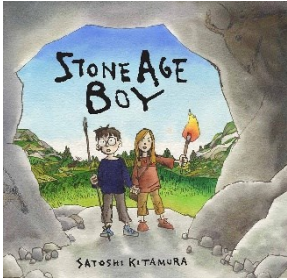
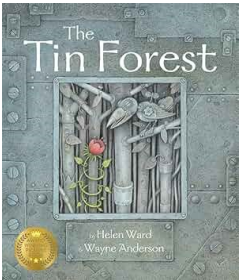
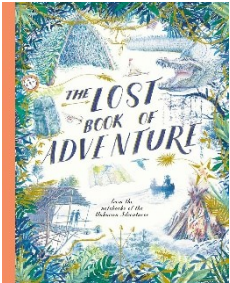
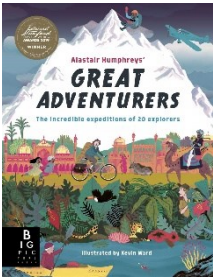
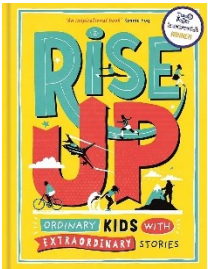
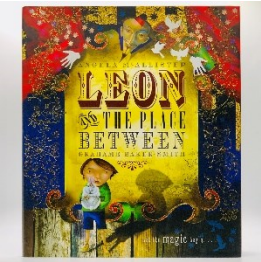
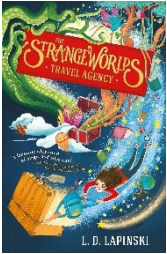
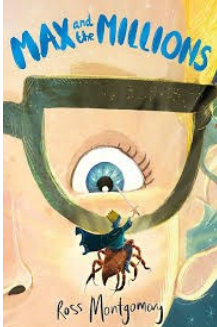
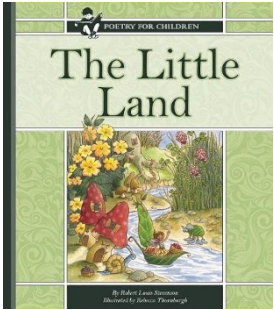
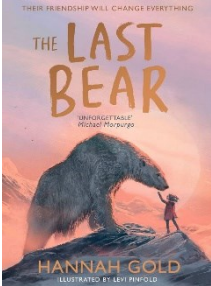
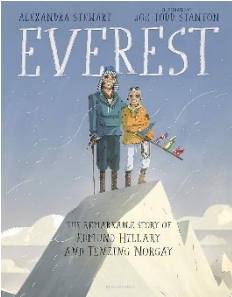
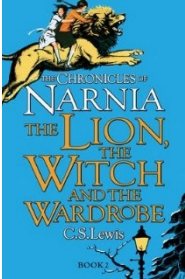
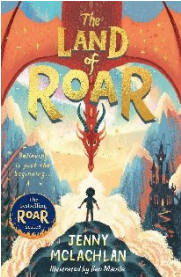
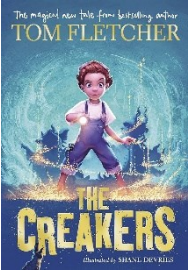


	Term 1/2	Term 3/4	Term 5/6
Core Texts	 	  	 
Linked texts / theme	Dreams  	Adventure and conservation   	Portals and magic   
Writing Opportunities	Setting description from an alternative point of view, persuasive text (travel leaflet), story with a wish	A guide, diary writing, non-chronological report, biography (informal)	Dialogue and narrative, magic show review, rabbit's story
Vocabulary, grammar and punctuation			
Statutory Requirements	Using adverbs and prepositions to express time and cause Using fronted adverbials Using commas after fronted adverbials	Using conjunctions, adverbs and prepositions to express time and cause Extending the range of sentences with more than one clause by using a wider range of conjunctions Using fronted adverbials Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns Choosing nouns and pronouns appropriately to avoid repetition Indicating possession by using the possessive apostrophe with plural nouns	Using the present perfect form of verbs in contrast to the past tense Choosing nouns and pronouns appropriately to avoid repetition Using and punctuating direct speech Using adverbs and prepositions to express time and cause Using fronted adverbials Using commas after fronted adverbials
Word	Y3 Know forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	Y3 Form nouns using a range of prefixes [for example super-, anti-, auto-] Use forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Y4	Y3 Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Y4 Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]

Phoenix (Y3/4) – Writing Progression Map (new content)

		Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Know the grammatical differences between plural and possessive -s	
Sentence	<u>Y3</u> Start to express time, place using adverbs and prepositions <u>Y4</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials	<u>Y3</u> Express time, place and cause using conjunctions, adverbs and prepositions <u>Y4</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials	<u>Y3</u> Confidently express time, place and cause using conjunctions. Using adverbs [for example, then, next, soon, therefore] <u>Y4</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials
Text	<u>Y3</u> Introduction to paragraphs as a way of grouping related material <u>Y4</u> Use of paragraphs to organise ideas around a theme	<u>Y3</u> Paragraphs as a way of grouping material including using headings and sub-headings to aid presentation <u>Y4</u> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	<u>Y3</u> Use of the present perfect form of verbs instead of the simple past Using paragraphs to group related material <u>Y4</u> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	<u>Y4</u> Use of commas after fronted adverbials	<u>Y3</u> <u>Y4</u> Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	<u>Y3</u> Introduction to inverted commas to punctuate direct speech <u>Y4</u> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Use of commas after fronted adverbials
Terminology	Adverb, preposition, consonant, vowel, adverbial	<u>Y3</u> Adverb, conjunction, prefix, clause <u>Y4</u> Determiner, pronoun, possessive pronoun	<u>Y3</u> Adverb, direct speech, inverted commas (or 'speech marks') <u>Y4</u> Adverbial
Composition			
Statutory Requirements	- plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas - draft and write by:	- plan their writing by: o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar o discussing and recording ideas - draft and write by: o composing and rehearsing sentences orally	- plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas - draft and write by:

	composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot • evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	progressively building a varied and rich vocabulary and an increasing range of sentence structures o organising paragraphs around a theme Draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: o assessing the effectiveness of their own and others' writing and suggesting improvements o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors	composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures including composing sentences using dialogue organising paragraphs around a theme in narratives, creating settings and plot • evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
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