# Progression Document for Oak Class Year 5/6

| Writing Root Text | Windrush Child | Romeo & Juliet | The Arrival | Stonewall | Robot Girl | Hidden Figures | Percy Jackson | The Strange Case of Origami Yoda | The Lost Happy Endings |
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| **Outcomes**<br><br>**Fiction**<br>Non-fiction | Thought bubbles<br>informal letters<br>formal letters<br>Short information text<br>Diary entries<br>Narrative/action scenes<br>Tweets | Police report<br>Character descriptions<br>Narrative scenes<br>Dialogue<br>Diary entries<br>Formal letters | Letters<br>Character descriptions<br>Diaries<br>Short playscripts<br>Short report | Adverts<br>Short news reports<br>Contrasting setting descriptions<br>Protest banners<br>Writing in role | Discussion<br>Debate<br>Dialogue<br>Character comparisons<br>Reviews | Non-chronological reports<br>Job adverts<br>Formal persuasive letters<br>Informal letters<br>Diary entries<br>Character descriptions<br>Opinion pieces | Poetry (ode)<br>Soliloquy<br>Setting descriptions<br>Diary entries<br>Additional chapters<br>Non-chronological reports | Instructions<br>Persuasion<br>Diary entry | Poetry<br>Descriptive narrative paragraph<br>Newspaper report<br>Extended response to the text |
| **Main Outcome** | Persuasive pitch | Balanced argument | Narrative retelling | Visitor's guide | Science-fiction narrative | Memoir | Own version narrative | Discussion text | Prequel |
| **Audience/form** | Thought bubble in role<br>Letter from Leonard to Dad<br>Diary entry in role as Leonard<br>Advice to another child<br>Informal speech to mother<br><br>**Persuasive pitch to the local council** | Short police report<br>Character descriptions<br>Narrative action scene<br>Conversation between main characters<br>Diary entry as R or J<br>Description of balcony scene<br>Letter from Nurse to Juliet<br>**Balanced argument – who is to blame?** | Retelling sections of story<br>Diary entry in role as little girl<br>Poster to describe The New World<br>Playscript for a scene<br>Scenes with a flashback<br>Leaflet for looking after a pet<br>**Retelling in third person (man's journey to another** | Advert for The Stonewall Inn<br>Short news report about Stonewall uprising<br>Protest banners<br>Writing in role as the Stonewall building<br>**Visitor's guide to The Stonewall Inn** | Discussion about data / intelligence<br>Balanced argument<br>Comparison of Claire and Maisie<br>Section of narrative with dialogue<br>Contrasting character descriptions<br>Book review<br>**Science-fiction narrative** | Report about NASA<br>Recruitment advert for NACA or NASA<br>Formal letter to the judge<br>Letter from Katherine to her daughters<br>Diary entry of Dorothy Vaughan<br>Opinion piece about women's achievements<br>**Memoir of one of the 'hidden figures'** | Ode from point of view of Percy<br>Soliloquy for Percy<br>Description of a new character<br>Description of Came Half-Blood<br>Diary entry as Percy<br>Additional chapter<br>Non-chronological report about a Greek god/goddess<br>**Own version mythical narrative** | Instructions to make an origami Yoda<br>Diary entry in role as Tommy<br>Diary entry for Dwight<br>**Discussion about predicting the future** | Noun phrase poems<br>Alternative description of a scene<br>Newspaper article about the stolen happy endings<br>Extended response on author's use of imagery<br>**Prequel from an alternative perspective** |
| **Purposes covered** | Reflect<br>Inform<br>Persuade | Inform<br>Describe<br>Entertain<br>Reflect<br>Persuade | Entertain<br>Reflect<br>Describe<br>Inform | Persuade<br>Inform<br>Reflect | Discuss<br>Entertain<br>Describe | Inform<br>Persuade<br>Reflect<br>Discuss<br>Recount | Entertain<br>Describe<br>Reflect<br>Inform | Instruct<br>Reflect<br>Discuss | Entertain<br>Describe<br>Inform<br>Discuss |

| | Col 1 | Col 2 | Col 3 | Col 4 | Col 5 | Col 6 | Col 7 | Col 8 | Col 9 |
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| **word** | -ty / -sion / -tion suffixes synonyms to avoid repetition vocabulary appropriate for formal speech | synonyms similes as adverbials superlatives -est / most idiomatic language vocabulary of formal writing | effect of verb / adjective choices in context idioms | emotive verbs / adjectives vocabulary of formal writing | synonyms / antonyms for comparison | -er, -ologist, -cian, -ist suffixes un- / in- prefixes most / -est superlatives * | -ness / -ment to create abstract nouns | -ate / -ise / -ify suffixes | synonyms / antonyms idioms |
| **Sentence** | Contrasting/explanatory conjunctions Modal verbs* Range of sentence types* Multi-clause sentences Order of clauses Relative clauses/pronouns* Subjunctive mood* | modal verbs * subordinating conjunctions passive voice adverbial phrases range of noun phrases * prepositional phrases * subjunctive mood formal sentence openers multi-clause sentences | modal verbs * subordinating conjunctions order of clauses adverbial phrases * multi-clause sentences passive voice noun phrases expanded by preposition/adverb phrases conditional sentences | noun phrases expanded with adverbial / preposition phrases * range of sentence types * passive voice relative clauses * contrasting conjunctions * modal verbs * question tags relative clauses | subjunctive form * multi-clause sentences conjunctions to explain / compare * relative clauses modal verbs | conjunctions to link ideas * range of sentence types * abstract noun phrases subjunctive form * conditional sentences – if * fronted adverbials | adverbial phrases * modal verbs range of sentence types * expanded noun phrases * preposition phrases * multi-clause sentences relative clauses subjunctive form * | imperative verbs * sentence openers to contrast adverbs / adverbial phrases * clause order | abstract noun phrases subjunctive form * reported speech conventions adverbs / adverbial phrases * |
| **Punctuation** | Apostrophes for contractions* Commas for clarity* Bullet points to list information | dialogue punctuation * apostrophes for omission / accent * dash for emphasis | use of colons brackets for stage directions use of semi-colons inverted commas for speech * | dialogue punctuation * apostrophes for contraction * sentence ending punctuation | bullet points to list information * | sentence ending punctuation * apostrophes for contraction * bullet points to list information * parenthesis | hyphens to avoid ambiguity * commas to clarify meaning | bullet points to list information * use of semi-colons | parenthesis punctuation |
| **Text** | Repetition for effect (poetry) Wider range of cohesive devices | present perfect tense * layout devices – balanced argument | short sentences for effect change in tense to link between scenes conjunctions / adverbials for cohesion linking across paragraphs | layout devices – headings, subheadings, paragraphs consistent tense for cohesion | tense choice for cohesion | subheadings * paragraphs to organise around a theme * adverbials of time for cohesion | cohesive devices within a paragraph repetition / ellipses to link paragraphs * paragraphs to organise around a theme * | paragraphs to organise around a theme * cohesive devices - adverbs /adverbial phrases, pronouns, formal tone | adverbial phrases to link ideas pronouns and tense choice for cohesion |

| Writing Root Text | The Invention of Hugo Cabret | Suffragette | The Last Wild | Children of the Benin Kingdom | The Island | The Tempest | The Man Who Walked Between the Towers | The Lost Thing | Curiosity |
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| **Outcomes**<br><br>Fiction<br>Non-fiction | Diary entries<br>Journalistic writing<br>Flashback narratives<br>Speeches<br>Discussions<br>Letters<br>Film critiques | Formal letters<br>Diary entries<br>Balanced arguments<br>Speeches<br>Short news reports | Posters<br>Narrative retellings<br>Formal reports<br>Character descriptions<br>Diary entries<br>Formal letters | Informal letter<br>Contrasting diary entries<br>Survival guides<br>Eyewitness reports<br>Summaries | Welcome guides<br>Descriptions<br>Letters of advice<br>Analysis<br>Comparisons<br>Diary entries<br>Imagined conversations | Setting descriptions<br>Character descriptions / comparisons<br>Diary entries<br>Dialogue | Fact files<br>Journalistic writing<br>Setting descriptions<br>Letters of advice<br>Persuasive speeches | Diary entries<br>Formal letters<br>Explanations<br>Adverts<br>Character descriptions<br>Setting descriptions<br>Non-chronological reports | Proposals to NASA<br>Information labels<br>Short explanations<br>NASA logs<br>News report |
| **Main Outcome** | Biography | Persuasive campaign | Own version narrative | Non-chronological report | Narrative sequel | Playscript | Biography | Own version narrative | Expanded explanation |
| **Audience/form** | Continuation of section of story<br>Journalistic report of a scene<br>Diary entry in role as Hugo<br>Flashback narrative of a scene<br>Formal letter of persuasion to Papa Georges<br>Balanced argument in response to a question<br>Note from the automaton<br>**Biography of Georges Méliès' life** | Letters to William Gladstone<br>Speech as a lawyer<br>Diary entry as Christabel Pankhurst<br>Letter from WSPU<br>Balanced argument in response to a question<br>Newspaper about Epsom Derby events<br>**Campaign to raise awareness** | Warning posters to other humans<br>Retelling of section of story<br>Official Facto incident report<br>Character description of The Last Wild<br>Diary entry in role as Kester<br>Formal letter from Facto Medical Association<br>**Own version dystopian narrative** | Letter from Papa Eze to Ada<br>Contrasting diaries of Mama Ginika / children<br>Jungle survival guide<br>Eyewitness report to the Chief<br>Summary of a section of story<br>**Non-chronological report about the Benin Kingdom** | Welcome guide for a new arrival<br>Description of 'normal' island life<br>Letter of advice to the fisherman<br>Eyewitness report to the Chief<br>Diary entry of the man<br>Conversation between Andrew and the man<br>**Narrative sequel from an alternative perspective** | Informal letter describing a setting<br>Character descriptions<br>Diary entry of the tempest<br>Missing play scene<br>Text analysis<br>Character comparisons<br><br>**Desert island playscript** | 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><br>**Biography of Philippe Petit** | Diary entry of the boy<br>Formal letter of advice<br>Explanation of how to look after a lost thing<br>Advert for the Department of Odds and Ends<br>Lost & found tags<br><br>**Own version fantasy narrative based on original story** | Proposal to NASA for a new Mars rover<br>Labels for Curiosity diagram<br>Explanation of Curiosity's launch<br>NASA log of Mars landing<br>News report for Mars landing<br><br>**Expanded explanation of a new Mars rover** |
| **Purposes covered** | Entertain<br>Inform<br>Reflect | Persuade<br>Reflect<br>Discuss | Persuade<br>Entertain<br>Inform | Reflect<br>Inform<br>Recount | Inform<br>Describe<br>Persuade | Describe<br>Reflect<br>Entertain | Inform<br>Persuade<br>Reflect | Reflect<br>Persuade<br>Inform | Inform<br>Explain<br>Recount |

| | | Persuade Discuss | Inform | Describe Reflect | | Discuss Reflect Entertain | | Recount | Explain Entertain | |
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| Grammar coverage (these may be taught multiple times throughout the sequence) * Indicates coverage from a different year group | word | emotive language vocabulary of informal speech vocabulary of formal speech compound adjectives | vocabulary of formal writing | -tious /-cious suffixes abstract nouns | synonyms / antonyms formal vocabulary | Idioms | converting verbs into adjectives / nouns | -ing words as adjectives figurative language | synonyms / antonyms for effect * shifts in formality * | differences in formality of language -er / -or suffix |
| | Sentence | question tags relative pronouns / clauses * passive voice position of reporting clause adverbs of possibility * range of adverbial phrases * subjunctive mood | subjunctive mood passive voice modal verbs * adverbial phrases * | noun/prepositional phrases conjunctions to explain * relative clauses * omission of relative pronoun passive voice noun phrase constructions question tags subjunctive mood | modal verbs contrasting conjunctions * multi-clause sentences order of clauses relative clauses / pronouns passive voice * | modal verbs difference between formal / informal structures * question tags passive voice subjunctive form* subordinating clauses / conjunctions | relative clauses range of relative pronouns / omitted relative pronouns adverbial phrases of manner * modal verbs multi-clause sentences conjunctions to extend ideas * | modal verbs conjunctions to explain * range of sentence types * multi-clause sentences order of clauses relative clauses formal adverbials of time and place | multi-clause sentences order of clauses subordinating conjunctions subjunctive form * modal verbs range of sentence types * relative clauses / pronouns | modal verbs multi-clause sentences relative clauses adverbial phrases * sentence order passive voice * expanded noun phrases |
| | Punctuation | apostrophes for possession/ contraction* dialogue hyphens to avoid ambiguity bullet points | bullet points to list information | dashes for interruption apostrophes for contraction * use of colons dialogue punctuation * | apostrophes for contractions * dashes for parenthesis use of single dash bullet points to list information * | commas for clarity dialogue punctuation * | parenthesis punctuation use of colons | sentence ending punctuation * apostrophes for contraction * use of colons dialogue punctuation * | sentence ending punctuation * parenthesis | commas for clauses use of single dash |
| | Text | bias in journalistic writing repetition / adverbials to link across paragraphs layout devices – subheadings present progressive tense* present perfect tense* | range of cohesive devices | change in tense – flashback repetition to link across paragraphs range of cohesive devices within a paragraph | future tense adverbial phrases to link ideas paragraphs to organise around a theme * subheadings * | present perfect * dialogue to advance action cohesive devices consistency of tense for cohesion | present perfect tense * adverbials to link ideas | subheadings * pronouns to avoid repetition * present perfect tense * tense choice for cohesion paragraphs to organise around a theme * | paragraphs to organise around a theme * past progressive tense * | progressive verb forms * adverbials for cohesion |

| Writing Root Text | Beowulf | Can We Save the Tiger? | Anne Frank | Some Places More Than Others | The Last Bear | Boy in the Tower |
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| **Outcomes**<br><br>Fiction<br>Non-fiction | Letters of advice<br>Diary entries<br>Dialogue<br>Character descriptions<br>Setting descriptions<br>Actions scenes<br>Obituaries | Letters<br>Explanations<br>Persuasive posters<br>Animal description<br>Persuasive speeches<br>Simple poems | Letters<br>Short descriptions<br>Extended diary entries<br>Obituaries<br>(Opinion piece) | Letters<br>Diary entries<br>Short reflections<br>Labels<br>Poems<br>Biographies<br>Instructions | Character profile<br>Figurative descriptions<br>Dialogue<br>Monologue<br>Logbook entry<br>Scientific report | Warning posters<br>Packing lists<br>Journalistic writing<br>Formal letters<br>Non-chronological reports<br>Narrative retellings |
| **Main Outcome** | Own version legend | Discussion | Newspaper article | Suitcase Project | Newspaper article | Own version narrative |
| **Audience/form** | 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** | Letter to express an argument<br>Persuasive poster to look after endangered animals<br>Description of an animal<br>Simple explanation about endangered animals<br>Persuasive speech to save an endangered animal<br>Simple poem based on The Tyger<br>**Discussion text about why animals are endangered** | Penpal letter to Anne<br>Diary entries in role as Anne<br>Description of the annex<br>Obituary for Anne<br>Diary as Otto returning after the war<br>**Newspaper report about Otto's return** | Letter from Amara<br>Diary entry as Amara<br>Short reflection about family relationships<br>'Memory map' labels<br>Poem about 'roots'<br>Short biography of Langston Hughes<br>Recipe instructions<br>Poem – 'Recipe for a happy life'<br>**'The Suitcase Project'** | Logbook entry as April (multiple entries)<br>Figurative description of the island<br>Conversation between April and the bear<br>Monologue in role as April<br>Report about polar bears<br>**Newspaper article about April's mission** | Warning poster about plant invasion<br>Packing list with justifications<br>News report about the Bluchers<br>Formal letters from school to parents<br>Wikipedia entry for a Blucher<br>Story told from Gaia's perspective<br>**Own version apocalyptic story** |
| **Purposes covered** | Persuade<br>Describe<br>Recount<br>Reflect<br>Entertain | Inform<br>Persuade<br>Describe<br>Explain<br>Entertain | Reflect<br>Describe<br>Inform | Persuade<br>Reflect<br>Entertain<br>Inform<br>Instruct | Recount<br>Reflect<br>Describe<br>Entertain<br>Inform | Persuade<br>Inform<br>Recount<br>Entertain |
| **Grammar coverage (these may be taught multiple times throughout** — **Word** | alliteration<br>-ful / -less suffix *<br>superlatives<br>dis-/ de-/ mis-/ over-/ re- prefixes idioms | dis- / de- / mis- over- / re- prefixes *<br>figurative language<br>vocabulary appropriate for formal speech | difference between vocabulary for formal / informal speech<br>idioms | similes<br>metaphors<br>alliteration | figurative language<br>differences in formal / informal vocabulary<br>emotive verbs / adjectives | -ment / -ness / -tion suffixes<br>-cious suffix<br>abstract / common nouns *<br>technical, formal vocabulary |

| | Col 1 | Col 2 | Col 3 | Col 4 | Col 5 | Col 6 |
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| **Sentence** | modal verbs<br>subjunctive form *<br>relative clauses<br>abstract noun phrases<br>sentence order<br>adverbial / prepositional phrases * | subjunctive form *<br>conditional sentences *<br>multi-clause sentences<br>order of clauses<br>subordinating conjunctions<br>difference between phrases / clauses<br>preposition phrases<br>expanded noun phrases *<br>modal verbs *<br>question tags | modal verbs + contractions<br>range of sentence types *<br>question tags *<br>expanded noun phrases *<br>relative clauses<br>adverbial phrases *<br>passive voice * | conjunctions to explain *<br>question tags<br>adverbial phrases *<br>range of noun phrases<br>conditional sentences *<br>modifying adverbs | conjunctions to justify *<br>modal verbs *<br>question tags<br>role of adverbials<br>passive voice<br>fronted adverbials * | range of sentence types *<br>modal verbs *<br>conjunctions to justify *<br>relative clauses<br>passive voice<br>adverbials / reporting clauses * |
| **Punctuation** | use of hyphens<br>dialogue punctuation * | commas to demarcate clauses *<br>parenthesis punctuation * | apostrophes for contractions *<br>brackets for parenthesis<br>dialogue punctuation *<br>commas for clarity<br>use of single dash | apostrophes for contraction *<br>use of colons / semi-colons | commas to avoid ambiguity<br>dialogue punctuation<br>apostrophes for contraction *<br>use of single dash<br>bullet points to list information | parenthesis punctuation *<br>dialogue punctuation *<br>use of colons / semi-colons<br>ellipsis |
| **Text** | tense choice for cohesion | short sentences for effect<br>adverbial phrases for cohesion | adverbials to link ideas | future tense constructions | repetition to link across paragraphs | layout conventions – news report<br>short sentences for effect<br>range of past tense constructions – simple / perfect / progressive *<br>repetition to link across paragraphs |