The progression of writing at The Mill Academy.

Each of our writing units will start with a model text, which will demonstrate the year group specific skills and new rich and adventurous vocabulary (including figurative language where appropriate). Children will explore the text type in depth during the first lesson of the writing cycle, which may include: discussions around authorial intent, how atmosphere is created, how the audience is addressed etc.

Children will then be taught specific skills as outlined below, which will also be applied, in context, to independent writing within literacy lessons. During the writing cycle, children will also be provided with opportunities (where appropriate) for speaking and listening, drama and role play.

Throughout the year, children will develop their drafting and editing skills and will produce a finished piece (either written or performed) for each writing cycle. Editing and re-publishing may include revisiting pieces from earlier in the year to apply new skills learned.

Thought and consideration will be given to the planning and delivery of writing to ensure children are exposed to exciting, engaging text types which have a clear audience and purpose.

Year 1

	Text Type	Skills
Autumn 1	Character description (Paddington)	• Capital letters and full stops • Captions and labels • Using pronouns • Expanded noun phrases – identifying adjectives • Capital letters for proper nouns
	Postcards (Paddington - London)	• Capital letters and full stops • Capital letters for proper nouns and 'I' • Join simple clauses with 'and' • Questions • Exclamations • Expanded noun phrases – identifying adjectives
Autumn 2	Eye-witness reports (Great Fire of London)	• Sequencing to form a short narrative • Expanded noun phrases • Identify a range of synonyms • Questions • Exclamations • Prepositions • A range of verbs
	Letters (Christmas)	• Capital letters for proper nouns, including 'I' • A range of coordinating conjunctions • Questions • Simple lists • Commas between two adjectives.
Spring 1	Descriptive Poetry (Black Hat)	• Identifying rhyming words • Similes • Alliteration • A range of verbs • Expanded noun phrases
	Diary Entry (Africa / meerkat mail)	• Expanded noun phrases • Similes • Exclamations • Comma between two adjectives • Subordinating conjunctions
Spring 2	Narrative	• Sequencing to form short narratives • Sequencing sentence openers (first, when, after, then) • Synonyms and a range of adjectives to describe characters / settings • Prepositions • Subordinating conjunctions
	Persuasive writing (Recycling)	• Questions • Exclamations • Commas for simple lists • Subordinating and coordinating conjunctions
Summer 1	Instructions (How to catch a ...)	• Sequencing sentence openers (firstly, secondly, then, next) • Subheadings • Simple lists • Imperative verbs and commands • Prepositions
	Setting Description (Neverland)	• Similes • Expanded noun phrases – including commas between adjectives • Exclamations • A range of verbs • Prepositions
Summer 2	Wanted Poster (Pirates)	• Expanded noun phrases - including commas between adjectives • Questions • Similes • Adverbs of manner
	Narrative	• Adverbs of manner • A range of pronouns • Synonyms and a range of adjectives to describe characters / settings • A range of powerful verbs

Year 2

	Text Type	Skills
Autumn 1	**Character Description** (Superheroes)	• Expanded noun phrases • Ambitious vocabulary choices for character appearance and personality • Commas for a list (including adjectives) • Apostrophes for possession • Prepositional phrases.
	Non-chronological report (Villains)	• Some simple organisational features • Ambitious vocabulary choices for character appearance and personality • Expanded noun phrases • Apostrophes for possession • A range of conjunctions (coordinating and subordination)
Autumn 2	**Diary Entry** (Leaf)	• Accurate use of tense • Similes • Synonyms and exploring new vocabulary • Adverb sentence openers • Statements, exclamations and questions. • Apostrophes for contraction
	Information Text (Arctic vs Antarctic)	• Simple organisational features. • Questions and exclamations • A range of coordinating and subordinating conjunctions • Identify and use determiners • Alliteration (for subheadings)
Spring 1	**Adventure Story**	• Expanded noun phrases – adventurous vocab for setting. • Questions and exclamations • Adverb openers • Short sentences for effect. • Apostrophes for contraction • Being to use inverted commas for direct speech
	Descriptive poem (Dinosaurs)	• Similes • Onomatopoeia • Alliteration • Identifying and using rhyming words • Expanded noun phrases
Spring 2	**Persuasive letter** (Dangle – LS)	• Questions • Commands • A range of coordinating and subordinating conjunctions • Prepositional phrases • Sequencing ideas to form a persuasive argument.
	Instructions (George's Marvellous Medicine)	• Organisational features (include questions in introduction) • Imperative verbs and commands • Sequencing openers • Expanded noun phrases • Commas in a list.
Summer 1	**Setting Description** (The Extraordinary Gardener)	• Synonyms and exploring new vocabulary • Similes and onomatopoeia • Adverb / adjective openers • Exclamations • Apostrophes for possession
	Explanation Text (How to catch a Dragon)	• Organisational features (include questions in introduction) • Imperative verbs and commands • Sequencing openers • Expanded noun phrases • Commas in a list.
Summer 2	**Rhyming poems** (Mad About Minibeasts)	• Similes • Onomatopoeia • Alliteration • Identifying and using rhyming words • Expanded noun phrases • Apostrophes for possession
	Fantasy Story (The Enchanted Wood)	• Expanded noun phrases – adventurous vocab for setting and character • Questions and exclamations • Begin to use inverted commas • Adverb openers • Apostrophes for contraction

Year 3

	Text Type	Skills
Autumn 1	Character / setting description (Marshmallow LS)	• Ambitious vocabulary choices for characters and settings • Similes and metaphors • Apostrophes for possession • Prepositional phrases • A range of adverbs (How, Where, When)
	Informal letters (Mary Anning)	• Questions and exclamations • Commas for a list • Determiners (including a and an) • Standard form of verb inflictions (was / were) • Organise writing into paragraphs
Autumn 2	Poetry (Riddles)	• Similes and metaphors • Alliteration • Repetition • Verb sentence openers • Synonyms and upleveling vocabulary
	Play scripts (Nativity)	• Organisational features. • Questions and exclamations • A wide range of conjunctions • Performing time and evaluation of performances
Spring 1	Setting Description (The Great Kapok Tree)	• Ambitious vocabulary choices for characters and settings • Similes and metaphors • Adjective openers • Adverbials (including fronted adverbials) • A wide range of prepositions
	Persuasive speech (in the forest)	• A wide range of conjunctions – varying their position in a sentence. • Emotive language • Apostrophes for possession • Past / present / future tense • Repetition for effect
Spring 2	Myths and Legends (Mayan)	• Begin to use inverted commas for direct speech. • Make ambitious vocabulary choices to describe characters and settings • A range of fronted adverbials • Organise writing into paragraphs • Modelled writing – inline with sentence progression document
	Non-Chronological reports (Once in a lifetime LS)	• Organisational features – including subheadings, captions • Apostrophes for possession • Accurate use of determiners – articles (a and an) • Wide range of conjunctions – varying their position within a sentence
Summer 1	Persuasive advert (Tabula Rasa LS)	• Persuasive techniques – questions, hyperbole, power of 3. • Emotive language • Prepositional phrases • Verb openers • Modelled writing – in line with sentence progression
	Newspaper Report (The Lighthouse LS)	• Organisational features • Accurately punctuating speech (direct and reported for newspaper) • Fronted adverbials • Standard form of verb inflictions (including was / were) • Modelled sentence types
Summer 2	Narrative Poetry (Revolting Rhymes)	• Rhyming words and patterns • Inverted commas for direct speech • Character and setting description • A range of fronted adverbials • Modelled sentence types
	Twists on Traditional Tales	• Ambitious vocabulary for setting and character descriptions • Organising writing into paragraphs • Inverted commas for direct speech • Verb and adjective openers • Apostrophes for possession

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Year 4

	Text Type	Skills
Autumn 1	**Instructions** (Care of magical creatures / how to train your dragon).	• Wide range of adverbs (including where, when and how) • Using the above as fronted adverbials with commas. • Expanded noun phrases – including modifying adjectives and prepositional phrases • Hyperbole • Organisational features (including subheadings and bullet points)
Autumn 1	**Setting description** (Rome -Topic)	• Rich and varied vocabulary (drawing on reading and model texts) • Similes, metaphors and personification. • Wide range of adverbs (including where, when and how) • Using the above as fronted adverbials with commas. • Expanded noun phrases – including modifying adjectives and prepositional phrases
Autumn 2	**Figurative language poem** (The Frightful Peril)	• Similes • Metaphors (discuss extended metaphor) • Onomatopoeia • Personification • Hyperbole
Autumn 2	**Report Writing** (Eruption of Pompei)	• Organisational features • Range of sentences (simple, compound and complex) • A full range of coordinating and subordinating conjunctions • Aid cohesion by identifying and using nouns and pronouns accurately • A range of fronted adverbials with commas. • Emotive language
Spring 1	**Non-Chronological Report** (Fantastic Beasts)	• Organisational features • Rich and varied vocabulary including some figurative language where appropriate • An introduction to commas, brackets and dashes for parenthesis • Pairs of adjectives openers / powerful verb openers • Full range of punctuation – modelled writing using sentence progression. • Apostrophes for singular and plural possession
Spring 1	**Formal letters** (Harry Potter)	• Formal and informal language • Rhetorical questions • Introduction to relative clauses including relative pronouns • Varying sentence structures including positions of subordinating conjunctions. • Fronted adverbials with commas.
Spring 2	**Persuasive leaflet** (There's a Rang–tan in my bedroom).	• Persuasive devices (e.g rhetorical questions, hyperbole, power of 3). • Expanded noun phrases – including modifying adjectives and prepositional phrases. • Emotive language • Rich and varied vocabulary, drawing on research and reading. • Modelled writing – using sentence progression
Spring 2	**Sci-Fi / Action story** (Invasion – LS).	• Inverted commas with internal punctuation • Figurative language to enhance setting / character descriptions • Power verbs – and used as sentence openers • Varying sentence structure for effect (e.g effect of short sentences after long ones)
Summer 1	**Information Text** (Ship's log – Invasion –LS).	• Organisational features • Brackets, commas and dashes for parenthesis • Relative clauses • Apostrophes for plural possession • Full range of conjunctions
Summer 1	**Suspense Story** (The dream giver – LS).	• Inverted commas with internal punctuation • Figurative language to enhance setting / character descriptions • Building suspense and tension (short sentences, rhetorical questions, ellipses) • Range of fronted adverbials. • Modelled writing – using sentence progression
Summer 2	**Persuasive Speech** (Battle Cry)	• Persuasive devices (e.g rhetorical questions, hyperbole, power of 3). • Expanded noun phrases – including modifying adjectives and prepositional phrases. • Emotive language • Powerful verbs • Figurative language – e.g: similes, metaphors, personification
Summer 2	**Diary Entry** (Kensuke's Kingdom).	• Figurative language to enhance setting description • Expanded noun phrases – including modifying adjectives and prepositional phrases. • A wide range of fronted adverbials with commas • A full range of sentence structures, including simple, compound and complex • Relative clauses.

Year 5

	Text Type	Skills
Autumn 1	Monologue (Inside the Villains)	• Rhetorical questions • Convey character emotions and personality (dialect etc) • Commas to avoid ambiguity • Adverbs of possibility • Modal verbs
	Non-chronological report (Topic links)	• Organisational features – including bullet points • Brackets, dashes and commas for parenthesis • Relative clauses • Range of adverbial openers • Range of subordinating conjunctions, varying their position in sentences.
Autumn 2	Setting Description (The House of Madame M)	• Ambitious vocabulary choices for character and setting descriptions • Description including prepositional phrases • Similes, metaphors and personification • Creating atmosphere • Relative clauses
	Poetry (Macbeth)	• Analyse the structure and content of a range poems • Symbolism • Atmosphere • Rhyming patterns and syllables • Performing poetry aloud
Spring 1	Journal Writing (Alan Walker – Faded)	• Emotive language • Creating tension and suspense (including sentence structure and punctuation) • Simile, metaphor and personification • Simple, compound and complex sentences • Modelled writing using sentence progression
	Newspaper Report (Holes)	• Organisational features • Subjective and objective language • Formal and informal language • Accurately punctuated speech (reported and direct speech) • Introduction to colons and semi colons
Spring 2	Action Story (Ruin – LS)	• Building suspense and tension • Accurately punctuated dialogue • A range of figurative language devices • Powerful verbs and varying their position within sentences. • Conveying character personality and emotion
	Formal letters (Jumanji complaint letters)	• Formal and informal language • Adverbs of possibility • Relative clauses • Colons and semicolons • Brackets, dashes and commas for parenthesis
Summer 1	Myths and Legends (Topic)	• Ambitious vocabulary choices for character and setting description • A range of figurative language • Accurately punctuated dialogue • A range of sentence structures – compound, complex and varying for effect • Modelled writing – using sentence progression
	Police Report (The True Story of the Three Pigs LS)	• Formal and informal language • Subjective and objective language • A range of adverbial openers • Colons and semi colons • Modal verbs and adverbs of possibility
Summer 2	Persuasive Writing (Nowhere Emporium)	• A range of persuasive techniques (including rhetoric, hyperbole, power of 3) • Brackets, dashes and commas for parenthesis • Relative clauses • Organisational features • Colons and semi colons
	Twists on Traditional Tales (Little Red)	• Figurative language devices – including pathetic fallacy • Accurately punctuated speech • A range of sentence openers – adjective, adverb, verb. • Modelled writing – using sentence progression

Year 6

	Text Type	Skills
Autumn 1	**Stories with historical settings** (The Willow Pattern Story)	• Creating atmosphere and setting descriptions. • Contrasting character descriptions. • Accurately punctuated direct speech. • Using dashes to add detail. • Modelled writing – using sentence progression.
	Non-Chronological Report (Evolution Creatures)	• Hyphens to avoid ambiguity. • Relative clauses (using commas, brackets and dashes). • Colons to introduce an explanation and a list. • A range of sentence openers.
Autumn 2	**Figurative Language poem** (The Dreadful Menace)	• Analyse the effect of the language used in model texts. • Identify and create similes and metaphors. • Personification. • Symbolism
	Newspaper Report (A Christmas Carol)	• Formal and informal language • Active and passive voice • Reported and direct speech • Linking an introductory and concluding paragraph. • Semi colons to join two independent clauses.
Spring 1	**Stories with flashbacks** (World War 2 Soldier)	• Similes and metaphors. • Varying sentence structure for effect. • Colloquialism and direct speech. • The power of 3 (including as sentence openers) • Emotive language • Modelled writing - using sentence progression
	Persuasive Writing (Animal Hotels)	• Identifying persuasive techniques (including rhetorical questions, hyperbole, short sentences). • Relative clauses • Colons and semi-colons • Dashes, brackets and commas for parenthesis
Spring 2	**Suspense stories** (The Viewer)	• Creating atmosphere • Building suspense by manipulating sentence structure • Simile, metaphor and personification • Pathetic fallacy • Modelled writing – using sentence progression
	Journal Writing (Francis)	• Creating atmosphere • Building suspense by manipulating sentence structure • Simile, metaphor and personification • Repetition of a noun or adjective.
Summer 1	**Dual Narratives** (Jaws)	• Creating contrasting settings – analysing vocabulary choices. • Pathetic fallacy • Hyphens to avoid ambiguity. • Manipulating sentence structures for a given effect. • Integrating speech to progress a plot. • Modelled writing – sentence progression
	Formal and Informal Letter Writing (Day the Crayons Quit)	• Formal and informal language • A range of figurative language devices (including rhetoric) • Colons and semi-colons to join clauses and for lists. • Punctuation for parenthesis
Summer 2	**Diary Entries** (Nevermoor)	• Drawing upon their reading (linking to vocab and plot in guided reading). • Vary position of clauses in sentences. • A full range of KS2 punctuation (modelled writing if needed) • Direct speech – demonstrating different personalities.
	Autobiographies (Link to Transition)	After looking at model texts, allow children to create their own skills checklist and apply this to their writing. This piece of writing should demonstrate what they have learned through their time in KS2.

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