



Shelton Junior School

English (WRITING) Long-Term Progression of Skills – LKS Year B



DISCOVER – resilience and collaboration		INVESTIGATE – reflection and concentration		EXPLORE - curiosity	
Incredible Invaders – Why do people always want more?		The Air We Breathe – Are the most important things invisible to us?		Active Planet – how do we control our emotions?	
<p>Fiction <i>Text(s)</i> – The Iron Man, <i>Ted Hughes C, PoR/A Sorceress Comes to Camelot (T4W)</i> Genre – Defeating the monster Focus – Character</p>	<p>Fiction <i>Text(s)</i> – The Lion, the Witch & the Wardrobe, <i>C. S. Lewis A, N, PoR</i> Genre – Portal story Focus – Setting</p>	<p>Fiction <i>Text(s)</i> – Little Red Riding Hood (Bumper Book p.46/ alternative retellings) Genre – Defeating the monster Focus - Dialogue</p>	<p>Fiction <i>Text(s)</i> - The Miraculous Journey of Edward Tulane, <i>Kate DiCamillo PoR</i> Genre – Journey tale Focus – Story structure</p>	<p>Fiction <i>Text(s)</i> – The Manor House (T4W)/Red Eye - https://www.youtube.com/watch?v=0716HgPDJn0 Genre - Suspense Focus – Varying sentences</p>	<p>Fiction <i>Text(s)</i> - The Pebble in my Pocket, <i>Meredith Hooper G, PoR</i> Genre – Narrative recount Focus - Vocabulary</p>
<p>Non-Fiction <i>Text(s)</i> – Hawkboy (T4W) Genre – Information (new superhero – link to Shelton Superpowers?)</p>	<p>Non-Fiction <i>Text(s)</i> – Teacher Pleaser (T4W) Genre - Explanation (Santa Pleaser)</p>	<p>Non-Fiction <i>Text(s)</i> – How to Make a Traditional Tale (T4W Y3 p.65) Genre – Instructions (science investigation write-up)</p>	<p>Non-Fiction <i>Text(s)</i> – Selection of diary entries Genre – Recount (diary entry to recount one of Edward’s experiences)</p>	<p>Non-Fiction <i>Text(s)</i> – Wanted: Dragon Catcher! (T4W) Genre – Persuasion (Wanted: volcanologist/seismologist)</p>	<p>Non-Fiction <i>Text(s)</i> – Adapted from Mt Snowden clip https://www.bbc.co.uk/bitesize/clips/zm3nvcw Genre – Discussion (Should we live near volcanoes/in earthquake zones?)</p>
<p>Short-burst Whole-school writing INSPIRE day</p>	<p>Short-burst News bulletin (following Pop-Up Museum)</p>	<p>Short-burst Recount (diary from point of view of the wolf)</p>	<p>Short-burst Whole-school write for moderation</p>	<p>Short-burst Narrative - The Catch (LS)</p>	<p>Short-burst Whole-school write for moderation</p>
<p>Poetry How Doth the Little Crocodile, <i>Lewis Carroll A, P</i> Focus – Structure and rhyme</p>					
<p>Cross-curricular writing ideas</p> <ul style="list-style-type: none"> Recount - newspaper report to recount an invasion 		<p>Cross-curricular writing ideas</p> <ul style="list-style-type: none"> Explanation – double-page spread to explain the difference between solids and gases 		<p>Cross-curricular writing ideas</p> <ul style="list-style-type: none"> Recount of a volcano or earthquake survivor Non-chronological report about volcanoes/ earthquakes/mountains. 	
<p>Reading for pleasure/reading lesson texts</p> <ul style="list-style-type: none"> Defenders: Dark Arena, <i>Tom Palmer H</i> Beowulf, <i>Michael Morpurgo H</i> The Illustrated Tales of King Arthur, <i>Sarah Courtauld & Natasha Kuricheva H</i> 		<p>Reading for pleasure/reading lesson texts</p> <ul style="list-style-type: none"> The Sheep Pig, <i>Dick King-Smith PoR</i> Rhythm of the Rain, <i>Grahame Baker-Smith S</i> The Snowflake - a Water Cycle Story, <i>N Waldman S</i> Cloud Busting, <i>Malorie Blackman R, P</i> 		<p>Reading for pleasure/reading lesson texts</p> <ul style="list-style-type: none"> Earth Shattering Events, <i>Robin Jacobs and Sophie Williams G</i> The Street Beneath my Feet, <i>Charlotte Guillain G</i> Escape from Pompeii, <i>Christina Balit G</i> 	

Autumn* Spring* Summer	Year 3 Skills	Year 4 Skills
Text Structure FICTION	<p>Consolidate Year 2 list (<i>see Talk for Writing progression document</i>)</p> <p>Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (<i>Refer to Story-Type grids</i>)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts:</p> <p>Introduction – should include detailed description of setting or characters Build-up – build in some suspense towards the problem or dilemma Problem / Dilemma – include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>	<p>Consolidate Year 3 list</p> <p>Secure use of planning tools: e.g. story map /story mountain /story grids / 'Boxing-up' grids <i>(Refer to Story Types grids)</i></p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 story parts Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p>
Text Structure NON-FICTION	<p>Non-Fiction</p> <p>Paragraphs to organise ideas around a theme</p> <p>Introduction Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....? Why....? When....? How....?</i></p> <p>Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram</p> <p>Develop Ending Personal response Extra information / reminders e.g. Information boxes / Five Amazing Facts / Wow comment</p> <p><i>(Refer to Connectives and Sentence Signposts document for Introduction and Endings)</i></p>	<p>Non-Fiction</p> <p>Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p>Introduction Middle section(s) Ending Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>

Rainbow Grammar - Sentence Construction	Main Clause	<p>Year 1 Compose a simple statement Sentence</p> <p>The moon shone in the sky.</p> <p>Join 2 subjects with a coordinating conjunction</p> <p>The boy and his dog entered the old house.</p> <p>Join 2 predicates with a coordinating conjunction</p> <p>The boy trembled but stepped into the hall.</p>	<p>Year 2 Join 2 main clauses with a coordinating conjunction</p> <p>The clouds covered the moon so the night turned black.</p> <p>Understand a statement as a sentence that expresses a fact, idea or opinion.</p> <p>The boy stepped inside the house. The boy looked nervous.</p> <p>Compose a simple command</p> <p>Look out for ghosts.</p> <p>Use the following question words to compose a question</p> <p><i>how what when where which who whose why</i></p> <p>Use 'how' and 'what' to compose an exclamation</p> <p>What a spooky house this is. How dark it is in here.</p>	<p>Year 3 Join 3 predicates with a comma and a coordinating conjunction</p> <p>The boy fumbled through his bag, found the old key and pushed it into the lock.</p>	<p>Consolidate Year 1-3 skills</p> <p>Join 3 main clauses with a comma and a coordinating conjunction</p> <p>The boy's knees knocked, his skin prickled and his heart pounded in his chest.</p>
	Fronted adverbial	<p>Year 2 Begin a sentence with a fronted adverbial (an adverb or adverbial phrase of time (when), place (where) or manner (how))</p> <p>That night the moon shone. In the sky the moon shone. Silently a bat flew across the sky.</p>	<p>Year 3 Separate a fronted adverbial with a comma</p> <p>That night, the moon shone.</p> <p>Begin a sentence with a linking adverb</p> <p>Soon the sky was as black as pitch.</p> <p>Begin a sentence with a simile (a 'how' adverbial phrase), separating with a comma</p> <p>Like a ghost, the moon drifted across the sky.</p>	<p>Consolidate Year 2-3 skills</p> <p>Begin a sentence with 2 fronted adverbials</p> <p>Slowly but surely, the boy made his way through the haunted house.</p> <p>Begin a sentence with a linking adverb, separating with a comma</p> <p>The moon shone. However, the sky was as black as pitch.</p>	
	Speech	<p>Year 1 Use direct speech in a sentence</p> <p>It's dark tonight the boy said.</p>	<p>Year 2 Punctuate direct speech with inverted commas (speech marks)</p> <p>"It's dark tonight" the boy said.</p>	<p>Consolidate Year 1-3 skills</p> <p>When at the start of a sentence, capitalise direct speech and close with a comma, question mark or exclamation mark</p> <p>"It's dark tonight," the boy said. "Should I go in?" the boy asked. "A ghost!" the boy cried.</p>	

Rainbow Grammar - Sentence Construction	Subordinate clause	Adverbial clause	<p>Year 2 Use an adverbial clause after a main clause</p> <p>The gate creaked when the boy pushed it.</p> <p>Start a sentence with an adverbial clause</p> <p>When the boy pushed it the gate creaked.</p>	<p>Year 3 Understand an adverbial clause as a type of subordinate clause that starts with a subordinating conjunction</p> <p>Separate an adverbial clause with a comma when it starts a sentence</p> <p>When the boy pushed it, the gate creaked.</p>	Consolidate Year 2-3 skills
		Non-finite clause	<p>Understand a non-finite clause as a type of subordinate clause that starts with a verb</p> <p>Use an -ing non-finite clause after a main clause, separating with a comma</p> <p>The moon shone with a deathly glow, casting a sickly light over the world.</p> <p>Start a sentence with an -ing non-finite clause, separating with a comma</p> <p>Casting a sickly light over the world, the moon shone with a deathly glow.</p>	<p>Understand a non-finite clause as a type of subordinate clause that starts with a verb</p> <p>Use a parenthetic -ing non-finite clause, separating it with commas</p> <p>The moon, casting a sickly light over the world, shone with a deathly glow.</p>	Consolidate Year 3 skills
		Relative clause			
		Appositive		<p>Describe a noun phrase with an appositive, separating with commas</p> <p>A spider, a huge hairy-legged beast, sat in the centre of a vast web.</p> <p>The boy pushed the gate, a heavy mass of twisted iron.</p>	

Rainbow Grammar - Word/Language	Determiner	<p>Year 1 Understand a determiner as a single word that introduces a noun (an introducing word)</p> <p>Know and use the following determiners (articles) <i>a an the</i></p>	<p>Year 2 Know and use numerical determiners</p> <p><i>one two three five ten twenty</i></p>	<p>Year 3 Know and use ordinal Determiners</p> <p><i>first second third fifth tenth thirteenth hundredth</i></p>	<p>Consolidate Year 1-3 skills Understand a determiner as a single word that makes a noun more precise</p> <p>Know and use the following possessive determiners</p> <p><i>my your his her its our their</i></p>
	Adjective	<p>Year 1 Understand an adjective as a single word that describes a noun</p> <p>Use adjectives that describe colour <i>red white blue orange black</i></p> <p>Use adjectives that describe size <i>tiny small little large gigantic</i></p> <p>Use an adjective before a noun (to create an expanded noun phrase) <i>a black cat the huge dog</i></p>	<p>Year 2 Use adjectives that describe shape <i>flat round narrow straight</i></p> <p>Use adjectives that describe character <i>cruel kind wicked brave</i></p> <p>Use 2 adjectives before a noun (to create a noun phrase) <i>the wise, old king</i></p> <p>a sad, lonely elf</p> <p>Use comparative and superlative adjectives, adding the suffixes -er and -est comparative <i>colder hotter</i> superlative <i>coldest hottest</i></p>	<p>Year 3 Use adjectives that describe sound</p> <p><i>loud quiet shrill melodic</i></p> <p>Use adjectives that describe touch</p> <p><i>icy rough smooth sticky</i></p>	<p>Consolidate Year 1-3 skills Use adjectives that describe taste and smell</p> <p><i>fragrant putrid spicy acrid</i></p>
	Noun	<p>Year 1 Understand a noun as a single word that names a person, place or thing</p> <p>Distinguish between singular and plural nouns, adding -s and -es suffixes to form plural nouns</p> <p>singular <i>cat dog box</i> -s plural <i>cats dogs cakes</i> -es plural <i>boxes dishes</i></p> <p>Capitalise proper nouns (people) The house was watching James.</p> <p>Use a determiner before a noun (to create a simple noun phrase) <i>a cat an apple the shop</i></p>	<p>Year 2 Capitalise proper nouns (places)</p> <p><i>The house stood at the end of Grey Street.</i></p> <p>Understand a noun phrase as a group of words that describe a person, place or thing</p>	<p>Year 3 Use precise nouns</p> <p><i>tree > oak flower > daisy insect > moth</i></p>	<p>Consolidate Year 1-3 skills Capitalise proper nouns (things)</p> <p><i>Ferrari The Gruffalo Twix</i></p> <p>Join 2 nouns or noun phrases with a preposition to create an expanded noun phrase (a double noun phrase)</p> <p><i>the dog with shaggy fur that book about the Romans</i></p> <p>Create collective noun phrases by joining 2 nouns or noun phrases with the preposition of</p> <p><i>a class of children a bunch of flowers a murder of crows</i></p>
	Pronoun	<p>Understand a pronoun as a single word that replaces a noun or noun phrase</p> <p>Know and use the following subjective pronouns (function as subjects) and objective pronouns (function as objects)</p> <p>subjective <i>I you he she it we they</i></p> <p>objective <i>me you him her it us them</i></p>	<p>Consolidate Year 3 skills Know and use the following possessive pronouns</p> <p><i>mine yours his hers its ours theirs</i></p> <p>Balance the use of pronouns and nouns to avoid ambiguity and repetition</p>		

Verb	<p>Year 1 Understand a verb as a single word that describes an action</p> <p>Use the suffixes -s and -es to write verbs in the 3rd person present tense</p> <p><i>-s lifts smiles jumps</i> <i>-es buzzes pushes mixes</i></p> <p>Use the -ed suffix to write verbs in the simple past tense</p> <p><i>waited watched sniffed</i></p>	<p>Year 2 Understand to be and to have as verbs</p> <p><i>to be am is are was were</i> <i>to have have has had</i></p> <p>Use the past and present progressive tense to form actions in progress, using the form: to be + -present participle (an -ing verb)</p> <p><i>am eating are eating is eating</i> <i>was eating were eating</i></p> <p>Use the past and present tense consistently</p> <p>Use imperative verbs to form commands</p> <p><i>Wait for me outside!</i> <i>Don't eat the cake.</i></p>	<p>Year 3 Use the present perfect tense, using the form: to have + past participle (usually an -ed verb)</p> <p><i>have walked has walked</i> <i>have caught has caught</i></p> <p>Know and use a range of reporting verbs</p> <p><i>yelled shrieked murmured</i></p> <p>Understand a clause as a structure that contains a single verb or verb phrase</p> <p>Understand a main clause as a clause that may function independently as a sentence</p> <p>Understand a subordinate clause as a clause that does not function independently as a sentence</p>	<p>Consolidate Year 1-3 skills Know and use common irregular past tense verb forms</p> <p><i>bought slept cut dreamt</i></p> <p>Use standard verb forms</p> <p><i>we was > we were</i> <i>I done > I did</i> <i>could of > could have</i></p> <p>Use precise verbs to create shades of meaning</p> <p><i>walk trudge stride saunter</i> <i>eat nibble devour munch</i></p>
	Preposition	<p>Year 1 Understand a preposition as a single word that describes time (a when word) or place (a where word)</p> <p>Know and use the following prepositions:</p> <p><i>after at before behind beside between down in inside near off on outside up with</i></p>	<p>Year 2 Know and use the following Prepositions</p> <p><i>above across against along around below into from onto past through to</i></p>	<p>Year 3 Understand a preposition as a single word that starts an adverbial phrase</p> <p>Know and use the following Prepositions</p> <p><i>among beneath beyond by during for like throughout until</i></p>

Rainbow Grammar - Word/Language	Adverb	<p>Year 1 Use prepositions to compose adverbial phrases of time (when) and place (where)</p> <p>time on Tuesday at night in the morning</p> <p>place on the desk with Jim outside the house</p>	<p>Year 2 Understand an adverb as a single word that describes how a verb happens</p> <p>Use the -ly suffix to write adverbs of manner (how adverbs)</p> <p><i>slowly happily carefully suddenly gently greedily</i></p>	<p>Year 3 Understand an adverb as a single word that describes how, when or where a verb happens</p> <p>Know and use adverbs of time (when) and place (where)</p> <p>time <i>still again soon tomorrow today</i></p> <p>place <i>here there home left south upstairs</i></p> <p>Know and use the following linking adverbs</p> <p><i>next now soon then</i></p> <p>Understand an adverbial phrase as a group of words that describes how, when or where a verb happens</p> <p>Use like and as... as to create similes like a shadow as old as time</p>	<p>Consolidate Year 1-3 skills Know and use the following linking adverbs</p> <p><i>also finally for example however meanwhile therefore</i></p> <p>Coordinate 2 or 3 adverbial phrases</p> <p>The pirates carried the treasure from the ship, over the golden sands and to the secret cave.</p>
	Conjunction	<p>Year 1 Understand a conjunction as a single word that joins (a joining word)</p> <p>Know and use the following coordinating conjunctions:</p> <p><i>and but</i></p> <p>Coordinate 2 nouns or two adjectives using the conjunction and</p> <p><i>cats and dogs egg and chips</i></p>	<p>Year 2 Know and use the following coordinating conjunctions</p> <p><i>or so</i></p> <p>Know and use the following subordinating conjunctions</p> <p><i>because if when</i></p>	<p>Year 3 Understand a coordinating conjunction as a single word that joins two equal sentence elements</p> <p>Understand a subordinating conjunction as a word (or phrase) that introduces an adverbial clause</p> <p>Know and use the following subordinating conjunctions <i>after although before as just as while</i></p>	<p>Consolidate Year 1-3 skills Know and use the following coordinating conjunctions</p> <p><i>Yet</i></p> <p>Know and use the following subordinating conjunctions</p> <p><i>as soon as by the time even though once unless until</i></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Rainbow Grammar - Punctuation</p>	<p>Year 1 Start a sentence with a capital letter <i>The moon shone in the sky.</i> Complete a sentence with a full stop <i>The boy opened the gate.</i> Complete a sentence with an exclamation mark <i>A scream suddenly filled the air!</i> Complete a question with a question mark <i>Who made that terrible sound?</i></p>	<p>Year 2 Use a comma between 2 adjectives <i>Thick, grey cobwebs covered everything.</i> Use commas in a list of nouns or noun phrases <i>The room was covered with dust, cobwebs and mould.</i> Show omission with an apostrophe <i>James wasn't scared.</i> Use an apostrophe to mark singular possession <i>The boy's heart pounded in his chest.</i></p>	<p>Year 3 Use an apostrophe to mark plural possession <i>Rats' eyes glittered in the darkness.</i></p>	<p>Consolidate Year 1-3 skills</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Composition</p>	<p>Before writing:</p> <ul style="list-style-type: none"> • Discuss high-quality example texts to learn from their structure, vocabulary and grammar. • Discuss and record a range of useful ideas. <p>During writing:</p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally and improve them as they are said out loud. • Use the correct subject and verb agreement when using singular and plural (e.g. The dog is big. The dogs are big.) • Use the correct tense throughout a piece of writing <p>After writing:</p> <ul style="list-style-type: none"> • Assess how effective own writing is and give a 'next step'. • Assess how effective peers' writing is and suggest a suitable next step. • Suggest a better choice of vocabulary and some punctuation for effect. • Re-read writing to check for errors in spelling, grammar and punctuation and correct some of these errors using the 'Purple Pen of Progress'. • Read writing aloud to a group or the whole class, with appropriate intonation to make the meaning clear. 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Handwriting</p>	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • Increase the legibility, consistency and quality of handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders do not touch]. 		<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed. • Choose which shape or style of a letter to use to suit writing. • Decide whether or not to join specific letters. • Choose the writing implement that is best suited for a task. 	

Spelling	<p>Consolidation of Group 1-2 spellings</p> <p>Group 3 spellings</p> <ul style="list-style-type: none"> • The /ow/ sound spelled /ou/ • The /u/ sound spelled /ou/ • The /i/ sound spelled with a /y/ • Words with the /ze/ sound ending -sure • Words with the /ch/ sound ending -ture • Prefixes re-, dis- and mis- • Suffixes beginning with vowel letters (+ doubling) • The long /a/ sound spelled ai, ei and ey • Suffix -ly (+ exceptions) • Homophones • Endings with the /l/ sound spelled -al and -le • Adding the suffix -ly to -le words • Adding the suffix -ally to -ic words • The suffix -er with (t)ch words • The /k/ sound spelled ch • Words ending with the /g/ sound spelled -gue • The /s/ sound spelled sc • Year 3-4 statutory words <p><i>Some pupils, e.g. those who have not passed the Phonics Screening Check or EAL pupils new to the school, will need to be baselined and taught from phonics – group 2 spellings accordingly.</i></p>	<p>Revision of Group 3 spelling patterns, contractions and homophones.</p> <p>Group 4 spellings</p> <ul style="list-style-type: none"> • Homophones • The prefix in- • Prefixes il- and ir- • Prefix sub- • Prefix inter- • The suffix -ation • Suffix -ly • Words with the /sh/ sound spelled ch • Suffix -sion • Suffix -ous • The /ee/ sound spelled with an i • The digraph au • Suffix -tion • Suffix -ssion • Suffix -cian • Adverbs of manner • The /s/ sound spelled c • The sol and real word families • The phon and sign word families • Prefixes super-, anti- and auto- • The prefix bi- • Year 3-4 statutory words
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** Skills introduced in Autumn and Spring will be practised throughout the rest of the year to ensure children are at Age Related Expectations by the end of the Summer term. Regular AfL will be used to determine priorities and where there are gaps/misconceptions, these will be addressed in the next session with the whole class or during same-day interventions with individuals or small groups.*