

Dr Radcliffe's CE Primary School



English Policy Writing

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Dr Radcliffe's CE Primary School English Policy

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Dr Radcliffe's CE Primary School English Policy

INTENT – IMPLEMENTATION - IMPACT

INTENT - WRITING

At Dr Radcliffe's we recognise that writing is a fundamental skill which underpins the entire curriculum. We have developed an approach to writing which encourages children to become fluent writers in a variety of different contexts and purposes. We aim to create confident writers who have their own, individual style of writing and who are excited about the writing process.

We understand the need for high quality texts to support the writing process and use a wide variety of modern and classic texts to expose the children to a variety of different genres and writing techniques. Our learners are encouraged to take risks and understand that making mistakes is a natural and essential part of the learning process. Pupils are encouraged to set high expectations for themselves where they take pride in all aspects of learning and in the work they produce. Our children are very articulate when discussing their English lessons and take pride in showing their work to others.

IMPLEMENTATION - WRITING

Reception/Year 1

The children begin their writing journey with daily sessions of Drawing Club, which is designed to encourage language skills orally initially, and builds to allow children to be able to write at word and sentence level. Rich texts form the hook for writing and exploration of these texts encourage the children to write independently in a variety of different contexts.

Year 2/Key Stage 2

Years 2 to 6 always have a focus text to anchor the writing; this could be either a modern or classic text. It will not necessarily match the topic work that children will be studying. However, they are carefully selected to support the coverage of different genres of writing bearing in mind what the children's interests are, or prior knowledge is. Support texts are also introduced alongside the main text to encourage a deeper understanding of the main text, its context etc.

Children have opportunities to write throughout each daily lesson, whether this be sentence-level work, short burst writing or longer, more sustained pieces of work. Children are encouraged to widen their lexical choices with support from writing frames, dictionaries, thesauruses etc.

Children are encouraged to draft and redraft work, to enable them to spot their own mistakes and to think about how they could improve their final pieces of work. They have access to their own year group non-negotiable expectations as per the National Curriculum and are encouraged to check their work against these standards to ensure they are meeting or exceeding expectations.

Spelling, punctuation, and grammar are taught both as discreet lessons and within the daily writing tasks.

IMPACT - WRITING

Assessment

Books are marked regularly in line with the marking policy and provide evidence for the progression of learning. Children are given opportunities to edit and redraft their work where necessary and encouraged to take on board the comments made by the teacher on their previous work. Oral feedback is given when children share their work publicly, which they are encouraged to do each lesson.

Subject coordinators carry out book scrutiny on a regular basis to ensure curriculum coverage and a high standard of work and we welcome visits from the Governors or ODS to discuss our progress.

We carry out **PIRA** tests **twice a year** and **Single Word Spelling Tests** are done **twice per longer term**. We also take part in the **NO More Marking** assessments for each class from **Year 1 upwards**. Assessment should inform future planning and allow teachers the opportunity to understand where any gaps in learning may occur and to address these accordingly.

SPELLING

In Reception and key stage 1, children follow the RWInc. scheme which supports their phonetic understanding and incorporates daily spelling sessions. To promote continuity, Year 2 uses **Get Spelling** and has **daily spelling sessions**. Key Stage 2 has a **weekly spelling session** using **Spelling Shed**, which focuses on phonemes, etymology, and morphology. This scheme was selected as it is logical and progressive and in line with the teachings from RWInc. in previous years.

All classes have spellings as part of their weekly homework expectations and conduct spelling assessments once per week.

HANDWRITING

Letter formation is a key element in the RWInc. Scheme and children are encouraged to write correctly using the expected pencil grip from reception. Children are shown the correct sitting position for writing from the beginning, and this is an expectation throughout our school.

Weekly handwriting sessions are provided from year 2 onwards using the PenPal scheme of work, the content of which supports frequent, discreet and direct teaching of handwriting. Teachers model the correct formation of the letters and then give immediate feedback to children to help them if they are forming letters or joins incorrectly.

Strands:

COMPOSITION	GRAMMAR	TRANSCRIPTION
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Progression Document

composition	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing: Planning, Writing and Editing	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>Refer to year 3 guidance.</p> <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>

		<p>To write for different purposes.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>			
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Awareness of Audience, Purpose and Structure	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wide range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>
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Writing: Vocabulary, Grammar and Punctuation	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Construction and Tense	<p>To use simple sentence structures. Knowing that words can combine to make sentences.</p> <p>Joining words and clauses using 'and'</p> <p>Use simple compound sentences</p> <p>Regular plural noun suffixes -s or -es</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of the root word.</p> <p>Understanding that the un- prefix changes the meaning of verbs and adjectives.</p>	<p>To use the present tense and the past tense mostly correctly and consistently including the progressive form.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>The grammar for year 2 in English Appendix 2</p> <p>some features of written Standard English</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p> <p>The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing</p> <p>using expanded noun phrases to convey complicated information concisely</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse</p>

Use of Phrases and Clauses	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scribble, who was a famous inventor, had made a new discovery.</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>

Punctuation	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions. 	<p>To use the full range of punctuation from previous year groups.</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>To consistently use apostrophes for singular and plural possession.</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>
Use of Terminology	<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>



Writing Transcription Spelling	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>Spell common exception words</p> <p>Spell the days of the week</p> <p>To apply Y1 spelling rules and guidance</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular)</p> <p>Distinguishing between homophones and near homophones</p> <p>To apply further Y2 spelling rules and guidance</p>	<p>See English Appendix 1 for full list of spellings to be taught in year 3.</p> <p>Pupils should be taught to:</p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first two or three letters of a word to check its meaning in a dictionary</p> <p>Write from memory simple sentences, dictated by a teacher, that include words and punctuation taught so far.</p>	<p>See English Appendix 1 for full list of spellings to be taught in year 4.</p> <p>Pupils should be taught to:</p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first two or three letters of a word to check its meaning in a dictionary</p> <p>Write from memory simple sentences, dictated by a teacher, that include words and punctuation taught so far.</p>	<p>See English Appendix 1 for full list of spellings for year 5.</p> <p>Pupils should be taught to:</p> <p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus.</p>	<p>See English Appendix 1 for full list of spellings for year 6.</p> <p>Pupils should be taught to:</p> <p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prefixes and Suffixes</p>	<p>To use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>			<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Further</p>		<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Spell words that are often misspelt</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spelling Conventions</p>		<p>that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>				<p>of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
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Writing: Transcription Handwriting	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	<p>To write lowercase and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; -choosing the writing implement that is best suited for a task.

Joining Letters		To begin to use the diagonal and horizontal strokes needed to join letters.	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).



Year 1 – Termly Overview and Core Texts

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Core Texts / Topic Focus	The Big Umbrella Amy June Bates The Adventures of Eggbox Dragon		Traction Man is Here - Mini Grey	The Christmas Story - Ian Beck	The Emperor's Egg - Martin Jenkins		Orion and The Dark - Emma Yarlett		Pattan's Pumpkin - Chitra Soundar 10 things I can do to help my world - Melanie Walsh		Beegu - Alexis Deacon My 1st book of Sportsman ship	
Fiction Coverage	Autobiography writing Narrative Character and setting descriptions		Narrative Character and setting descriptions Comic strip with captions and speech bubbles Retelling of the Christmas story		Narrative Character and setting descriptions		Narrative Character and setting descriptions		Narrative Character and setting descriptions		Narrative Character and setting descriptions	
Non – Fiction Coverage	Plans with labels Instructions								Aerial view map with labels		Posters	
Poetry Coverage					Acrostic poetry							
Basic Skills and Grammar	Basic sentence construction: Capital letters, full stops, finger spaces. Basic sentence construction including some conjunctions.											



Writing Objectives



COMPOSITION

Children should be taught to:

Write sentences by:

- saying out loud what they are going to write about.
- composing a sentence orally before writing it.
- sequencing sentences to form short narratives.
- re-reading what they have written to check that it makes sense.

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher.



Writing Objectives

TRANSCRIPTION

Children should be taught to:

Spell:

- words containing each of the 40+ phonemes already taught.
- common exception words (in line with RWInc.)
- some words in a phonetically plausible way, even if sometimes incorrect.

NAME THE LETTERS OF THE ALPHABET:

- name the letters of the alphabet in order.
- use letter names to distinguish between alternative spellings of the same sound.

ADD PREFIXES AND SUFFIXES:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words.

APPLY SIMPLE (Y1) SPELLING RULES AND GUIDANCE

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

HANDWRITING

Children should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower -case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0 -9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.



Year 1 – Punctuation and Grammar

PUPILS SHOULD BE TAUGHT TO:

- understand how spoken language can be represented in writing by learning to use the elements below.
- use and understand the grammatical terminology below in discussing their writing.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) including the effects of these suffixes on the meaning of the noun.</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of the root word. (e.g. helping/helped, /helper or quicker/quickest)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing).</p>	<p>How words can combine to make sentences.</p> <p>Joining words and joining clauses using 'and'.</p> <p>Use simple compound structures</p>	<p>Sequencing sentences to form short narratives.</p>	<p>Separation of words with spaces.</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names (of people, places, the days of the week) and for the personal pronoun.</p>	<p>letter, capital letter, word, singular, plural Sentence punctuation, full stop, question mark, exclamation mark.</p>



Year 1 – Punctuation and Grammar

Text Structure Narrative	Text Structure Non Narrative	Word Structure/ Language	Punctuation	Terminology
<p>Consolidate: Reception list</p> <p>Introduce Fiction:</p> <p>Planning Tools: Story map / story mountain</p> <p>Telling stories/Drama:</p> <p>Retell stories including main events in sequence. Use story language, sentence patterns and sequencing words to organize events.</p> <p>Act out stories and portray characters and their motives.</p> <p>Character: Recognise main characters and typical characteristics.</p> <p>Identify goal or motive of main character.</p> <p>Dialogue: Recognise how dialogue is presented in text. Use different voices for particular characters when reading dialogue out loud.</p>	<p>Non-fiction: (Refer to Conjunctions and Sentence Signposts document for Introduction and Endings alongside non-fiction progression document)</p> <p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction</p> <p>Opening factual statement</p> <p>Middle section(s)</p> <p>Simple factual sentences around a theme.</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending</p> <p>Concluding sentence</p>	<p>Consolidate: Reception list</p> <p>Introduce: Prepositions: inside, outside, towards, across, under.</p> <p>Determiners: The, a, my, your, an, this that, his, her, their, some, all, lots of, many, more, Those, these.</p> <p>Adjectives to describe e.g. The old house... The huge elephant...</p> <p>Alliteration e.g. dangerous dragon slimy snake</p> <p>Similes using as...as... e.g. as tall as a house as red as a radish</p>	<p>Consolidate: Reception list</p> <p>Introduce:</p> <p>Capital Letters: Capital letter for names Capital letter for the personal pronoun I.</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Consolidate:</p> <p>Finger spaces Letter Word Sentence Full stops Capital letter Simile – 'like'</p> <p>Introduce: Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verbs Connective Alliteration Simile – 'as'</p>



Year 1 – Punctuation and Grammar

Text Structure Narrative	Sentence Construction	Word Structure/ Language
<p>Settings:</p> <p>Can be familiar or unfamiliar, real or fantasy.</p> <p>Describe imaginary settings.</p> <p>Story structure: Plan openings around characters, setting, time of day and type of weather.</p> <p>Identify the beginning /middle /end to a story. Make predictions about story endings. Recall the main events.</p> <p>Understanding - 5 parts to a story: <u>Opening</u> Once upon a time... <u>Build-up</u> One day... <u>Problem / Dilemma</u> Suddenly.../ Unfortunately,... <u>Resolution</u> Fortunately, ... <u>Ending</u> Finally ... Write complete stories with a simple structure.</p>	<p>- 'ly' openers Fortunately...Unfortunately, Sadly,...</p> <p>Simple sentences I went to the park. The castle is haunted.</p> <p>Embellished simple sentences using adjectives. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p>Compound sentences using conjunctions (coordinating conjunctions) and/or/ but/so. The children played on the swings and slid down the slide. Spiders can be small, or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</p> <p>Complex sentences: Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</p> <p>Repetition for rhythm e.g. He walked and he walked, and he walked. Repetition for description: e.g. a lean cat, a mean cat a green dragon, a fiery dragon.</p>	<p>Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash...</p> <p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>


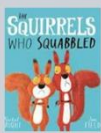


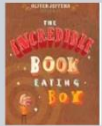
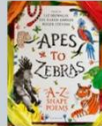








Year 1 – Grammar Coverage

Year 1 Grammar Coverage					
Write a simple sentence starting with a noun/proper noun	To orally use simple co - ordinating conjunctions: <i>and, but</i>	Use capital letters for proper nouns (people and places)	Regular plurals where you only add an “-s” or “-es”	Use question marks	Comparative and superlative adjectives, adding, “-er” and “-est” to regular adjectives: <i>fast – faster – fastest</i>
Write a simple sentence starting with a personal pronoun	Write a compound sentence using the coordinating conjunction “and”	Use a capital letter for “I”	Suffixes of verbs, adding “-ed” or “-ing”	Use capital letters for days of the week	Use a regular simple -past-tense verb in a sentence: <i>He walked to school.</i>
Finish the sentence with a full stop	Use exclamation marks	Start sentences with a capital letter	Use the prefix of “un-” to create antonyms: <i>happy – unhappy kind – unkind</i>	Write a sentence that includes an adjective	Separate words with spaces
Use connectives of sequence: <i>first, second, then</i>	Subject-verb agreement with “I” and “he/she” with “to do”, “to be” and “to have”: <i>I/you/we have he/she has</i> <i>I/you/we do he/she does</i> <i>I am you/we are he/she is</i>	Prepositions: <i>up, down, in, into, out, to, onto, under, inside, outside, above</i>	First person (I and we), second person (you) and third person (he, she)	Orally devise alliteration: <i>a cool cat a sneaky snake</i> marks	Choose a specific noun: “Alsatian” rather than “dog”
Use determiners: <i>the, a, an, my your, his, her</i>	Similes: <i>as big as an elephant</i>	Use noun phrases: adjective + noun	Adverbs of manner (how) to describe a verb, ending in “-ly”		



Year 2 – Termly Overview and Core Texts

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Texts / Topic Focus	 	 	 	 		  
Fiction Coverage	Setting description Adjectives <u>Narrative</u> story conjunctions	<u>Narrative</u> story writing <u>Recounts</u>	<u>Story writing</u> Planning mountains Description Characters	Diary entry Setting description <u>Narrative</u> day in the life of story	<u>Narrative</u> - Character descriptions Present and past tense Expanded noun phrases <u>Recount</u>	<u>Story writing</u> Planning mountains Description Characters
Non – Fiction Coverage		Product <u>advertisement</u> description Adjectives Noun phrases Advertisement <u>Instructions</u> Imperative verbs Time conjunctions	<u>Formal and informal letters</u> Forming questions.	Sentence types Questions Statements Exclamations		<u>Non- chronological report</u> Animal <u>fact file</u> Facts and opinions
Poetry Coverage		List <u>poetry</u>	<u>Shape poems</u> P- Factor			<u>Repeating poem</u> <i>(Down behind the Dustbin – Michael Rosen)</i>
Basic Skills and Grammar	Basic sentence construction: Capital letters, full stops, spaces. Basic sentence construction, including conjunctions, multi -clause sentences, tense consistency.					



Writing Objectives

COMPOSITION

Children should be taught to:

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional).
- writing about real events, writing poetry, writing for different purposes.

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about.
- writing down ideas and/or key words, including new vocabulary.
- encapsulating what they want to say, sentence by sentence.

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].
- read aloud what they have written with appropriate intonation to make the meaning clear.

HANDWRITING

Children should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.



Writing Objectives

TRANSCRIPTION

Children should be taught to:

Spell:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- learning to spell common exception words.
- learning to spell more words with contracted forms.
- learning the possessive apostrophe (singular) [for example, the girl's book].
- distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.
- Apply spelling rules and guidance (English Appendix 1)

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.



Year 2 – Punctuation and Grammar

PUPILS SHOULD BE TAUGHT TO:

- understand how spoken language can be represented in writing by learning to use the elements below.
- use and understand the grammatical terminology below in discussing their writing.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Formation of nouns using suffixes such as –ness, –er.</p> <p>Formation of adjectives using suffixes such as –ful, –less.</p> <p>Use of the suffixes –er and –est to form adjectives and adverbs.</p>	<p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).</p> <p>Sentences with different forms and how grammatical patterns indicate its function as a statement, questions, exclamation and command.</p>	<p>The consistent use of present tense versus past tense throughout texts.</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</p>	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark contracted forms in spelling.</p> <p>Comma after –ly opener e.g. Fortunately Slowly,</p> <p>Introduce Inverted commas for direct speech.</p>	<p>Noun; noun phrase; statement; question; Exclamation; command; compound; suffix; adjective; adverb; verb; tense (past, present); apostrophe; comma</p> <p>NB. All terms in bold should be understood (see Glossary for meanings)</p> <p>Consolidate:</p> <p>Punctuation; Finger spaces; Letter; Word; Sentence; Full stops; Capital letter; Question mark; Exclamation mark; Speech bubble; Bullet points; Singular/ plural; Adjective; Verb; Connective; Alliteration; Simile – ‘as’/ ‘like’.</p> <p>Introduce:</p> <p>Apostrophe (contractions and singular possession); Commas for description; ‘Speech marks’; Suffix; Verb / adverb; Statement; Question; Exclamation; Command (Bossy verbs); Tense (past, present, future); Adjective / noun; Noun phrases; Generalisers;</p>



Year 2 – Punctuation and Grammar

Text Structure Narrative	Text Structure Non Narrative	Sentence Construction	Word Structure/ Language	Punctuation
<p>Consolidate: Year 1 list</p> <p><u>Introduce:</u> Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid</p> <p><u>Telling stories/Drama:</u> Retell familiar stories using narrative structure and dialogue. Include relevant details and sustain the listener's interest. Tell own, real and imagined stories. Explore character' feelings and situations using improvisation.</p> <p>Dramatise parts of own or familiar stories and perform to class or group.</p> <p><u>Character:</u> Understand that we know what characters are like from what they do and say as well as their appearance. Make predictions about how characters may behave. Notice that characters can change during the course of the story. Create characters e.g. by adapting ideas about typical story characters.</p>	<p>Non-Fiction</p> <p>Introduce: Secure use of planning tools: Text map / washing line / 'Boxing –up' grid.</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question Middle section(s) Group related ideas / facts into sections Subheadings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p>	<p>Consolidate: Year 1 list (See Conjunctions and Sentence Signposts)</p> <p>Introduce: Types of sentences: Statements Questions Exclamations Commands -'ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p>Vary openers to sentences Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill</p>	<p>Consolidate: Year 1 list</p> <p>Introduce: Prepositions: behind; above; along; before; between; after.</p> <p>Alliteration: e.g. wicked witch, slimy slugs.</p> <p>Similes using...like... e.g. ... like sizzling sausages ...hot like a fire.</p> <p>Adverbs for description e.g. Snow fell gently and covered the cottage in the wood. Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information Most dogs.... Some cats....</p>	<p>Consolidate: Year 1 list</p> <p>Introduce:</p> <p>Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after –ly opener e.g. Fortunately....Slowly,....</p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling. e.g. don't, can't Apostrophes to mark singular possession e.g. the cat's name.</p>



Year 2 – Punctuation and Grammar

Text Structure Narrative	Text Structure Non Narrative	Sentence Construction	Word Structure/ Language	Punctuation
<p><u>Dialogue:</u> Understand that the way characters speak reflects their personality. Understand the verbs used for dialogue tell us how a character is feeling e.g. sighed, shouted, joked.</p> <p><u>Settings:</u> Settings are created using descriptive words and phrases. Particular types of story can have typical settings – use this to predict the events of a story based on the setting described in the story opening.</p> <p><u>Story Structure:</u> Plan opening around character(s), setting, time of day and type of weather. Understanding 5 parts to a story with more complex vocabulary. Opening e.g. In a land far away.... One cold but bright morning.... Build-up e.g. Later that day Problem / Dilemma e.g. To his amazement Resolution e.g. As soon as Ending e.g. Luckily, Fortunately</p>	<p>The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>Secure use of compound sentences (Coordination) using conjunctions: and/ or / but / so (coordinating conjunctions).</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly. Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/ to/until e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees.</p>	<p>Formation of nouns using suffixes such as –ness, –er.</p> <p>Formation of adjectives using suffixes such as –ful, –less.</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs.</p> <p>Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash... Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>	



Year 2 – Punctuation and Grammar

Text Structure - Narrative	Text Structure – Non-Narrative	Sentence Construction	Word Structure / Language	Punctuation
<p>Identify temporal conjunctions and talk about how they are used to signal the passing of time.</p> <p>Make deductions about why events take place in a particular order by looking at characters' actions and their consequences.</p> <p>Story endings should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Write familiar stories by borrowing and adapting structures.</p> <p>Write complete stories with a sustained, logical sequence of events.</p> <p>Use past tense and third person consistently.</p> <p>Write stories which include settings, characters and some dialogue.</p> <p>Viewpoint: Begin to understand elements of an author's style e.g. look at books about the same character or common themes.</p>		<p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. Expanded noun phrases e.g. lots of people, plenty of food.</p> <p>List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.</p>		







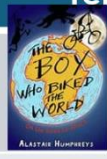







Year 2 Grammar Coverage

<p>Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness</i> <i>teach – teacher</i></p>	<p>Write a statement that starts with a capital letter and finishes with a full stop</p>	<p>Ask a question and use a question mark</p>	<p>Form simple past tense by adding “-ed”: <i>He played at school.</i></p>	<p>Use present continuous tense: “to be” + “-ing” <i>I am playing</i> <i>he/she is playing</i> <i>they are playing</i></p>	<p>To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.</p>
<p>Compound nouns: noun + noun (<i>football</i>) adjective + noun (<i>whiteboard</i>)</p>	<p>Coordinating conjunctions to create a compound sentence: <i>or</i> <i>and</i> <i>but</i></p>	<p>Command, using the imperative form of a verb: <i>give...</i> <i>take...</i></p>	<p>Use past continuous (progressive) tense <i>He was playing at school.</i></p>	<p>Temporal connectives: <i>next, last, an hour later</i></p>	<p>Use the prepositional phrases: <i>behind, above, along, before, between, after</i></p>
<p>Suffixes – formation of adjectives by adding “-ful”: <i>care – careful</i></p>	<p>Subordinate conjunctions to create a complex sentence: <i>when</i> <i>if</i> <i>that</i> <i>because</i></p>	<p>Write a sentence that ends with an exclamation mark</p>	<p>Using commas to separate lists: <i>He had a bag, ball and carpet.</i></p>	<p>Use first, second and third person with subject-verb agreement</p>	<p>Use simple present tense, showing subject-verb agreement: Infinitive (add “s” to the third person) <i>I like</i> <i>he/she likes</i> <i>we like</i> <i>they like</i> <i>you like</i></p>
<p>Suffixes – formation of adjectives by adding “-less”: <i>help – helpless</i></p>	<p>Write expanded noun phrases: determiner + adjective + noun (<i>the red balloon</i>) determiner + noun + prepositional phrase <i>(the cat in the basket)</i></p>	<p>Apostrophes to mark singular/plural possession and contractions</p>	<p>Alliteration (verb + noun): <i>dancing dandelions</i> <i>hiding hyenas</i></p>	<p>Onomatopoeia</p>	<p>Using determiners/generalisers: <i>most</i> <i>some</i> <i>all</i> <i>many</i> <i>much</i> <i>more</i></p>
<p>Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: <i>big – bigger – biggest</i></p>	<p>Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i></p>	<p>Move from generic nouns to specific nouns, eg, “dog” to “terrier”</p>	<p>Similes using “like”...<i>like hot chillies...</i> <i>...cold like a glacier</i></p>		



Year 3 – Termly Overview and Core Texts

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Texts / Topic Focus	 	 	 	 	 	 
Fiction Coverage	<p><u>Narrative</u> story mapping</p> <p>Descriptive writing</p>	<p><u>Stone Age</u></p> <p><u>Narrative</u> writing from a character's viewpoint - Om</p> <p>Character descriptions</p> <p>Christmas carol used to show story plans – story mountains</p>	<p><u>Romans</u></p> <p><u>Recount</u> writing of roman legends</p> <p>Descriptive story writing inspired by the short film Soar</p>	<p><u>Narrative</u> scene descriptions inspired by 'The boy who biked the world'</p> <p><u>(Letter</u></p> <p>Inspired by 'The boy who biked the world')</p>	<p><u>Rainforests</u></p> <p><u>Diary</u> writing from the point of view of the main character in the 'Kapok tree'</p> <p>1st and 3rd person <u>narrative</u> writing</p> <p>descriptive writing</p>	<p><u>Rainforests</u></p> <p>'The Catch' inspires <u>narrative</u> character profiles and speech</p> <p>'The train to impossible places' Imaginative writing</p>
Non – Fiction Coverage	<p><u>Recipes</u></p> <p>Ingredients and methods</p> <p><u>Instructions</u></p> <p>How to guide</p>	<p><u>Stone Age</u></p> <p><u>Information text</u> about survival in the wild</p>	<p><u>Romans</u></p> <p><u>Instructions</u> to build and make in the Stone Age</p>	<p><u>Scripts</u></p> <p>Y3 and Y4 play as inspiration about how to write plays – layout – not inverted commas</p>		<p><u>Rainforests</u></p> <p><u>Leaflet</u> about South America</p>
Poetry Coverage			<p>P- Factor</p> <p>All children learn, recite and perform a poem</p>	<p>Various <u>Poems</u> – Alliteration</p> <p>Emotions</p> <p>Repetition</p>	<p><u>Rainforest poetry</u></p> <p>Using the Great Kapok tree as inspiration</p>	
Basic Skills and Grammar	<p>Basic sentence construction, including conjunctions, multi -clause sentences.</p> <p>Tense consistency, subordinate clauses and positioning of them, prepositions and adverbs for time and place</p>					



Writing Objectives

COMPOSITION

Children should be taught to:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- discussing and recording ideas.

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- organising paragraphs around a theme.
- in narratives, creating settings, characters and plot.
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings].

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements.
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- proof-read for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume of the voice so the meaning is clear.



Writing Objectives

HANDWRITING

Children should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

SPELLING

Children should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1).
- spell further homophones.
- spell words that are often misspelt (English Appendix 1).
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
- use the first two or three letters of a word to check its spelling in a dictionary.
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.



Year 3 – Punctuation and Grammar

PUPILS SHOULD BE TAUGHT TO:

- Develop their understanding of how spoken language differs from and can be represented in writing by using the elements below.
- Use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Formation of nouns using a range of prefixes, such as super-, anti-, auto- .</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).</p> <p>Word families based on common words, showing how words are related in form and meaning. (for example, solve, solution, solver, dissolve, insoluble).</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although</p> <p>Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so), or prepositions (e.g. before, after, during, in, because of).</p>	<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation.</p> <p>Use of the present perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.).</p>	<p>Introduction of inverted commas to punctuate direct speech.</p> <p>Colon before a list e.g. What you need:</p> <p>Ellipses to keep the reader hanging on.</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause, NB. All terms in bold should be understood (see Glossary for meanings).</p> <p>Consolidate: Punctuation, Finger spaces, Letter Word, Sentence, Statement, Question, Exclamation, Command, Full stops, Capital letter, Question mark, Exclamation mark, Speech bubble, 'Speech marks', Bullet points, Apostrophe (contractions only), Commas for sentence of 3, Description, Singular/ plural, Suffix Adjective / noun / Noun phrases, Verb / adverb, Bossy verbs, Tense (past, present, future), Connective, Generalisers, Alliteration, Simile – 'as' / 'like'</p> <p>Introduce: Word family, Conjunction, Adverb, Preposition, Direct speech, Inverted commas, Prefix, Consonant/Vowel, Clause, Subordinate clause, Determiner, Synonyms, Relative clause, Relative pronoun, Imperative, Colon for instructions</p>



Year 3 – Punctuation and Grammar

Text Structure - Narrative	Text Structure – Non Narrative	Sentence Construction	Word Structure / Language
<p>Consolidate: Year 2 list</p> <p><u>Introduce:</u></p> <p>Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid.</p> <p><u>Telling stories/ Drama:</u></p> <p>Tell stories based on own experience and oral versions of familiar stories. Include dialogue to set the scene and present characters. Vary voice and intonation to create effects and sustain interest. Sequence events clearly and have a definite ending. Explore relationships and situations through drama.</p> <p><u>Character:</u></p> <p>Identify examples of character telling the story in the 1st person. Make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story. Identify examples of stereotypical characters. Make judgments about a character's actions, demonstrating empathy or offering alternative solutions to a problem.</p>	<p>(Refer to Conjunctions and Sentence Signposts document for Introduction and Endings alongside non-fiction progression document)</p> <p><u>Introduce:</u></p> <p>Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' Grid.</p> <p>Paragraphs to organise ideas around a theme.</p> <p><u>Introduction</u></p> <p>Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?</p> <p><u>Middle Section(s)</u></p> <p>Group related ideas /facts into paragraphs. Subheadings to introduce sections / paragraphs. Topic sentences to introduce paragraphs.</p>	<p>Consolidate: Year 2 list</p> <p><u>Introduce:</u></p> <p>Vary long and short sentences:</p> <p>Long sentences to add description or information.</p> <p>Short sentences for emphasis and making key points e.g. Sam was really unhappy . Visit the farm now.</p> <p><u>Embellished simple sentences:</u></p> <p>A dverb starters to add detail e.g.Carefully , she crawled along the floor of the cave.... Amazingly, small insects can.... Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me.</p>	<p>Consolidate: Year 2 list</p> <p><u>Introduce:</u></p> <p>Prepositions Next to; by the side of; In front of; during; through; throughout; because of</p> <p>Powerful verbs e.g. stare, tremble, slither</p> <p>Boastful Language e.g. magnificent, unbelievable, exciting!</p> <p>More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof.</p>



Year 3 – Punctuation and Grammar

Text Structure - Narrative	Text Structure – Non Narrative	Sentence Construction	Word Structure / Language
<p><u>Dialogue:</u></p> <p>Analyse the way that the main character(s) usually talk(s). Look for evidence of the relationship between characters based on dialogue. Use conventions for written dialogue. Include dialogue that shows the relationship between two characters.</p> <p><u>Settings:</u></p> <p>Settings are used to create atmosphere. Look at examples of scene changes which move the plot on, relieve or build up tension.</p> <p><u>Story structure:</u></p> <p>Identify common, formal elements in story openings and endings. Plan opening around character(s), setting, time of day and type of weather. Identify typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Write a complete story with a full sequence of events in narrative order: Extended vocabulary to introduce 5 story parts: Introduction – should include detailed description of setting or characters. Build-up – build in some suspense towards the problem or dilemma. Problem / Dilemma – include detail of actions / dialogue</p>	<p>Lists of steps to be taken Bullet points for facts Flow diagram</p> <p>Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said. Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.</p>	<p>Prepositional phrases to place the action: on the mat; behind the tree, in the air.</p> <p>Compound sentences (Coordination) using conjunctions: and/ or / but / so / for /nor / yet (coordinating conjunctions). Develop complex sentences (Subordination) with range of subordinating conjunctions. (See Conjunctions and Sentence Signposts doc.).</p> <p>-‘ing’ clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</p> <p>Drop in a relative clause using who/whom/which/ whose/ that e.g. The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</p>	<p>Nouns formed from prefixes e.g. auto... super...anti...</p> <p>Word Families based on common words e.g. teacher –teach, beauty – beautiful</p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box</p>



Year 3 – Punctuation and Grammar

Text Structure - Narrative	Text Structure – Non Narrative	Sentence Construction	Word Structure / Language
<p>Resolution - should link with the problem. Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. Paragraphs to organise ideas into each story part</p> <p><u>Viewpoint:</u> Notice the difference between 1st and 3rd person accounts. Take part in dramatised readings, using different voices for the narrator and main characters. Use either 1st or 3rd person consistently in writing. Recognise that authors use different techniques to provoke reader's reactions.</p>		<p>Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</p> <p>Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!</p> <p>Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world.</p> <p>Dialogue –powerful speech verb e.g. "Hello," she whispered.</p>	



Year 3 Grammar Coverage

<p>Formation of nouns using prefixes:</p> <p><i>auto- anti- super- under-</i></p>	<p>Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)</p>	<p>Verbs –</p> <p>Present perfect:</p> <p>“has/have” + past participle</p> <p><i>She has gone to the shops. instead of She went to the shops.</i></p>	<p>Inverted commas:</p> <p>Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.</p>	<p>Expressing time, place and cause using conjunctions: <i>when, before, after, while, so, because</i></p>	<p>Homophones and their meanings:</p> <p><i>bear – bare</i></p> <p><i>pear – pair</i></p>
<p>Expressing time, place and cause, using</p> <p>prepositions: <i>before, after, during, in, because of</i></p>	<p>Exaggerated language: <i>unbelievable, glorious, etc.</i></p>	<p>Specific/technical vocabulary to add detail:</p> <p><i>Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.</i></p>	<p>To make the plural for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “-fe” to “-ves”: <i>wolf – wolves</i></p> <p>Noun plurals with a double vowel, ending in “f”, just add “s” to make the plural: <i>chief – chiefs</i></p>	<p>Quantifiers:</p> <p><i>enough, less, fewer, lots of, none of, both, each, every,</i></p> <p><i>a few, neither, either, several</i></p>	<p>Verbs –</p> <p>Use irregular simple past tense verbs</p> <p><i>awake – awoke</i></p> <p><i>blow – blew</i></p>
<p>Word families for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i></p>	<p>Powerful verbs:</p> <p>Synonyms for verbs such as “said” or “go” to create more powerful verbs</p>	<p>To make the plural for nouns ending in “-ch”,</p> <p>“-sh”, “-s”, “-z” or “-x” by adding “-es”</p>	<p>Compound sentences with co-ordinating conjunctions:</p> <p><i>and but or so for nor yet</i></p>	<p>The difference between a phrase and a clause</p>	<p>Verbs –</p> <p>Past perfect:</p> <p>“had” + past participle</p>
<p>Pronouns –</p> <p>To know the difference between the subject and object with the personal pronoun</p>	<p>Prepositions:</p> <p><i>next to, by the side of, in front of, during, though, throughout, because of</i></p>	<p>Word families based on common words:</p> <p><i>fear, feared, fearful, fears, fearfully</i></p>	<p>Complex sentences using subordinate conjunctions:</p> <p><i>until although even if</i></p>	<p>Pattern of three for persuasion:</p> <p><i>Fun. Exciting. Adventurous!</i></p>	<p>Pronouns –</p> <p>Possessive adjectives</p> <p><i>my, your, his, hers, its, ours, theirs</i></p>
<p>Expressing time, place and cause using</p> <p>adverbs: <i>then, next, soon</i></p>	<p>Identifying all the word classes of a simple sentence</p>	<p>Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”</p>	<p>Know that pronouns, nouns and proper nouns can all be the subject of a sentence</p>		



Year 4 – Termly Overview and Core Texts

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Texts / Topic Focus	 	 	 	 	 	 
Fiction Coverage	Narrative writing Riddle writing Character description	First person narrative Paragraphs Dialogues	Character descriptions Building suspense	Narratives Action sequences	Short story writing- first and third person Dialogue Plot development	Setting description from a third person perspective Narrative- story with a wish Creating a memory book
Non – Fiction Coverage	Play script writing Information text	Non-chronological report	Writing a balanced argument	Non-chronological report	Diary entry Persuasive letter writing	Travel leaflet
Poetry Coverage	In Flander's Fields Blackout Poetry	Japanese Haiku poems Wardrobe poems	PFactor			
Short Burst Writes	Suspense writing Show don't tell	Sentence openers Setting descriptions	Arguments for and against	Setting descriptions Creature descriptions	Story writing – first person Character descriptions – using antonyms	Character descriptions Settings
Basic Skills and Grammar	Tense consistency; subordinate clauses and positioning of them; prepositions and adverbs for time and place. Subordinate clauses and positioning of them; prepositions and adverbs for time and place; standard English verb inflections. Apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns.					



Writing Objectives

COMPOSITION
Children should be taught to:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- discussing and recording ideas.

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- organising paragraphs around a theme.
- in narratives, creating settings, characters and plot.
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings].

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements.
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- proof-read for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume of the voice so the meaning is clear.



Writing Objectives

HANDWRITING

Children should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
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SPELLING

Children should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1).
- spell further homophones.
- spell words that are often misspelt (English Appendix 1).
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
- use the first two or three letters of a word to check its spelling in a dictionary.
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.



Year 4 – Punctuation and Grammar

PUPILS SHOULD BE TAUGHT TO:

- Develop their understanding of how spoken language differs from and can be represented in writing by using the elements below.
- Use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>The grammatical difference between plural and possessive –s.</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done).</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to the strict maths teacher with curly hair).</p> <p>Choosing pronouns or nouns appropriately within a sentence for clarity and cohesion and to avoid ambiguity and repetition</p> <p>Use of fronted adverbials for example, later that day, I heard the bad news.</p>	<p>Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun or noun across sentences</p>	<p>Introduce full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</p> <p>Use of apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots).</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p> <p>Introduce commas to mark clauses.</p>	<p>Determiner, pronoun, possessive pronoun, adverbial</p> <p>NB. All terms in bold should be understood (see Glossary for meanings)</p>



Year 4 – Punctuation and Grammar

Text Structure - Narrative	Text Structure – Non Narrative	Sentence Construction	Word Structure / Language
<p>Planning Tools: Story map Plot matrix Boxing up story grid</p> <p>Telling stories/ Drama: Plan and tell own versions of stories. Tell stories effectively using gestures, repetition, traditional story openings and endings etc. Explore dilemmas using drama techniques e.g. improvise alternative courses of action for a character.</p> <p>Character: Identify the use of figurative and expressive language to build a fuller picture of a character. Look at the way that key characters respond to dilemmas and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected. Understand that the author creates characters to provoke a response in the reader e.g. sympathy, dislike. Use details to build character descriptions and provoke a response.</p> <p>Dialogue: Explore the relationship between what characters say and what they do – do they always reveal what they are thinking?</p>	<p>Non-Fiction (Refer to Conjunctions and Sentence Signposts document for Introduction and Endings)</p> <p>Secure use of planning tools: Text map washing line 'Boxing –up' grid</p> <p>Paragraphs to organise ideas around a theme.</p> <p>Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of conjunctions. Use of bullet points, diagrams</p> <p>Introduction Middle section(s) Ending</p>	<p>Consolidate Year 3 list</p> <p>Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It's great fun.</p> <p>Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)</p> <p>Develop complex sentences: (Subordination)</p> <p>Main and subordinate clauses with range of subordinating conjunctions. (See Conjunctions and Sentence Signposts doc.)</p>	<p>Consolidate Year 3 list</p> <p>Prepositions: At, underneath, since, towards, beneath beyond</p> <p>Conditionals - could, should, would.</p> <p>Comparative and superlative adjectives e.g. small...smaller...smallest good...better...best</p> <p>Proper nouns-refers to a particular person or thing e.g. Monday, Jessica, October, England</p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>



Year 4 – Punctuation and Grammar

Text Structure - Narrative	Text Structure – Non Narrative	Sentence Construction	Word Structure / Language
<p>Settings: Know that authors can create entire imaginary worlds. Look for evidence of small details that are used to evoke time, place and mood. Look for the evidence of the way characters behave in different settings. Develop settings using adjectives and figurative language to evoke time, place and mood.</p> <p>Story structure: Plan complete stories with developed 5 parts – Introduction, Build-up, Problem / Dilemma, Resolution, Ending. Plan opening using description / action. Build in suspense writing to introduce the dilemma. Clear distinction between resolution and ending. Ending should include reflection on events or the characters. Use paragraphs to organise each part of the story to indicate a change in place or a jump in time.</p> <p>Viewpoint: Discuss whether the narrator has a distinctive ‘voice’ in the story.</p>	<p>Ending could Include personal opinion , response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion.</p>	<p>-‘ed’ clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p> <p>Expanded -‘ing’ clauses as starters e.g. Grinning menacingly , he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p>Drop in –‘ing’ clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p> <p>Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</p> <p>Repetition to persuade e.g. Find us to find the fun</p> <p>Dialogue - verb + adverb - “Hello,” she whispered, shyly .</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>	



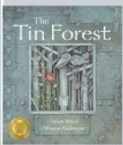

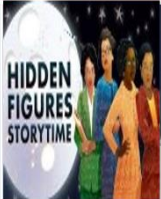

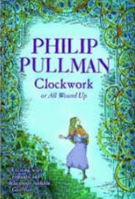

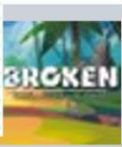



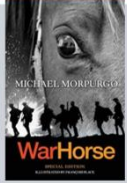

Year 4 – Grammar Coverage

Year 4 Grammar Coverage

Possessive apostrophes for regular singular and plural nouns	Using either a pronoun or the noun in sentences for cohesion and to avoid repetition	Prepositions: <i>at, underneath, since, towards, beneath, beyond</i>	Compound nouns using hyphens	Repetition to persuade: <i>Fun for now, fun for life</i>
Informal and formal language	Possessive pronouns: <i>yours, mine, theirs</i> <i>ours, hers, his, its</i>	Plurals for nouns ending with a “y”: change the “y” to an “i” and add “es” <i>baby – babies</i>	Starting a sentence with “ing” , using a comma to demarcate the subordinate clause: <i>Flying through the air Harry crashed into a hidden tree.</i>	Drop-in clause with an “ing” verb: <i>Tom, smiling secretly, hid the magic potion book.</i> Place a comma on either side of the subordinate clause.
Expanded noun phrases: Changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i>	Specific determiners: <i>their, whose, this, that, these, those, which</i>	Verbs ending in “y”: change the “y” to an “i” and add “es” <i>carry – carries</i>	Comparative and superlative adjectives: Change the “y” to an “i” and add either “er” or “-est” <i>happy – happier – happiest</i>	A sentence that gives three actions: <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i>
Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in “-ed”	Verbs – Past perfect continuous: “had” + past participle + “-ing”	Know the difference between a preposition and an adverb	Capital letters for proper nouns: names, places, days of the week, months, titles and languages	Prefixes to give the antonym: “im-”, “in-”, “ir-”, “il-”
Plural nouns of words ending in “o”: Know which words to add “s” to, which to add “-es” to and which could take either “s” or “-es”	Powerful verbs Find synonyms of words to uplevel sentences and give a greater effect	Verbs – Modal verbs: <i>could, should, would</i>	Compound sentences using all the coordinating conjunctions	Adjectives ending in “-ed”: <i>frightened, scared, etc.</i>
Using inverted commas where the speech is preceded by the speaker: <i>Mary yelled, “Sit down!”</i> Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.				



Year 5 – Termly Overview and Core Texts

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Texts / Topic Focus	 	 	 	 	 	 
Fiction Coverage	<ul style="list-style-type: none"> • Narrative 	<ul style="list-style-type: none"> • 3rd person /dual person narrative • Setting description 	<ul style="list-style-type: none"> • Suspense • Ghostly writing 	<ul style="list-style-type: none"> • Developing the action through dialogue 	<ul style="list-style-type: none"> • Historical narrative 	<ul style="list-style-type: none"> • Narrative from a character's viewpoint
Non – Fiction Coverage	<ul style="list-style-type: none"> • Non-chronological report • Biography • Diary 	<ul style="list-style-type: none"> • Biography • Memoire 	<ul style="list-style-type: none"> • Balanced argument 	<ul style="list-style-type: none"> • Use technical language to write an explanation text (Science link) 	<ul style="list-style-type: none"> • Newspaper report • Persuasive writing 	<ul style="list-style-type: none"> • Informal/formal letters letter • Playscript • Instructions
Poetry Coverage	<ul style="list-style-type: none"> • Haiku verse – Renga poem • Free verse 		<ul style="list-style-type: none"> • 'P' Factor: • perform a dramatic interpretation of a poem 		<ul style="list-style-type: none"> • Kennings 	<ul style="list-style-type: none"> • Tanka poems • Haiku verse • Free verse
Basic Skills and Grammar	<p>Tense consistency, standard English verb inflections, apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns, a range of fronted adverbials.</p> <p>Apostrophes for singular plural and possession, pronouns to avoid repetition of proper nouns, a range of fronted adverbials, commas used for clarity.</p> <p>Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail.</p>					



Writing Objectives

COMPOSITION

Children should be taught to:

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as a model for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précisising longer passages
- use a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to grammar and vocabulary to enhance effects and clarify meaning
- ensuring the consistency and correct use of a tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-reading for spelling and punctuation errors



Writing Objectives

HANDWRITING

Children should be taught to:

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- choosing the writing implement that is best suited for a task.

SPELLING

Children should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.



Year 5 – Punctuation and Grammar

PUPILS SHOULD BE TAUGHT TO:

- Develop their understanding of how spoken language differs from and can be represented in writing by using the elements below.
- Use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	Use of relative clauses beginning with who, which, where, why or whose. Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly)	Use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity	Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.



Year 5 – Punctuation and Grammar

Text Structure - Narrative	Text Structure – Non Narrative	Sentence Construction	Word Structure / Language
<p>Planning Tools: Story map Plot matrix Boxing up story grid</p> <p>Telling stories/ Drama: Plan and tell stories to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character. Use spoken language imaginatively to entertain and engage the listener.</p> <p>Character: Look for evidence of characters changing during a story and discuss possible reasons. Recognise that characters may have different perspectives on events in the story. Develop characterization by showing the reader what characters say and do and how they feel and react at different points in the story.</p> <p>Settings: Know that different types of story have typical settings. Know that real-life stories can be based in different times or places. Story structure: Recognise that story structure can vary in different types of story. Recognise that plots can have high and low points.</p>	<p>Non-Fiction</p> <p>Introduce: Independent planning across all genres and application</p> <p>Secure use of a range of layouts suitable to text.</p> <p>Structure: Introduction/Middle/ Ending.</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear.</p> <p>Link ideas within and across paragraphs using a full range of conjunctions and signposts.</p> <p>Use rhetorical questions to draw reader in.</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Types of sentences: Statements/ Questions/ Exclamations / Commands</p> <p>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences Develop complex sentences: (Subordination)</p> <p>Main and subordinate clauses with full range of conjunctions:</p> <p>Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Metaphor Personification Onomatopoeia Empty words e.g. someone, somewhere was out to get him</p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. ate; -ise; -ify)</p> <p>Verb prefixes e.g. dis-, de-, mis-, over- and re-</p>



Year 5 – Punctuation and Grammar

Text Structure - Narrative	Text Structure – Non Narrative	Sentence Construction	Word Structure / Language
<p>Analyse more complex narrative structures and narratives that do not have a simple linear chronology e.g. Parallel narratives, flashbacks.</p> <p>Experiment with different ways to open a story - e.g. description – character or setting / action / dialogue.</p> <p>Plan and write complete stories using a more complex 5-part structure:</p> <ul style="list-style-type: none"> • Writing could start at any point • Introduction – should include action/ description/ dialogue • Build -up – further develop suspense techniques • Problem/ dilemma – may be more than one to be resolved, events may happen simultaneously (e.g. meanwhile...) • Resolution – clear links with the dilemma • Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question. <p>Vary conjunctions within paragraphs to build cohesion into a paragraph.</p> <p>Use change of place, time and action to link ideas across paragraphs. Adapt writing for a particular audience.</p> <p>Aim for consistency in character and style.</p>	<p>Express own opinions clearly. Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader.</p>	<p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</p> <p>Drop in –‘ed’ clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g.</p> <p>The siren echoed loudlythrough the lonely streetsat midnight</p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. “Stop!” he shouted, picking up the stick and running after the thief.</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>	



Year 5 – Punctuation and Grammar

Text Structure - Narrative	Text Structure – Non Narrative	Sentence Construction	Word Structure / Language
<p>Viewpoint:</p> <p>Know that authors have particular styles and may have a particular audience in mind.</p> <p>Note who is telling the story – does the author ever address the reader directly?</p> <p>Check whether the viewpoint changes at all during the story.</p>			







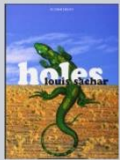







Year 5 – Grammar Coverage

Year 5 Grammar Coverage					
Suffixes: converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify”	Brackets for parenthesis	Developing technical language	Editing sentences by either expanding or reducing for meaning and effect	Moving parts of sentences around to create different effects	Metaphors
Verb prefixes: “dis-”, “de-”, “mis-”, “over-” and “re-”	Dashes for parenthesis	Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause	Drop-in “-ed” clauses: <i>Poor Tom, frightened by the fierce dragon, ran home.</i>	Future tense verbs	Rhetorical questions
Indicating degrees of possibility using modal verbs: <i>might, should, will, must</i>	Commas for parenthesis	Connectives to build cohesions: - Exemplification - Results - To summarise - To sequence	Indefinite pronouns: <i>somebody, something, someone, nobody, nothing, none, everything, anything, nothing</i>	Onomatopoeia	Personification
Indicating degrees of possibility using adverbs: <i>perhaps, surely</i>	Relative pronouns: <i>who</i> <i>which</i> <i>that</i> <i>whom</i> <i>whose</i>	Start a sentence with an expanded “-ed” clause: <i>Frightened of the dark, Tom hid under the bed all night.</i>	Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)	Colons for play scripts and to start a list	Secure use of compound sentences
Embellishing simple sentences	Relative clauses to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun	Developing fronted prepositional phrases for greater effect: <i>Throughout the stormy winter...</i> <i>Far beneath the frozen soil...</i>	Speech in inverted commas		



Year 6 – Termly Overview and Core Texts

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Texts / Topic Focus	 	 	 	 	 	 
Fiction Coverage	<ul style="list-style-type: none"> • Create an effective narrative opening. • Create and sustain mood in scene description. • Figurative language in prose writing. 	<ul style="list-style-type: none"> • Setting description. • 3rd person narrative. • Use retrieval and inference to understand character. • Build tension and suspense. 	<ul style="list-style-type: none"> • Integrating dialogue to develop character. • Plan and write emotion driven narrative. 	<ul style="list-style-type: none"> • Maintaining description in narrative. • ‘show don’t tell’. • changing pace of writing. 	<ul style="list-style-type: none"> • Write action as a first-person narrative. • Change mood and tone across paragraphs. 	<ul style="list-style-type: none"> • Planning and writing flashbacks. • Develop characters, creating inferences. • Descriptive writing.
Non – Fiction Coverage	<ul style="list-style-type: none"> • Write persuasive texts and use persuasive techniques. 	<ul style="list-style-type: none"> • Non chronological reports based on Ancient Greece. • Layout and features of non chronological report. • Use of active and passive. • Cohesion 	<ul style="list-style-type: none"> • Journalistic Writing • Explanation Texts focusing on the circulatory system. (science link) • Non-Chronological report • Diary writing. 	<ul style="list-style-type: none"> • Use of formal language. Police report. • WW2 Speech. • Evacuee report. • Informal letter 	<ul style="list-style-type: none"> • Journalistic writing. • newspaper report. • direct and reported speech. 	<ul style="list-style-type: none"> • Examine how thoughts and feelings are conveyed in diaries. • Writing one sided and balanced arguments.
Poetry Coverage	<ul style="list-style-type: none"> • Create a simile and metaphor poem. • Write, edit and perform poetry based on a model. 	N/A	<ul style="list-style-type: none"> • P-Factor poetry learning and performance. 	N/A	N/A	N/A
Basic Skills and Grammar	Commas used for clarity, inverted commas used for direct speech, paragraphs used appropriately, relative clauses used for detail, Consistent verb tenses, cohesion built across paragraphs and sentences, a range of punctuation is used correctly.					



Writing Objectives

COMPOSITION

Children should be taught to:

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as a model for their own.
- noting and developing initial ideas, drawing on reading and research where necessary.
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- précising longer passages.
- use a wide range of devices to build cohesion within and across paragraphs .
- using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining) .



Writing Objectives

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing .
- proposing changes to grammar and vocabulary to enhance effects and clarify meaning .
- ensuring the consistency and correct use of a tense throughout a piece of writing .
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- proof-reading for spelling and punctuation errors.

HANDWRITING

Children should be taught to:

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- choosing the writing implement that is best suited for a task.

SPELLING

Children should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them.
- spell some words with 'silent' letters [for example, knight, psalm, solemn) .



Year 6 –Writing

Writing Objectives



- continue to distinguish between homophones and other words which are often confused.
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically as listed in English Appendix 1.



Year 6 – Punctuation and Grammar

PUPILS SHOULD BE TAUGHT TO:

- Develop their understanding of how spoken language differs from and can be represented in writing by using the elements below.
- Use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing, including the subjunctive (e.g. said versus reported, alleged, or claimed in formal speech).</p>	<p>Use of passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse or The window in the greenhouse was broken.)</p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? , or the use of the subjunctive in some very formal writing and speech).</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (e.g. repetition of a word or phrase) grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence) and elision. Layout devices, such as headings, subheadings, columns, bullets or tables to structure text</p>	<p>Use of a semi colon, colon and dash to indicate stronger subdivision of a sentence than a comma. Punctuation of bullet points consistently to list information. Use of colon to introduce a list and semi-colons within lists. How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark or recover versus re-cover)</p>	<p>Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</p>



Year 6 – Punctuation and Grammar

Text Structure - Narrative	Text Structure – Non Narrative	Sentence Construction	Word Structure / Language
<p>Planning Tools:</p> <ul style="list-style-type: none"> • Story map • Plot matrix • Boxing up story grid <p>Telling stories/ Drama:</p> <ul style="list-style-type: none"> • Plan and tell stories to explore different styles of narrative. • Present engaging narratives for an audience. <p>Character:</p> <ul style="list-style-type: none"> • Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader. • Use a variety of techniques to introduce characters and develop characterisation. <p>Dialogue:</p> <ul style="list-style-type: none"> • Recognise that authors can use dialogue at certain points in a story to explain plot, show characters and relationships, convey mood or create humour. • Use dialogue at key points to move the story on or reveal new information. <p>Settings:</p> <ul style="list-style-type: none"> • Discuss why and how scene changes are made and how they effect the characters and the events. 	<p>Secure planning across non - fiction genres and application.</p> <p>Use a variety of text layouts appropriate to purpose.</p> <p>Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions.</p> <p>Express balanced coverage of a topic.</p> <p>Use different techniques to conclude texts.</p> <p>Use appropriate formal and informal styles of writing.</p> <p>Choose or create publishing format to enhance text type and engage the reader.</p>	<p>Consolidate Year 5 list</p> <p>Types of sentences: Statements/ Questions/ Exclamations / Commands.</p> <p>Secure use of simple / embellished simple sentences.</p> <p>Secure use of compound sentences.</p> <p>Secure use of complex sentences: (Subordination)</p> <p>Main and subordinate clauses with full range of conjunctions:</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated.</p> <p>Developed use of rhetorical questions for persuasion.</p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors.</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged versus claimed in formal speech or writing).</p> <p>How words are related as synonyms and antonyms e.g. big/ large / little</p>



Year 6 – Punctuation and Grammar

Text Structure - Narrative	Text Structure – Non Narrative	Sentence Construction	Word Structure / Language
<p>Recognise that authors use language carefully to influence the reader's view of a place or situation.</p> <p>Create a setting by using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds.</p> <p>Story structure: Secure independent planning across story types using 5 part story structure.</p> <p>Include suspense, cliff hangers, flashbacks/ forwards.</p> <p>Start story at any point of the 5 part structure.</p> <p>Vary narrative structure e.g. start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives.</p> <p>Maintain plot consistently working from plan. Vary sentence length to create a specific effect.</p> <p>Use paragraphs to vary pace and emphasis. Secure use of linking ideas within and across paragraphs.</p>	<p>Link ideas within and across paragraphs using a full range of conjunctions and signposts.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (e.g. repetition of a word or phrase) grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence) and elision.</p> <p>Layout devices, such as headings, subheadings, columns, bullets or tables to structure text.</p>	<p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive in some very formal writing and speech) as in: If I were you.</p>	



Year 6 – Punctuation and Grammar

Text Structure - Narrative	Text Structure – Non Narrative	Sentence Construction	Word Structure / Language
<p>Viewpoint: Look at elements of an author’s style to identify common elements and make comparisons between books.</p> <p>Consider how style is influenced by the intended audience. Recognise that the narrator can change – talk about the effect his has on the story and the reader’s response.</p>			

Year 6 – Grammar Overview

Year 6 Grammar Coverage

<p>Informal and formal speech:</p> <p><i>find out/ discover</i></p> <p><i>ask for / request</i></p> <p><i>go in / enter</i></p> <p>Using question tags for informality: <i>He's in your class, isn't he?</i></p> <p>Use the subjunctive for formal writing: <i>If I were you...</i></p>	<p>Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas</p>	<p>Dashes to mark the boundary between clauses:</p> <p><i>It's raining – I'm fed up</i></p>	<p>Semicolons to demarcate within a list</p>	<p>Simple sentences and how to embellish them</p>	<p>Modal verbs</p>
<p>Abstract nouns</p>	<p>Repetition for effect:</p> <p>persuasion, suspense, emphasis</p>	<p>Colon and bullet points for a list</p>	<p>Alliteration</p>	<p>Consolidating compound sentences and coordinating conjunctions</p>	<p>Auxiliary verbs</p>
<p>Synonyms:</p> <p>Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".</p>	<p>Connectives to signpost and create cohesion within a text:</p> <ul style="list-style-type: none"> - order of sequence - time connectives - additional ideas - space and place - contrasting - exemplification - results - to summarise 	<p>Hyphens for compound words to avoid ambiguity:</p> <p><i>man eating shark</i></p> <p>or</p> <p><i>man-eating shark</i></p>	<p>Similes</p>	<p>Complex sentences and subordinate conjunctions</p>	<p>Tense (past, present and future)</p>
<p>Antonyms:</p> <p>using prefixes</p>	<p>Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs</p>	<p>Identify the subject and object of the sentence</p>	<p>Metaphors</p>	<p>Combining complex and compound clauses to create a sentence</p>	<p>Pronouns: relative and possessive</p>

Year 6 – Grammar Overview

Year 6 Grammar Coverage					
Collective nouns	Colons to mark the boundary between clauses: <i>It's sunny; I'm going out to play.</i>	Ellipses to create suspense and to show missing words in a quote	Personification	Rhetorical questions	Relative clauses
The difference between passive and active sentence and when to use the passive	Semicolons to mark the boundary between clauses: <i>It's raining; I'm fed up</i>	Antonyms to create different effects in sentences	Fronted adverbials	Expanded noun phrases : <i>The witch, who crashed her broom, is over there, feeling dazed.</i> A whole sentence can be a noun phrase	Determiners and generalisers
Imperative verb					

A narrative is defined as an account of connected events, real or imagined, which can include stories, plays, poetry, recounts, reports, biographies, autobiographies, memoirs, letters, diaries, news broadcasts etc.

Literacy Shed Overview

(Information for teachers)

Y1/2 (Age 5-7)

Y1 Specific

Y2 Specific

Narrative

Genres

Fantasy		Adventure		Fairy/Traditional Tales	1st Person Narrative	3rd Person Narrative	Recount
The Ugly Sharkling	Grandad’s Island	Whistleless	Adventures are the	The Clock Tower	The Girl with The	Adventures are the	Caterpillar Shoes
Zahra	Something Fishy	Owl Babies	Pits	The Deep Dark Wood	Yellow Bag	Pits	How to Hide a Lion
Once in a Lifetime	A Cloudy Lesson	The Girl with The	The Storm Whale	Rapunzel	Dogs Don’t Do Ballet	Zahra	A Squash and a Squeeze
Lune et L’Autre	Dangle	Yellow Bag	Adventures are the	The Black Hat	Mrs Mole, I’m Home		
The Girl with The	How to Hide a Lion	Bubbles	Pits	Caterpillar Shoes	The Storm Whale		
Yellow Bag	Winter’s Child	Grandad’s Island	Cottonwool Colin		Something Fishy		
Bubbles	Cottonwool Colin		Mog’s Christmas		The Black Hat		
Book of Butterflies	The Day The Crayons		The Dark		The Colour Monster		
Dogs Don’t Do Ballet	Quit						
Stanley’s Stick	Bog Baby						
Mrs Mole, I’m Home	Meerkat Mail						
Stories with a moral	Magic	Humourous	Postcard	Stories from around the world	Portal Story	Party Invitation	Sci-Fi
The Bridge	The Girl with The	The Deep Dark Wood	The Ugly Sharkling	Zahra	Something Fishy	Adventures are the	The Way Back Home
Dangle	Yellow Bag	Dread Cat				Pits	Beegu
A Squash and a Squeeze		Mog’s Christmas					
Flat Stanley							

Narrative Features

Sequencing		Character Description	Character's Thoughts and Feelings	Sentence Construction	Narrative Retelling	Summarise	Point of View
The Ugly Sharkling The Way Back Home Whistleless Something Fishy Owl Babies Adventures are the Pits Book of Butterflies Stanley's Stick The Deep Dark Wood Beegu The Girl with The Yellow Bag	The Clock Tower Dangle Rapunzel Adventures are the Pits The Black Hat The Bridge Zahra Dread Cat Mog's Christmas Bog Baby	The Ugly Sharkling The Way Back Home Zahra Once in a Lifetime Lune et L'Autre Stanley's Stick The Deep Dark Wood Rapunzel Caterpillar Shoes Zahra The Tear Thief	Owl Babies Lune et L'Autre The Clock Tower Adventures are the Pits Stanley's Stick Beegu Dogs Don't Do Ballet Rapunzel A Cloudy Lesson Dangle A Squash and a Squeeze Mog's Christmas The Dark	The Way Back Home Whistleless Something Fishy Bubbles The Storm Whale	Whistleless Something Fishy Adventures are the Pits Book of Butterflies Mrs Mole, I'm Home Something Fishy A Squash and a Squeeze The Tear Thief Winter's Child	Dogs Don't Do Ballet Grandad's Island Adventures are the Pits Caterpillar Shoes Dangle Something Fishy The Tear Thief Cottonwool Colin Bog Baby	The Ugly Sharkling Dangle A Squash and a Squeeze
Setting Description		Narrative Openers	Narrative Description	Narrative Endings	Paragraphing	Sentence Openers	Sentence Construction
Owl Babies The Girl with The Yellow Bag The Clock Tower Bubbles Grandad's Island Stanley's Stick The Deep Dark Wood Rapunzel	Adventures are the Pits Something Fishy The Black Hat The Tear Thief The Dark Bog Baby Meerkat Mail	Stanley's Stick Rapunzel Cottonwool Colin Bog Baby	Something Fishy Bubbles Rapunzel Cottonwool Colin Bog Baby	The Clock Tower Owl Babies Dangle Stanley's Stick Rapunzel Cottonwool Colin Bog Baby	Bubbles	The Bridge	Book of Butterflies Dangle The Bridge
Action	Show, don't tell	Building tension	Atmosphere/mood	Dialogue	Imagery	Vocabulary (as a lesson focus)	
Adventures are the Pits	Adventures are the Pits A Squash and a Squeeze	Adventures are the Pits	The Clock Tower Adventures are the Pits	Lune et L'Autre The Bridge A Cloudy Lesson	Adventures are the Pits The Tear Thief The Colour Monster	Something Fishy Once in a Lifetime The Girl with The Grandad's Island The Storm Whale Yellow Bag Book of Butterflies Grandad's Island	Adventures are the Pits Something Fishy The Black Hat The Colour Monster The Day The Crayon Quits Meerkat Mail

DADWAVERS: Zahra

Editing: Book of Butterflies, Beegu, Grandad's Island, Stanley's Stick, Dogs Don't Do Ballet, Rapunzel, A Cloudy Lesson, Adventures are the Pits, Caterpillar Shoes, Dangle, Something Fishy,

Y3/4 (Age 7-9)

Narrative

Genres

Adventure		Fairy Tales/Traditional	Story with a moral	Prequel	Shakespeare	Realism	Historical Text
Tadeo Jones	Home Sweet Home	The Black Hat	The Present	The Rocketeer	A Midsummer Night's Dream	Treasure	Tadeo Jones
The Rocketeer	Ruckus	The Little Shoemaker	The Black Hat				The Queen's Token
Ride of Passage	Taking Flight	The Black Hat	For The Birds	Sequel			
Spy Fox	Varjak Paw		Soar	Journey			
The Firework-Maker's Daughter	Journey						
Fantastic Mr. Fox	Free Lance						
	Arthur and the Golden Rope						
Fantasy		1st Person Narrative	3rd Person Narrative	Sci Fi	Recount	Spooky	Playscript
Evol	Reverso	The Rocketeer	Treasure	Evol	The Dreamgiver	Marshmallows	Soar
Taking Flight	Rumblestar	The Dreamgiver	The Windmill Farmer	Tabula Rasa	Ruckus		Home Sweet Home
Soar	The Nothing to See	Flotsam	Ruckus	Girl and Robot	Tabula Rasa		Matilda
The Dreamgiver	Here Hotel	A Midsummer Night's Dream		Reverso	Krindlekrax		Horrid Henry
Once in a Lifetime	Who Let the Gods Out?	Pugs of The Frozen North		The Iron Man			
Journey of Edward	The Boy Who Grew	Krindlekrax					
Tulane	Dragons	Arthur and the Golden Rope					
Matilda	Pugs of The Frozen North						
Krindlekrax							
George's Marvellous Medicine							
Music Video	Picture Book	Back Story	Humourous	Dystopia	Action		
So Good To Me	Tuesday	Reverso	Horrid Henry	Varjak Paw	Spy Fox		
	Flotsam	So Good To Me	Esio Trot				
	Journey	Flotsam					
		The Firework-Maker's Daughter					

Features

Character Description		Setting Description		Figurative Language/imagery	Sequence Events/ Pace	Character Feelings/Emotion	
Evol Treasure The Rocketeer The Present The Black Hat Soar Ruckus Reverso Taking Flight Matilda George's Marvellous Medicine Arthur and the Golden Rope	The Dreamgiver Once in a Lifetime Varjak Paw Flotsam A Midsummer Night's Dream The Iron Man Pugs of the Frozen North Horrid Henry Free Lance Fantastic Mr. Fox Esio Trot	Tadeo Jones Evol Treasure The Shirt Machine The Rocketeer The Black Hat Tabula Rasa Home Sweet Home The Iron Man Krindlekrax Free Lance	The Dreamgiver Marshmallows Once in a Lifetime Rumblestar The Queen's Token A Midsummer Night's Dream Journey The Boy Who Grew Dragons The Firework-Maker's Daughter	Tadeo Jones Treasure The Windmill Farmer The Black Hat Taking Flight The Dreamgiver The Shirt Machine A Midsummer Night's Dream	Tadeo Jones Reverso Ruckus Tuesday Journey Journey of Edward Tulane Pugs of the Frozen North Matilda Krindlekrax	Tadeo Jones Treasure The Rocketeer Ride of Passage The Present Tabula Rasa For The Birds Girl and Robot Once in a Lifetime Pugs of the Frozen North Free Lance	Reverso Ruckus The Nothing to See Here Hotel The Queen's Token A Midsummer Night's Dream The Firework-Maker's Daughter Esio Trot
Dialogue		Summarise		Narrative openings	Narrative Endings	Formality	Writing in the style of an author
The Windmill Farmer The Shirt Machine Ride of Passage The Present Taking Flight Soar Matilda Fantastic Mr. Fox	For The Birds Home Sweet Home Reverso Taking Flight The Queen's Token Journey Horrid Henry Free Lance	Taking Flight Home Sweet Home Marshmallows Tabula Rasa The Queen's Token Matilda	A Midsummer Night's Dream The Iron Man Pugs of the Frozen North	Marshmallows The Iron Man	Girl and Robot Spy Fox Journey of Edward Tulane	Tadeo Jones Evol Reverso	The Nothing to See Here Hotel
Vocabulary (Where it is a specific lesson focus)		Sentence Construction	Paragraphing	Point of View		Sentence Openers	Mapping Emotions
Evol The Black Hat Taking Flight Tabula Rasa Home Sweet Home Once in a Lifetime Journey of Edward Tulane The Iron Man A Midsummer Night's Dream Krindlekrax Free Lance Esio Trot Arthur and the Golden Rope	Varjak Paw The Nothing to See Here Hotel The Queen's Token Flotsam The Boy Who Grew Dragons The Firework-Maker's Daughter	Taking Flight Marshmallows So Good to Me Spy Fox Flotsam The Firework-Maker's Daughter	Clockwork Ride of Passage Marshmallows The Firework-Maker's Daughter	Evol The Nothing to See Here Hotel The Queen's Token Pugs of the Frozen North Krindlekrax	Flotsam A Midsummer Night's Dream The Boy Who Grew Dragons Fantastic Mr. Fox	Ride of Passage So Good to Me Pugs of the Frozen North The Iron Man The Queen's Token Spy Fox Krindlekrax	Girl and Robot So Good To Me The Queen's Token
		1st/3rd Person	Action	Personification	Show Don't Tell	Inner Monologue	Hyperbole
		The Dreamgiver	Marshmallows Journey The Iron Man Free Lance	Tadeo Jones	Evol Once in a Lifetime So Good To Me	Taking Flight	Treasure

Non-Fiction

Text Type

Journalistic Writing		Diary/Journal		Persuasion	Non-Chronological Report	Report	Explanation
The Windmill Farmer	Ruckus	Tadeo Jones	Reverso	Treasure	Tabula Rasa	Tabula Rasa	The Shirt Machine
The Rocketeer	The Nothing to See	Evol	The Nothing to See	Tabula Rasa	Evol	Flotsam	Spy Fox
The Dreamgiver	Here Hotel	Treasure	Here Hotel	Spy Fox	Marshmallows		Who Let the Gods Out?
Reverso	Tuesday	Taking Flight	The Queen's Token	The Little Shoemaker	Once in a Lifetime		
Fantastic Mr. Fox	Journey of Edward Tulane	Girl and Robot	The Boy Who Grew Dragons	For The Birds	Soar		
		Once in a Lifetime	Dragons	Once in a Lifetime	Varjak Paw		
		Pugs of the Frozen North	The Iron Man	Flotsam	Krindlekrax		
		Horrid Henry	Arthur and the Golden Rope	Who Let the Gods Out?	Free Lance		
				Krindlekrax			
				Arthur and the Golden Rope			
Informal Letter	Formal Letter	Advertisement	Recount	Information leaflet/pamphlet	Instructions	Balanced Argument	Information text
The Windmill Farmer	The Windmill Farmer	The Little Shoemaker	Tabula Rasa	The Present	The Windmill Farmer	The Present	Rumblestar
For the Birds	Flotsam	Who Let the Gods Out?	George's Marvellous Medicine		The Shirt Machine		The Boy Who Grew Dragons
The Boy Who Grew Dragons	Who Let the Gods Out?		Fantastic Mr. Fox		Girl and Robot	Debate	
The Firework-Maker's Daughter	Krindlekrax				The Iron Man	Treasure	
					George's Marvellous Medicine		

Features

Formality	Direct/Reported Speech	Sequences	Quotations	Chronology	Formality	Emotive Language	Rhetorical Questions
Tadeo Jones	The Dreamgiver	Fantastic Mr. Fox	Reverso			The Windmill Farmer	The Present
For the Birds			Ruckus			Spy Fox	The Little Shoemaker
The Windmill Farmer			Tuesday			The Little Shoemaker	
Reverso			Journey of Edward Tulane				
Research/Note Making		Persuasion	Open/Closed questions	Paragraphing	Sentence Construction	Cohesion	Suspense/Tension
The Present	Who Let the Gods Out?	The Little Shoemaker	The Shirt Machine	Home Sweet Home	Marshmallows	Flotsam	The Dreamgiver
For the Birds	Journey of Edward Tulane	Spy Fox	Reverso	Marshmallows	The Nothing to See		The Nothing to See
Soar	Tulane	For the Birds	Tuesday	Rumblestar	Here Hotel		Here Hotel
Tuesday	The Boy Who Grew Dragons		The Queen's Token	Flotsam	Flotsam		
Flotsam			Journey of Edward Tulane	Krindlekrax			

Poetry

Genre

 kennings Evol Taking Flight	 Riddle Poem Treasure	 Extended metaphor The Windmill Farmer	 Limerick The Nothing to See Here Hotel	 Riddle Poem Treasure	 Free Verse Journey of Edward Tulane The Boy Who Grew Dragons	 Blackout Poem The Iron Man	 List Poem George’s Marvellous Medicine
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Features

 Metaphor The Windmill Farmer	 Alliteration Journey of Edward Tulane George’s Marvellous Medicine	 Rhyme The Boy Who Grew Dragons					
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Grammar

The units below are those which have specific learning objectives which target the grammar features. However, there are many more units in which grammar objectives are featured.

 Expanded Noun Phrases The Shirt Machine The Rocketeer The Dreamgiver Home Sweet Home Varjak Paw Journey of Edward Tulane	 Word Classes Spy Fox So Good To Me Taking Flight	 Adverbials Tadeo Jones The Rocketeer Ride of Passage Flotsam Journey of Edward Tulane	 Possessive apostrophes Ride of Passage Home Sweet Home Varjak Paw Rumblestar Esio Trot	 Clause Manipulation Evol Ride of Passage So Good To Me Taking Flight Matilda	 Punctuation of dialogue The Windmill Farmer The Shirt Machine Ride of Passage The Present Taking Flight The Queen’s Token Journey Matilda Horrid Henry George’s Marvellous Medicine	 Fronted Adverbials Taking Flight Once in a Lifetime So Good To Me Varjak Paw Rumblestar A Midsummer Night’s Dream Journey of Edward Tulane The Firework-Maker’s Daughter	 Conjunctions Tadeo Jones Evol The Rocketeer Ride of Passage Spy Fox So Good To Me Taking Flight Varjak Paw Rumblestar Journey of Edward Tulane Krindlekrax Fantastic Mr. Fox
 Direct/reported Speech Ride of Passage Varjak Paw	 Pronouns Ride of Passage Home Sweet Home	 Cohesion Marshmallows Flotsam Esio Trot	 Active/Passive Voice Tuesday	 Inverted Comas Reverso Tuesday The Queen’s Token	 Imperative Verbs So Good to Me	 Sentence Structure Spy Fox	 Rhetorical Questions The Little Shoemaker

Antonyms Matilda Arthur and the Golden Rope	Commas George's Marvellous Medicine	Chronological Sequencing The Rocketeer	Prepositions The Rocketeer The Black Hat Spy Fox Once in a Lifetime	Subordinate Clauses Evol Rumblestar	Prefixes/suffixes Taking Flight		
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Performance/Drama

Tadeo Jones

Treasure

The Windmill Farmer

The Rocketeer

The Black Hat

Home Sweet Home

Reverso The Little Shoemaker

Tabula Rasa

The Nothing to See Here Hotel

Flotsam

Matilda

Horrid Henry

Arthur and the Golden Rope

DADWAVERS: Spy Fox, So Good to Me, The Queen's Token, The Iron Man, Pugs of the Frozen North

Slow Writing: The Queen's Token

Editing: Treasure, The Windmill Farmer, The Rocketeer, Ride of Passage, The Black Hat, Tabula Rasa, Spy Fox, The Dreamgiver, Girl and Robot, Marshmallows, So Good To Me, Varjak Paw, The Nothing to See Here Hotel, Journey, Who Let the Gods Out?, The Boy Who Grew Dragons, The Iron Man, Krindlekrax, Horrid Henry, George's Marvellous Medicine, Free Lance, Fantastic Mr. Fox, Esio Trot, Arthur and the Golden Rope.

Y5/6 (Age 9-11)

Narrative

Genres

Fairy Tales Red Miss Take	Post Apocalypse Ruin	Flashback Ruin Birthday Boy Eye of the Storm	Action Titanium	Prequel Titanium Wing	Shakespeare Hamlet Julius Caesar The Tempest Romeo & Juliet Macbeth	Magic Matilda The Nowhere Emporium	Historical Text The Lion and The Unicorn War Horse Street Child Beowulf Goodnight Mr. Tom Cogheart Clockwork
1st Person Narrative Home Sweet Home Road's End The Lighthouse War Horse Clockwork	Spooky/Ghostly Francis Alma Ghosts of Pere Lachaise Room 13 Clockwork	3rd Person Narrative Alma Shadow of Blue The Alchemist's Letter The Ridge Who Let The Gods Out Goodnight Mr. Tom	Dual Narrative Alma	Monologue/ Soliloquy The Lego Story Skellig Little Freak Hamlet Romeo & Juliet	Sci Fi Eye of the Storm Cosmic	Fantasy Eye of the Storm Skellig The Wolf Wilder Beowulf Who Let The Gods Out Stitch Head	Adventure Rooftoppers Kensuke's Kingdom Holes Cogheart A Series of Unfortunate Events
Recount Road's End Shadow of Blue	Script Birthday Boy	Fairy Tale A Series of Unfortunate Events					

DADWAVERS: Alma, The Lighthouse, Skellig, Street Child, Julius Caesar, Who Let The Gods Out, The Tempest, Private Peaceful, Rooftoppers, Goodnight Mr. Tom

Slow Writing: Pandora, Swing of Change

Editing: Alma, Birthday Boy, Eye of the Storm, Shadow of Blue, The Ridge, Room 13, Skellig, Who Let The Gods Out, The Nowhere Emporium, Romeo & Juliet, Holes, Goodnight Mr. Tom, Friend or Foe, Cogheart, A Series of Unfortunate Events, Brightstorm

Non-Fiction

Text Type

Journalistic Writing Titanium Birthday Boy The Lighthouse The Snow Sister The Wolf Wilder Beowulf Who Let The Gods Out Stitch Head Tuesday Rooftoppers Macbeth Cogheart Brightstorm	Diary/Journal Titanium Francis Wing Day of the Dead Treasure Eye of the Storm Shadow of Blue The Lion and The Unicorn War Horse Stitch Head The Tempest Romeo & Juliet Little Freak Friend or Foe Cogheart A Series of Unfortunate Events Brightstorm	Explanation High Flying Giraffes Day of the Dead The Tempest	Sports Commentary High Flying Giraffes	Persuasion For The Birds Day of the Dead The Alchemist's Letter Little Freak Matilda Room 13 Skellig Julius Caesar Beowulf Stitch Head Private Peaceful Rooftoppers Macbeth Cosmic Clockwork	Non-Chronological Report Day of the Dead Pandora Tale of Three Brothers Biography of Charles Dickens Street Child The Wolf Wilder Julius Caesar Holes Friend or Foe	Report The Lego Story	Debate Shadow of Blue Macbeth Friend or Foe
Informal Letter For The Birds Beyond the Lines The Alchemist's Letter Little Freak Macbeth Holes	Biographical Aviatrix Ghosts of Pere Lachaise The Lego Story Biography of Charles Dickens Street Child Beowulf The Nowhere Emporium Private Peaceful	Formal Letter Hamlet Clockwork	Discursive Hamlet	Information leaflet/pamphlet War Horse	Speech/Public Speaking The Wolf Wilder Macbeth Goodnight Mr. Tom	Balanced Argument Friend or Foe Macbeth	Information text Cosmic

Features

Formality Titanium The Nowhere Emporium Holes Goodnight Mr. Tom Brightstorm	Direct/Reported Speech Titanium Cogheart	Sequences High Flying Giraffes	Research/Note Making High Diving Giraffes For the Birds Day of the Dead The Lego Story Tale of Three Brothers Biography of Charles Dickens War Horse Street Child The Wolf Wilder Julius Caesar The Nowhere Emporium Friend or Foe	Quotations High Flying Giraffes Aviatrix	Chronology Aviatrix	Formality Pandora The Lighthouse Rooftoppers Cogheart	Emotive Language The Wolf Wilder
Direct/Reported Speech Rooftoppers Macbeth Brightstorm							

Poetry

Genre

War Poetry Beyond the Lines	Emotive Poetry Beyond the Lines	Non-form Treasure The Ridge Little Freak Rooftoppers	Narrative Poetry Tale of Three Brothers	Black Out Poetry The Wolf Wilder	Haiku Kensuke's Kingdom	Tanka Kensuke's Kingdom	Performance Kensuke's Kingdom
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Features

Figurative Language/Imagery Beyond the Lines Treasure Little Freak	Metaphor Beyond the Lines Wing Treasure	Alliteration Tale of Three Brothers	Rhyme Tale of Three Brothers				
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Grammar

The units below are those which have specific learning objectives which target the grammar features. However, there are many more units in which grammar objectives are featured.

Expanded Noun Phrases Red Miss Take High Flying Giraffes Wing Day of the Dead Pandora The Alchemist's Letter Goodnight Mr. Tom	Use of Colon/Semi colon Beyond the Lines Eye of the Storm The Snow Sister Cosmic	Pronouns Aviatrice The Lion and The Unicorn	Active/Passive Verbs Aviatrice Stitch Head Tuesday	Chronological Sequencing Aviatrice The Nowhere Emporium	Punctuation of dialogue Red Miss Take Home Sweet Home For The Birds Wing Road's End Swing of Change Who Let The Gods Out	Relative Clauses Tuesday	Ellipses The Nowhere Emporium
Direct/Indirect Speech Aviatrice Macbeth	Clause Manipulation Pandora	Cohesion Pandora Road's End Swing of Change Eye of the Storm The Lion and The Unicorn The Nowhere Emporium Clockwork A Series of Unfortunate Events	Parenthesis The Lion and The Unicorn	Modal Verbs Hamlet Romeo & Juliet	Subjunctive Form Matilda	Adverbials Room 13 The Nowhere Emporium	Rhetorical Questions The Nowhere Emporium
Conjunctions Romeo & Juliet	Commas Private Peaceful	Verb Tenses Rooftoppers Friend or Foe	Prepositions Goodnight Mr. Tom				

Performance/Drama

Ghosts of Pere Lachaise

Wing

Road's End

Swing of Change

Birthday Boy

Eye of the Storm

The Lighthouse

Little Freak

Street Child

The Tempest

Goodnight Mr. Tom

Friend or Foe

Brightstorm

Penpals for Handwriting: Scope and sequence

Foundation 1/3–5 years	Year 1/Primary 2	Year 2/Primary 3	Year 3/Primary 4	Year 4/Primary 5	Year 5&6/Primary 6&7
<p>DEVELOPING GROSS MOTOR SKILLS The vocabulary of movement Large movements Responding to music</p> <p>DEVELOPING FINE MOTOR SKILLS Hand and finger play Making and modelling Links to art Using one-handed tools and equipment</p> <p>DEVELOPING PATTERNS AND BASIC LETTER MOVEMENTS Pattern making Responding to music Investigating straight line patterns Investigating loops Investigating circles Investigating angled patterns Investigating eights and spirals</p>	<p>Term 1 Letter formation practice: long ladder family Letter formation practice: one-armed robot family Letter formation practice: curly caterpillar family Letter formation practice: zig-zag monster family Practising the vowels: i Practising the vowels: u Practising the vowels: a Practising the vowels: o Practising the vowels: e Letter formation practice: capital letters</p> <p>Term 2 Introducing diagonal join to ascender: joining <i>at, all</i> Practising diagonal join to ascender: joining <i>th</i> Practising diagonal join to ascender: joining <i>ch</i> Practising diagonal join to ascender: joining <i>cl</i> Introducing diagonal join, no ascender: joining <i>in, im</i> Practising diagonal join, no ascender: joining <i>or, tr, dr</i> Practising diagonal join, no ascender: joining <i>lp, mp</i> Introducing diagonal join, no ascender, to an anticlockwise letter: joining <i>id, ig</i> Practising diagonal join, no ascender, to an anticlockwise letter: joining <i>nd, ld</i> Practising diagonal join, no ascender, to an anticlockwise letter: joining <i>ng</i></p> <p>Term 3 Practising diagonal join, no ascender: joining <i>ee</i> Practising diagonal join, no ascender: joining <i>ai, ay</i> Practising diagonal join, no ascender: joining <i>ime, ine</i> Introducing horizontal join, no ascender: joining <i>op, oy</i> Practising horizontal join, no ascender: joining <i>ome, ome</i> Introducing horizontal join, no ascender, to an anticlockwise letter: joining <i>oa, oa</i> Practising horizontal join, no ascender, to an anticlockwise letter: joining <i>wa, wa</i> Introducing horizontal join to ascender: joining <i>ol, ol</i> Practising horizontal join to ascender: joining <i>wh, oh</i> Introducing horizontal and diagonal joins to ascender, to an anticlockwise letter: joining <i>of, of</i> Assessment</p>	<p>Term 1 How to join in a word: high frequency words Introducing the break letters: <i>j, g, x, y, z, b, f, p, q, r, s</i> Practising diagonal join to ascender in words: <i>eel, eel</i> Practising diagonal join, no ascender, in words: <i>a_e</i> Practising diagonal join, no ascender, to an anticlockwise letter in words: <i>ice, ide</i> Practising horizontal join, no ascender, in words: <i>ow, ou</i> Practising horizontal join, no ascender, in words: <i>oy, oi</i> Practising horizontal join, no ascender, to an anticlockwise letter in words: <i>oa, ode</i> Practising horizontal join to ascender in words: <i>ole, obe</i> Practising horizontal join to ascender in words: <i>ook, ool</i></p> <p>Term 2 Practising diagonal join to <i>r</i>: <i>ir, ur, er</i> Practising horizontal join to <i>r</i>: <i>or, oor</i> Introducing horizontal join from <i>r</i> to ascender: <i>ur, ir, irt</i> Introducing horizontal join from <i>r</i> to <i>ere</i> Practising joining to and from <i>r</i>: <i>air</i> Introducing diagonal join to <i>s</i>: <i>dis</i> Introducing horizontal join to <i>s</i>: <i>ws</i> Introducing diagonal join from <i>s</i> to ascender: <i>sh</i> Introducing diagonal join from <i>s</i>, no ascender: <i>si, su, se, sp, sm</i> Introducing horizontal join from <i>r</i> to an anticlockwise letter: <i>rs</i></p> <p>Term 3 Practising diagonal join to an anticlockwise letter: <i>ea, ear</i> Introducing horizontal join to and from <i>f</i> to ascender: <i>ft, fl</i> Introducing horizontal join from <i>f</i>, no ascender: <i>fu, fr</i> Introducing <i>qu</i> (diagonal join, no ascender) Introducing <i>rr</i> (horizontal join, no ascender) Introducing <i>ss</i> (diagonal join, no ascender, to an anticlockwise letter) Introducing <i>ff</i> (horizontal join to ascender) Capital letter practice: height of ascenders and capitals Assessment Assessment</p>	<p>Term 1 Revising joins in a word: long vowel phonemes Revising joins in a word: <i>le</i> Revising joins in a word: <i>ing</i> Revising joins in a word: high frequency words Revising joins in a word: new vocabulary Revising joins to and from <i>s</i>: <i>dis</i> Revising joins to and from <i>r</i>: <i>re, pre</i> Revising joins to and from <i>f</i>: <i>ff</i> Revising joins: <i>qu</i></p> <p>Term 2 Introducing joining <i>b</i> and <i>p</i>: diagonal join, no ascender, <i>bi, bu, pi, pu</i> Practising joining <i>b</i> and <i>p</i>: diagonal join, no ascender, to an anticlockwise letter, <i>ba, bo, pa, po</i> Practising joining <i>b</i> and <i>p</i>: diagonal join to ascender, <i>bl, ph</i> Relative sizes of letters: silent letters Parallel ascenders: high frequency words Parallel ascenders: adding <i>y</i> to words Relative size and consistency: <i>ly, less, ful</i> Relative size and consistency: capitals Speed and fluency practice: <i>er, est</i> Speed and fluency practice: opposites</p> <p>Term 3 Consistency in spacing: <i>mis, anti, ex</i> Consistency in spacing: <i>non, co</i> Consistency in spacing: apostrophes Layout, speed and fluency practice: address Layout, speed and fluency practice: dialogue Layout, speed and fluency practice: poem Layout speed and fluency practice: letter Handwriting style: calligrams Assessment Handwriting style: acrostics</p>	<p>Term 1 Revising joins in a word: <i>ness, ship</i> Revising joins in a word: <i>ing, ed</i> Revising joins in a word: <i>s</i> Revising joins in a word: <i>ify</i> Revising joins in a word: <i>rn, mm, ss</i> Revising parallel ascenders: <i>tl, ll, bb</i> Revising parallel ascenders and descenders: <i>pp, ff</i> Revising joins to an anticlockwise letter: <i>cc, dd</i> Revising break letters: dictionary work and alphabetical order Linking spelling and handwriting: related words</p> <p>Term 2 Introducing sloped writing Parallel ascenders: <i>al, ad, af</i> Parallel descenders and break letters: <i>ight, ough</i> Size, proportion and spacing: <i>ious</i> Size, proportion and spacing: <i>able, ful</i> Size, proportion and spacing: <i>fs, ves</i> Speed and fluency: abbreviations for notes Speed and fluency: notemaking Speed and fluency: drafting Speed and fluency: lists</p> <p>Term 3 Size, proportion and spacing: <i>v, k</i> Size, proportion and spacing: <i>ic, ist</i> Size, proportion and spacing: <i>lon</i> Size, proportion and spacing: <i>its, it's</i> Speed and fluency: <i>ible, able</i> Speed and fluency: diminutives Print alphabet: captions, headings, labels Print capitals: posters Assessment Presentational skills: font styles</p>	<p>YEAR 5 HANDWRITING Revision: practising sloped writing Revision: practising the joins Developing style for speed: joining from <i>t</i> Developing style for speed: looping from <i>g, j</i> and <i>y</i> Developing style for speed: joining from <i>f</i> Developing style for speed: joining from <i>s</i> Developing style for speed: writing <i>v, w, x</i> and <i>z</i> at speed Developing style for speed: pen breaks in longer words Different styles for different purposes Assessment</p> <p>YEAR 5 PROJECT WORK Haiku project: making notes Haiku project: organising ideas Haiku project: producing a draft Haiku project: publishing the haiku Haiku project: evaluation Letter project: making notes Letter project: structuring an argument Letter project: producing a draft Letter project: publishing a letter Letter project: evaluation</p> <p>YEAR 6 HANDWRITING Self-assessment: evaluating handwriting Self-assessment: checking the joins Self-assessment: consistency of size Self-assessment: letters resting on baseline Self-assessment: ascenders and descenders Self-assessment: consistency of size of capitals and ascenders Writing at speed: inappropriate closing of letters Writing at speed: identifying unclosed letters Writing at speed: spacing within words Writing at speed: spacing between words</p> <p>YEAR 6 PROJECT WORK Playscript project: collecting information Playscript project: recording ideas Playscript project: producing a draft Playscript project: publishing a playscript Playscript project: evaluation Information notice project: collecting and organising information Information notice project: organising information Information notice project: producing a draft Information notice project: publishing a notice Information notice project: evaluation</p>

