

Skills and Purpose Progression Document for UKS2 (Cycle B)

Writing Root Text		 The Lost Happy Endings Carol Ann Duffy	 The Tempest William Shakespeare	 The Three Little Pigs Project The Guardian	 Percy Jackson Rick Riordan	 The Odyssey Gillian Cross
Outcomes		Letter Poetry Passage of direct speech Diary entry Story ending	Setting descriptions Character descriptions / comparisons Diary entries Dialogue	Warning posters Packing lists Journalistic writing Formal letters Non-chronological reports Narrative retellings	Poetry (ode) Soliloquy Setting descriptions Diary entries Additional chapters Non-chronological reports	Speeches Diary entries Dialogue Missing scenes Postcards Advertisements
Fiction Non-fiction						
Main outcome		Prequel	Playscript	Opinion letters	Own version narrative	Epic adventure story
Audience / Form		Letter of prediction to Jub Noun phrase poems Imagined section of dialogue Diary entry in role as Jub Story ending for Jub Prequel from an alternative perspective	Informal letter describing a setting Character descriptions Diary entry of the tempest Missing play scene Character comparisons Desert island playscript	News headlines showing bias Short news report Further report from alternative perspective Persuasive closing statement Letter from the wolf Diary entry as a little pig Opinions from different perspectives Range of opinion letters	Ode from point of view of Percy Soliloquy for Percy Description of a new character Description of Came Half-Blood Diary entry as Percy Additional chapter Non-chronological report about a Greek god/goddess Own version mythical narrative	Oral proclamation to begin the Odyssey Persuasive speech of a lotus eater Soliloquy in role as Odysseus Diary entry as Odysseus Conversation between Odysseus and Circe Postcard to Penelope Advert for a Greek monster Epic adventure based on The Odyssey
Purposes covered		Inform Entertain Reflect	Describe Reflect Entertain	Inform Persuade Reflect Discuss	Entertain Describe Reflect Inform	Persuade Reflect Entertain Inform
Grammar coverage (these may be taught multiple times throughout the sequence) * indicates coverage from a different year group		synonyms / antonyms figurative language	converting verbs into adjectives / nouns	differences in vocabulary for formal / informal writing language of bias	-ness / -ment to create abstract nouns	converting nouns to adjectives with -ful / -less / -ness suffixes most / -est superlatives *
		abstract noun phrases subjunctive form * adverbs / adverbial phrases * sentence order	relative clauses range of relative pronouns / omitted relative pronouns adverbial phrases of manner * modal verbs multi-clause sentences conjunctions to extend ideas *	structures for formal/informal speech relative clauses * multi-clause sentences passive voice	adverbial phrases * modal verbs range of sentence types * expanded noun phrases * preposition phrases * multi-clause sentences relative clauses subjunctive form *	modal verbs expanded noun phrases * adverbs to indicate degrees of possibility range of sentence types * multi-clause sentences adverbs / adverbial phrases relative clauses relative pronouns / omitted pronouns
		dialogue punctuation * commas to clarify meaning	parenthesis punctuation use of colons	parenthesis punctuation * use of hyphen (hyphenated adjectives)	hyphens to avoid ambiguity * commas to clarify meaning	dialogue punctuation * commas / semi-colons to avoid ambiguity commas to avoid ambiguity parenthesis
		adverbial phrases to link ideas cohesive devices to move time / place / action	present perfect tense * adverbials to link ideas	short sentences for effect controlled repetition for effect	cohesive devices within a paragraph repetition / ellipses to link paragraphs * paragraphs to organise around a theme *	range of tenses - present progressive / past perfect * authorial devices for cohesion future tense adverbial phrases to advance action
		Word	Sentence	Punctuation	Text	