



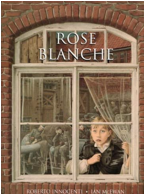
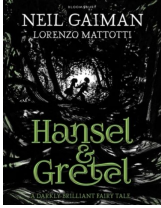




WRITING PROGRESSION AT WESTBERRY FEDERATION


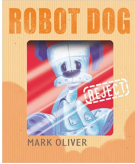
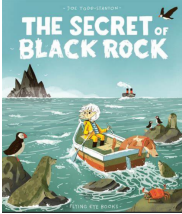



These are the key text types that are taught in Key Stage 2 this year. Teachers use 'The Write Stuff' to plan their lessons.

Read Write Inc is used from Reception through to Year 2

Year 5/6

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|--|---|--|
| Stimulus/Text |  |  |  |  |  | |
| Genre | The Blue Umbrella Stimulus: Short animation Narrative | Postcards from Prison Stimulus: A Postcard written from Goldilocks Non-Fiction: Postcard | Rose Blanche Stimulus: Story book Narrative | Narrative: Hansel & Gretel Narrative | Non- Chronological Report The Emperor Penguin  | Collaborative Project. Stimulus: School Ethos and Values School play performance - speaking, listening and performing. Re-write of previous piece |
| Independent purposeful writing outcomes | To rewrite the story of the Blue Umbrella but from a different perspective. | To write a letter home from prison from the perspective of a different traditional tale character. | Continuation of the plot or .. Big idea replicated to a new plot. | Reimagining the story from the perspective of discovering a new house in a forest. | A non-chronological report based on an animal of their choice. | Create a children's website for the Federation. Work collaboratively across the Federation using Google Meet and Google Sites. |
| Grammar and punctuation | Fronted adverbial, simile Power of three, precise verb Complex sentence Adverb/adverbial Question, imperative verbs Dialogue, prepositional phrase, personification Alliteration. Repetition for effect. Adjectives, onomatopoeia. Synonyms | Letter shape: Greeting, information, question, time adverbials, request, sign off, semicolons, colon, dash. | Relative clause, metaphor, inner thoughts, adverbs/ adverbial phrases, similes, dialogue, semicolon, brackets, complex sentences, pathetic fallacy, alliteration, repetition, | Inverted commas, conjunctions, modal verbs, similes, semicolons, colon, dash, complex sentences. | Non-chron shape: Headings, hook, location subheadings, unique, fascinating fact, bullet points, labelled diagrams, parenthesis, rhetorical questions. | Formal writing, using the writing rainbow to make their writing exciting. |
| Spelling | <u>Decision Spelling</u> - Spell correctly words that have been previously taught. Use and spell correctly many words from the year 5/6 spelling list. Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary. | | | | | |
| Handwriting | Write legibly. Maintain legibility in joined handwriting when writing at speed. | | | | | |

Year 3/4

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|--|
| Stimulus/Text |  |  |  |  |  |  |
| Genre | Star Dust Narrative | Robot Dog Non-Fiction - explanation | Black Rock Narrative | The Present Narrative | Charlie and the Chocolate Factory | Visit Sicily. NonFiction Persuasion |
| Independent purposeful writing outcomes | To continue the story, imagine what may happen next. | To write an explanation text for their own robot creature. | Big idea replicated to a new plot - a story of how teamwork saves the day. Or.. Same characters with a different plot. | Completing the story, imagining what would happen next. | Continuing the story focussing on the character of Augustus Gloop. | A non fiction text persuading the reader to visit Formentera. |
| Grammar and punctuation | Verbs, adverbs, Alliteration, Conjunctions, Rhyme, Onomatopoeia, Noun Phrases, Repetition, Punctuation, Dialogue, Relative clauses, Question and because sentence, Exclamation marks, synonyms, short and complex sentences | Heading (question) Repetition for effect Hyperbole, Alliteration Adjectives & technical language, cause and effect language Adverb & imperative verb, onomatopoeia Question & 'because' sentence, dialogue , exclamation mark | Time adverbials, similes, inverted commas, onomatopoeia, personification, short & complex sentences, synonyms, alliteration | Sound & colon, onomatopoeia relative clause, time adverbial dialogue, prefixes, metaphor subordinating conjunctions brackets, modal verbs Comparative to superlative Feelings, Verb & adverb, Dialogue Dashes | Adjectives, adverbs, speech, fronted adverbial phrases | Headings, sub headings, alliteration, adjectives & verbs Conjunction 'or' evocative language, question, chatty reply, simile,metaphor Personification & dialogue Adjectives & precise verb Verb starter Slogan |
| Spelling | Decision Spelling Spell correctly words that have been previously taught. Use and spell correctly many words from the year 3/4 spelling list. Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly. | | | | | |
| Handwriting | Write legibly: Use joined up handwriting consistently and independently | | | | | |