

## Year 1 Writing Sequences Progression

Text	Knock Knock Open the Door	How Do You Feel?	Oi Frog	Playing With Friends	Handa's Surprise	Seed to Sunflower	The Three Little Pigs	My Day at the Zoo	Augustus and His Smile
<b>Genre</b>	Fiction / Patterned Story	Non-fiction	Fiction / Poetry (Rhyming)	Non-fiction	Fiction (Patterned Tale)	Non-fiction (Explanation)	Fiction (Traditional Tale)	Non-fiction (Recount)	Fiction
<b>Outcome</b>	Write a new patterned 'Knock Knock' story.	Create simple illustrated sentences describing feelings.	Write silly rhyming sentences following the text pattern.	Create an information page comparing past and present play.	Write own version of a patterned story.	Create a life-cycle booklet or poster.	Retell or rewrite the traditional tale.	Write a sequenced recount of a real event.	Write a story about losing and finding something.
<b>Possible grammar objectives</b>	Leave spaces between words  Join words/clauses using 'and'  Capital letters, full stops, ?, !  Use adjectives	Leave spaces between words  Combine words into sentences	Leave spaces between words  Combine words to make sentences	Leave spaces between words  Combine words to make sentences	Join words using 'and'  Capital letters, full stops, ?, !	Leave spaces between words  Combine words into sentences  Join clauses using 'and'	Leave spaces between words  Combine words to make sentences  Capital letters, full stops, ?, !	Combine words to make sentences  Join clauses with 'and'	Join clauses using 'and'  Capital letters, full stops, ?, !

	<p>Recognise questions/exclamations</p> <p>Combine simple sentences</p>	<p>Capital letters, full stops, ?, !</p> <p>capital letter for 'I' and names</p> <p>Use grammar terminology</p>	<p>Join clauses using 'and'</p> <p>Capital letters, full stops, ?, !</p>	<p>Capital letters, full stops, ?, !</p> <p>Use simple grammar terminology</p>	<p>Use capital letters for names</p>	<p>Capital letters, full stops, ?, !</p>	<p>Capital letters for names</p> <p>Use precise verbs / simple onomatopoeia</p>	<p>full stops, ?, !</p> <p>Capitals for names and 'I'</p>	<p>Capitals for names and 'I'</p>
<b>Possible writing composition objectives</b>	<p>Say aloud before writing</p> <p>Compose orally</p> <p>Re-read to check sense</p> <p>Sequence sentences</p> <p>Discuss writing with peers</p>	<p>Say aloud before writing</p> <p>Compose orally</p> <p>Re-read to check sense</p> <p>Sequence sentences</p> <p>Discuss writing</p>	<p>Say aloud what they will write</p> <p>Compose orally</p> <p>Sequence sentences</p> <p>Re-read to check sense</p>	<p>Compose orally</p> <p>Re-read to check sense</p> <p>Re-read writing</p>	<p>Compose orally</p> <p>Sequence narrative</p> <p>Re-read writing</p>	<p>Say aloud before writing</p> <p>Compose orally</p> <p>Sequence sentences</p> <p>Re-read writing</p>	<p>Compose orally</p> <p>Sequence events</p> <p>Re-read writing</p>	<p>Say aloud before writing</p> <p>Compose orally</p> <p>Sequence into short narrative</p> <p>Re-read to check meaning</p>	<p>Say aloud before writing</p> <p>Compose orally</p> <p>Sequence narrative</p> <p>Re-read writing</p>

## Year 2 Writing Sequences Progression

Text	Daisy Doodles	Dear Mother Goose	How To Wash A Woolly Mammoth	Dino Dinners	On The High Street	Amelia Earhart	Mrs Armitage and the Big Wave	A First Book of the Sea	The Disgusting Sandwich
Genre	Story with real and imaginary characters	Letter writing based on nursery rhymes	Instructions	Dual-voiced information text	Reverse cumulative story	Biography	Cumulative story	Poetry	Humorous narrative
Outcome	Write own story using real and imaginary characters.	Write a letter to Mother Goose and a reply.	Write own set of instructions about caring for an imaginary pet.	Create a dual-voiced text about another family of animals or related items.	Write own reverse cumulative story about local shops.	Write a sequential biography of a famous person.	Write a funny story with a cumulative structure.	Write a poem about a sea creature or an aspect of the sea.	Write a story about food becoming increasingly disgusting.
Possible grammar objectives	Join clauses using and Use capital letters, full stops, ?, ! Expanded noun phrases Grammar terminology: noun, noun phrase, adjective	Use capital letters for names and pronoun I Punctuate sentences with full stops, ?, ! Use coordinating and subordinating conjunctions Sentence forms: statement,	Use imperative verbs in commands Sentence forms: statement, question, exclamation, command Use punctuation correctly Subordination using if	Commas for lists Past and present tense correctly and consistently Use punctuation correctly Subordination using if	Commas in lists Apostrophe for singular possession Use subordination and coordination Noun phrases to describe and specify Maintain past and present tense correctly and consistently	Maintain past tense consistently Use subordination and coordination Noun phrases to describe and specify Use progressive form of verbs Use subordinating and coordinating conjunctions Expanded noun phrases	Use past and present tenses correctly and consistently Use punctuation correctly	Use expanded noun phrases to describe and specify Use punctuation correctly	Use expanded noun phrases for description Use commas in lists Maintain past tense consistently

		question, exclamation					for detail and humour		
<b>Possible writing composition objectives</b>	<p>Plan ideas orally</p> <p>Sequence sentences into a narrative</p> <p>Re-read to check sense</p> <p>Revise and edit for punctuation and spelling</p>	<p>Plan and orally rehearse sentences</p> <p>Use appropriate letter format</p> <p>Revise and edit for punctuation and spelling</p>	<p>Plan and sequence steps</p> <p>Use numbered steps and adverbs for order</p> <p>Include humour and questions/exclamations to engage reader</p> <p>Revise and edit for clarity and punctuation</p>	<p>Plan and organise ideas using text structure</p> <p>Include technical vocabulary</p> <p>Revise and edit for punctuation and tense consistency</p>	<p>Plan and sequence narrative</p> <p>Use descriptive vocabulary and noun phrases</p> <p>-</p> <p>Revise and edit for punctuation and spelling</p>	<p>Organise ideas chronologically using a timeline</p> <p>Extend ideas into paragraphs</p> <p>Revise and edit for punctuation and verb tense accuracy</p> <p>Revise and edit for punctuation and tense consistency</p>	<p>Plan and sequence ideas using cumulative structure</p> <p>Create humour through choice of objects and descriptive noun phrases</p> <p>Revise and edit for punctuation and tense consistency</p>	<p>Use poetic devices (alliteration, repetition, rhyme)</p> <p>Organise ideas into stanzas</p> <p>Choose adjectives carefully to create vivid imagery</p> <p>Revise and edit for clarity and effect</p>	<p>Plan and sequence narrative using text structure</p> <p>Use humour and descriptive language</p> <p>Revise and edit for punctuation and spelling</p>

## Year 3 Writing Sequences Progression

Text	Meerkat Mail	Interview with a Tiger	Book of Bones	Rapunzel	Great Women Who Changed the World	Lucky Dip / Voices in the Park	The Big Book of Blooms	A River	13 Words
<b>Genre</b>	Voyage and Return (Fiction)	Interview (Non-fiction)	Encyclopedia (Non-fiction)	Fairy Tale (Fiction)	Biography (Non-fiction)	First Person Narrative (Fiction)	Non-fiction (Information text)	Poetry	Short Stories (Fiction)
<b>Outcome</b>	Create a different animal's journey story told in postcards.	Create your own 'Interview with...' (animal, person, or object).	Write own pages to create a class book about an amazing group.	Write an expanded, animal version of a traditional tale.	Write a biography of a famous person.	Write the story of the film from one character's point of view.	Write own pages about plants for a class book.	Write a descriptive poem about a river.	Write a short story inspired by 13 words.
<b>Possible grammar objectives</b>	Use the present perfect form of verbs instead of simple past  Revise understanding of tense (simple vs progressive vs perfect)  Use apostrophes for possession	Use conjunctions (when, before, after, while, so, because)  Use adverbs (then, next, soon, therefore)  Use prepositions (before, after, during, in, because of) to express time,	Extend sentences with more than one clause using a wider range of conjunctions (when, if, because, although)  Use and punctuate direct speech (introduction to inverted commas)	Extend sentences with more than one clause using a wider range of conjunctions (when, if, because, although)  Use and punctuate direct speech (introduction to inverted commas)	Use conjunctions, adverbs, and prepositions to express time, place, and cause  Introduce paragraphs as a way to group related material  Use headings and subheadings to aid presentation	Introduce inverted commas to punctuate direct speech	Use prepositions to express time, place, and cause  Use similes and descriptive language for effect	Use adverbials (prepositional phrases)  Use complex sentences	Use conjunctions and varied sentence structures  Use descriptive language for effect

	Use full range of punctuation taught in KS1 correctly	place, and cause							
<b>Possible writing composition objectives</b>	Plan writing by discussing similar texts and recording ideas  Compose and rehearse sentences orally, building varied vocabulary and sentence structures  Evaluate and edit for effectiveness  Proofread for spelling and punctuation	Plan writing by discussing similar texts and recording ideas  Use simple organisational devices (headings and subheadings)  Compose and rehearse sentences orally, building varied vocabulary and sentence structures  Evaluate and edit for grammar and vocabulary consistency  Proofread for spelling and punctuation	Plan writing by discussing similar texts and recording ideas  Compose and rehearse sentences orally, building varied vocabulary and sentence structures  Evaluate and edit for grammar and vocabulary consistency  Proofread for spelling and punctuation	Plan writing by discussing similar texts and recording ideas  Organise paragraphs around a theme  Use simple organisational devices (headings/subheadings)  Evaluate and edit for grammar and vocabulary consistency  Proofread for spelling and punctuation	Plan writing by discussing similar texts and recording ideas  Organise paragraphs around a theme  Use simple organisational devices (headings/subheadings)  Evaluate and edit for grammar and vocabulary consistency  Proofread for spelling and punctuation	Plan writing by discussing similar texts and recording ideas  Compose and rehearse sentences orally, building varied vocabulary and sentence structures  Evaluate and edit for grammar and vocabulary consistency  Proofread for spelling and punctuation	Plan writing by discussing similar texts and recording ideas  Organise paragraphs around a theme  Evaluate and edit for grammar and vocabulary consistency  Proofread for spelling and punctuation	Plan writing by discussing similar texts and recording ideas  Compose and rehearse sentences orally, building varied vocabulary and sentence structures  Evaluate and edit for grammar and vocabulary consistency  Proofread for spelling and punctuation	Plan writing by discussing similar texts and recording ideas  Compose and rehearse sentences orally, building varied vocabulary and sentence structures  Evaluate and edit for grammar and vocabulary consistency

						Proofread for spelling and punctuation			Proofread for spelling and punctuation
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## Year 4 Writing Sequences Progression

Text	The Whistling Monster	Wheels - Cars, Cogs, Carousels	Mimi and the Mountain Dragon	Rainforest Rough Guide	The Works (Poetic Form)	Arthur and the Golden Rope	I Don't Believe It, Archie	Blue John	RSPB Persuasive Letter
Genre	Traditional Tale (Fiction)	Information Text (Non-fiction)	Adventure Story (Fiction)	Hybrid Text (Non-fiction)	Poetry	Quest Story (Fiction)	Humorous Narrative (Fiction)	Fantasy Story (Fiction)	Persuasive Writing (Non-fiction)
Outcome	Invent and write a new folktale based on the plot of The Whistling Monster.	Write an information text about a man-made invention that has changed over time.	Write own story about a monster who could be responsible for natural disasters.	Create a class Rough Guide to an endangered habitat.	Write and perform a poem in a chosen form.	Write own quest story as one of the Brownstone adventures.	Write a humorous story inspired by Archie's adventures.	Write a fantasy story inspired by Blue John.	Write a persuasive letter to protect wildlife.
Possible grammar objectives	Use expanded noun phrases to convey complicated information concisely	Use expanded noun phrases to convey complicated information concisely	Use expanded noun phrases to convey complicated information concisely	Use expanded noun phrases to convey complicated information concisely Use fronted adverbials and punctuate with a comma	Use expanded noun phrases to convey complicated information concisely Use fronted adverbials and punctuate with a comma Use paragraphs to organise ideas around a theme	Use expanded noun phrases to convey complicated information concisely Use fronted adverbials and punctuate with a comma Use inverted commas and other punctuation to indicate direct speech	Use expanded noun phrases to convey complicated information concisely Use fronted adverbials and punctuate with a comma Use inverted commas and other punctuation to indicate direct speech Use paragraphs to organise ideas	Use expanded noun phrases to convey complicated information concisely Use fronted adverbials and punctuate with a comma Use inverted commas and other punctuation to indicate direct speech Use paragraphs to organise ideas	Use expanded noun phrases to convey complicated information concisely Use fronted adverbials and punctuate with a comma Use paragraphs to organise ideas around a theme

	Use paragraphs to organise ideas around a theme	subheadings to aid presentation	Use paragraphs to organise ideas around a theme			around a theme	around a theme	around a theme	
<b>Possible writing composition objectives</b>	Plan writing by discussing and recording ideas  Compose and rehearse sentences orally, building varied vocabulary and sentence structures  Create settings, characters, and plot  Evaluate and edit for grammar and vocabulary consistency  Proofread for spelling and punctuation	Plan writing by discussing similar texts and recording ideas  Organise paragraphs around a theme  Compose and rehearse sentences orally, building varied vocabulary and sentence structures  Organise paragraphs around a theme  Evaluate and edit for grammar and vocabulary consistency  Proofread for spelling and punctuation	Plan writing by discussing similar texts and recording ideas  Compose and rehearse sentences orally, building varied vocabulary and sentence structures  Organise paragraphs around a theme  Compose and rehearse sentences orally, building varied vocabulary and sentence structures  Evaluate and edit for grammar and vocabulary consistency  Proofread for spelling and punctuation	Plan writing by discussing similar texts and recording ideas  Organise paragraphs around a theme  Compose and rehearse sentences orally, building varied vocabulary and sentence structures  Experiment with poetic forms and devices for effect  Evaluate and edit for clarity and impact  Proofread for spelling and punctuation	Plan writing by discussing similar texts and recording ideas  Compose and rehearse sentences orally, building varied vocabulary and sentence structures  Organise paragraphs around a theme  Create settings, characters, and plot  Evaluate and edit for grammar and vocabulary consistency  Proofread for spelling and punctuation	Plan writing by discussing similar texts and recording ideas  Compose and rehearse sentences orally, building varied vocabulary and sentence structures  Organise paragraphs around a theme  Create settings, characters, and plot  Evaluate and edit for grammar and vocabulary consistency  Proofread for spelling and punctuation	Plan writing by discussing similar texts and recording ideas  Compose and rehearse sentences orally, building varied vocabulary and sentence structures  Organise paragraphs around a theme  Create settings, characters, and plot  Evaluate and edit for grammar and vocabulary consistency  Proofread for spelling and punctuation	Plan writing by discussing similar texts and recording ideas  Compose and rehearse sentences orally, building varied vocabulary and sentence structures  Organise paragraphs around a theme  Create settings, characters, and plot  Evaluate and edit for grammar and vocabulary consistency  Proofread for spelling and punctuation	Plan writing by discussing similar texts and recording ideas  Organise paragraphs around a theme  Compose and rehearse sentences orally, building varied vocabulary and sentence structures  Create settings, characters, and plot  Evaluate and edit for grammar and vocabulary consistency  Proofread for spelling and punctuation

## Year 5 Writing Sequences Progression

Text	The Day the Crayons Quit	Inspiring Inventors Who Are Changing Our Future	Varjak Paw	The Light in Everything & Ghostlines	Earth Verse	Incredible Edibles	Beowulf	Talking History: Speeches	Shackleton's Journey
Genre	Fiction (Letters / Personification)	Non-fiction (Information / Explanation)	Fiction (Adventure)	Fiction (Narrative - First Person)	Poetry (Haiku) + Non-fiction Explanation	Non-fiction (Instructions)	Fiction (Overcoming the Monster)	Non-fiction (Persuasive Speech)	Non-fiction (Biographical Recount)
Outcome	Write own letters about a group of objects that are fed up to create a story.	Create a double-page spread about a modern inventor including at least three different text elements.	Write a complete additional adventure for Varjak Paw in the style of the author.	Write a part of a narrative in the first person and present tense from one character's point of view.	Write haiku poetry about a natural event/process and a short information text.	Create their own revolting recipe, disgusting decoration, or hideous head-dress.	Write their own overcoming-a-monster story.	Write and deliver a speech about an issue of importance, including contextual information.	Create an account of another famous adventure or series of events.
Possible grammar objectives	Use adjectives in noun phrases  Complex sentences with if clauses  Range of punctuation: brackets, commas, exclamation marks, question marks  Parenthesis	Passive voice for formality  Perfect verb forms for time and cause  Modal verbs for possibility  Relative clauses for detail	Expanded noun phrases for characterisation and atmosphere  Adverbials and prepositional phrases for time/place  Direct speech punctuation  Semi-colons, colons, dashes for effect	Expanded noun phrases for figurative language  Hyphenated words for precision and style  Cohesion within and across paragraphs  Pronouns, relative clauses for detail	Expanded noun phrases (hyphenated adjectives, prepositional phrases, relative clauses)  Relative clauses for detail  Adverbials for clarity and cohesion	Cohesive devices within and across paragraphs  Adverbials of time and number  Brackets, dashes, commas for parenthesis  Synonyms and antonyms	Expanded noun phrases (including hyphens)  Semi-colons to link clauses  Cohesion within and across paragraphs	Modal verbs for possibility and certainty  Cohesive devices across paragraphs  Formal and informal structures (subjunctive, question tags)	Passive voice for emphasis and formality  Adverbials for chronology and cohesion  Brackets, dashes, commas for parenthesis

	(brackets, dashes, commas)	Parenthesis (brackets, dashes, commas)  Semi-colons, colons, dashes for clause boundaries		adverbials)  Use of ellipsis and repetition for effect	Hyphens to avoid ambiguity	antonyms for precision			
<b>Possible writing composition objectives</b>	Plan and structure letters  Use humour through personification  Sequence ideas logically  Proofread for punctuation and spelling	Organise layout with headings, bullet points, diagrams  Vary sentence structure for clarity  Maintain formal tone  Proofread for punctuation and spelling	Create contrasting atmospheres  Integrate dialogue to convey character  Balance action, description, and dialogue  Edit for cohesion and effect	Convey feelings through descriptive and figurative language  Vary sentence length and structure to create mood  Write cohesive paragraphs with clear openings and conclusions  Maintain authentic voice and perspective	Combine technical and poetic vocabulary  Create vivid imagery using personification  Vary sentence length and structure to create mood  Structure haikus in 5/7/5 syllable pattern  Maintain clarity and cohesion in non-fiction explanation	Use a clear 4-part structure for instructions  Maintain two distinct styles: informal and formal  Use precise language for clarity  Include persuasive devices in introductions	Use narrative structure with clear stages (anticipation, battle, resolution)  Create tension through paragraphing and sentence variety  Use figurative language and patterns of three for emphasis	Use rhetorical devices (repetition, contrast, call to action)  Maintain appropriate register and tone  Organise ideas clearly with headings and subheadings	Maintain chronological structure  Use layout devices for clarity  Combine text and visuals for impact

## Year 6 Writing Sequences Progression

Text	Inside the Villains	A Drove of Bullocks	Kensuke's Kingdom	The Shadow Cage	Volcanoes	Cloudbusting	Flood	The Genius of the Ancients
Genre	Fiction (Fairy Tale Retelling)	Non-fiction (Collective Nouns)	Fiction (Adventure Narrative)	Fiction (Suspense Story)	Non-fiction (Information Text)	Poetry (Narrative through Poems)	Fiction (Narrative)	Non-fiction (Information Text)
Outcome	Rewrite a traditional-style fairy tale featuring a chosen character or setting, plus an additional section.	Write a page for a book of collective nouns.	Write an extended story based on own version of Chapter 4.	Write own short story with an element of suspense.	Write page(s) for a class book about another geographical topic.	Tell a story through poetry, making choices about poetic devices.	Write the story of Flood showing shifts in atmosphere throughout.	Design/write pages of information in the style of the Genius Of... series.
Possible grammar objectives	Recognise vocabulary and structures appropriate for formal speech and writing  Use semi-colons, colons, or dashes to mark boundaries between independent clauses  Use ellipsis for cohesion  Use layout devices (headings,	Use passive voice to affect presentation of information  Link ideas across paragraphs using a wider range of cohesive devices (e.g., repetition, adverbials, ellipsis)  Use words related by meaning as synonyms and antonyms	Use dashes to mark boundaries between independent clauses  Use a colon to introduce a list  Link ideas across paragraphs using cohesive devices (e.g., repetition, adverbials, ellipsis)	Use semi-colons, colons, or dashes to mark boundaries between independent clauses  Link ideas across paragraphs using cohesive devices (e.g., repetition, adverbials, ellipsis)	Use semi-colons, colons, or dashes to mark boundaries between independent clauses  Link ideas across paragraphs using layout devices (headings, subheadings, columns, bullets, tables)	Use expanded noun phrases for precision  Use dashes to indicate parenthesis	Use passive verbs to affect presentation of information  Use hyphens to avoid ambiguity	Use passive voice to emphasise events or processes  Link ideas across paragraphs using cohesive devices (including ellipsis)  Use layout devices (headings, subheadings, columns, bullets, tables)

	subheadings, columns, bullets, tables)							
Possible Writing composition objectives	<p>Maintain consistent fairy-tale style and appropriate register</p> <p>Make considered choices about detail to move plot briskly while satisfying reader interest</p> <p>Manipulate punctuation purposefully to enhance meaning and avoid ambiguity</p>	<p>Convey uniqueness of the animal</p> <p>Choose and use passive voice appropriately</p> <p>Write concisely and formally with cohesion across paragraphs</p>	<p>Deliberately pre- and post-modify nouns for layered description</p> <p>Use punctuation (brackets, dashes) for asides and additional information</p> <p>Express shades of doubt and possibility through modals and adverbials</p>	<p>Create suspense and atmosphere through precise language and structure</p> <p>Use colons and/or semi-colons to expand, contrast, clarify, or list</p> <p>Patterning of two or three for emphasis</p>	<p>Maintain an expert, impersonal voice</p> <p>Organise information into linked sections with subheadings</p> <p>Use precise noun phrases and relative clauses for clarity</p> <p>Include parenthesis and dashes for additional information</p>	<p>Use a wide range of poetic forms and devices</p> <p>Write about more than three events in a coherent poetic narrative</p>	<p>Manage shifts in formality between narrative and dialogue</p> <p>Use dashes to demarcate independent clauses</p> <p>Show damage and impact through passive constructions</p>	<p>Sequence and link information logically to build knowledge</p> <p>Make considered choices of verb forms to clarify chronology</p> <p>Design layout thoughtfully with captions and supplementary features</p>