














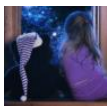
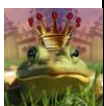



BEWLEY WRITING PROGRESSION AND TEXT TYPES

NURSERY						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	 How does Nursery school make me feel? / What makes me special? / What happens in Autumn?	 Is it shiny?	 When will it snow?	 Can we build it?	 Are eggs alive?	 What can you see at the seaside?
TEXTS/ EXTRACTS/ POEMS COVERED CYCLE 1	<ul style="list-style-type: none"> Topsy and Tim Start School A Rainbow of Friends Shades of People I Like Myself Whoever You Are Guess How Much I Love Autumn 	<ul style="list-style-type: none"> Sparks in the Night Sky Back to Earth with a Bump Dipal's Diwali How to Catch a Star and various Christmas stories Chapati Moon 	<ul style="list-style-type: none"> Charlie Crow in the Snow Lost and Found Jack Frost Polar Bear and the Snowcloud Firecrackers and Lanterns Sneezy the Snowman 	<ul style="list-style-type: none"> A House for Mouse The Three Little Pigs A House in the Wood 	<ul style="list-style-type: none"> Chicken Licken Brenda's Boring Egg Pig's Egg The Odd Egg 	<ul style="list-style-type: none"> Peter's Pebble The Rainbow Fish Barry the Fish with Fingers Noah's Arc Julien is a Mermaid Storm Whale
TOPIC	 How does Nursery school make me feel? / What makes me special? / What happens in Autumn?	 Is it shiny?	 Why Can't I have Chocolate for breakfast?	 Why do you love me so much?	 How many colours in a rainbow?	 What pet can I get?
TEXTS/ EXTRACTS/ POEMS COVERED CYCLE 2	<ul style="list-style-type: none"> Topsy and Tim Start School A Rainbow of Friends Shades of People I Like Myself Whoever You Are Guess How Much I Love Autumn 	<ul style="list-style-type: none"> Sparks in the Night Sky Back to Earth with a Bump Dipal's Diwali How to Catch a Star and various Christmas stories Chapati Moon 	<ul style="list-style-type: none"> Eat Your Green's Goldilocks Goldilocks and The Three Bear Eat your Peas Love Monster and the Chocolate I love Chocolate 	<ul style="list-style-type: none"> Guess How Much I love You Plant a Kiss Little Bear's Big Heart How to Plant a Kiss I Love My Mummy 	<ul style="list-style-type: none"> Elmer What makes a Rainbow? The colour Thief The Colour Monster A Rainbow of my Own Anna's Amazing Multi-Coloured Glasses 	<ul style="list-style-type: none"> Dear Zoo Some Dogs Do I want a Dog? Formidable Sid Dogs and Puppies Hairy McClairey Can I have a Pet? Wish Cat Pete the Cat Keith the Cat with the Magic Hat

BEWLEY WRITING PROGRESSION AND TEXT TYPES







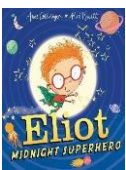
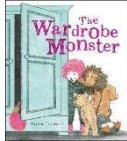
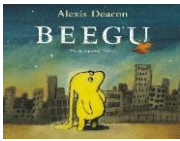
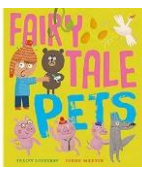

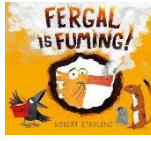

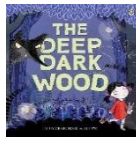
BY THE END OF EACH TERM MOST CHILDREN SHOULD:	<ul style="list-style-type: none"> • Add some marks to their drawings which they give meaning to. For example, 'That says mammy.' • Develop an enjoyment in mark making and an understanding of how to make marks using marking tools. • Explore drawing and writing on paper, on screen and on different textures, such as in sand and on playdough and through using touch screen technology. • Begin to show a preference for a dominant hand. 	<ul style="list-style-type: none"> • Distinguish between the different marks they make. • Develop their pencil hold, holding mark making tools closer to the point and in a tripod grip. • Enjoy drawing and writing on paper, on screen and on different textures, such as sand or in playdough and through using touch screen technology. • Show a preference for a dominant hand. 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mammy. • Write their name with recognisable letters. • Develop their fine motor skills so that they hold mark making tools correctly.

BEWLEY WRITING PROGRESSION AND TEXT TYPES

RECEPTION						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Why is Bewley school the best? / Do you want to be friends? 	What happens when I fall asleep? 	Will you read me a story? 	Why don't snakes have legs? 	Why do ladybirds have spots? 	Do cows drink milk? 
TEXTS/ EXTRACTS/ POEMS COVERED	<ul style="list-style-type: none"> Lost and Found, The Paper Dolls, Leaf Man Room on a Broom & Funnybones. Non-fiction books about Autumn. 	<ul style="list-style-type: none"> Katie and the Starry Night The Owl Babies The Christmas story Santa Claus Needs a Wee and other Christmas stories. 	<ul style="list-style-type: none"> Jack and the Beanstalk The Gingerbread Man Goldilocks and The Three Bears The Magic Porridge Pot and other fairy tales. 	<ul style="list-style-type: none"> Mr Wolf's Pancakes Dear Zoo Snake Supper The Mixed-Up Chameleon Non-fiction books on reptiles. 	<ul style="list-style-type: none"> The Very Hungry Caterpillar The Bad-Tempered Ladybird Ben's Butterfly Garden Non-fiction books about mini-beasts. 	<ul style="list-style-type: none"> Farmyard Hullabaloo The Scarecrow's Wedding, What the ladybird heard The Little Red Hen The Little Red Hen Makes Pizza Non-fiction books about farm animals
PUPIL TERMLY WRITING OUTCOMES	<ul style="list-style-type: none"> ✓ To develop writing own name with correct letter formation ✓ To develop writing words and labels about Autumn. ✓ To write an invitation to a teddy bears picnic. ✓ To write a list of ingredients for a magic spell. ✓ To write simple words (e.g. mum, dad). ✓ To write words to describe fireworks (pop, bang). ✓ To write speech bubbles for the owl babies. ✓ To write Christmas words. ✓ To write the inside of a Christmas card. 		<ul style="list-style-type: none"> ✓ To develop writing words, captions and simple sentences about winter. ✓ To write words and simple sentences for a Wanted poster for the giant. ✓ To write words and simple sentences about the Gingerbread Man story. ✓ To draw and write labels for story maps to tell our own fairytale. ✓ To write simple sentences about Spring. ✓ To write words, captions, sentences and make labels for the reptiles we meet. ✓ To write about mixed up animals and our ideal pet. 		<ul style="list-style-type: none"> ✓ To write sentences about mini-beasts (insects) that can be read by themselves and others. ✓ To write words, labels and sentences about the butterfly life cycle. ✓ To write speech bubbles for the bad tempered ladybird. ✓ To write a list for a butterfly garden. ✓ To write sentences about Summer. ✓ To write facts they learn about farm animals and write a recount of our visit to Hall Hill Farm. ✓ To design their own farm and label it. ✓ To write their own version of The Little Red Hen story. 	
BY THE END OF EACH TERM MOST CHILDREN SHOULD:	<ul style="list-style-type: none"> ● Hold a pencil correctly. ● Write letters with correct formation. ● Sound out and write CVC words. ● Be aware of what sentences need and begin to write simple sentences. 		<ul style="list-style-type: none"> ● Write a simple sentence with a capital letter, finger spaces and a full stop with adult support. ● Write a simple caption/sentence independently. ● Write letters correctly. ● Spell <i>I</i> and <i>the</i> correctly. 		<ul style="list-style-type: none"> ● Write letters correctly. ● Sound out words independently. ● Write sentences with a capital letter, finger spaces and a full stop. ● Write some common exception Reception words. 	

BEWLEY WRITING PROGRESSION AND TEXT TYPES







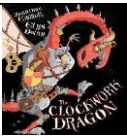


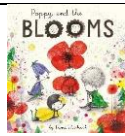

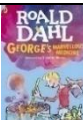
BEWLEY WRITING PROGRESSION AND TEXT TYPES

YEAR ONE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	What makes Billingham home? / Do all superheroes wear capes? 	Is there a man on the moon? 	Do all animals have paws, claws and whiskers? 	Were Victorian schools fun? 	Would dinosaurs have made good pets? 	What will I find in the woodland today? 
VIPERS BOOKS	 					 
OTHER TEXTS COVERED	<ul style="list-style-type: none"> Superworm. Supertato. A selection of comics. 	<ul style="list-style-type: none"> Man on the Moon. Space non-fiction books. 	<ul style="list-style-type: none"> The Snow Queen. The Tiger Who Came to Tea. The Tortoise and the Hare. Non-fiction texts: tigers. 	<ul style="list-style-type: none"> Dogger. Poetry: List poems – 'My lunch' and 'That explains it' by Keith Nesbitt. 	<ul style="list-style-type: none"> The Something- a-saurus. Poetry- Stomp, Chomp, Roar here come the dinosaurs. Non- fiction texts 	<ul style="list-style-type: none"> Little Red Riding Hood. The Gruffalo.
TEXT TYPES	<ul style="list-style-type: none"> ➤ Narrative. 	<ul style="list-style-type: none"> ➤ Poetry. ➤ Information. 	<ul style="list-style-type: none"> ➤ Narrative. ➤ Instructions. ➤ Information. 	<ul style="list-style-type: none"> ➤ Poetry. ➤ Instructions. ➤ Narrative. 	<ul style="list-style-type: none"> ➤ Recount. ➤ Information. ➤ Narrative. ➤ Poetry. 	<ul style="list-style-type: none"> ➤ Recount. ➤ Instructions. ➤ Narrative.
PUPIL TERMLY WRITING OUTCOMES	<ul style="list-style-type: none"> ✓ To produce speech bubbles/ comic strips. ✓ To create a wanted poster for the Evil Pea. ✓ To write simple descriptive sentences to describe a character. 	<ul style="list-style-type: none"> ✓ To write a recount of an alien crash. ✓ To write a postcard. ✓ To write non-chronological report on space. 	<ul style="list-style-type: none"> ✓ To write a retell of the Snow Queen. ✓ Instructions on how to look after a pet. ✓ To create own narrative on the Tiger who came to Tea. ✓ To write own fable. ✓ To write a tiger fact file. 	<ul style="list-style-type: none"> ✓ To write a list poem. ✓ To write instructions on how to make a Victorian toy. ✓ To write own version of Dogger. 	<ul style="list-style-type: none"> ✓ To write a newspaper report: dinosaur eggs. ✓ To write non-fiction books about dinosaurs. ✓ To write own narrative about dinosaurs. ✓ To write a poem about dinosaurs. 	<ul style="list-style-type: none"> ✓ To write recount of memorable experience- enchanted forest. ✓ To write instructions for woodland crowns. ✓ To write own narrative- the Gruffalo. ✓ To write a letter- Red Riding Hood.

BEWLEY WRITING PROGRESSION AND TEXT TYPES

BY THE END OF EACH TERM MOST CHILDREN SHOULD:	<ul style="list-style-type: none"> segment sounds in words and write simple sentences/ captions. write simple sentences using a capital letter, finger spaces and full stop. form MOST letters the correct orientation and the same size and relative to one another. spell MOST reception common exception words and SOME common exception words from Y1. 	<ul style="list-style-type: none"> write sentences using time connectives. use the conjunction 'and' to extend sentences. use their own ideas in writing. form handwriting clearly with MOST letters correctly formed. (<i>emerging use of cursive – lead in/out lines</i>) spell MOST common exception words from Y1. 	<ul style="list-style-type: none"> write at least 4 sentences to compose short narratives. use extended sentences- conjunctions - <i>but, because, so</i>. read work over to check it makes sense. use adjectives to describe nouns. form handwriting clearly with MOST letters correctly formed. <i>To use cursive print.</i> spells MOST common exception words from Y1, and SOME from the Y2 list.
Empty space for progression notes			







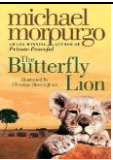
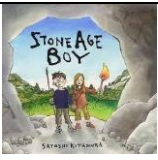
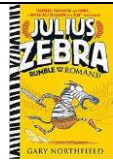
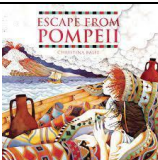


BEWLEY WRITING PROGRESSION AND TEXT TYPES

YEAR TWO						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Why is the Transporter Bridge important to us? 	Who was to blame for the significant event in London in 1666? 	What is planet Earth made up of? 	How have events at sea changed our lives today? 	How do animal habitats and food chains differ? 	How do plants grow? 
VIPERS BOOKS						Literacy Shed online film:  
OTHER TEXTS COVERED	<ul style="list-style-type: none"> Information text – Transporter Bridge. Hansel and Gretel Well done Mummy Penguin. 	<ul style="list-style-type: none"> The Tunnel – Anthony Browne. Bonfire Night Poetry - Alliteration and Onomatopoeia The Gunpowder Plot. Great Fire of London. 	<ul style="list-style-type: none"> Winnie's Pirate Adventure. How to make a moving paper plate porthole. The Lighthouse Keeper's Lunch - Character Description and Instructions. 	<ul style="list-style-type: none"> Non – Fiction linked to the life of Grace Darling. Literacy Shed online film – The Little Boat. 	<ul style="list-style-type: none"> The Tadpole's Promise. The day the Crayon's Quit. Non –Fiction linked to minibeasts. Acrostic Poetry. 	<ul style="list-style-type: none"> Jim and the Beanstalk. Little Red Riding Hood (Covered in Y1 too – how is it different?) Look at settings. Diamantes Poetry. Recount of school trip to Preston Park.
TEXT TYPES	<ul style="list-style-type: none"> ➤ Narrative. ➤ Information. ➤ 	<ul style="list-style-type: none"> ➤ Narrative. ➤ Poetry. ➤ Retell. 	<ul style="list-style-type: none"> ➤ Narrative. ➤ Instructions. 	<ul style="list-style-type: none"> ➤ Narrative. ➤ Information 	<ul style="list-style-type: none"> ➤ Information. ➤ Narrative. ➤ Poetry. 	<ul style="list-style-type: none"> ➤ Information. ➤ Narrative. ➤ Recount.
PUPIL TERMLY WRITING OUTCOMES	<ul style="list-style-type: none"> ✓ Write factual information about The Transporter Bride. ✓ Character description of the witch from Hansel and Gretel. ✓ Retell the Story Well done Mummy Penguin. 	<ul style="list-style-type: none"> ✓ Retell the story of the Gunpowder Plot. ✓ Eyewitness account of the Great Fire of London. ✓ Letter to the Man on the moon. ✓ Write own story based on the book 'The Tunnel'. 	<ul style="list-style-type: none"> ✓ Write own pirate Adventure story based on Winnie's Pirate Adventure. ✓ Instructions for how to make a paper plate porthole / sandwich for Mr Grinling. ✓ Character description of Mr Grinling. 	<ul style="list-style-type: none"> ✓ To retell the story from the viewpoint of the Little Boat. ✓ Information leaflet about Grace Darling. 	<ul style="list-style-type: none"> ✓ Missing poster. ✓ Story with an alternative ending. ✓ Letter from the perspective of a whiteboard pen. ✓ Non-chronological report about minibeasts. 	<ul style="list-style-type: none"> ✓ Character description of the giant from Jim and the Beanstalk. ✓ To retell the story of Jim and the Beanstalk. ✓ Recount of school trip to Preston Park.

BEWLEY WRITING PROGRESSION AND TEXT TYPES

BY THE END OF EACH TERM MOST CHILDREN SHOULD:	<ul style="list-style-type: none"> Demarcate SOME sentences with capital letters and full stops. Use spacing between words that reflects the size of the letters. Segment spoken words into phonemes and represent these by graphemes. 	<ul style="list-style-type: none"> Demarcate MOST sentences with capital letters and full stops. Use question marks correctly SOME of the time. Use past and present tense mostly correctly and consistently. Use co-ordination effectively to join clauses. 	<ul style="list-style-type: none"> Write simple, coherent narratives. Spell MANY Year 1 and Year 2 common exception words. Use SOME sub-ordination to join causes. Form all letters correctly, including capital letters and digits.






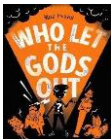

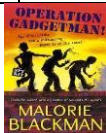
BEWLEY WRITING PROGRESSION AND TEXT TYPES

YEAR THREE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Why is the River Tees important? / How do animals survive and thrive? 	How did life change from the Stone Age to the Iron Age? 	How did the Romans make an impact? 	Why does the Earth move? 	Why are metals different? 	What is a river? 
VIPERS BOOKS						
OTHER TEXTS COVERED			<ul style="list-style-type: none"> Julius Caesar. Romulus and Remus. 	The Pirates of Pompeii		I Asked the River (poem)
TEXT TYPES	<ul style="list-style-type: none"> ➤ Information ➤ Recount ➤ Instruction ➤ Narrative 	<ul style="list-style-type: none"> ➤ Instructions ➤ Narrative ➤ Explanation 	<ul style="list-style-type: none"> ➤ Recount ➤ Narrative ➤ Information 	<ul style="list-style-type: none"> ➤ Recount ➤ Explanation ➤ Information 	<ul style="list-style-type: none"> ➤ Recount ➤ Explanation ➤ Persuasion ➤ Instruction 	<ul style="list-style-type: none"> ➤ Narrative (Poetry) ➤ Information
PUPIL TERMLY WRITING OUTCOMES	<ul style="list-style-type: none"> ✓ Thank you letter to John Walker ✓ Diary entry from BL boy point of view – feeling about school. ✓ Non-Chronological report on chosen predator. ✓ How to make a cam toy. ✓ Write the next chapter of Butterfly Lion. 	<ul style="list-style-type: none"> ✓ How to wash a woolly mammoth ✓ Retell of stone age boy ✓ What life was like as a Stone Age child. ✓ Nativity from the POV of the donkey 	<ul style="list-style-type: none"> ✓ News Paper Report – Killing of Julius Caesar ✓ Character description ✓ Retell of Romulus and Remus (Cornerstones) ✓ What was the Roman Empire 	<ul style="list-style-type: none"> ✓ First person recount of Pompeii ✓ What is a Volcano? ✓ Tourist guide/leaflet 'come and see Pompeii' 	<ul style="list-style-type: none"> ✓ Description poetry ✓ Newspaper Report – Iron Man ✓ Complaint letter ✓ How to build an iron man 	<ul style="list-style-type: none"> ✓ Poetry – limericks ✓ Poetry – I asked the river (V Bloom) ✓ Non-Chronological Report Features of a River ✓ Leaflet – Activities River Tees

BEWLEY WRITING PROGRESSION AND TEXT TYPES

BY THE END OF EACH TERM MOST CHILDREN SHOULD:	<ul style="list-style-type: none"> Demarcate sentences with capital letters and full stops. Use coordinating and subordinating conjunctions. Record direct speech in sentences and use MOST inverted commas correctly. 	<ul style="list-style-type: none"> BEGIN to organise their writing into paragraphs around a theme. Use exclamation marks and questions. Demonstrate an increasing understanding of purpose and audience. 	<ul style="list-style-type: none"> Use commas in a list. Record direct speech in sentences and use MOST inverted commas correctly. Spell correctly MANY words from the Y3/4 spelling list. Use MANY expanded noun phrases to describe and specify.







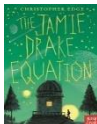

BEWLEY WRITING PROGRESSION AND TEXT TYPES

YEAR FOUR						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	How is land used in Billingham? How does North America compare to Teesside? 	Who were the Ancient Greeks and were they really that great? 	Who invaded Britain and what was their impact? 		How do the states of matter differ? 	How have humans impacted the oceans? 
VIPERS TEXTS	Native American short stories for the first 3 weeks, then.... 					
OTHER TEXTS COVERED		<ul style="list-style-type: none"> Pandora's Box Theseus and the Minotaur 			<ul style="list-style-type: none"> Witch's Spell Harry Potter and the Philosopher's Stone (Extract) 	<ul style="list-style-type: none"> The Whale's Tale
TEXT TYPES	<ul style="list-style-type: none"> ➤ Information. ➤ Recount. ➤ Persuasion. 	<ul style="list-style-type: none"> ➤ Information. ➤ Narrative. 	<ul style="list-style-type: none"> ➤ Information. ➤ Narrative. ➤ Recount. 	➤ Narrative.	<ul style="list-style-type: none"> ➤ Persuasion. ➤ Letter / Diary ➤ Instructions. ➤ Poetry. 	<ul style="list-style-type: none"> ➤ Narrative. ➤ Persuasion.
PUPIL TERMLY WRITING OUTCOMES	<ul style="list-style-type: none"> ✓ To write the about me section of a blog. ✓ To write a diary entry. ✓ To write a script for a radio advert which persuades the listener to visit New York. 	<ul style="list-style-type: none"> ✓ To write a non-chronological report about Greek Gods. ✓ To retell the story of Pandora's box. ✓ To retell the story of Theseus and the Minotaur 	<ul style="list-style-type: none"> ✓ To write a non-chronological report about the Anglo-Saxons. ✓ To write a biography of King Alfred the Great. ✓ To write a diary entry of the Viking invasion of Lindisfarne. 	✓ To retell the story of Beowulf.	<ul style="list-style-type: none"> ✓ To write a letter home about Hogwarts experience. ✓ To write a brochure for Diagon Alley ✓ To write a set of instructions for a potion. ✓ To write a potions poem. 	<ul style="list-style-type: none"> ✓ To write a narrative about an undersea creature who tackles plastic pollution. ✓ To write a persuasive letter to the local MP about plastic pollution.

BEWLEY WRITING PROGRESSION AND TEXT TYPES

BY THE END OF EACH TERM MOST CHILDREN SHOULD BE ABLE TO:	<ul style="list-style-type: none"> Demarcate nearly all sentences with the correct punctuation including inverted commas. Write a range of narratives and non-fiction pieces using a consistent and appropriate structure. <i>(including genre-specific layout devices)</i>. Expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases where appropriate. <i>(e.g. the strict teacher with curly hair)</i>. Consistently organise their writing into paragraphs. Use past and present tense correctly. Use fronted adverbials to start sentences. 	<ul style="list-style-type: none"> Use inverted commas with correct punctuation for direct speech. (correct use of speech rules) Consistently use commas after fronted adverbials. Use a range of conjunctions in sentences including <i>while, unless, though, although</i>. Use commas to mark clauses. 	<ul style="list-style-type: none"> Use apostrophes for possession. (singular <i>[the girl's name]</i> and plural <i>[the girls' names]</i>) Choose precise effective vocabulary according to the purpose, audience and desired effect. Vary sentence structure. <i>(e.g. short sentences, use of different openers, compound & complex sentences)</i> Vary the position of conjunctions within sentences.



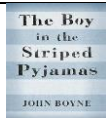
BEWLEY WRITING PROGRESSION AND TEXT TYPES

YEAR FIVE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	What was the impact and legacy of the Stockton and Darlington railway? / How do we know so much about Ancient Egypt? 	Would you have liked to have lived during WW1? 	What can you tell me about space - past, present and future? 	What can you tell me about mountains? 	What was life like in Tudor times? 	
VIPERS BOOKS						
OTHER TEXTS COVERED	<ul style="list-style-type: none"> R.L. Stevenson – From a Railway Carriage. 	<ul style="list-style-type: none"> W. Owen – Dulce et Decorum Est. J. McCrae – Flanders Fields Tennyson – Charge of the Light Brigade! 		<ul style="list-style-type: none"> Cinderella. 		<ul style="list-style-type: none"> Time Traveller Story (?)
TEXT TYPES	<ul style="list-style-type: none"> ➤ Information. ➤ Recount. ➤ Narrative. 	<ul style="list-style-type: none"> ➤ Recount. ➤ Information. ➤ Poetry. 	<ul style="list-style-type: none"> ➤ Information. ➤ Narrative. ➤ Recount. 	<ul style="list-style-type: none"> ➤ Narrative. ➤ Information. 	<ul style="list-style-type: none"> ➤ Information. ➤ Narrative. ➤ Recount. 	<ul style="list-style-type: none"> ➤ Narrative. ➤ Information.
PUPIL TERMLY WRITING OUTCOMES	<ul style="list-style-type: none"> ✓ George Stephenson Biography. ✓ Howard Carter Diary Entry. ✓ Mummy fact-file. ✓ Chronological report on Tutankhamun. ✓ Journey to the afterlife story. 	<ul style="list-style-type: none"> ✓ First person recount of Bombardment of Hartlepool. ✓ Biography of Wilfred Owen. ✓ War Poetry. ✓ Letter from a soldier in the trenches. 	<ul style="list-style-type: none"> ✓ Non-chronological report on the planets. ✓ Moon myth. ✓ First person recount of first Moon Landing. 	<ul style="list-style-type: none"> ✓ Retelling of Cinderella from the Ugly Sister's POV (Link to World Book Day). ✓ Magazine article on Brian Cox. 	<ul style="list-style-type: none"> ✓ Interview with Henry VIII. ✓ Description of a Tudor Kitchen. ✓ Recount of Anne Boleyn's Execution. 	<ul style="list-style-type: none"> ✓ Adventure story set in Tudor times. ✓ Tudor Play-script. ✓ Tudor Crime and Punishment non-chronological report.

BEWLEY WRITING PROGRESSION AND TEXT TYPES

BY THE END OF EACH TERM MOST CHILDREN SHOULD:	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed. • Write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose. 	<ul style="list-style-type: none"> • Use a wider range of linking words/phrases between sentences. • Use full range of punctuation from previous year groups: capital letter, full stops, question marks, exclamation marks, commas for lists, apostrophes for possession, apostrophes for contraction and inverted commas. • Use brackets, dashes or commas to begin to indicate parenthesis. 	<ul style="list-style-type: none"> • Build cohesion between paragraphs by creating paragraphs that are suitably linked, including the use of time adverbials, place adverbials and number. • Spells MANY Y5/6 common exception words correctly. • Use commas to clarify meaning or avoid ambiguity with increasing accuracy.

BEWLEY WRITING PROGRESSION AND TEXT TYPES

YEAR SIX						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Where would be the best location to build a new sports complex in Billingham? / Who were the Mayans and where did they live?	What was Darwin's bright idea?	What might we discover at the Poles?	How does our circulatory system work?	What was it like to be a child in WW2?	
VIPERS BOOKS						
OTHER TEXTS COVERED	<ul style="list-style-type: none"> Iceland palm oil advert - transcript 	<ul style="list-style-type: none"> Way through the woods Macavity the Mystery Cat 	<ul style="list-style-type: none"> What Was the Titanic? Stephanie Sabol (extracts) 	<ul style="list-style-type: none"> Kai and the Monkey King – Joe Todd Stanton 	<ul style="list-style-type: none"> Diary of Anne Frank (extracts) 	
TEXT TYPES	<ul style="list-style-type: none"> ➤ Information. ➤ Persuasion. 	<ul style="list-style-type: none"> ➤ Poetry. ➤ Information/ Explanation. ➤ Narrative. 	<ul style="list-style-type: none"> ➤ Discussion ➤ Procedural/Instructions. ➤ Recount/Narrative. 	<ul style="list-style-type: none"> ➤ Narrative ➤ Procedural/Instructions 	<ul style="list-style-type: none"> ➤ Poetry. ➤ Letter writing (Recount) ➤ Persuasive Speech 	<ul style="list-style-type: none"> ➤ Narrative ➤ Information.
PUPIL TERMLY WRITING OUTCOMES	<ul style="list-style-type: none"> ✓ Radio Report based upon the plight of the orang-utans in Sumatra. ✓ Newspaper report based upon the forest fires in Sumatra. ✓ Travel Brochure: Chichen Itza. 	<ul style="list-style-type: none"> ✓ Rhyming couplets poetry ✓ Non-chronological report to outline the dangers of the yellow-spotted lizard. ✓ Christmas narrative based upon the M&S Paddington Advert. 	<ul style="list-style-type: none"> ✓ Balanced argument - choice of topic ✓ Survival Guide – The children will experience and outdoor survival day, which will inspire this piece. ✓ Diary from a 1st Class survivor of the Titanic. 	<ul style="list-style-type: none"> ✓ Fantasy Story ✓ Instructions - Choice of topic 	<ul style="list-style-type: none"> ✓ Blackout War Poetry. ✓ Letters from Bruno to his friends (Boy in the Striped Pyjamas) ✓ A speech from Winston Churchill 	<ul style="list-style-type: none"> ✓ Descriptive writing focused on Climate Change (opportunity for GDS to write a section in their own style). ✓ Robinwood Information Leaflet.

BEWLEY WRITING PROGRESSION AND TEXT TYPES

BY THE END OF EACH TERM MOST CHILDREN SHOULD:	<ul style="list-style-type: none"> • Use paragraphs to organise ideas. • In narratives describe settings and characters. • Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly. • Write legibly. 	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. • In narratives, describe settings, characters and atmosphere. • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Spell correctly MOST words from the Y5/6 spelling list – use a dictionary to check spellings. 	<ul style="list-style-type: none"> • Use the range of punctuation taught at KS2. • Distinguish between the language of speech and writing and choose the appropriate register. • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.