

**WEST MALLING CE PRIMARY SCHOOL AND MCGINTY LANGUAGE CENTRE**  
**CHERRY CLASS – PROGRESSION OF PURPOSE AND GRAMMAR – AUTUMN TERM**

| Text                                                                          |             | WOLVES                                                                                                                         | THE DRAGON MACHINE                                                                                                                                                                             | THE JOURNEY HOME                                                                                                                                                                             | ROSIE REVERE, ENGINEER                                                                                                                                                                         |
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| Outcomes<br>Non-fiction<br>Fiction                                            |             | Captions<br>Information<br>Character descriptions<br>Comparisons                                                               | Dragon guide<br>Letters of advice<br>Encyclopaedia entry<br>Explanation<br>Shopping list<br>Description                                                                                        | Missing posters<br>Fact-files<br>Lists<br>Postcards<br>Wanted posters<br>Information report<br>Short retellings                                                                              | Short explanations<br>Advertisements<br>Letters of advice<br>School report cards (character descriptions)<br>Invention descriptions                                                            |
|                                                                               |             | Non-chronological leaflet                                                                                                      | Own version narrative                                                                                                                                                                          | Persuasive letter                                                                                                                                                                            | Explanation text                                                                                                                                                                               |
| Audience / Form                                                               |             | Character description of a wolf<br>Factual sentences about wolves<br>Captions about wolf artefacts<br><br>Leaflet about wolves | A guide to spotting dragons<br>Letter of advice to George<br>Encyclopaedia entry about dragons<br>Description of dragon machine<br><br>Own version dragon narrative                            | Missing poster to find lost animal<br>Fact-file about extinct animals<br>Postcard to recount events<br>Wanted poster to catch hunters<br><br>Persuasive letters to save an endangered animal | Short explanation of bridge design<br>Advert for Rosie's Cheese Hat<br>Letter of advice to Rosie<br>Rosie's school report<br>Description of an invention<br><br>Explanation of a new invention |
| Purposes covered                                                              |             | Describe<br>Inform                                                                                                             | Inform<br>Persuade<br>Describe<br>Entertain                                                                                                                                                    | Inform<br>Recount<br>Persuade                                                                                                                                                                | Explain<br>Persuade<br>Describe<br>Inform<br>Instruct                                                                                                                                          |
| Grammar coverage (these may be taught multiple times throughout the sequence) | WORD        | use of -er suffix with adjectives                                                                                              | un- prefix<br>modal verbs – could, should, would*<br>-ment / -ness suffix                                                                                                                      | -e and -es for plural nouns                                                                                                                                                                  | -est suffix<br>-ful suffix<br>technical vocabulary                                                                                                                                             |
|                                                                               | SENTENCE    | noun phrases<br>subordination (so that, because, in order to, by)<br>statements<br>questions                                   | simple prepositions*<br>coordination (and, but, or)<br>subordination (because, when, if, that)<br>commands<br>statements<br>questions<br>simple / expanded noun phrases<br>adverbials of time* | noun phrases<br>statements<br>questions<br>exclamations<br>commands<br>coordinating conjunctions (and, but, so, or)                                                                          | subordination<br>adverbs of time *<br>expanded noun phrases<br>statements<br>exclamations<br>commands<br>questions<br>prepositions*                                                            |
|                                                                               | PUNCTUATION | capital letters<br>full stops<br>questions marks                                                                               | question marks<br>commas in lists                                                                                                                                                              | capital letters<br>full stops<br>questions marks<br>exclamation marks<br>commas in a list<br>subheadings*                                                                                    | exclamation marks<br>questions marks<br>commas in lists<br>capital letters for proper nouns*                                                                                                   |
|                                                                               | TEXT        | subheadings*<br>paragraphs to group material*                                                                                  |                                                                                                                                                                                                | present progressive verbs<br>simple past tense                                                                                                                                               | present tense verbs<br>paragraphs to group*                                                                                                                                                    |

## WEST MALLING CE PRIMARY SCHOOL AND MCGINTY LANGUAGE CENTRE

### CHERRY CLASS – PROGRESSION OF PURPOSE AND GRAMMAR – SPRING TERM

| Text                                                                          |             | IF ALL THE WORLD WERE...                                                                                                                                                           | DEAR EARTH                                                                                                                                                                                                                                                            | TADPOLE'S PROMISE                                                                                                                                                                                      | TOYS IN SPACE                                                                                                                                                                                                                                                                                                    |
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| Outcomes<br>Non-fiction<br>Fiction                                            |             | <b>Writing in role</b><br><b>Diary entry</b><br>'Top tips' guide<br>Letter of advice                                                                                               | Future aspirations<br>Set of instructions<br><b>Poems</b><br>Travel blogs/vlogs<br>Persuasive speeches<br>Letters                                                                                                                                                     | Simple explanations<br><b>Speech bubbles</b><br><b>Setting descriptions</b><br><b>Thought bubbles</b><br><b>Own version narrative</b>                                                                  | Found posters<br><b>Diary entries</b><br><b>Speech bubbles</b><br>Notes of advice<br>Space logs<br>Invitations<br><b>Fantasy setting descriptions</b><br><b>Character descriptions</b><br><b>Own version narrative</b>                                                                                           |
|                                                                               |             | <b>Non-narrative poem</b>                                                                                                                                                          | <b>Informative leaflet</b>                                                                                                                                                                                                                                            | <b>Narrative / Extended explanations</b>                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                  |
| Audience / Form                                                               |             | Thought bubble in role<br>Diary entry for girl / grandad<br>'Top tips for dealing with feelings' guide<br>Letter of advice to the girl<br><br><b>Non-narrative read-aloud poem</b> | Personal aspirations for the future<br>Instructions – rules for Explorers' Club<br>Poems about being an explorer<br>Travel vlog or blog<br>Short speech about saving the environment<br>Letter to the earth<br><br><b>Informative leaflet to save the environment</b> | Description of a change<br>Setting description of the river<br>Thought bubble of the frog<br>Speech bubble conversation<br>Own version narrative<br><br><b>Explanation of the life-cycle of a frog</b> | Found poster to find toys' owners<br>Diary entry in role<br>Speech bubbles for main characters<br>Letter of advice to help Hootopize<br>Captain's space log<br>Party invitation to Hootopize<br>Description of fantasy planet<br>Fantasy character description<br><br><b>Own version fantasy world narrative</b> |
| Purposes covered                                                              |             | Reflect<br>Instruct<br>Inform<br>Entertain                                                                                                                                         | Reflect<br>Instruct<br>Entertain<br>Inform                                                                                                                                                                                                                            | Describe<br>Reflect<br>Entertain<br>Explain                                                                                                                                                            | Inform<br>Reflect<br>Persuade<br>Recount<br>Describe<br>Entertain                                                                                                                                                                                                                                                |
| Grammar coverage (these may be taught multiple times throughout the sequence) | WORD        | imperative verbs<br>modal verbs – could, should, would*<br>-ment and -ness suffixes<br>simile/metaphor                                                                             | imperative verbs<br>similes<br>adverbs with -ly<br>suffix -ness                                                                                                                                                                                                       | alliteration                                                                                                                                                                                           | -er suffix<br>modal verbs – could, should, would*<br>adjectives with -ing suffix                                                                                                                                                                                                                                 |
|                                                                               | SENTENCE    | questions<br>statements<br>commands<br>subordination (if, because)<br>noun phrases<br>repetition for effect*                                                                       | modal verb – would *<br>subordinating conjunctions (when, if, because)<br>expanded noun phrases<br>range of sentence types<br>adverbials of time*<br>coordinating conjunctions (and, but, so, or)                                                                     | adverbials of time*<br>noun phrases<br>adverbial phrases*<br>subordination (because, so that)                                                                                                          | coordination (and, so)<br>subordination (because)<br>questions<br>expanded noun phrases<br>statements<br>simple prepositions*<br>exclamations<br>commands<br>adverbials of time*                                                                                                                                 |
|                                                                               | PUNCTUATION | question marks                                                                                                                                                                     | commas in lists (between adjectives)<br>possessive apostrophe<br>question marks<br>exclamation marks                                                                                                                                                                  | possessive apostrophes<br>apostrophes for contraction<br>intro to inverted commas for speech                                                                                                           | questions marks<br>exclamation marks<br>full stops<br>commas in lists                                                                                                                                                                                                                                            |
|                                                                               | TEXT        | subject-verb agreement                                                                                                                                                             | present tense<br>past tense verbs<br>subheadings *<br>paragraphs to group material*                                                                                                                                                                                   | verb choices<br>sequencing sentences in chronological order                                                                                                                                            | present progressive<br>regular / irregular past tense verbs<br>future tense<br>sequencing sentences to form short narratives*                                                                                                                                                                                    |

**WEST MALLING CE PRIMARY SCHOOL AND MCGINTY LANGUAGE CENTRE**  
**CHERRY CLASS – PROGRESSION OF PURPOSE AND GRAMMAR – SUMMER TERM**

| Text                                                                          |             | JIM AND THE BEANSTALK                                                                                                                                   | THE MINPINS                                                                                                                                                                                                                                                       | WE ARE WATER PROTECTORS                                                                                                                                                                              | HOUSE HELD UP BY TREES                                                                                                                                                        |
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| Outcomes<br>Non-fiction<br>Fiction                                            |             | Alternative rhymes<br>Narrative retelling<br>Thought bubbles<br>Informal letters                                                                        | Danger posters<br>Setting descriptions<br>Character descriptions<br>Narrative retelling<br>Information reports<br>Postcards                                                                                                                                       | List poems<br>Fact-files<br>Non-chronological reports<br>Chronological reports<br>Warning signs                                                                                                      | Factual descriptions<br>Advertisements<br>Thought bubbles<br>Explanations<br>Poetry                                                                                           |
|                                                                               |             | Sequel                                                                                                                                                  | Own version narrative                                                                                                                                                                                                                                             | Environmental campaigns                                                                                                                                                                              | Factual report                                                                                                                                                                |
| Audience / Form                                                               |             | Alternative rhymes to 'fee-fi-fo-fum'<br>Thought bubbles in role<br>Retelling of original story<br>Thank you letter from the Giant<br><br>Story sequels | Danger poster about entering the woods<br>Character description of a monster<br>Contrasting character descriptions of boy / Minpin<br>Retelling of short section<br>Report about the Minpins<br>Postcard home from the boy<br><br>Own version narrative adventure | List poem about water<br>Fact-file about water pollution<br>Non-chronological report about animals<br>Water cycle report<br>Warning signs to oil company<br><br>Environmental campaign to save water | Descriptions of trees<br>Advertisement for a house sale<br>Thought bubbles in role<br>Life-cycle of a tree explanation<br>Poem about trees<br><br>Factual reports about trees |
| Purposes covered                                                              |             | Entertain<br>Reflect                                                                                                                                    | Inform<br>Describe<br>Entertain                                                                                                                                                                                                                                   | Entertain<br>Inform<br>Persuade                                                                                                                                                                      | Persuade<br>Reflect<br>Inform                                                                                                                                                 |
| Grammar coverage (these may be taught multiple times throughout the sequence) | WORD        | rhyming words<br>adverbs with -ly                                                                                                                       | -ment and -ness adjectives<br>contrasting adjectives<br>-er -est suffixes                                                                                                                                                                                         | adjectives with -ous and -tion<br>alliteration                                                                                                                                                       | subject-specific nouns and adjectives<br>formation of adverbs using -ly                                                                                                       |
|                                                                               | SENTENCE    | coordinating conjunctions (and, but, so, or)<br>adverbials of time*<br>noun phrases                                                                     | noun phrases<br>commands<br>coordination (and, or, but)<br>questions<br>exclamations<br>subordination (because, as, when, while)                                                                                                                                  | subordination (as, because, if)<br>coordinating conjunctions (and, but, so, or)<br>statements<br>exclamations<br>questions                                                                           | questions<br>statements<br>exclamations<br>commands<br>noun phrases<br>subordination (when, after, as, before)                                                                |
|                                                                               | PUNCTUATION | intro to inverted commas for speech *                                                                                                                   | questions marks<br>exclamation marks<br>possessive apostrophe                                                                                                                                                                                                     | capital letters<br>full stops<br>questions marks<br>exclamation marks                                                                                                                                | question marks<br>possessive apostrophe                                                                                                                                       |
|                                                                               | TEXT        | sequencing sentences to form short narratives*<br>progressive verbs<br>paragraphs to group material*                                                    | simple past -ed<br>past progressive -ing<br>subheadings*<br>present tense verbs                                                                                                                                                                                   | present progressive verbs<br>correct and consistent tense                                                                                                                                            | sequencing sentences<br>present tense<br>subheadings*<br>paragraphs to group material*                                                                                        |