Mixed Age Planning: Two-Yearly Overview

Each phase has a total of 12 texts that they can cover over the course of two years. One text equates to one half term's worth of planning. Texts can be taught in any order and teachers can use their professional judgement to align texts with other areas of the curriculum that are being taught, if applicable.

Year Group	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6
1&2	A River by Marc Martin **Fiction Outcome**: Circular Narrative **Non-fiction Outcome**: Letter to inform	The Night Gardener by The Fan Brothers **Fiction Outcome**: Setting Narrative **Non-fiction Outcome**: Diary to recount	The Bog Baby by Jean Willis **Fiction Outcome**: Finding Narrative **Non-fiction Outcome**: Instructions	Grandad's Island by Benji Davies **Fiction Outcome**: Return Narrative **Non-fiction Outcome**: Animal information text	The King Who Banned the Dark by Emily Haworth-Booth **Fiction Outcome**: Mistake Narrative **Non-fiction Outcome**: a 'How to..' guide to inform	Rosie Revere, Engineer by Andrea Beaty **Fiction Outcome**: Invention Narrative **Non-fiction Outcome**: Explain how a machine works
	Text 7	Text 8	Text 9	Text 10	Text 11	Text 12
	Major Glad, Major Dizzy by Jan Oke **Fiction Outcome**: Discovery Narrative **Non-fiction Outcome**: Message to recount	Rapunzel by Bethan Woolvin **Fiction Outcome**: Traditional Tale **Non-fiction Outcome**: 'How to..' to instruct	Hermelin by Mini Grey **Fiction Outcome**: Detective Story **Non-fiction Outcome**: Letters to recount	Where the Wild Things Are by Maurice Sendak **Fiction Outcome**: Portal Story **Non-fiction Outcome**: Information text	The Secret of Black Rock by Joe Todd Stanton **Fiction Outcome**: Return Story **Non-fiction Outcome**: Postcards to recount	The Last Wolf by Mini Grey **Fiction Outcome**: Hunting Story **Non-fiction Outcome**: Recipes to instruct

Year Group	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6
3&4	The Whale by Ethan Murrow **Fiction Outcome**: Setting Narrative **Non-fiction Outcome**: newspaper report to recount	Leaf by Sandra Dieckmann **Fiction Outcome**: Outsider Narrative **Non-fiction Outcome**: Animal information text	Arthur and the Golden Rope by Joe Todd Stanton **Fiction Outcome**: Myth Narrative **Non-fiction Outcome**: 'How to..' guide to inform	The Lost Happy Endings by Carol Ann Duffy **Fiction Outcome**: Twisted Narrative **Non-fiction Outcome**: Letter to persuade	The Journey by Francesca Sanna **Fiction Outcome**: Refugee Narrative **Non-fiction Outcome**: Diary to recount	Manfish by Jennifer Berne **Fiction Outcome**: Invention Narrative **Non-fiction Outcome**: Biography to recount
	Text 7	Text 8	Text 9	Text 10	Text 11	Text 12
	The Iron Man by Ted Hughes **Fiction Outcome**: Approaching Threat Narrative **Non-fiction Outcome**: 'How to...,' to explain	Fox by Margaret Wild **Fiction Outcome**: Fable Narrative **Non-fiction Outcome**: Animal report to inform	The Rhythm of the Rain by Grahame Baker Smith **Fiction Outcome**: Setting Narrative **Non-fiction Outcome**: Leaflet to inform	Jemmy Button by Alex Barzelay **Fiction Outcome**: Return Narrative **Non-fiction Outcome**: Letter to recount	Egyptology by Dugald Steer **Fiction Outcome**: Egyptian Mystery Narrative **Non-fiction Outcome**: Secret diary to recount / inform	Into the Forest by Anthony Browne **Fiction Outcome**: Lost Narrative **Non-fiction Outcome**: Newspaper report to recount

Year Group	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6
5&6	Rose Blanche by Roberto Innocenti **Non-fiction Outcomes**: Diary to recount Bravery speech to recount and inform	A Story Like the Wind by Gill Lewis **Fiction Outcome**: Flashback Narrative **Non-fiction Outcome**: Newspaper report	The Origin of the Species **Fiction Outcome**: Discovery Narrative **Non-fiction Outcome**: Animal adaptation explanation	Wolves **Fiction Outcome**: Suspense Narrative **Non-fiction Outcomes**: 1st person narrative, balanced argument, information text	Shackleton's Journey by William Grill **Fiction Outcome**: Endurance Narrative **Non-fiction Outcome**: Magazine article to inform and recount	Hansel and Gretel by Neil Gaman **Fiction Outcome**: Dual Narrative **Non-fiction Outcome**: Letter to persuade
	Text 7	**Text 8**	**Text 9**	**Text 10**	**Text 11**	**Text 12**
	Where Once We Stood by Christopher Riley **Fiction Outcome:** Exploration Narrative **Non-fiction Outcomes**: Formal report to recount	FArTHER by Grahame Baker Smith **Fiction Outcome**: Setting Narrative **Non-fiction Outcome**: Letter to recount	The Hound of the Baskervilles **Fiction Outcome**: Cliff hanger Narrative **Non-fiction Outcome**: Formal event report to inform	The Promise by Nicola Davies **Fiction Outcome**: Character Narrative **Non-fiction Outcome**: Newspaper report to recount	The Lost Book of Adventure by Unknown Adventurer **Fiction Outcome**: Survival Narrative **Non-fiction Outcome**: Survival guide to explain	King Kong by Anthony Browne **Fiction Outcome**: Dilemma Narrative **Non-fiction Outcome**: Balanced argument to discuss

Year Group	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6
1&2	**Paddington Bear** **Love From Paddington by Michael Bond** **Fiction Outcome**: Narrative **Non-fiction Outcome**: Letter	**The Last Wolf** **Fiction Outcome**: Narrative **Non-fiction Outcome**: Recipe	**Pinnochio by Carlo Collodi** **Fiction Outcome**: Narrative **Non-fiction Outcome**: Instructions	**The Queen's Hat by Steve Antony** **Fiction Outcome**: Narrative **Non-fiction Outcome**: Information text	**The Great Explorer by Chris Judge** **Poles Apart by Jeanne Willis and Jarvis** **Fiction Outcome**: Narrative **Non-fiction Outcome**: Explanation	**If I Were in Charge of the World by Judith Viorst** **Orangutan A Day In The Rainforest Canopy by Rita Goldner** **Fiction Outcome**: Poetry **Non-fiction Outcome**: Information text

	Text 7	Text 8	Text 9	Text 10	Text 11	Text 12
	Little Red Riding Hood **Fiction Outcome**: Narrative **Non-fiction Outcome**: Message	**The Gingerbread Man** **Fiction Outcome**: Narrative (traditional tale) **Non-fiction Outcome**: Instructions	**The Day the Crayons Quit by Drew Daywalt** **Fiction Outcome**: Narrative **Non-fiction Outcome**: Letter	**The Bog Baby by Jeanne Willis** **Fiction Outcome**: Narrative **Non-fiction Outcome**: Information text	**The Man on The Moon by Simon Bartram** **Fiction Outcome**: Narrative **Non-fiction Outcome**: Diary	**The Way Back Home by Oliver Jeffers** **Fiction Outcome**: Poetry **Non-fiction Outcome**: Postcard

Year Group	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6
3&4	**Stone Age Boy by Satoshi Kitamura** **Fiction Outcome:** Narrative **Non-fiction Outcome:** Newspaper report	**Something Told the Wild Geese – poem (Rachel Field)** **Fiction Outcome:** Poetry **Non-fiction Outcome:** Diary	**Escape from Pompeii by Christina Balit** **Fiction Outcome:** Narrative **Non-fiction Outcome:** Information text	**Here we are by Oliver Jeffers** **Fiction Outcome:** Narrative **Non-fiction Outcome:** Persuasive letter	**Finn McCool and the Giant's Causeway by John Dougherty** **Fiction Outcome:** Narrative (Myth) **Non-fiction Outcome:** Information text	**The Mysteries of Harris Burdick (Chris Van Allsburg)** **Fiction Outcome:** Narrative **Non-fiction Outcome:** Diary
	Text 7	Text 8	Text 9	Text 10	Text 11	Text 12
	The Iron Man by Ted Hughes **Fiction Outcome:** Narrative **Non-fiction Outcome:** Explanation	**The Pebble in my pocket by Meredith Hooper** **Fiction Outcome:** Narrative **Non-fiction Outcome:** Report	**Anglo-Saxon Boy by Tony Bradman** **Fiction Outcome:** Narrative **Non-fiction Outcome:** Newspaper report	**The Five Realms: The Legend of Podkin One Ear by Kieran Larwood** **Fiction Outcome:** Narrative **Non-fiction Outcome:** Letter	**Dear Earth by Erin Dealey and Luisa Uribe** **Fiction Outcome:** Narrative **Non-fiction Outcome:** Biography	**The Owl and the Pussycat by Edward Lear** **Fiction Outcome:** Poetry **Non-fiction Outcome:** Information leaflet

Year Group	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6
5&6	**Letters from the Lighthouse by Emma Carroll** **Fiction Outcome:** Narrative **Non-fiction Outcomes:** Newspaper report	**Tom's Midnight Garden by Philippa Pearce** **Fiction Outcome:** Narrative **Non-fiction Outcome:** Non-chronological report	**We are all Greta by Valentina Giannella** **Fiction Outcome:** Narrative **Non-fiction Outcome:** Formal report Speech	**Sir David Attenborough by Lizzie Huxley-Jones** **Fiction Outcome:** Narrative **Non-fiction Outcome:** Biography Letter	**Jabberwocky by Lewis Carroll** **Fiction Outcome:** Poetry **Non-fiction Outcome:** Balanced argument	**Rain Player by David Wisniewski** **Fiction Outcome:** Narrative **Non-fiction Outcome:** Explanation
	Text 7	Text 8	Text 9	Text 10	Text 11	Text 12
	Shackleton's Journey by William Grill **Fiction outcome:** Narrative **Non-fiction Outcome:** Diary	**Macbeth by William Shakespeare** **Fiction Outcome:** Playscript/Poetry **Non-fiction Outcome:** Newspaper report	**Holes by Louis Sachar** **Fiction Outcome:** Narrative **Non-fiction Outcome:** Balanced argument, Speech	**Boy in the Tower by Polly Ho-Yen** **Fiction Outcome:** Narrative **Non-fiction Outcomes:** Newspaper article	**The Raven by Edgar Allan Poe** **Fiction Outcome:** Poetry **Non-fiction Outcomes:** Information text Explanation	**Cosmic by Frank Cottrell Boyce** **Fiction Outcome:** Narrative **Non-fiction Outcome:** Persuasive letter

Progression of skills when selecting own texts: Year 1/2

Texts	Word	Sentence	Text	Punctuation
Autumn term 1a	Y1 Suffix add to verbs -er	Combining words to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces Begin to use capital letters and full stops
	Y2 Use of the Suffixes –er & –est in adjectives	Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as a statement, question and command Expanded Noun Phrases for description and specification		Correctly use capital letters and full stops
Autumn term 2a	Y1 Plural noun suffix -s -es	Combining words to make sentences Joining words and clauses using and	Sequencing sentences to form short narratives	Separation of words with spaces Capital letters and full stops
	Y2 Use of the suffix –ly to turn adjectives into adverbs	Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as a statement, question and command Expanded Noun Phrases for description and specification		Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling Commas to separate items in a list
Spring term 1a	Y1 How un- prefix changes the meaning of verbs and adjectives	Combining words to make sentences Joining words and clauses using and	Sequencing sentences to form short narratives	Separation of words with spaces capital letters, full stops
	Y2 Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a statement, question and command	Correct choice and consistent use of past and present tense throughout writing	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)
Spring term 2a	Y1 Suffix add to verbs -er -ing -ed Recap plural noun suffix -s and -es	Combining words to make sentences Joining words and clauses using and and because	Sequencing sentences to form short narratives	Separation of words with spaces capital letters, full stops and question marks

	Y2 Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded Noun Phrases for description and specification How the grammatical patterns in a sentence indicates its function as a statement, question and command	Correct choice and consistent use of past and present tense throughout writing	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns
Summer term 1a	Y1 Recap plural noun suffix -s -es How un- prefix changes the meaning of verbs and adjectives	Combining words to make sentences Joining words and clauses using and, because, but and so	Sequencing sentences to form short narratives	Separation of words with spaces capital letters, full stops and question marks
	Y2 Formation of nouns using suffixes e.g. –ness, –er and by compounding Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as a question, exclamation and statement	Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
Summer term 2a	Y1 Suffix add to verbs -er -ing -ed	Combining words to make sentences Joining words and clauses using and, because, but and so	Sequencing sentences to form short narratives	Separation of words with spaces capital letters, full stops, question marks and exclamation marks
	Y2 Formation of nouns using suffixes e.g. –ness, –er and by compounding Use of the suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as a question, exclamation and statement Expanded Noun Phrases for description and specification	Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
Autumn term 1b	Y1 Plural noun suffix -s	Combining words to make sentences Joining words and clauses using-and	Sequencing sentences to form short narratives	Separation of words with spaces Capital letters Full Stops
	Y2 Use the suffix -ly to turn adjectives into adverbs	Expanded noun phrases for description and specification Subordination (using when, if, that, because) and co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as statement and question	Correct choice and consistent use of past and present tense throughout writing including	Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark where letters are missing in spelling
Autumn term 2b	Y1 Reinforce plural noun suffix -s -es Suffix added to verbs - er	Combining words to make sentences Joining words and clauses using-and	Sequencing sentences to form short narratives	Separation of words with spaces Capital letters Full Stops

	Y2 Use the suffix -er and -est in adjectives Reinforce use of the suffix -ly to turn adjectives into adverbs	Expanded noun phrases for description and specification Subordination (using when, if, that, because) and co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as a question and a command (link to bossy verbs)	Correct choice and consistent use of past and present tense throughout writing including	Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark where letters are missing in spelling
Spring term 1b	Y1 Reinforce plural noun suffix -s -es How prefix un – changes the meaning of verbs and adjectives	Combining words to make sentences Joining words and clauses using-and, because, so	Sequencing sentences to form short narratives	Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark
	Y2 Formation of adjectives using suffixes -ful -less	Subordination (using when, if, that, because) and co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as a question and exclamation	Correct choice and consistent use of past and present tense throughout writing	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Use apostrophes to mark singular possession in nouns
Spring term 2b	Y1 Suffix added to verbs – ing ed er	Combining words to make sentences Joining words and clauses using-and, because, so, but	Sequencing sentences to form short narratives	Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I
	Y2 Use the suffix -er and -est in adjectives Use the suffix -ly to turn adjectives into adverbs	Subordination (using when, if, that, because) and co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as an exclamation Expanded noun phrases for description and specification	Correct choice and consistent use of past and present tense throughout writing	Use of capital letters, full stops and exclamation marks to demarcate sentences Commas to separate items in a list Use apostrophes to mark where letters are missing in spelling
Summer term 1b	Y1 Reinforce plural noun suffix -s -es Reinforce how prefix un – changes the meaning of verbs and adjectives	Combining words to make sentences Joining words and clauses using-and, because, so, but	Sequencing sentences to form short narratives	Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I
	Y2 Formation of nouns using suffixes e.g. –ness, –er and by compounding	Subordination (using when, if, that, because) and co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as an exclamation	Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Use of capital letters, full stops and exclamation marks to demarcate sentences Commas to separate items in a list Use apostrophes to mark where letters are missing in spelling

Summer term 2b	Y1 Reinforce plural noun suffix -s -es Suffix added to verbs - ed	Combining words to make sentences Joining words and clauses using-and, because, so, but	Sequencing sentences to form short narratives	Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark
	Formation of adjectives using suffixes -ful -less Use the suffix -ly to turn adjectives into adverbs	How the grammatical patterns in a sentence indicates its function as a statement, question, exclamation and command (link to bossy verbs) Expanded noun phrases for description and specification	Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Use of capital letters, full stops and exclamation marks to demarcate sentences Commas to separate items in a list Use apostrophes to mark singular possession in nouns

Progression of skills when selecting own texts: Year 3/4

Texts	Word	Sentence	Text	Punctuation
Autumn term 1a	Y3 Formation of nouns using a range of prefixes e.g. auto- super- anti- prefixes: sub-, super-, auto-, dis-, mis-, suffixes: -ation, -ly, -ed, -er, -tion	Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Inverted commas to punctuate speech Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
	Y4 Suffixes: -ation, -ly, -tion, -ous Verb inflections (we were instead of we was)	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
Autumn term 2a	Y3 Formation of nouns using a range of prefixes e.g. auto- super- anti- prefixes: sub-, super-, auto-, dis-, mis-, suffixes: -ing, -ly, -ed, -er, -ation, -ous Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel (a used in non-fiction Example Text)	Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list (Example Text for non-fiction) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
	Y4 Suffixes: -ation, -ly, -ous Grammatical difference between plural and possessive -s	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Paragraphs to organise ideas around a theme	Apostrophes for possession (plural nouns) Use commas after fronted adverbials
Spring term 1a	Y3 Word families based on common words showing how words are related in form and meaning Formation of nouns using a range of prefixes e.g. auto- super- anti- suffixes: -ing, -ly, -ed, -er, -ation, -ous Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel (examples of 'an' in Analyse 3)	Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list (Example Text for fiction) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns

	Y4 Grammatical difference between plural and possessive -s Suffixes: -ation, -ly, -ous	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Apostrophes for possession (plural nouns) Use commas after fronted adverbials
Spring term 2a	Y3 Suffixes: -tion, -sion Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel (example of 'an' in fiction Example Text)	Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) Present perfect form of verbs	Introduction to paragraphs as a way to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Inverted commas to punctuate speech Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
	Y4 Suffixes: -tion, -sion Grammatical difference between plural and possessive -s	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Paragraphs to organise ideas around a theme	Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials
Summer term 1a	Y3 Word families based on common words showing how words are related in form and meaning Suffixes: -sure, -ture, -ly, -er	Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	Introduction to paragraphs as a way to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Inverted commas to punctuate speech Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
	Y4 Suffixes: -sure, -ture, -ly Verb inflections (we were instead of we was)	Fronted adverbials	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials
Summer term 2a	Y3 Formation of nouns using a range of prefixes e.g. auto- inter- anti- Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel (example of both in the non-fiction provocation to write)	Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Present perfect form of verbs	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Inverted commas to punctuate speech Commas to separate items in a list (Example Text for non-fiction)
	Y4 Verb inflections (we were instead of we was) Suffixes: -tion, -sion	Fronted adverbials	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials

Autumn term 1b	Y3 Formation of nouns using a range of prefixes e.g. im- Suffixes: -ion, -ation, -ture, -sure, -ly	Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)	Present perfect form of verbs	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
	Y4 Grammatical difference between plural and possessive -s Verb inflections (we were instead of we was) Use Example Texts and Sentence Accuracy Suffixes: -ion, -ation, -ture, -sure, -ly	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Nouns or pronouns to aid cohesion and avoid repetition (non-fiction Example Text gives a range of nouns and pronouns)	Apostrophes for plural possession Use commas after fronted adverbials
Autumn term 2b	Y3 Formation of nouns using a range of prefixes e.g. un-, re-	Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Present perfect form of verbs Introduction to paragraphs as a way to group related material	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
	Y4 Grammatical difference between plural and possessive -s Verb inflections (we were instead of we was) Use Example Texts and Sentence Accuracy Suffixes: -ation, ly	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions	Paragraphs to organise ideas around a theme	Apostrophes for plural possession
Spring term 1b	Y3 Use of the forms a or an when next word starts with a consonant or a vowel Suffixes: -ion, -ation, -ture, -sure, -ly	Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	Introduction to paragraphs as a way to group related material	Apostrophes to make where letters are missing in spelling and to mark singular possession in nouns
	Y4 Verb inflections (we were instead of we was) Use Example Texts and Sentence Accuracy Suffixes: -ation, -ture, -ous -ly	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Paragraphs to organise ideas around a theme	Apostrophes for plural possession Use commas after fronted adverbials

Spring term 2b	Y3 Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning Prefixes dis-, in- Suffixes -tion	Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Introduction to paragraphs as a way to group related material	Inverted commas to punctuate direct speech
	Y4 Verb inflections (we were instead of we was) Use Example Texts and Sentence Accuracy Suffixes -tion, -cian	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions	Paragraphs to organise ideas around a theme	Inverted commas and other punctuation to indicate direct speech
Summer term 1b	Y3 Prefixes e.g. un-, re- Suffixes -tion, -ly Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Inverted commas to punctuate direct speech
	Y4 Verb inflections (we were instead of we was) Use Example Texts and Sentence Accuracy Suffixes -tion, -sion, -ly	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Nouns or pronouns to aid cohesion and avoid repetition (range used in non-fiction Example Text) Paragraphs to organise ideas around a theme	Apostrophes for plural possession Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
Summer term 2b	Y3 Formation of nouns using a range of prefixes e.g. dis- Suffixes -ly, -tion Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Inverted commas to punctuate direct speech
	Verb inflections (we were instead of we was) Use Example Texts and sentence Accuracy Suffixes -ly, -tion	Fronted adverbials	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Apostrophes for plural possession Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials

Progression of skills when selecting own texts: Year 5/6

Texts	Word	Sentence	Text	Punctuation
Autumn term 1a	Y5 Suffixes -able, -ible The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Linking ideas across paragraphs, using adverbials	Use commas to clarify meaning and avoid ambiguity Commas and brackets for parenthesis
	Y6 Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech	Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials	Colons to introduce a list and semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis
Autumn term 2a	Y5 Suffixes -able, -ible, -cial Transforming nouns and adjectives into verbs (ate and ify in non-fiction Example Text) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing Use a thesaurus with confidence	Indicate degrees of possibility using modal verbs and adverbs (a couple of examples in the non-fiction Example Text) Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing		Semi-colons to separate the boundary between independent clauses Recap speech punctuation
	Y6 Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	The difference between structures typical of informal speech and structures appropriate to formal speech and writing	Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information	Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)
Spring term 1a	Y5 Suffixes -able, -ible, -cial, -ent, tial Verb prefixes over (overheat in non-fiction Example Text)	Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing	Linking ideas across paragraphs, using adverbials and conjunctions	Semi-colons to separate the boundary between independent clauses Dashes to mark boundaries between independent clauses

	Transforming nouns and adjectives into verbs (ate in both Example Texts) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing Use a thesaurus with confidence			Commas and brackets for parenthesis Recap speech punctuation
	Y6 Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing Suffixes -ent, -ence, -ency	The difference between structures typical of informal speech and structures appropriate to formal	Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information	Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)
Spring term 2a	Y5 Suffixes -able, -ance Verb prefixes mis (mistake in first person narrative) de (in information text) dis and de (suspense narrative) Transforming nouns and adjectives into verbs (ate and ise in information text and ate in suspense story) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing Use a thesaurus with confidence	Indicate degrees of possibility using modal verbs and adverbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Use a range of devices to build cohesion, eg conjunctions	Use commas to clarify meaning and avoid ambiguity Use hyphens to avoid ambiguity Colons and bullet points
	Y6 Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone Suffixes -ance	Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech	Linking ideas within and across paragraphs, using a wider range of cohesive devices e.g. the use of conjunctions, adverbials, pronouns and synonyms Use of headings, sub-headings and bullets to structure texts	Colon to introduce a list and semi-colons for more elaborate lists Use commas to punctuate relative clauses Speech punctuation Use the semi-colon as the boundary between independent clauses Punctuation of bullet points Hyphens used to avoid ambiguity
Summer term 1a	Y5 Suffixes -cious, -ant, -ance Verb prefixes re (recall in non-fiction Example Text) The difference between vocabulary of informal speech	Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Linking ideas across paragraphs, using adverbials	Use commas to clarify meaning and avoid ambiguity

	and vocabulary appropriate to formal speech and writing Use a thesaurus with confidence			
	Y6 Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Suffixes -ant, -ance, -ent, -ence	Use of the passive to affect the presentation of information in a sentence	Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text	Use commas to clarify meaning and avoid ambiguity: used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as boundaries between independent clauses
Summer term 2a	Y5 Suffixes -cious, -ant, -ance The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing Use a thesaurus with confidence	Indicate degrees of possibility using modal verbs and adverbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing	Use a range of devices to build cohesion, eg conjunctions	Semi-colons to separate the boundary between independent clauses Use hyphens to avoid ambiguity
	Y6 Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	The difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing Wish – if I were…	Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns	Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity
Autumn term 1b	Y5 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Suffixes -ent, -ance, -ency	Indicate degrees of possibility using modal verbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Linking ideas across paragraphs, using adverbials	Dashes to mark boundaries between independent clauses Commas and brackets for parenthesis Recap speech punctuation
	Y6 Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices Suffixes -ent, -ance, -ency	The difference between structures typical of informal speech and structures appropriate to formal Use of the passive to affect the presentation of information in a sentence	Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms	Use commas, brackets and dashes for parenthesis Use range of punctuation precisely to enhance meaning (through editing) Punctuation of bullet points (when modelling planning)

Autumn term 2b	Y5 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Indicate degrees of possibility using modal verbs	Linking ideas across paragraphs, using adverbials	Commas for parenthesis Dashes to mark boundaries between independent clauses
	Y6 Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices		Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms	Use commas, brackets and dashes for parenthesis Use range of punctuation precisely to enhance meaning (through editing) Punctuation of bullet points (when modelling planning)
Spring term 1b	Y5 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Suffixes -ent, -ance, -ency, -ible	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use commas to clarify meaning and avoid ambiguity Semi-colons to separate the boundary between independent clauses	Linking ideas across paragraphs, using adverbials	Use hyphens to avoid ambiguity Semi-colons to mark boundaries between independent clauses Colons and bullet points
	Y6 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices Suffixes -ent, -ance, -ency, -ible	Use of the passive to affect the presentation of information in a sentence	Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms	Semi-colon to separate two main clauses Use range of punctuation precisely to enhance meaning (through editing) Punctuation of bullet points (when modelling planning) Use commas to clarify meaning and avoid ambiguity
Spring term 2b	Y5 Verb prefixes re, over, dis The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Suffix -tious	Indicate degrees of possibility using modal verbs and adverbs	Linking ideas across paragraphs, using adverbials Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)	Use hyphens to avoid ambiguity Recap speech punctuation
	Y6 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices Suffix -tious		Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms	Use range of punctuation precisely to enhance meaning (through editing) Punctuation of bullet points (when modelling planning) Hyphens used to avoid ambiguity

			Use of headings, sub-headings and bullets to structure texts	
Summer term 1b	Y5 Use a thesaurus with confidence Verb prefixes mis, over and de Transforming nouns and adjectives into verbs Suffix -ence, -ance, -cious	Indicate degrees of possibility using adverbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Linking ideas across paragraphs, using adverbials Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)	Semi-colons to mark boundaries between independent clauses of equal weighting Use hyphens to avoid ambiguity Commas for clarity
	Y6 Understand how words are related by meaning as synonyms and antonyms Suffix -ence, -ance, -cious	The difference between structures typical of informal speech and structures appropriate to formal Use of the passive to affect the presentation of information in a sentence	Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms Use of headings, sub-headings and bullets to structure texts	Colons to introduce a list and semi-colons for more elaborate lists (use Sentence Accuracy and link to what is needed for the survival guide) Semi-colon to separate two main clauses Use range of punctuation precisely to enhance meaning (through editing) Punctuation of bullet points (when modelling planning) Hyphens used to avoid ambiguity Use commas to clarify meaning and avoid ambiguity
Summer term 2b	Y5 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Suffix -tious, -ant, -ent	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, e.g. conjunctions	Recap speech punctuation Brackets for parenthesis
	Y6 Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices Suffix -tious, -ant, -ent	The difference between structures typical of informal speech and structures appropriate to formal Use of the passive to affect the presentation of information in a sentence		Colons to introduce a list and semi-colons for more elaborate lists (use Sentence Accuracy and link to the features of the beast) Use commas, brackets and dashes for parenthesis Use range of punctuation precisely to enhance meaning (through editing) Punctuation of bullet points (when modelling planning)