

## Read to Write: Progression Overview Counts in Hub 2



A	B	C	D	E	F
<b>Vehicle Text</b>					
<b>Into the Forest</b>	<b>Jemmy Button</b>	<b>Dear Earth</b>	<b>Rhythm of the Rain</b>	<b>Fox</b>	<b>The Iron Man</b>
<b>Writing Outcomes and Writing Purpose</b>					
<b>Narrative:</b> Lost Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Return Narrative <b>Purpose:</b> To narrate	<b>Letter:</b> Description Letter <b>Purpose:</b> To describe a part of a local environment	<b>Narrative:</b> Setting Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Fable Narrative <b>Purpose:</b> To narrate <b>Information:</b> Foxes <b>Purpose:</b> To inform	<b>Narrative:</b> Approach Threat Narrative <b>Purpose:</b> To narrate <b>Explanation:</b> How to capture the Iron Man <b>Purpose:</b> To explain
<b>Recount:</b> Newspaper Report <b>Purpose:</b> To recount	<b>Information:</b> Letters <b>Purpose:</b> To recount		<b>Recount:</b> River Information Leaflet <b>Purpose:</b> To inform		
<b>Grammar: Word</b>					
<b>Build on previous units &amp; focus on:</b> Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	<b>Build on previous units &amp; focus on:</b> Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	<b>Build on previous units &amp; focus on:</b> Using of the forms 'a' and 'an' according to whether the next word begins with a consonant or a vowel	<b>Build on previous units &amp; focus on:</b> Use of the forms a or an when next word starts with a consonant or a vowel	<b>Build on previous units &amp; focus on:</b> Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)	<b>Build on previous year &amp; focus on:</b> Formation of nouns using a range of prefixes e.g. auto- super- anti-
<b>Grammar: Sentence</b>					
<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	<b>Build on previous units &amp; focus on:</b> Developing understanding by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, before, after, while, so Develop understanding by expressing time, place	<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	<b>Build on previous units &amp; focus on:</b> Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)	<b>Build on previous year &amp; focus on:</b> Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)
<b>Grammar: Text</b>					
<b>Build on previous units &amp; focus on:</b> Present perfect form of verbs	<b>Build on previous units &amp; focus on:</b> Introduction to paragraphs as a way to group related material	<b>Build on previous units &amp; focus on:</b> Develop understanding using the	<b>Build on previous units &amp; focus on:</b> Introduction to paragraphs as a way to group related material	<b>Build on previous units &amp; focus on:</b> Present perfect form of verbs	<b>Build on previous year &amp; focus on:</b> Present perfect form of verbs

Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation		present perfect form of verbs in contrast to the simple past		Introduction to paragraphs as a way to group related material	
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### Grammar: Punctuation

<b>Build on previous units &amp; focus on:</b> Inverted commas to punctuate direct speech	<b>Build on previous units &amp; focus on:</b> Inverted commas to punctuate direct speech	<b>Build on previous units &amp; focus on:</b> Developing understanding by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, before, after, while, so. Develop understanding by expressing time and place.	<b>Build on previous units &amp; focus on:</b> Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	<b>Reinforce from Year 2:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	<b>Reinforce from Year 2:</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
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### Terminology for Pupils

Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

