant Stirred by Celia Godkin</p>	<p>Charlie and the Chocolate Factory by Roald Dahl</p> <p>Poetry- The Magnificent Bull</p>	<p>The Iron Man by Ted Hughes</p>	<p>Zeraffa Griffa</p> <p>Poetry- Apes and Zebras</p>	<p>Fly, Eagle, Fly! by Christopher Gregorowski</p>
	<p>Outcome Fiction: write a story set in the Stone Age Non-Fiction: Instructions Greater Depth Write from the POV of a person from the Stone Age</p> <p>Poetry Outcome Descriptive poem</p>	<p>Outcome Fiction: adventure story from POV of the boy Greater Depth Write from the POV of the God</p>	<p>Outcome Recount: two diary entries from Charlie's point of view Greater Depth Write from Grandpa's viewpoint</p> <p>Poetry Outcome Write and perform a Dinka-inspired poem about the blue whale.</p>	<p>Outcome Persuasion: write a letter to the Iron Man to persuade him to stop eating the metal as Hogarth Greater Depth Write a letter of response from Iron Man explaining why he's eating the metal.</p>	<p>Outcome Plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris Greater Depth Write a diary entry in response to visiting the Jardin des Plantes</p> <p>Poetry Outcome Write a concrete poem about a giraffe.</p>	<p>Outcome Non-Fiction: non-chronological report – eagle / other African animal Fiction: parable, change the creature Greater Depth Narrative from point of view of the creature</p>
	<p>Sentence Use prepositions to express time, place and cause.</p>	<p>Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</p>	<p>Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause</p>	<p>Sentence Use the present perfect form of verbs in contrast to the past tense Use prepositions, conjunctions and adverbs to express time, place and cause</p>	<p>Sentence Form nouns with a range of prefixes Use present and past tenses correctly and consistently including the progressive form and the present perfect form</p>	<p>Sentence Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant</p>
	<p>Text Group related ideas into paragraphs Build a varied and rich vocabulary</p>	<p>Text Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Text Group related ideas into paragraphs Assess the effectiveness of own and others' writing</p>	<p>Text Build a varied and rich vocabulary</p>	<p>Text</p>	<p>Text Use headings and sub-headings to aid presentation (non-fiction) In narratives, create characters, settings and plot</p>
	<p>Punctuation Use inverted commas to punctuate direct speech (introduction)</p>	<p>Punctuation Use inverted commas to punctuate direct speech</p>	<p>Punctuation</p>	<p>Punctuation</p>	<p>Punctuation</p>	<p>Punctuation Use and punctuate direct speech Use commas after fronted adverbials</p>

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Escape from Pompeii by Christina Balit	Queen of the Falls by Chris Van Allsburg Poetry The Lost- Property Office	Alba the Hundred Year Old Fish by Lara Hawthorne	Leon and the Place Between by Graham Baker-Smith	Arthur and the Golden Rope by Joe Todd-Stanton Poetry-Look	Beowulf by Michael Morpurgo Poetry- Look Closely
	Outcome Fiction: historical narrative from character's point of view Greater Depth Write from the POV of the captain Outcome Non-chronological report: daily Roman life Greater Depth Make comparisons with modern life	Outcome Recount: series of diary entries Greater Depth Series of diary entries with viewpoint of other characters Outcome Persuasive writing: write a letter to persuade the land-owners to stop slavery Greater Depth Write as a slave to other slaves Poetry Outcome Write and perform a group list poem based on The Lost Lost-Property Office	Outcome Information text: information board for a aquarium exhibit Greater Depth Include an interactive element	Outcome Recount: diary from Leon's point of view Greater Depth Write from a different POV	Outcome Fiction: myth Create heroes, villains and monsters Greater Depth Vary the viewpoint from which the myth is told Poetry Outcome Use similes to write a list poem modelled on a traditional rhyme.	Outcome To write an overcoming the monster tale in Anglo-Saxon times. Greater Depth Vary the viewpoint from which the myth is told Outcome Explanation / information: comparison of Vikings and Anglo-Saxons Greater Depth Make comparisons with modern life Poetry Outcome Write a Haiku based on the natural world.
	Sentence Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Use Standard English forms for verb inflections	Sentence Use fronted adverbials Extend the range of sentences with more than one clause by using a wider range of conjunctions	Sentence Propose changes to grammar and vocabulary to improve consistency	Sentence Use Standard English forms for verb inflections Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	Sentence Propose changes to grammar and vocabulary to improve consistency	Sentence Build a varied and rich vocabulary and an increasing range of sentence structures Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
	Text Organise paragraphs around a theme	Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)	Text Build a varied and rich vocabulary Use paragraphs to organise information and ideas around a theme	Text Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text Build a varied and rich vocabulary	Text Use paragraphs to organise information and ideas around a theme
	Punctuation Use and punctuate direct speech (using dialogue to show the relationship between characters)	Punctuation Commas after fronted adverbials	Punctuation Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'	Punctuation	Punctuation Use and punctuate direct speech Use commas after fronted adverbials	Punctuation The grammatical difference between plural and possessive 's'

Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Secrets of a Sun King by Emma Carroll	The Darkest Dark by Chris Hadfield & Hidden Figures Poetry - The Moon	The Paperbag Prince by Colin Thompson	The Buildings That Made London by David Long Poetry - The Sun in Me	The Golden Horsemen of Baghdad by Saviour Pirotta	The Promise by Nicola Davies Poetry - Finding Magic
	<p>Outcome Recount: adventure story, writing the next chapter</p> <p>Greater Depth Write the narrative from a different viewpoint</p> <p>Outcome Explanation: Mummification</p> <p>Greater Depth Write for an audience of 'trainees'</p>	<p>Outcome Recount: biography</p> <p>Greater Depth A first-person recount with an experience from the person's life within the biography</p> <p>Poetry Outcome Free Verse with refrains and verses</p>	<p>Outcome Persuasion/ information: hybrid leaflet</p> <p>Greater Depth Write an oral presentation for a TV or radio broadcast as expert</p> <p>Outcome Fiction: story with a problem – tell the story of the Paperbag Prince as a flashback</p>	<p>Outcome Persuasion: River Cruise leaflet down the Thames</p> <p>Greater Depth Include background information about the Thames</p> <p>Poetry Outcome A song for a country dweller is the final outcome which follows a clear structure</p>	<p>Outcome Recount: adventure story, writing the next chapter</p> <p>Greater Depth Write the narrative from a different viewpoint</p>	<p>Outcome Fiction: create a sequel</p> <p>Greater Depth Consider an alternative story with the same structure as The Promise where something different was stolen</p> <p>Outcome Information / explanation: looking after the school garden</p> <p>Poetry Outcome Write a free verse poem describing the wonder of the world using metaphor.</p>
	<p>Sentence Use expanded noun phrases to convey complicated information concisely</p>	<p>Sentence Variety of verb forms used correctly and consistently including the present perfect Extend the range of sentences with more than one clause by using a wider range of conjunctions</p>	<p>Sentence Use modal verbs to indicate degrees of possibility</p>	<p>Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p>Sentence Use expanded noun phrases to convey complicated information concisely</p>	<p>Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility</p>
	<p>Text Organise paragraphs around a theme Describe settings, characters and atmosphere</p>	<p>Text Link ideas across paragraphs using adverbials and tense choices</p>	<p>Text Use devices to build cohesion within a paragraph Choose the appropriate register Enhance meaning through selecting appropriate grammar and vocabulary</p>	<p>Text Plan writing by identifying audience and purpose</p>	<p>Text Link ideas across paragraphs using adverbials Integrate dialogue to convey character and advance the action</p>	<p>Text Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices</p>
	<p>Punctuation Use of inverted commas and other punctuation to punctuate direct speech Commas after fronted adverbials</p>	<p>Punctuation Use brackets, dashes or commas to indicate parenthesis</p>	<p>Punctuation Use commas to clarify meaning or avoid ambiguity in writing</p>	<p>Punctuation Use brackets, dashes or commas to indicate parenthesis</p>	<p>Punctuation Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use of inverted commas and other punctuation to punctuate direct speech</p>	<p>Punctuation</p>

Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
	Street Child by Berlie Doherty	Star of Fear, Star of Hope by Jo Hoestalndt & Erika's Story Poetry Blitz by Mary Désirée	Island by Jason Chin Poetry Windrush Child by John Agard	Macbeth by William Shakespeare	Holes by Louis Sachar Poetry The View from a Hot Air Balloon
	Outcome Recount: series of diary entry Greater Depth Write each entry from an alternative viewpoint Outcome Fiction: alternative ending Greater Depth Write from the sisters / Tip's point of view	Outcome Fiction: historical narrative from Lydia's point of view Greater Depth Start and end the story in the present day Poetry Outcome Free verse narrative poem which conveys a viewpoint	Outcome To write a journalistic report about Charles Darwin's discoveries Greater Depth Include section of narrative from the other viewpoint Poetry Outcome Free verse, personal narrative poem	Outcome Persuasion: Should children study Shakespeare? Greater Depth Write a balanced argument	Outcome Letters: complaint and informal Greater Depth Ensure contrast in formality Outcome Non-chronological report: animal leaflet Poetry Outcome A poem in the style of a sonnet.
	Sentence Use expanded noun phrases to convey complicated information concisely (Y5) Use passive verbs	Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	Sentence Use modal verbs or adverbs to indicate degrees of possibility	Sentence Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	Sentence Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Use passive verbs
	Text Link ideas across paragraphs using a wider range of cohesive devices (Y5) Integrate dialogue to convey character and advance the action	Text Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action	Text Enhance meaning through selecting appropriate grammar and vocabulary	Text Use a wider range of devices to build cohesion Identify the audience and purpose for writing	Text Use a wider range of devices to build cohesion Choose the appropriate register Use organisational and presentational devices to structure text
	Punctuation Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Use semi-colons to mark boundaries between independent clauses	Punctuation Use a colon to introduce a list Use brackets, dashes or commas to indicate parenthesis)	Punctuation Use colons or dashes to mark boundaries between independent clauses	Punctuation Use a colon to introduce a list and use of semi-colons within lists