



Shelton Junior School

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



DISCOVER – resilience and collaboration		INVESTIGATE – reflection and concentration		EXPLORE - curiosity	
Ancient Civilisations – Why do people have different beliefs?		Survival of the Fittest – What’s the difference between surviving and living?		Amazon Adventures – Why do people explore?	
Fiction <i>Text(s)</i> – King of the Sky/The Promise (PoR) Genre – Losing Tale Focus – Descriptive setting	Fiction <i>Text(s)</i> – Skellig (PoR)/Clock Close (T4W) Genre – Portal story Focus – Sentence variety	Fiction <i>Text(s)</i> - The Midnight Fox (PoR)/Safia & the Captain (T4W) Genre – Suspense Focus – Building suspense		Fiction <i>Text(s)</i> - The Explorer, (PoR - JttRS) Genre – Dangerous setting Focus - Dialogue	Fiction <i>Text(s)</i> – Macbeth (PoR) Genre - Tragedy Focus - Atmosphere
Non-Fiction <i>Text(s)</i> – Selection of letters Genre – Emotive recount/ explanation (letter home to family (linked to KoS), including explanation)	Non-Fiction <i>Text(s)</i> – How to catch a House Goblin (T4W Y6 p.91) Genre – Instructions (Greek/Mayan themed write)	Non-Fiction <i>Text(s)</i> – Wolf Attacks/ Autobiography (T4W Y6 p.73-75) Genre – Biography/ autobiography	Non-Fiction <i>Text(s)</i> – Moth: An Evolution Story (PoR)/ What Mr Darwin Saw S Genre - Non-chronological report/ explanation (animal adaptation)	Non-Fiction <i>Text(s)</i> – Greta Thunberg speech Genre – Persuasion (speech writing to save our planet)	Non-Fiction <i>Text(s)</i> – Was Jack Wrong? (T4W Y6 p.88) Genre – Discussion (Who killed King Duncan?)/ Persuasion (letter to persuade Macbeth against murder)
Short-burst Whole-school writing INSPIRE day	Short-burst Recount (news bulletin following ‘ancients’ day)	Short-burst Emotive diary entry (The Midnight Fox)	Short-burst Whole-school write for moderation	Short-burst Narrative - The Last Game (LS)	Short-burst Whole-school write for moderation
Poetry The Highway Man (PoR) Focus – Narrative poetry					
Cross-curricular writing ideas <ul style="list-style-type: none"> Information – comparison of Ancient Greek/Mayan religion/culture Recount – Trip Advisor review 		Cross-curricular writing ideas <ul style="list-style-type: none"> Non-chronological report/explanation - animal adaptation 		Cross-curricular writing ideas <ul style="list-style-type: none"> Non-chronological report/explanation – space/Amazon 	
Reading for pleasure/reading lesson texts <ul style="list-style-type: none"> Who let the Gods out? H, C Mayan Folk Tales H 		Reading for pleasure/reading lesson texts <ul style="list-style-type: none"> Darwin’s Dragons S The Story of Life: Evolution S 		Reading for pleasure/reading lesson texts <ul style="list-style-type: none"> Tales from the Caribbean PoR Varmints PoR 	

Autumn* Spring* Summer	Year 5 Skills	Year 6 Skills
Text Structure FICTION	<p>Consolidate Year 4 list</p> <p>Secure independent use of planning tools 'Boxing-up' grids / flow diagrams (Refer to Story Types grids)</p> <p>Plan opening using: Description /action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5-part story structure <i>Writing could start at any of the 5 points and may include flashbacks</i></p> <p>Introduction – should include action / description - character or setting / dialogue Build-up – develop suspense techniques Problem / Dilemma – may be more than one problem to be resolved Resolution – clear links with dilemma Ending – character could reflect on events, any changes or lessons, look forward to the future ask a question.</p>	<p>Consolidate Year 5 list</p> <p>Secure independent planning across story types using 5-part story structure.</p> <p>Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p><i>Start story at any point of the 5-part structure</i></p> <p><i>Maintain plot consistently working from plan</i></p> <p>Paragraphs - Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p>
Text Structure NON-FICTION	<p>Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts</p> <p>Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p> <p><i>(Refer to Connectives and Sentence Signposts document for Introduction and Endings)</i></p>	<p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Choose or create publishing format to enhance text type and engage the reader (e.g. double-page spreads)</p>

Rainbow Grammar - Sentence Construction	Main Clause	<p>Consolidate Year 1-4 skills Coordinate using 2 different coordinating conjunctions</p> <p>The boy heard a scream in the darkness and shivered but made his way towards the sound. Rats scurried across the floor and spiders lurked in thick webs but the boy ventured onwards.</p> <p>Join 2 main clauses with a semi colon</p> <p>Strange slithering noises made his skin crawl; something was inside the walls.</p>	<p>Consolidate Year 1-5 skills Coordinate 4 predicates in a double see-saw pattern</p> <p>Strange voices whispered from the walls and echoed through the house, writhed inside the boy's head and filled him with dread and despair.</p>
	Fronted adverbial	<p>Consolidate Year 1-4 skills Zoom in using 3 'when' or 'where' fronted adverbials</p> <p>In the dead of winter, on a blustery night, upon the stroke of midnight, the dead rose from their graves.</p> <p>Zoom out using 3 'when' or 'where' fronted adverbials</p> <p>In an abandoned house, upon a lonely hill, at the edge of a deserted street, something stirred.</p>	<p>Consolidate Year 1-5 skills Use a linking adverb after a semi-colon</p> <p>The boy knew he should flee this place; instead, he inched through the darkness.</p>
	Speech	<p>Consolidate Year 1-4 skills When at the end of a sentence, capitalise direct speech, separate from the sentence with a comma, and close with a full stop, question mark or exclamation mark</p> <p>The boy said, "It's dark tonight." The boy asked, "Should I go in?" The boy cried, "A ghost!"</p> <p>Insert a reporting clause into longer speech.</p> <p>"Should I go in?" the boy asked. "It doesn't look very safe to me."</p>	<p>Consolidate Year 1-5 skills Use indirect (reported) speech</p> <p>The boy said that he was terrified throughout his adventure.</p>

Rainbow Grammar - Sentence Construction	Subordinate clause	Adverbial clause	<p>Consolidate Year 1-4 skills Use a parenthetic adverbial clause, separating with commas</p> <p>The old door, as it was pushed open, squealed upon rusty hinges.</p> <p>Begin a sentence with 2 adverbial clauses</p> <p>As clouds gathered overhead, as the moon faded from view, darkness stole across the land.</p>	<p>Consolidate Year 1-5 skills Use the subjunctive mood with the subordinating conjunctions if and as if</p> <p>If he were brave for just a little longer, the boy could defeat this evil.</p> <p>The boy stepped into the darkness as if he were a fearless adventurer.</p> <p>Begin a sentence with 3 adverbial clauses</p> <p>Although his skin prickled with fear, although ice filled his veins, although his heart hammered against his ribcage, the boy opened the cellar door.</p>
		Non-finite clause	<p>Consolidate Year 1-4 skills Coordinate 2 -ing non-finite clauses</p> <p>The boy crept through the room, sweeping his torch around the room and chasing away the shadows.</p> <p>Slithering beneath closed doors, snaking ghostly tendrils across the floor, a grey mist filled the house.</p> <p>Begin a non-finite clause, with a noun or noun phrase</p> <p>His heart pounding in his chest, the boy stepped into the house.</p> <p>The boy stepped into the house, his heart pounding in his chest.</p>	<p>Consolidate Year 1-5 skills Use an -ed non-finite clause, separating with commas</p> <p>Smothered by a thick layer of dust, furniture was scattered about the room.</p> <p>Furniture was scattered about the room, smothered by a thick layer of dust.</p> <p>Furniture, smothered in dust, was scattered about the room.</p> <p>Coordinate 3 -ing non-finite clauses</p> <p>The boy crept through the room, sweeping his torch around the room, shining it into dark corners and chasing away the shadows.</p> <p>Slithering under doors, snaking over the floor, pooling in shadows, mist filled the house.</p> <p>Coordinate 4 non-finite clauses in a double see-saw pattern</p> <p>The boy crept through the house, inching along corridors and climbing stairs, stepping over furniture and peering into dark corners.</p>
		Relative clause	<p>Consolidate Year 1-4 skills Understand a relative clause as a type of subordinate clause that starts with a relative pronoun</p> <p>Describe a noun phrase with a relative clause, separating with commas</p> <p>Rats, whose eyes flashed in the light, skittered away into the dark.</p> <p>The boy stepped over broken furniture, which littered the floor.</p> <p>Coordinate 2 relative clauses</p> <p>The evil, which lurked in the basement and which filled the house with terror, grew ever stronger.</p>	<p>Consolidate Year 1-5 skills Distinguish between essential (not separated by commas) and non-essential (separated by commas) relative clauses</p> <p>The rats that scabbled about on the table gnawed at rotting food. The rats, which scabbled about on the table, gnawed at rotting food.</p> <p>The boy pushed open the rusty door that led to the cellar. The boy pushed open the rusty door, which led to the cellar.</p> <p>Omit a relative pronoun (who, that or which) at the start of an essential relative clause</p> <p>The door that the boy pushed open creaked upon rusty hinges.</p> <p>An icy draught howled through the door which the boy had pushed open.</p> <p>Coordinate 3 relative clauses</p> <p>The evil, which lurked in the cellar, which filled the house with terror and which burrowed into the boy's skull, grew stronger with every step.</p>

		<p>Consolidate Year 1-4 skills Coordinate 2 appositives, separating with commas</p> <p>The old house, a place of untold terrors and a source of great evil, stood at the edge of the village.</p>	<p>Consolidate Year 1-5 skills Coordinate 3 appositives, separating with commas</p> <p>The boy, a brave soul and a fearless adventurer or a just fool with a death wish, entered the old house.</p> <p>Combine an appositive with a relative clause</p> <p>Spiders, huge hairy-legged beasts that sat in the centre of vast webs, lurked in the darkness.</p> <p>The stairway led to a basement, a shadowy room whose stone walls were carved with arcane symbols.</p> <p>Combine an appositive with a non-finite clause</p> <p>The moon, a ghostly galleon sailing upon tattered clouds, cast a sickly light upon the world below.</p> <p>The earth was soaked by incessant rain, a raging torrent filled with hate and fury.</p>
Rainbow Grammar - Word/Language	Determiner	<p>Consolidate Year 1-4 skills Know and use the following demonstrative determiners</p> <p>that these this those</p>	<p>Consolidate Year 1-5 skills Know and use a range of quantifying determiners</p> <p>all another both each enough every few less more no many other several some</p>
	Adjective	<p>Consolidate Year 1-4 skills Use adjectives that describe age</p> <p>young fresh elderly ancient</p> <p>Use adjectives that describe materials</p> <p>silk bronze plastic porcelain</p> <p>Avoid pleonasm when using adjectives</p> <p>huge giant cold ice future plans white snow</p>	<p>Consolidate Year 1-5 skills Use adjectives that describe origin</p> <p>local distant French Saxon</p> <p>Use adjective phrases</p> <p>a dimly lit room the beautifully painted vase this jade-winged dragon our six-page leaflet</p>
	Noun	<p>Consolidate Year 1-4 skills Understand an abstract noun as concept, idea or emotion</p> <p>love terror religion friendship success</p>	<p>Consolidate Year 1-5 skills Understand an object of a clause as a noun or noun phrase that is the recipient of the action and typically follows the verb</p> <p>Jim chased a wasp around the house. When he swung his net, he tripped over.</p>
	Pronoun	<p>Consolidate Year 1-4 skills Know and use the following relative pronouns</p> <p>that when where which who whose</p>	<p>Consolidate Year 1-5 skills Know and use a range of indefinite pronouns</p> <p>another both enough less more nobody nothing plenty others several someone</p>

Rainbow Grammar - Word/Language	Verb	<p>Consolidate Year 1-4 skills Know and use the following modal verbs</p> <p><i>can could may might must shall should will would</i></p>	<p>Consolidate Year 1-5 skills Distinguish between the active voice (in which the subject is the agent of the action) and the passive voice (in which the subject is the recipient of the action)</p> <p>active Jim chased a bee around the room. passive The bee was chased around the room.</p> <p>Form passive verbs, using the form: to be + past participle (usually an -ed verb)</p> <p>was watched were carried are broken is caught</p> <p>Use phrasal verbs (verb + preposition or adverb) in informal writing, but not formal, writing</p> <p>informal <i>get up ask for go in</i> formal <i>rise request enter</i></p> <p>Use the subjunctive mood in formal writing</p> <p><i>If I were rich, I'd buy a gold-plated bicycle.</i> <i>Max ordered Jim around as if he were the king.</i></p> <p>Revise all tenses (e.g. perfect, progressive, simple past and present) in preparation for KS2 GPaS test.</p>
	Preposition	<p>Consolidate Year 1-4 skills</p>	<p>Consolidate Year 1-4 skills</p>
	Adverb	<p>Consolidate Year 1-4 skills Know and use the following linking adverbs</p> <p><i>besides furthermore in conclusion in fact likewise similarly still</i></p> <p>Avoid pleonasm when using adverbs</p> <p><i>smiled happily shouted loudly ran quickly</i></p> <p>Use prepositions to compose adverbial phrases of manner</p> <p><i>with great care in disgust in a fit of rage</i></p>	<p>Consolidate Year 1-5 skills Know and use the following linking adverbs</p> <p><i>above all consequently in contrast instead nevertheless nonetheless otherwise subsequently</i></p>
	Conjunction	<p>Consolidate Year 1-4 skills Know and use the following subordinating conjunctions</p> <p><i>now that so that whatever whenever whereas wherever whoever</i></p>	<p>Consolidate Year 1-5 skills Know and use the following subordinating conjunctions</p> <p><i>as if as long as as much as if only in case provided that since</i></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Rainbow Grammar - Punctuation</p>	<p>Consolidate Year 1-4 skills Use ellipsis to show incompleton</p> <p><i>The boy opened the door, stepped through and...</i></p> <p>Use commas, brackets and dashes for parenthesis</p> <p><i>Floorboards, which were smothered with dust, creaked as the boy (a fearless adventurer) searched each room – from the cellar to the attic – in the haunted house.</i></p> <p>Use a colon to introduce and bullet points to demarcate a list</p> <p><i>The boy carried:</i></p> <ul style="list-style-type: none"> • a torch • a lantern • his packed lunch 	<p>Consolidate Year 1-5 skills Use a hyphen to avoid ambiguity</p> <p><i>A child-eating monster lurked in the cellar.</i></p> <p>Use semi-colons in a complex list</p> <p><i>The monster had huge, hairy nostrils; green, red and purple eyes; and hair like snakes.</i></p> <p>Use semi-colons in a bulleted list</p> <p><i>The boy carried:</i></p> <ul style="list-style-type: none"> • a torch; • a lantern; • his packed lunch. <p>Use a colon to illustrate or expand</p> <p><i>The monster was ravenous: it salivated greedily.</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Composition</p>	<p>Before writing:</p> <ul style="list-style-type: none"> • Identify the specific purpose and audience of writing (e.g. to 'inform' people 'interested in environmental Science concerns') and know how they are trying to make the audience feel (e.g. provoke people into changing their recycling habits). • Use other similar texts as models for own compositions, recognising the most appropriate and effective skills to 'magpie' for the given piece of text. • Draw upon their wider reading as models. • Note initial ideas, drawing on relevant and useful reading and research where necessary. <p>During writing:</p> <ul style="list-style-type: none"> • Select appropriate grammar and vocabulary for the text they are composing, understanding that they can manipulate grammatical structures to change and enhance meaning. • Use a range of verb forms for effect (e.g. the infinitive - to begin; the -ing participle - sitting, meaning, standing; the modal - would; and the passive form - be called). • Use dialogue to purposefully advance the action in a narrative or give more detail about characters (i.e. showing their personality through what they say and how they say it.) <p>After writing:</p> <ul style="list-style-type: none"> • Assess how effective own and peers' writing is and give an appropriate 'next step'. • Re-read writing to check for errors in spelling, grammar and punctuation, and correct these errors. • Suggest a better choice of vocabulary and punctuation for effect and to clarify meaning. • Perform compositions using appropriate intonation, volume and movement so that meaning is clear. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Handwriting</p>	<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>Revision of Group 4 apostrophes for possession and pronouns. Assess independent use of Year 3/4 spelling words in writing.</p> <p>Group 5 spellings</p> <ul style="list-style-type: none"> • Words ending in -ious and -cious • Words ending in -cial and -tial • Words ending in -ant, -ance and -ence • Words ending in -able and -ible • Words ending in -ably and -ibly • Adverbs of time • Adding suffixes to -fer words • Silent first letters • Silent letters • Words spelled with ie after c • Words spelled with ei after c • Words containing ough • Adverbs of possibility • Homophones • Year 5-6 statutory words 	<p>Revision of Y5-6 words already learned</p> <p>Group 6 spellings</p> <ul style="list-style-type: none"> • Words with the short vowel sound /i/ spelled y • Words with the long vowel sound /i/ spelled y • The prefix over- • The suffix -ful • Words which can be nouns and verbs • Words with an /o/ sound spelled ow or ou • Words with a soft c spelled ce • Prefix dis-, un-, over and im- • Words with the /f/ sound spelled ph • Words with origins in other countries • Words with unstressed vowel sounds • Words ending /shuhl/ after a vowel • Words ending /shuhl/ after a consonant • Words starting acc- • Words ending -ably • Words ending -ible • The suffix -ibly • Changing -ent to -ence • Suffixes -er, -or, -ar • Adverbs synonymous with determination • Adjectives to describe settings • Vocabulary to describe feelings • Adjectives to describe character • Grammar vocabulary • Mathematical vocabulary • Year 5-6 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.*