

Composition Curriculum Progression Document							
	Prior Learning	Year 1	Year 2	Y3	Y4	Y5	Y6
Vocabulary	Orally explore and apply new taught vocabulary from the curriculum and LT texts accurately.	Accurately incorporate new taught vocabulary from PKC and LT texts in independent writing.	Accurately incorporate new taught vocabulary from PKC and LT texts in independent writing.	Introduce vocabulary from age appropriate texts (including those from the school curriculum) for a specific purpose including considering the audience.	Introduce vocabulary from age appropriate texts (including those from the school curriculum) for a specific purpose including considering the audience.	Introduce vocabulary from age appropriate texts (including those from the school curriculum) for a specific purpose and audience.	Introduce vocabulary from age appropriate texts (including those from the school curriculum) for a specific purpose and audience.
Planning		Generate ideas for a piece of writing based on a familiar text.	Generate a coherent sequence of ideas for a piece of writing around a central theme.	Generate and group ideas according to time and place in narrative writing and around a central topic in non-narrative writing.	Generate and group ideas according to the purpose and intent of each paragraph.	Generate ideas which are organised into coherent paragraphs including developing characters and settings across a complete text and relating ideas to a common theme in non-narrative plans.	Generate ideas which are organised into coherent paragraphs including in narratives with non-traditional structures and relating ideas to a common theme in non-narrative plans.
				Identifying the audience and purpose of a written piece when planning and composing own ideas.	Identifying the audience and purpose of a written piece and considering the effect these have when planning and composing own ideas.	Identifying the audience and purpose of a written piece and plan for this audience and purpose by including appropriate text features, vocabulary, content & structure.	Identifying the audience and purpose of a written piece and plan for this audience and purpose by including appropriate text features, vocabulary, content & structure.
Structure	To write simple sentences or key words around a theme.	Write simple sentences around a theme, beginning to link similar ideas.	Sentences show progression of a sequenced narrative.	Use paragraphs in a narrative to group sentences together around a chosen theme.	Organising sentences within a paragraph to fully describe characters, events or settings.	Narratives are developed through a structure of: opening, build up, dilemma, resolution, ending.	Narratives include a range of narrative structures e.g. cliff hangers, flashbacks.
			Group sentences together into a section with a clear sub heading about a chosen topic.	Use paragraphs in a non - narrative to group sentences together around a central topic with a topic sentence and concluding sentence.	Use paragraphs in a non - narrative to group sentences together around a given topic including introduction and summary paragraphs.	Accurately structure non-narrative text types using the Multi-Paragraph outline planning template.	Accurately structure non-narrative text types using Multi-Paragraph Outline and incorporating cohesive features across the planning template.
Composing sentences	Builds words using known phonemes and corresponding graphemes. Compose a caption orally before writing it.	Before writing it, compose a simple sentence orally containing a subject and a verb.	Before writing, orally rehearse individual clauses.	Orally rehearse complex and compound sentences.	Orally rehearse, discuss and develop complex and compound sentences with another person.	Discuss, compose and rehearse sentences with a range of purposes across a paragraph.	Identify sentences in own work which would benefit from oral rehearsal and development..
Coherency	Sequences images and events in a known narrative.	Sequencing sentences to form short narratives based on a known narrative.	Write simple, coherent narratives about personal experiences and those of others (real or fictional) e.g. a story that has a beginning, middle and ending.	Use literary features to build cohesion between paragraphs e.g. pronouns, time connectives, prepositional phrases etc.	Use introductions/ openings and endings/ conclusions to shape complete texts.	Narratives are written with distinguishable narrative threads about characters, issues or messages.	Write narratives which integrate dialogue to convey character and advance the action and atmosphere develops in line with the events of the story.

Editing and evaluating	Identify and self –correct work when spelling in phonics (tick or fix).	Re-reading what they have written to check that it contains a subject and a verb, phonetically plausible choices for spellings, determiners, correct punctuation and finger spaces.	Proof reading against the Y2 expectations that have been taught and re-reading what they have written to check that it contains a subject and a verb, , determiners, correct punctuation and most common exception words are spelt correctly with Y2 spelling rules applied.	Proof reading against the Y2 and 3 expectations for SPAG that have been taught to check for errors in spelling, grammar and punctuation.	Proof reading against the Y2, 3 and 4 expectations for SPAG that have been taught to check for errors in spelling, grammar and punctuation and propose changes to grammar and vocabulary in line with the purpose of the text.	Proof reading against the KS2 expectations that have been taught to check for errors in spelling, grammar and punctuation and propose changes to enhance the purpose of the text.	Proof reading against the KS2 expectations that have been taught to check for errors in spelling, grammar and punctuation and propose changes to enhance effects and to clarify meaning.
	Read aloud the phonemes for the graphemes that they have written to blend the sounds into the word.	Read aloud their writing clearly word for word.	Read aloud their writing with expression and fluency considering the punctuation that has been used.	Read aloud what they have written with appropriate intonation considering the audience.	Read aloud their own writing, using appropriate intonation and controlling the tone and volume considering the purpose of what has been written.	Read aloud their own writing using appropriate tone and intonation whilst also ensuring that there is consistent and correct use of tense throughout.	Read aloud their own writing using appropriate tone and intonation dependent upon the purpose of the text, whilst also ensuring that there is consistent and correct use of tense throughout.
	Identify the grapheme/digraph/ trigraph taught and spelt in a word by underlining it.	Identify examples of taught skills in their writing/work linked to ARE.	Identify examples of taught skills in their writing/work linked to ARE and comment upon choices that have been made.	Identify and suggest changes to their own writing based of the purpose of the written task.	Assess the effectiveness of their own and others' writing against the purpose of the written task and suggest improvements based on a given success criteria.	Assess the effectiveness of their own and others' writing against the purpose of the written task and suggest improvements based on content covered in that unit.	Assess the effectiveness of their own and others' writing against the purpose of the written task and suggest improvements.

SPAG Curriculum Progression Document						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Orally blend and segment.	Write single clause sentences with a subject & a verb.	Recognise that suffixes change the meaning of a word.	Identify nouns, verbs and adverbs.	Fronted adverbials describe where, when or how the verb happens.	Use prefixes and suffixes to manipulate the meaning of a word and to extend vocabulary.	Identify the audience, purpose and level of formality of a piece of writing.
Know all Set 1 speed sounds and write corresponding graphemes.	Spell words that are phonetically plausible.	Write regular verbs in past & continuous tenses.	Organise writing into paragraphs.	Know the difference between the plural and possessive.	Use cohesive devices across paragraphs to link ideas and build cohesion across a piece of writing.	Use a wide range of cohesive devices across extended pieces of writing.
Blend and segment CVC words.	Finger spaces between words.	Join simple sentences using and, but, so.	Recognise what has been spoken within a sentence.	Use apostrophes to mark singular & plural possession.	Insert clauses in suitable places to build description using brackets, dashes and commas, making it clear to which noun it relates.	Correct use of subject and verb agreements.
Read and spell common irregular words - I the no go to into he she we me be	Capital letters to start and full stops to end sentences.	Extend simple sentences using when, if, because.	Add detail to simple sentences using prepositions, a range of conjunctions and adverbs.	Use paragraphs to group related ideas.	Consistent and correct use of tense; past perfect, past progressive, present, perfect.	Use synonyms and antonyms to extend vocabulary.
Compose sentences orally	Capital letter for the personal pronoun.	Use and correctly punctuate questions and exclamations.	Correct use of a and an.	Punctuate direct speech using inverted commas correctly.	Use clear and concise language in a clause with accurate punctuation.	Use of layout devices including bullet points, headings and subheadings.
Write simple sentences that can be read by themselves and an adult.	Use an appropriate adjective to describe a noun.	Use commas in a list.	Conjugate common irregular verbs.	Change appropriate nouns and pronouns to avoid repetition.		
Read & write name with a capital letter to start.	Spell common exception words	Spell and read common exception words.	Know how prefixes change the meaning of a word.			
	Use "and" to join two ideas e.g. big and small	Use and read apostrophes for contractions and singular possession.	Apostrophes for singular possession and contractions.			
		Use alternative graphemes for phonemes.				

English Extended Writing Opportunities Linked to texts						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Book 1	The Naughty Bus	The Dragon Machine	Flotsam	Cinnamon	The Man who walked between the Towers	The Arrival
SWOs		Letter of advice to George with focus on could, would and should as CEWs  Instructions to build a dragon machine	Descriptive paragraph describing one of the photos that has been found.	Diary of Cinnamon explaining her frustrations  Character description of new teacher	Letter of advice to Phillippe about how to safely cross the buildings  Persuasive piece persuading the judge to not send him to prison	Father's journey on the ship to a new city – diary entry  Conversation between father and the female refugee on the ship – dialogue to convey character
LWOs	Fiction end of story  Rescue the bus in a different way to book (changed from rescue truck to ; animal, tractor, scoop, car...)	Innovated version of the story in 1 <sup>st</sup> person	Next chapter of story, finding the camera and describing what the next photos will be.	Fiction retelling of the story - change character, change teacher	Newspaper article to recount the events of what took place when Petit crossed the twin towers	Reunion of the family in a safe city, from him receiving the letter – Ending of a story
Book 2	Stanleys Stick	The Great Fire of London	The First Drawing	The Selfish Giant	The Lost Thing	The Unforgotten Coat
SWOs	Sequencing  Story events and captioning events	Diary entry as Samuel Pepys with focus on conjunctions.	Diary entry  Written as a cave child from the Stone Age and what a normal day would be like.	Announcement – Giant's trespassing notice  Persuasive letter from children to Giant asking him to take down the wall.  Apology letter from Giant to children explaining his actions	Modal verb focus on how to keep the lost thing alive - instructions  Advert from company trying to gather lost things.	Presentation to the class giving information of where they are from (city/country) – speech.

LWOs	Fiction story writing  Changed the object of the story from a stick to something else (bucket) and what it could be used as.	Chronological report about the Fire for Charles II to explain how the fire started, why it spread and the damage caused	Fictional story writing  To write their own story, using different animals.	Fictional story writing  Retell the story changing the main character and character trait	Fictional story writing  Create their own Lost Thing with a back story and how they managed to reunite it with its own people.	Information about Mongolia – Non-chronological report
Book 3	Beegu	Sidney, Stella and the Moon	Cinderella of the Nile	Weslandia	Robot Girl	The Boy in the Tower
SWOs	Command sentences  Writing about how to help the alien Beegu using commands	Poster to inform people about the missing moon (Hook lesson)  Newspaper report about missing moon.  Letter of advice for Sydney and Stella on how they could create a new moon.	Descriptive poster to help find Rhodophis, including detailed character description of appearance.	Diary of Wesley listing and explaining his inventions  Explanation of which parts of the Swist are used for each invention using possessives.	Create an email chain using informal language  Short dialogue between two characters with focus on reporting clauses	Past tense description of the Bluchers' arrival – setting description
LWOs	Fiction alien landing  Beegu crashed in the school we changed where she could have crashed instead (beach, park, farm, zoo)	Non-chronological report about the moon, including 3 subheadings	Diary entry from Rhodophis of her life as a slave, covering the cruelty of her step-sisters, kindness of master and missing home.	School report on Weslandia and all its inventions	Fictional Story Missing Chapter.  Write what happened in the lab fire, how it started and how they escaped.	Generate own story written in present tense from being stuck in the tower and then rescued – ending of the story
Book 4	Astro Girl	Polar Express	The Story of Tutankhamun	Winter's Child	Hidden Figures	Three Little Pigs (video)
SWOs	Fact first person sentences using correct homophones about being an astronaut	Recount on Hook lesson, which recreated the experience of travelling on the Polar Express	Writing a letter to inform Lord Carnvon that Howard Carter had found the tomb.	Tom's description to Nana of the winter world outside  Diary explaining how Tom feels at key points in the story	Write a job advert for NASA.  A dialogue between Dorothy and her boss using reported speech	
LWOs	Non-fiction text  On what astronauts eat and drink and what they wear	Persuasive letter for why we deserve the first gift of Christmas	Biography of Howard Carter, including early life, searching for tomb and discoveries	Fiction – retelling of setting description and problem with a different character (Spring's Daughter)	Biography of Dorothy Vaughan	Report detailing the key points of the trial, with an emphasis on bias and viewpoints – Newspaper report
Book 5	The Odd Egg	The Owl and the Pussycat	Black Dog	Matchbox Diary	Firebird	Grimm Tales
SWOs	Diary entry  First person about Duck feeling upset because he doesn't have an egg	Postcard home from owl / pussycat, focus on suffixes ful and less and adjectives to describe their experience.  Retell story in own words, focus on adverbs, past	Conversation using speech marks between family and Small, telling him the dangers of the outside.	Comparison of 1 <sup>st</sup> and 3 <sup>rd</sup> class travel to New York.  Letter to Grandma in Italy describing the journey to New York and arrival	Letter of advice to Prince Ivan about catching the Firebird using the subjunctive form  Use noun phrases to describe your own helper in the story – character description	Speech between the Ugly sisters and Cinderella about her staying at home for the ball – dialogue to advance action

		progressive and conjunction 'when'		Diary entry comparing lives of migrants and Americans in America.		
LWOs	Non fiction fact file about eggs  Owl and alligator eggs – how they look, incubation time, where nests are, how many of them	Innovated story in 3 <sup>rd</sup> person – characters and setting changed	Reimagined story with different creature, focusing on atmosphere, making the animal seem threatening	Explanation essay: What is migration?	Fictional story  Retell the story of the firebird using your own hero.	Generate own fairy tale story using settings and characters from known fairy tales – complete story
Book 6	Billy and The Beast	The Journey Home	The Tin Forest		Beowulf	Anne Frank
SWOs	Writing predictions about the book (fiction) and what the beast will do.	Poster to inform people about a strange animal on the loose, focus on sentence types and expanded noun phrases	Discussion text about the pros and cons of living in a Tin forest.		Letter of advice on how to protect yourself from Grendal  Describe event at a party using prepositions – setting description	Letter describing the living conditions in the house – Letter
LWOs	Fiction story beginning of the story  Changed location and secondary characters to match (from forest, hedgehog, fox and bunnies to – Jungle, gorilla, tiger, elephant.	Persuasive letter to stop woodcutters chopping down trees, focus on different sentence types	Diary of the old man living in the Tin forest, including what the Tin forest looked like before, the animals coming to the forest and what the forest is like now.		Write a missing chapter of the book – create your own monster and battle with Beowulf	Biography of Anne Frank detailing life – Biography
Book 7	Yeti and The Bird	The Bear and the Piano	The BFG	Escape from Pompeii	King Kong	The Last Wild
SWOs	Compare feelings about the Yeti before and after reading the book (fiction)	Recount of Hook lesson (performance by famous musician)  Diary entry as the bear about how he was feeling in the city and his adventure so far, focus on 'when', rule of 3 and 'but'  Retell Bear and Piano story in own words, focus on time adverbials	Detailed descriptive paragraph of the BFG, focusing on his appearance and how walks and acts	Tranio's diary describing his afternoon in Pompeii.  Livia's diary explaining the events of the eruption	Telegram from Anne saying how the trip is progressing.  Witness statements from people who saw events of New York	Speech between the Stag and Kester after escaping Spectrum Hall – dialogue to convey character

LWOs	Fiction, we changed the reason the bird wanted to return to the Bahamas from it being too cold to; missing family, missing food, missing the sea...	Innovated story about our own animal who could play an instrument	Writing a narrative opening of a story, focusing on atmosphere, the orphanage and what the streets are like outside.	Newspaper article describing events of eruption, and eye witness accounts	Newspaper article about the events of New York and how King Kong died	Description of the Great Open where Kester meets the Last Wild (surviving animals) – Setting description which creates atmosphere
Book 8	Lost and Found	Tadpole's Promise	Jim, A Cautionary Tale	Shackleton's Journey	Suffragettes	The Templeton Twins
SWOs	Captain's diary entry on a description of a storm	Explanation text about the life cycle of a frog / butterfly, focus on time adverbials  Retell story in own words, focus on descriptive verbs and adverbs	Instruction text of rules when visiting a zoo	Letter from crew member to their family from the South Georgia station before voyage  Shackleton's diary entry describing camp using possessives  Shackleton's expedition notes justifying his reasons for splitting up and going for help in South Georgia	Diary of Christabel Pankhurst about her protest at the Liberal Party meeting  Argument as to why women should have the right to vote	How to operate a Personal One Man Helicopter – Instruction  Professor Templeton's Diary entry of an interrupted lecture – Diary
LWOs	Story - beginning middle and end. Changed from a penguin to a seal and from story the way he got to the south pole and who he asked for help.	Innovated story with 1 character changed	Retelling of story as a narrative, using different characters and writing a cautionary warning if you do not listen to rules.	Newspaper article about the finding of the Endeavour in 2022	Information text about the suffragettes and the journey they all went through over time.	A formal letter and an informal letter from the Templeton Twins to Dean D Dean – Persuasive letter using formal and informal tone.
Book 9	Pig the Pug	The Minpins	Leon and The Place Between	Lion and the Unicorn	Unspoken	The Invention of Hugo Cabret

SWOs	Narrative - retell a familiar story.	Warning poster to not enter the forest, focus on commands and conjunction 'or' (Hook)  Character description of a Minpin, focus on possessive apostrophes and because	Persuasive poster advertising to come and visit the circus.	Letter to Dad describing the bombing in London  Newspaper paragraph about the scenes of evacuation at the stations.  Letter to Mum describing new home in the country	Summarise events of the story using conjunctions to link sentences - recount  Write section of the story using relative clauses in sentences  Letter of advice about what to do with the hidden slave to the girl – instructional letter	Description of the train station – Setting description to create atmosphere
LWOs	How to look after a dog. Explanation text.	Innovate the story with own character and monster but same setting, up to meeting the Minpins	Narrative retelling of story, using descriptive writing.	Narrative of an evacuee story (the bombing of London, evacuation, arrival at new home)	Biography of Harriet Tubman	Retell of the beginning of the story where Hugo is caught by the toy maker – Opening of story
Book 10	Dinosaurs and all that rubbish	Wolves	How to live forever	Tar Beach		
SWOs	Write a letter (maybe to the man/greenpeace/mp) to explain how bad the planet has got.	Write the story (book is non-fiction, but pictures tell a story) of the rabbit, focus on cause and effect words and expanded noun phrases	Persuasive Poster to find the missing book.	Bebe's diary describing what he can see and hear from the rooftop  Tour guide leaflet explaining what you will see if you take a tourist flight over Manhattan (		
LWOs	pamphlet on how to look after the planet non-fiction.	Non-chronological report about wolves	Discussion on pros and cons about living forever	Letter to Cassie's cousin in Jamaica describing her flight over New York in the day and the night		
Book 11		Jim and the Beanstalk	Cloud Tea Monkeys	Farther		



SWOs		Comparison of Jack and the Beanstalk and Jim and the Beanstalk	Diary retelling of Tashi on the day that the monkeys take her basket and refill it.	Diary of Father listing his hopes, dreams and inventions  Diary of child talking about their father's work and play days		
LWOs		Sequel to a known fairytale (Jim and Beanstalk is a sequel to Jack and the Beanstalk)	Non-chronological report on tea	Opening of sequel where grandchild takes up the dream of flying further		
Book 12			The Day I Swapped my Dad for Two Goldfish			
SWOs			Conversation text between two character, focusing on speech.			
LWOs			Next chapter, swapping another item for parent.			