YEAR 4/5 writing units - progression map

|  |  | Autumn 1 |  | Autumn 2 |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Literary Leaf Text | The Undefeated By Kiwame Alexander | Black and British: A Short, Essential History By David Olusoga | Zombierella <br> By Joseph Coehlo | The Polar Bear Explorers Club <br> By Alex Bell |
|  | Writing Root (Unit) | Tar Beach By Faith Ringold | Freedom Bird By Jerdine Nolan | The Mermaid of Zennor By Charles Causley | Beowulf By Michael Morpurgo |
|  | Outcomes <br> Narrative <br> Non-fiction | Poetry Setting descriptions Formal letters Dialogue (scripts) | Writing in role Thought bubbles Dialogue Postcards Recounts Poems | Information booklets <br> Retelling from a different <br> perspective <br> Letters <br> Tourist guides | Letters of advice <br> Diary entries <br> Dialogue <br> Character descriptions <br> Setting descriptions <br> Actions scenes <br> Obituaries |
|  | Main Outcome | Retelling as a playscript | Recount | Own version legend | Own version legends/missing chapters |
|  | Audience/ Form | - Poem about freedom <br> - First person setting description of New York City <br> - Formal persuasive letter to the Union <br> - Dialogue as a play script <br> - Narrative retelling as a playscript | - Writing in role about dreams <br> - Thought bubbles of the children <br> - Dialogue for a scene <br> - Postcard to Millicent and John <br> - Recount of children's escape <br> - Biography of Harriet Tubman | - Love letter to the mermaid <br> - Letter of advice to Zachy <br> - Letters in a bottle from sailors to mermaids <br> - Retelling of the story from mermaid's perspective <br> - Tourist guide to Zennor <br> - Own version mermaid legend | - Letter of advice to the king <br> - Heroic speech by Beowulf <br> - Descriptive fight scene <br> - Recount in role as Hrothgar <br> - Description of a party <br> - Obituary for Beowulf <br> - Legend based on Beowulf |
|  | Purpose | Entertain Describe Persuade | Reflect Entertain Recount Inform | Inform Persuade Entertain | Persuade <br> Describe <br> Recount <br> Reflect <br> Entertain |
| Grammar coverage | Word | -ing suffix * un- prefix * | figurative language converting adjectives to nouns | plural and possessive -s | alliteration <br> -ful / -less suffix * <br> superlatives <br> dis- / de- / mis- / over- / reprefixes <br> idioms |


| （these may be taught multiple times throughout the sequence） <br> ＊indicates | Sentence | ```modal verbs * conjunctions to explain * noun phrases expanded with preposition phrases conditional sentences - if *``` | subordinating conjunctions modal verbs multi－clause sentences adverbs／adverbial phrases＊ sentence order | conjunctions to explain＊ order of clauses＊ adverbial phrases expanded noun phrases | modal verbs subjunctive form＊ relative clauses abstract noun phrases sentence order adverbial／prepositional phrases＊ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| ＊indicates coverage from a different year group | Punctuation | commas to mark clauses＊ <br> apostrophes for contractions＊ <br> possessive apostrophes，inc．for plural nouns <br> brackets－stage directions | dialogue punctuation＊ apostrophes for contraction bullet points to list information＊ | commas after fronted adverbials possessive apostrophes，inc．for plural nouns inverted commas for direct speech | use of hyphens dialogue punctuation＊ |
|  | Text | present progressive＊ <br> play script construction tense consistency | dialogue to advance action <br> progressive tense <br> adverbials to link ideas <br> paragraphs to organise around a theme＊ <br> cohesive devices | present perfect tense＊ <br> use of pronouns to avoid repetition paragraphs to organise around a theme subheadings＊ | tense choice for cohesion |


|  | Spring 1 |  | Spring 2 |  |
| :---: | :---: | :---: | :---: | :---: |
| Literary Leaf Text | The Secret of Haven Point <br> By Lisette Auton | Real Life Mysteries By Susan Martineau and Vicky Barker | Annie Lumsden，The Girl from the Sea By David Almond | The Good Thieves By Katherine Rundell |
| Writing Root Unit | The Story of Tutankhamun By Patricia Cleveland－ Peck | High Rise Mystery By Sharna Jackson |  <br> Frindleswylde <br> By Natalie \＆Lauren O＇Hara | Winter＇s Child By Angela McAllister |
| Outcomes <br> Narrative <br> Non－fiction | Non－chronological reports Instructions Character descriptions Diary entries News report Warning poster | Character descriptions Police reports Setting descriptions Newspaper articles Dialogue Persuasive letters | Letters Voting slips Dialogue Poetry Setting descriptions Persuasive speeches | Postcards（recount） Dialogue Setting descriptions Retellings |
| Main Outcome | Instructions | Extended Narrative | Narrative sequel | Fantasy story sequel |
| Audience／ Form | －Report on Egypt lifestyle <br> －Instructions for mummification process <br> －Character description of Howard Carter <br> －Telegram to Lord Carnarvon <br> －Diary of Howard Carter | －Character descriptions <br> －Diary entry as Nik or Norva <br> －Murder investigation manual <br> －Description of a police cordon <br> －Article for Cloud News <br> －Letter to the police <br> －Extended detective narrative | －Letter to Granny <br> －Voting slip <br> －Conversation between <br> －Cora and Frindleswylde <br> －Poem about Frindleswylde <br> －Birds－eye view description <br> －Persuasive speech in role as Frindleswylde | －Postcard recount of reindeer adventure <br> －Conversation between two boys <br> －Letter to Winter＇s Child <br> －Retelling of the story <br> －Sequel for an alternative season |


|  |  | - News report about opening of tomb <br> - Warning poster <br> - Biography of Howard Carter |  | - Sequel to Frindleswylde |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Purpose | Inform Instruct Describe | Describe <br> Reflect <br> Recount <br> Inform <br> Persuade | Inform <br> Entertain <br> Describe <br> Persuade | Recount Describe Entertain |
| Grammar <br> coverage <br> (these may be taught multiple times throughout the sequence) <br> * indicates coverage from a different year group | Word | imperative verbs * suffixes -ous, -able, -ent, -ive superlatives with -est * | technical vocabulary figurative language | simile / personification un-, mis-, dis- prefix * synonyms / antonyms | Possessive apostrophe |
|  | Sentence | modal verbs * <br> multi-clause sentences <br> cause and effect conjunctions <br> adverbials of time <br> noun phrases expanded with preposition phrases | ```modal verbs conjunctions to justify * order of clauses passive voice * command sentences * adverbial phrases * relative clauses subjunctive form * fronted adverbials *``` | ```conjunctions to justify - because, since, as expanded noun phrases modal verbs* fronted adverbials (of place)``` | ```conditional sentences - if * noun phrases expanded with preposition phrases conjunctions - because, since, as``` |
|  | Punctuation | comma after fronted adverbials * parenthesis | parenthesis punctuation dialogue punctuation * | inverted commas for speech other speech punctuation commas after fronted adverbials | inverted commas for speech |
|  | Text | ```present perfect tense * paragraphs to organise around a theme subheadings * pronouns for cohesion``` | short sentences formal speech vocabulary tense choice for cohesion | adverbials for cohesion * <br> paragraphs to organise around a theme pronouns to avoid repetition | paragraphs to organise around a theme pronouns to avoid repetition |



|  |  |  | Missing narrative Book review | Persuasive speeches |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Main Outcome | Non-chronological report | Fairytale reworking | Autobiography | Biography |
|  | Audience/ Form | - Character description for Wesley <br> - Retelling of Weslandia story <br> - Non-chronological report about own 'land' | - Warning poster about crossing the mountains <br> - Diary entry for the princess <br> - Dialogue between dwarfs and queen <br> - Estate agent's description of a castle <br> - Character comparisons <br> - Missing scene of narrative <br> - Description of woman <br> - Book review <br> - Fairytale sequel or prequel | - Fact file about twin towers <br> - Letter of advice to Philippe <br> - Diary entry as Philippe <br> - Interview transcript <br> - Persuasive speech to a judge <br> - Autobiography of Philippe Petit | - Thought bubble for Harvey Milk <br> - Motivational speech <br> - Leaflet about the Pride flag <br> - Biography of Harvey Milk |
|  | Purpose | Describe Entertain Inform | Persuade <br> Reflect <br> Entertain Describe Discuss | Inform <br> Persuade <br> Reflect <br> Recount | Reflect Persuade Inform |
| Grammar coverage <br> (these may be taught multiple times throughout the sequence) <br> * indicates coverage from a different year group | Word | -ous suffix -tion suffix | homophones <br> comparatives / superlatives synonyms / antonyms for effect * | -ing words as adjectives figurative language | synonyms / antonyms |
|  | Sentence | adverbial phrases causal conjunctions multi-clause sentences fronted adverbials conditional sentences - if questions | noun phrases expanded with prepositions* relative clauses adverbs / adverbial phrases * clause order for effect modal verbs subordinating conjunctions subjunctive form * passive voice * | modal verbs <br> conjunctions to explain * <br> range of sentence types * <br> multi-clause sentences <br> order of clauses <br> expanded noun phrases * <br> relative clauses <br> formal adverbials of time and place | multi-clause sentences conjunctions to justify - because, as since abstract noun phrases time adverbials |
|  | Punctuation | commas after fronted adverbials question marks * | dialogue punctuation * commas for clarity parenthesis punctuation | sentence ending punctuation * apostrophes for contraction * use of colons dialogue punctuation * | commas for clauses exclamation marks * |
|  | Text | paragraphs to organise around a theme | cohesive devices to move time / place / action | subheadings * <br> pronouns to avoid repetition * <br> present perfect tense * <br> tense choice for cohesion <br> paragraphs to organise around a theme * | ```word families * subheadings * paragraphs to organise around a theme adverbials for cohesion *``` |

