

Holy Family RC Primary – Text progression – May 24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	<i>What Makes me a ME?</i> <i>Marvellous me!</i>	<i>One snowy night</i> <i>Dear Santa</i>	<i>The 3 Billy Goats</i> <i>The enormous turnip</i>	<i>Oliver's Vegetables</i> <i>Oliver's fruit</i>	<i>Real superheroes</i> <i>A hero like you</i>	<i>Matisse Magical Trail</i> <i>Ish</i> <i>Look up!</i>
B	<i>Arrrgh Spider!</i> <i>All are welcome</i>	<i>Tree</i> <i>10 Little Elves</i>	<i>Goldilocks</i> <i>Little Red Riding Hood</i> <i>Henry's map</i>	<i>Hungry caterpillar</i> <i>Sam plants a sunflower</i>	<i>Superhero like you</i> <i>Superpower like mine</i>	<i>Stanley's stick</i> <i>Journey home</i> <i>The way back home</i>
Y1	Lists and Invites The Tiger Who Came for Tea Instructions Bog Baby	Lost Poster Dogger Fact files Toys in Space	Character descriptions Can't you Sleep Little Bear? Diary Entry Fact Sheet Nurse Clementine Florence Nightingale Big Dreams	Retell a familiar story Lost and Found	Description of characters Postcards Beegu	Poems Look! Retell a story The Tiny Seed
Y2	Letter writing Dear Earth Retell a story The Whale Who Wanted too much	Diary and letters My Best Friend the Suffragette	Newspaper Report Vlad and the Great Fire of London	Narrative Lili and the secret Rain Poetry Bringing the Rain to Kapit Plain	Instructions Jack and the Beanstalk	Recount of Trip Lighthouse Keepers Lunch
Y3	Retell a story The Rhythm of the Rain Poetry What is Pink?	Newspaper Reports Egyptian Cinderella Letter writing The Owl Who was Afraid of the Dark	Write an Adventure Story Stone Age Boy	Playscripts Ug – Boy Genius of the Stone Age	Diaries Iron Man	Explanation texts A Pebble in My Pocket

Holy Family RC Primary – Text progression – May 24

Y4	Formal Letter Writing Newspaper Report Titanic	Diary Entries Roman Invasion Non-chronological report Roman Facts	Narrative alternative versions Faery Tales (Duffy)	Explanation Text The Mighty and Bold Human Body –The digestive System	Narrative Anglo-Saxon Boy	Persuasive Writing There’s a rang-tang in my bedroom
Y5	Letter Balanced Arguments Mill Girl	Instructions Poetry Iggy Peck	Narrative Autobiographies Journey to Jo’burg	Playscript – Short model text Who let the Gods out? Or Shakespeare?	Narrative Who let the Gods out?	Newspaper Reports The Man Who Walked Between the towers The Great Kapok Tree
Y6	Letter Explanations The Corn Grows Ripe	Newspaper Reports The Rain Player	Narrative Poetry Goodnight Mr Tom		Biography Balanced Arguments Pig Heart Boy	

Holy Family RC Primary – Text progression – May 24

Instructions				
Year Group	Text Feature	Sentence Features	Grammatical Features	Punctuation
Year 1 How to Care for Bog Baby	Title or Goal List of Equipment/Materials Numbered Steps	Use of simple sentence structures. Imperative verbs to start sentences Lists	Noun Imperative verbs Present tense verbs Adjectives Time conjunctions to show chronological order	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2 How to grow a Bean	Goal – outline statement about what will be achieved Sequenced steps to achieve the goal Diagrams and illustrations to support the process	Imperative verbs used for clarity Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 5 Iggy Peck	Instructions for more complex processes Goal – outline statement about what will be achieved Ingredients and equipment lists are outlined clearly Tips and suggestions and precautionary advice embedded in the text	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Use of passive and active	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets Dashes Colons Semi-colons

Holy Family RC Primary – Text progression – May 24

Recount - Diary /Newspaper report				
Year Group	Text Feature	Sentence Features	Grammatical Features	Punctuation
Year 2 <i>Lighthouse Keeper – trip to the beach</i> <i>Suffragette</i> <i>Great Fire of London</i>	Title Clear introduction Introductory sentence to show – who, what,when, where and why Series of sequences demarcating the passing oftime Conclusion Ideas organised into chronological paragraphs demonstrating the passing of time	Use of time conjunctions at the start Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Simple and Progressive past tense verb form Time conjunctions to show chronological order Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding ‘er’ and ‘est’ to show comparisons in adjectives First and Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3 <i>Iron Man</i> <i>Egyptian Cinderella</i>	Title Introduction to give a clear understanding of what they text will be about Concluding paragraph to summarise the overall impact Links between sentences and paragraphs to navigate the reader Paragraphs organised around key events Elaboration within paragraphs to develop: description, action and feelings	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets
Year 4 <i>Roman Invasion</i> <i>Titanic</i>	Fully developed introduction and conclusion to include personal responses Paragraphed events, which are detailed andengaging Clear chronology throughout the piece by directing the reader to time and place Information is prioritised to the reader	Variation in sentence structures and examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and pastperfect Fronted adverbials first and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets

Holy Family RC Primary – Text progression – May 24

<p>Year 5</p> <p><i>The man who walked between two towers</i></p>	<p>Fully developed introduction and conclusion to include personal responses</p> <p>Paragraphed events, which are detailed and engaging</p> <p>Clear chronology throughout the piece by directing the reader to time and place Information is prioritised to the reader</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length to support cohesion</p> <p>Use of passive and active</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple past, past progressive and past perfect</p> <p>Fronted adverbials</p> <p>Implied second person</p> <p>Use of modal verbs</p> <p>Tense changes according to the purpose</p> <p>Reported speech as well as direct speech</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>
<p>Year 6</p> <p><i>The Rain player</i></p>	<p>Fully developed introduction and conclusion to include personal responses</p> <p>Paragraphed events, which are detailed and engaging</p> <p>Clear chronology throughout the piece by directing the reader to time and place Information is prioritised to the reader</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length to support cohesion</p> <p>Use of passive and active</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Correct use of simple past, past progressive and past perfect</p> <p>Fronted adverbials</p> <p>Implied second person</p> <p>Use of modal verbs</p> <p>Tense changes according to the purpose</p> <p>Reported speech as well as direct speech</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

Holy Family RC Primary – Text progression – May 24

Non-chronological Report				
Year Group	Text Features	Sentence Features	Grammatical Features	Punctuation
<p>Year 1</p> <p>Toys</p>	<p>Introduction Ideas grouped into similarities Use of causal conjunctions Simple sentence with a capital letter and fullstop.</p>	<p>Use of simple sentence structures. Use of time conjunctions at the start</p>	<p>Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together</p>	<p>Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I</p>
<p>Florence Nightingale</p>	<p>Clear introduction to classify the subject of the report Grouping Information into specific paragraphs: Classification Description Habitats etc.</p>	<p>Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe</p>	<p>Noun and noun phrase Simple and Progressive present and past tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Generalising words – many, most, some Use of technical vocabulary</p>	<p>Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list</p>
<p>Year 4</p> <p>Roman Facts</p>	<p>Clear introduction and conclusion Paragraphs organised correctly into key ideas Subheadings and bullet points enhance the organisation</p>	<p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative clause Sentences contain more than one clause using coordination and subordination Variation in sentence length to support cohesion</p>	<p>Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person Use of modal verbs</p>	<p>Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets Dashes</p>

Holy Family RC Primary – Text progression – May 24

Explanation				
Year Group	Text Features	Sentence Features	Grammatical Features	Punctuation
Year 3 Pebble in my pocket	<p>Clear introduction explaining the process to be explained</p> <p>Fully developed process steps using time and causal conjunctions to link ideas</p> <p>Conclusion</p>	<p>Subject verb agreement within sentences and throughout</p> <p>Simple adverbs to express how to do an action</p> <p>Noun phrases to describe process</p> <p>Subordinating and Coordinating sentences used to add information and detail</p>	<p>Noun and noun phrase</p> <p>Simple and Progressive present tense verb form</p> <p>Subordinating and Coordinating conjunctions</p> <p>Consistent use of tense throughout the piece</p> <p>Adverbs to show when and how</p> <p>Causal conjunctions to explain</p> <p>Adding 'er' and 'est' to show comparisons in adjectives</p> <p>First and Third person</p> <p>Technical vocabulary</p>	<p>Full stops</p> <p>Capital letters</p> <p>Exclamation marks</p> <p>Capital Letter for start of sentence, names, personal pronoun – I</p> <p>Apostrophe for contraction</p> <p>Possessive apostrophe for singular nouns</p> <p>Commas in a list</p>
Year 4 The Digestive System	<p>Clear introduction and conclusion</p> <p>Paragraphs organised around a topic or process</p> <p>Description of parts</p> <p>Explanation of how or why something happens</p> <p>Further detail of the process</p> <p>Use of subheading to navigate the reader</p>	<p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p>	<p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>A wider range of conjunctions</p> <p>Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials</p> <p>First and third person</p> <p>Standard English</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas if using quotations and to demonstrate excitement</p> <p>Brackets</p>
Year 6 The Corn Grows Ripe	<p>Introduction and conclusion provide detail and give cohesion to the piece</p> <p>Subheadings and bullet points enhance the organisation</p> <p>Description of the phenomenon is technical and accurate</p>	<p>Variation in sentence structures and wider range of examples of:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Relative Clauses</p> <p>Variation in sentence length to support cohesion</p> <p>Use of passive and active</p> <p>Sentences are generalised to categories the</p>	<p>More complex examples of:</p> <p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Modifiers used to intensify or qualify</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>Verb forms are controlled and precise</p> <p>Fronted adverbials</p>	<p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>

Holy Family RC Primary – Text progression – May 24

		information	Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	
--	--	-------------	---	--

Holy Family RC Primary – Text progression – May 24

Persuasive				
Year Group	Text Features	Sentence Features	Grammatical Features	Punctuation
Year 2 <i>Dear Earth Letter Suffragette</i>	Posters and Letters using key language features	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 4 <i>There's a ranga-tang in my bedroom</i>	Clear introduction and conclusion Paragraphs organised around key ideas/subject and issue Use of subheading to navigate the reader Arguments are well-constructed Topic sentences to navigate the paragraph	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative clauses Rhetorical questions Turning opinion into fact Emotive language Variation in sentence length to support cohesion	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English Use of modal verbs Reported speech as well as direct speech	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets

Holy Family RC Primary – Text progression – May 24

Discursive				
Year Group	Text Features	Sentence Features	Grammatical Features	Punctuation
Year 5 <i>Mill Girl -Balanced argument</i>	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most important argument Arguments on both sides are well-constructed Formal language is used throughout to show a balanced viewpoint	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech Abstract nouns	Brackets Dashes Colons Semi-colons
Year 6 <i>Pig Heart -Balanced argument</i>	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most important argument Arguments on both sides are well-constructed Formal language is used throughout to show a balanced viewpoint	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech Abstract nouns	Brackets Dashes Colons Semi-colons