



# Kessingland Church of England Primary Academy

## Writing: Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR1	<b>Theme: Bears</b> <b>Brown Bear</b> <b>We're Going on a Bear Hunt</b> <b>Teddy Bear's Picnic</b>  Short sequencing and ordering.  Caption writing/ labelling  Thought bubbles and speech bubbles.  Questions – Hot seating  Lists – Items needed for a picnic	<b>Buster the Boxer (Literacy Shed video unit)</b> <b>The Jolly Postman</b>  Description: Describe the garden and the animals that visit.  Letter: Write a letter to Father Christmas.	<b>Traditional Tales:</b> <b>Three Little Pigs</b> <b>Little Red Riding Hood</b> <b>Jack and the Beanstalk</b> <b>The Gingerbread Man</b> <b>The Ugly Duckling</b> <b>The Princess and the Pea</b> <b>Twisted Tale – Little Red</b> <b>Twisted Tale – The Deep Dark Wood</b>  Talk 4 Writing strategies Various narrative writing outcomes.		<b>Julia Donaldson author study:</b> <b>Tiddler</b> <b>Stick man</b> <b>The Gruffalo/ child</b> <b>Zog</b> <b>Room on the Broom</b> <b>Superworm</b> <b>The Snail and the Whale</b> <b>A Squash and a Squeeze</b> <b>The Smartest Giant in Town</b> <b>What the Ladybird Heard</b>  Writing outcomes:  <ol style="list-style-type: none"> <li>1. A Squash and a Squeeze - recount narrative as the Little Old Lady.</li> <li>2. What the Ladybird Heard - Fact sheet about farms and farm animals.</li> </ol>	<b>Australia:</b>  <b>Wombat Stew:</b> Non-chronological report (Tv report) based on an Australian animal.  Instructions: How to make a stew in similar style to 'Wombat Stew', changing the creature and method.  <b>Fact file:</b> Australia's Deadliest Animals (non-chronological report): Design their own breed of deadly Australian animal e.g. snake or spider.
YR2	<b>Oliver Jeffers author study:</b> • <b>The Incredible Book Eating Boy (VIPERS)</b> • <b>Stuck</b> • <b>How to Catch a Star</b> • <b>Here we are</b>	<b>Meerkat Mail</b>  <b>T'was the Night Before Christmas (Literacy Shed video unit)</b>	<b>The Paperbag Princess</b>  <b>Talk for Writing – Narrative</b> Setting description of the forest and the cave.	<b>The Day the Crayons Quit:</b>  Letter: Write a persuasive letter as one of the colours, explaining why you are the best colour.	<b>A Cloudy Lesson (Literacy Shed video unit):</b> <a href="https://www.literacyshedplus.com/en-gb/resource/a-cloudy-lesson-5-7-en-gb">https://www.literacyshedplus.com/en-gb/resource/a-cloudy-lesson-5-7-en-gb</a>  <b>Cloudy with a chance of meatballs</b>  <b>Various writing outcomes:</b>	

	<p>●<b>Lost and Found</b></p> <p>Sentence predictions based on the stories.</p> <p>Sequencing and ordering.</p> <p>Thought bubbles and speech bubbles.</p> <p>Lists</p>	<p>Narrative – setting description: Based on Meerkat Mail.</p> <p>Fact file: Write a non-fiction report about meerkats.</p> <p>Instructions: Children write instructions to Santa to prepare for Christmas Eve journey.</p>	<p><b>Talk for Writing - Instructions:</b> Children write a set of instructions to trick a dragon.</p>	<p>Poetry: Write a colour list poem.</p>	<p>Narrative: Write a narrative based on the video including dialogue.</p> <p>Instructions: Write instructions on how to operate a cloud machine.</p> <p>Non-chronological report: Flap books creating their own breed of sea creature.</p>	
YR3	<p><b>The Tin Forest</b></p> <p>Narrative - Setting description: Tin Forest – describe the setting using senses.</p> <p><b>The Robot and the Bluebird</b></p> <p>Diary entry: The Robot and the Bluebird - Children write a diary entry from the robot's perspective.</p> <p><b>Mon Ami Le Robot (Literacy Shed video)</b></p> <p>Narrative - dialogue: Write dialogue between the boy and his friend the robot.</p>	<p><b>The Iron Man</b></p> <p><b>The Coming of the Iron Man by Brenda Williams (poem)</b></p> <p>Instructions: Write a set of instructions – how to trap the Iron Man</p> <p>Blog/ diary: Write in role as the Iron Man – the reconstruction of their metal body</p>	<p><b>Fantastic Mr Fox</b></p> <p><b>Spy Fox (Literacy Shed video unit)</b></p> <p>Narrative - Character description: write a description of the character Mr Fox.</p> <p>Diary entry: Recount what happened underground from Badger's point of view in the form of a diary entry.</p> <p>Instructions: Design and write instructions for their own spy weapon (Spy Fox).</p>	<p><b>Ruckus (Literacy Shed video unit):</b></p> <p>Character description: Ruckus: children write a character description of the Bandit Brothers. Use this to produce a 'wanted' poster for one of the brothers.</p> <p>Play script: Write the conversation between the two Bandit Brothers.</p>	<p><b>The Firework Maker's Daughter</b></p> <p>Letter: The children write an extended version of the letter that Lila writes to her father.</p> <p>Narrative - Setting description: Children describe the fire-fiend's grotto, using powerful vocabulary.</p>	<p><b>The Lighthouse (Literacy Shed video unit)</b></p> <p>Diary: Write the Lighthouse Keeper's diary.</p>
YR4	<p><b>The Black Hat (Literacy Shed video unit)</b></p> <p><b>Esio Trot</b></p>	<p><b>Three Little Pigs (Literacy Shed video unit)</b></p>	<p><b>The Dreadful Menace (Literacy Shed video):</b></p>	<p><b>How to Train your Dragon</b></p> <p>Narrative</p>	<p><b>Theme: portals</b></p> <p><b>Journey by Aaron Becker</b></p>	<p><b>Varjak Paw</b></p> <p>Narrative:</p>

	<p>Setting description: Describe the setting from the story. (Black Hat).</p> <p>Character narrative:</p>	<p><b>Twisted Tales – The Wolf’s Story</b></p> <p><b>Eye of the Wolf</b></p> <p>Newspaper report: Based on the video of the Three Little Pigs.</p> <p>Narrative: Retelling of the Girl and the Fox from the perspective of the fox.</p> <p>Advert/ persuade: Take a side of the three little pigs and explain why you should be freed.</p>	<p><a href="https://www.literacyshed.com/the-sports-shed.html">https://www.literacyshed.com/the-sports-shed.html</a></p> <p><b>Flood (picture book)</b></p> <p>Poetry: Children write their own personification poems in a similar style to the Dreadful Menace, using the mountain as inspiration.</p>	<p>Write the events of chapter two from the perspective of another character (first person).</p> <p>Non-chronological report: Write a non-fiction report about their own breed of dragon.</p>	<p><b>The Lion, Witch and the Wardrobe</b></p> <p>Setting description: Write a setting description of the forest that the girl enters.</p> <p>Narrative: Write own short portal story and illustrate it.</p>	<p>Produce a short narrative about Varjak Paw fleeing from a helicopter.</p> <p>Non-chronological report: Produce a report about Street cats and Mesopotamian Blue cats.</p>
YR5	<p><b>Flotsam</b></p> <p>Newspaper report: Write a newspaper extract reporting the findings from the photographs.</p> <p>Non-chronological report: Write a report about one of the sea creatures.</p>	<p><b>Kensuke’s Kingdom by Michael Morpurgo</b></p> <p>Discussion: Balanced argument (for and against) for sailing around the world.</p> <p>Setting description: Describe the island (Kensuke’s Kingdom)</p> <p>Poetry: Haiku poetry (Literacy Shed unit for Kensuke’s Kingdom)</p>	<p><b>Titanium (Literacy Shed video unit):</b> <a href="https://www.literacyshed.com/the-music-video-shed.html">https://www.literacyshed.com/the-music-video-shed.html</a></p> <p>First Person Narrative: Write the narrative from the point of view of the boy in the film (Titanium music video)</p> <p>Newspaper report: Report on the events of the story in Titanium.</p>	<p><b>Stormbreaker by Anthony Horowitz</b></p> <p>Recount – blog: Write Alex’s diary whilst he is training with k-unit after the chapter ‘Double O Nothing.’</p> <p>Instructions: Design a new gadget for Alex Rider after the chapter ‘Toys Aren’t Us.’</p>	<p><b>No Ballet Shoes in Syria</b></p> <p>Diary entry: In role of either Dotty or Ciara to show their different personalities and opinions of Aya.</p> <p>Persuasion-speech: Look at Miss Helena’s story and write the speech that Aya would tell Ciara to explain her backstory.</p>	<p><b>Beyond the Lines (Literacy Shed video unit)</b></p> <p>Letter: Write a war letter home from the battlefield.</p> <p>Poetry: War poems based on the video.</p>
YR6	<p><b>Street Child – Berlie Doherty</b></p> <p>Character description: Children write a character description of ‘Grimy Nick.’</p>	<p><b>Cirque Du Freak by Darren Shan</b></p> <p>Discussion: Balanced argument answering the question:</p>	<p><b>‘Short and Spooky’ by Louise Cooper/ Suspense reading and writing unit</b></p> <p>Suspense narrative: Write a short suspense story with a twist.</p>	<p><b>Pandora (Literacy Shed video):</b> <a href="https://www.literacyshed.com/the-sci---fi-shed.html">https://www.literacyshed.com/the-sci---fi-shed.html</a></p> <p>Non-chronological report:</p>	<p><b>Alma (Literacy Shed video unit):</b> <a href="https://www.literacyshed.com/alma.html">https://www.literacyshed.com/alma.html</a></p> <p>Setting description:</p>	<p><b>Wonder by R.J. Palacio</b></p> <p>Diary/ blog: As Jack Will, Charlotte or Julian sharing their different perspectives of Auggie.</p>

	<p>Narrative: First person narrative from the view point of Jim – someone stole his money. Write what happens next.</p>	<p>should freak shows be banned?</p> <p>Character description: Create and describe a new act for the Cirque Du Freak.</p> <p><b>Little Freak (Literacy Shed video)</b>  <a href="https://www.literacyshed.com/the-thinking-shed.html">https://www.literacyshed.com/the-thinking-shed.html</a></p> <p>Narrative with a monologue: Little Freak's emotive speech to his father.</p>	<p><b>The Giant's Necklace by Michael Morpurgo</b></p> <p>Newspaper report: Based on the short story, 'The Giant's Necklace.'</p>	<p>Create and describe a new creature able to thrive on the planet of Pandora.</p> <p>Newspaper report: Write a newspaper report about the discovery of your new creature.</p>	<p>Based on the opening scene of Alma – snowy, derelict street of shops. Imagery to describe shop.</p> <p>Dual narrative: Retell the story from two perspectives: Alma's and the doll's.</p>	<p>Speech: Write Auggie's speech for Daisy's funeral</p> <p>Freeform poem</p>
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### **Vision Statement:**

At Kessingland CofE Primary Academy, our vision is that students will be fluent in reading, writing and spoken language, with the necessary skills and knowledge to be confidently literate.

### **Reading:**

Our aim is that all children will develop life-long reading habits and a love of reading and literature. Students will identify as readers and writers, experiencing how through reading and writing they can communicate with others, express themselves and cultivate identity, an understanding of the world and their place in it in relation to others.

Through a text-rich curriculum, explicit vocabulary teaching and our Reading Roundabout lessons, we will expose children to new worlds, experiences and ideas, expanding their horizons. Our choice of texts will both value and confirm students' linguistic, cultural and social backgrounds, and introduce them to cultural and social contexts beyond those they are familiar with. We will make links to other subjects and provide meaningful contexts and purposes for writing.

Throughout the school, children are regularly read to by an adult in their classes. Teachers will either use their class stimulus text or another which fits in with the learning taking place. Teachers read a huge variety of written material regularly with the children: fiction and non-fiction, stories, reports, diaries and poems. All year groups have access to challenging and interesting novels for teachers to read to their classes, exposing children to language and classic stories, which they may find too challenging to read independently. We have an inspiring, well-resourced school library which all pupils are able to access regularly. In addition, we have a strong link with Kessingland Public Library.

Some children require more rigour, support and structure when learning to read. These children may have a daily one to one reading session with a teaching assistant or learning support assistant alongside their regular whole-class sessions.

## Writing:

At Kessingland C of E Primary, we believe that great writers emerge from great readers, so much of our wider curriculum is built around quality fiction and non-fiction.

We intend to give pupils the opportunity to:

- Emulate quality authors in their writing;
- Use the writing of quality authors as an inspiration or stimulus for their own work;
- Reflect on what they have read in their writing.

In writing lessons, pupils are encouraged to identify as writers to develop their own authentic writing voices, experiencing how through writing they can communicate with others and express themselves. Through a text-rich writing curriculum, we will expose children to new worlds, experiences and ideas, expanding their horizons. Our choice of texts will both value and confirm students' linguistic, cultural and social backgrounds, and introduce them to cultural and social contexts beyond those they are familiar with. We will make links to other subjects and provide meaningful contexts and purposes for writing and will enrich their learning with visits from professional writers.

We intend to enable all pupils to grow and develop their own authorship throughout their time at Kessingland C of E Primary Academy. We understand the vital importance of writing (and spoken communication) in providing children with a voice, so that they can share their ideas with the world. We aim that all pupils leave our school well-equipped for secondary education, with the ability to write effectively in a range of fiction genres and non-fiction text types. We understand the duality of writing: it is an invaluable life skill, yet it is also a means of self-expression.

## Domains of knowledge:

<b>Fiction</b>	Narrative	Myths and Legends	Fairy tales	Traditional tales	Fantasy	Science Fiction	Diary	Suspense and Mystery	Adventure	Quest
					Biography	Play Writing				
<b>Non-fiction</b>	Recount	Chronological Report	Non-chronological Report	Explanation text	Instructions	Informal letter	Formal letter	Persuasive letter		
		Historical recount	Newspaper Report	Speeches	Autobiographies	Biographies	Balanced Argument	Advertising		
<b>Poetry</b>		Narrative Poetry	Acrostic	Performance Poetry	Haiku	Kenning	Rhyming	Free Verse		

## **Narrative:**

### **Year 1**

<b>Generic Structure</b>	<b>Grammatical features</b>	<b>Planning and preparation</b>
<ul style="list-style-type: none"><li>○ Simple narratives and retellings are told/ written in first or third person.</li><li>○ Simple narratives are told/ written in past tense.</li><li>○ Events are sequenced to create texts that make sense.</li><li>○ The main participants are human or animal.</li><li>○ Simple narratives use typical characters, settings and events whether imagined or real.</li><li>○ ‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create</li></ul>	<ul style="list-style-type: none"><li>○ Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; she fell asleep in Baby Bear’s bed.</li><li>○ Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny’s house on Saturday; We went to the park after school.</li><li>○ Sentences are demarcated using full-stops, capital letters and finger spaces.</li><li>○ Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure.</li><li>○ Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no!</li><li>○ Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf.</li><li>○ Use of the personal pronoun ‘I’ to retell personal narratives, e.g. I went to the park yesterday.</li></ul>	<ul style="list-style-type: none"><li>○ Listen to stories and narrative texts that use the features required for the writing.</li><li>○ Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.</li><li>○ Make plans and props based on the story or narrative that has been shared.</li><li>○ Recognise and use ‘story language’ e.g. Once upon a time, later that day, happily ever after</li><li>○ Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.</li><li>○ Think, say and write sentences to tell the story or narrative in their own words.</li><li>○ Reread the completed narrative aloud, for example, to a partner, small group or the teacher.</li></ul>

### **Year 2**

<b>Generic Structure</b>	<b>Grammatical features</b>	<b>Planning and preparation</b>
<ul style="list-style-type: none"><li>○ Narratives and retellings are told/ written in first or third person</li><li>○ Narratives and retellings are told/ written in past tense</li><li>○ Events are sequenced to create texts that make sense</li><li>○ The main participants are human or animal.</li></ul>	<ul style="list-style-type: none"><li>○ Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; she fell asleep in Baby Bear’s bed.</li><li>○ The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating,</li></ul>	<ul style="list-style-type: none"><li>○ Listen to stories and narrative texts that use the features required for the writing.</li><li>○ Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.</li></ul>

<ul style="list-style-type: none"> <li>○ They are simply developed as either good or bad characters.</li> <li>○ Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>○ Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.</li> </ul>	<p>Rapunzel was hoping someone would come and rescue her...</p> <ul style="list-style-type: none"> <li>○ Apostrophes can be used for possession e.g. Granny's house, baby bear's bed.</li> <li>○ Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes</li> <li>○ Personal retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; we went to the park after school.</li> <li>○ Sentences are demarcated using full-stops, capital letters and finger spaces.</li> <li>○ Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas.</li> <li>○ Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! and to form explanative sentences e.g. How amazing was that! What an incredible sight!</li> <li>○ Question marks can be used to form questions, including rhetorical questions used to engage the reader.</li> <li>○ Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger.</li> <li>○ Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods</li> <li>○ Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases</li> <li>○ Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ Make plans and props based on the story or narrative that has been shared.</li> <li>○ Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc.</li> <li>○ Make use of ideas from reading, e.g. using repetition to create an effect.</li> <li>○ Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.</li> <li>○ Think, say and write sentences to tell the story or narrative in their own words.</li> <li>○ Write narratives using their plans.</li> <li>○ Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</li> <li>○ Reread completed narratives aloud, for example to their partner, small group or the teacher.</li> </ul>
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**Year 3**

Generic Structure	Grammatical features	Planning and preparation
<ul style="list-style-type: none"><li>○ Narratives and retellings are written in first or third person.</li><li>○ Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li><li>○ Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li><li>○ Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li><li>○ Narratives use typical characters, settings and events whether imagined or real.</li><li>○ Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.</li><li>○ Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. Shouted/muttered instead of said etc.)</li></ul>	<ul style="list-style-type: none"><li>○ Paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time.</li><li>○ Adverbs e.g. first, then, after that, finally...are useful for denoting shifts in time and for structuring the narrative.</li><li>○ The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative.</li><li>○ Using prepositions e.g. before, after, during, after, before, in, because of... enables the passage of time to be shown in the narrative and the narrative to be moved on.</li><li>○ Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. What has happened to us? What have you done? They have forgotten me...</li><li>○ Headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close... etc.</li><li>○ Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed.</li><li>○ Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods.</li><li>○ Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</li><li>○ Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys...</li></ul>	<ul style="list-style-type: none"><li>○ Read stories and narrative texts that use the features required for the writing.</li><li>○ Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose</li><li>○ Make plans that include a limited number of characters and describe a few key details that show something about their personalities.</li><li>○ Compose and rehearse sentences or parts of stories orally to check for sense</li><li>○ Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.</li><li>○ Make use of ideas from reading, e.g. using repetition to create an effect.</li><li>○ Try to show rather than tell, for example, show how a character feels by what they say or do.</li><li>○ Write narratives using their plans</li><li>○ Reread completed narratives aloud, e.g. to a partner, small group</li><li>○ Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</li></ul>



**Year 4**

Generic Structure	Grammatical features	Planning and preparation
<ul style="list-style-type: none"><li>○ Narratives and retellings are written in the first or third person</li><li>○ Narratives and retellings are written in the past tense, occasionally these are told in the present tense.</li><li>○ Events are sequenced to create chronology through the use of adverbials and prepositions</li><li>○ Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods.</li><li>○ Narratives use typical characters, settings and events whether imagined or real.</li><li>○ Dialogue is used to convey characters' thoughts and to move the narrative forward.</li><li>○ Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc.</li></ul>	<ul style="list-style-type: none"><li>○ The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?)</li><li>○ Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'</li><li>○ Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma</li><li>○ The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs.</li><li>○ Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys...</li><li>○ Paragraphs are useful for organising the narrative into logical sections.</li><li>○ Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.</li><li>○ The use of conjunctions e.g. when, before, after, while, so, because... enables causation to be included in the narrative.</li><li>○ Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition).</li><li>○ The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</li><li>○ Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship.</li></ul>	<ul style="list-style-type: none"><li>○ Read narrative texts that use the feature required for the writing.</li><li>○ Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.</li><li>○ Make plans that include key events, being sure that all the events lead towards the ending.</li><li>○ Plan a limited number of characters and describe a few key details that show something about their personalities.</li><li>○ Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.</li><li>○ Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.</li><li>○ Try to show rather than tell, for example, show how a character feels by what they say or do.</li><li>○ Write narratives using their plans.</li><li>○ Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</li><li>○ Reread completed narratives aloud, e.g. to a partner, small group.</li></ul>

**Year 5**

Generic Structure	Grammatical features	Planning and preparation
<ul style="list-style-type: none"><li>○ Narratives and retellings are written in first or third person.</li><li>○ Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li><li>○ Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions.</li><li>○ Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language.</li><li>○ Dialogue is used to convey characters 'thoughts and to move the narrative forward.</li></ul>	<ul style="list-style-type: none"><li>○ The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?).</li><li>○ Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ...</li><li>○ Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly).</li><li>○ Modals can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to...</li><li>○ Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime...</li><li>○ Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in a play script.</li><li>○ Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close</li><li>○ Relative clauses can be used to add further information, e.g. the witch, who was ugly and green... The treasure, which had been buried in a chest... this should include the use of commas when required.</li></ul>	<ul style="list-style-type: none"><li>○ Read narrative texts that use the features required for the writing</li><li>○ Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.</li><li>○ Make plans that include key events, being sure that all the events lead towards the ending.</li><li>○ Plan a limited number of characters and describe a few key details that show something about their personalities</li><li>○ Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.</li><li>○ Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.</li><li>○ Try to show rather than tell, for example, show how a character feels by what they say or do.</li><li>○ Write narratives using their plans.</li><li>○ Show how the main character has developed as a result of the narrative.</li><li>○ Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</li><li>○ Read their completed narratives to other children.</li></ul>

**Year 6**

Generic Structure	Grammatical features	Planning and preparation
<ul style="list-style-type: none"><li>○ Narratives and retellings are written in first or third person.</li><li>○ Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li><li>○ Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions.</li><li>○ Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language.</li><li>○ Dialogue is used to convey characters' thoughts and to move the narrative forward.</li></ul>	<ul style="list-style-type: none"><li>○ By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and that appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains.</li><li>○ The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc.</li><li>○ Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc.</li><li>○ Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life...</li><li>○ Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.</li><li>○ Colons, semi-colons and dashes can be used to separate and link ideas.</li></ul>	<ul style="list-style-type: none"><li>○ Read narrative texts that use the features required for the writing.</li><li>○ Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.</li><li>○ Make plans that include key events, being sure that all the events lead towards the ending.</li><li>○ Plan a limited number of characters and describe a few key details that show something about their personalities.</li><li>○ Make use of ideas from reading, e.g. using short and long sentences for different effects.</li><li>○ Try to show rather than tell, for example, show how a character feels by what they say or do.</li><li>○ Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day.</li><li>○ Write narratives using their plans</li><li>○ Show how the main character has developed as a result of the narrative.</li><li>○ Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</li><li>○ Read their completed narratives to other children.</li></ul>

## **Non-fiction:**

<b><u>Discussion</u></b>		
<b>Generic Structure</b>	<b>Grammatical features</b>	<b>Planning and preparation</b>
<ul style="list-style-type: none"> <li>○ The most common structure includes a statement of the issues involved and a preview of the main arguments; arguments for, with supporting evidence/examples; arguments against or alternative views, with supporting evidence/examples.</li> <li>○ Another common structure presents the arguments 'for' and 'against' alternatively.</li> <li>○ Discussion texts usually end with a summary and a statement of recommendation or conclusion.</li> <li>○ The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.</li> </ul>	<ul style="list-style-type: none"> <li>○ Written in the present tense. This can include other forms such as present perfect e.g. some people have argued...some people have said...</li> <li>○ Generalises the participants and things it refers to using uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power).</li> <li>○ Heading and subheadings can be used to aid presentation.</li> <li>○ Paragraphs are useful for organising the discussion into logical sections.</li> <li>○ Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs.</li> <li>○ Writers need to make formal and informal vocabulary choices to suit the form of the writing by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ...</li> <li>○ Layout devices such as diagrams, illustrations, moving images and sound can be used to provide additional information or give evidence</li> <li>○ The passive voice can sometimes be used to present points of view e.g. It could be claimed that...it is possible that...some could claim that...</li> <li>○ Degrees of formality and informality can be adapted to suit the form of the discussion e.g. whether writing a formal letter on an informal blog. This can include vocabulary choices e.g. choosing habitat rather than home...indicates rather than shows Because arguments include hypothetical ideas, conditional language, such as the subjunctive form can sometimes be used e.g. If people were to stop hunting whales...</li> </ul>	<ul style="list-style-type: none"> <li>○ Questions often make good titles e.g. Should everyone travel less to conserve global energy?</li> <li>○ Use the introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x and people's views vary a lot.</li> <li>○ Make sure you show both/all sides of the argument fairly.</li> <li>○ Support each viewpoint you present with reasons and evidence.</li> <li>○ If you opt to support one particular view in the conclusion, give reasons for your decision.</li> <li>○ Don't forget that discussion texts can be combined with other text types. Re-read your explanation as if you know nothing at all about the subject.</li> <li>○ Check that there are no gaps in the information</li> <li>○ Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.</li> </ul>

	<ul style="list-style-type: none"> <li>○ In discussions, complex ideas need developing over a sentence.</li> <li>○ Colons and semi-colons can be useful for separating and linking these ideas.</li> </ul>	
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Year Group	Grammatical Features to include	Common forms of text
1	First and third person Joining clauses with 'and' and 'because'	<ul style="list-style-type: none"> <li>○ Non-fiction book on an 'issues'</li> <li>○ Write-up a debate Leaflet or article giving balanced account of an issue</li> <li>○ Writing editorials about historical attitudes to gender, social class, colonialism etc.</li> <li>○ Writing letters about pollution, factory farming or smoking</li> <li>○ Writing essays giving opinions about literature, music or works of art</li> </ul>
2	Statement Expanded noun phrases to describe and specify Use of coordinating and subordinating conjunctions Present tense	
3	Prepositions, adverbs and conjunctions to express time and cause Subordinate clauses using subordinating conjunctions Rhetorical questions	
4	Consistent use of present tense (Y2) Use present perfect form of verbs (Y3) Effective use of noun phrases Use of paragraphs to organise ideas Use adverbials e.g. therefore, however... Heading and subheadings used to aid presentation (Y3)	
5	Create cohesion within paragraphs using adverbials Use layout devices to provide additional information and guide the Reader	
6	Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials Make formal and informal vocabulary choices Use the passive voice to present points of view without Adapt degrees of formality and informality to suit the form of the discussion Use conditional forms such as the subjunctive form to hypothesise Make formal and informal vocabulary choices Use semi-colons, colons and dashes to make boundaries between Clauses	

<b><u>Explanation</u></b>		
<b>Generic Structure</b>	<b>Grammatical features</b>	<b>Planning and preparation</b>
<ul style="list-style-type: none"> <li>○ A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate.</li> <li>○ The steps or phases in a process are explained logically, in order. E.g. When the night's get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.</li> </ul>	<ul style="list-style-type: none"> <li>○ Written in present tense e.g. Hedgehogs wake up again in the spring.)</li> <li>○ Questions can be used to form titles e.g. How do hedgehogs survive the winter? Why does it get dark at night?</li> <li>○ Question marks are used to denote questions.</li> <li>○ Use of adverbs e.g. first, then, after that, finally...</li> <li>○ Use of conjunctions e.g. so, because...</li> <li>○ Use prepositions e.g. before, after...</li> <li>○ Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Many mammals...they feed their young...</li> <li>○ Indicate degrees of possibility using adverbs e.g. perhaps, surely... Sometimes modal verbs can be used to express degrees of possibility e.g. might, should, will...</li> <li>○ Fronted adverbials can be used e.g. During the night, nocturnal animals...</li> <li>○ Relative clauses can be used to add further information e.g. Hedgehogs, which are mammals...</li> <li>○ Degrees of formality and informality can be adapted to suit the form of the discussion, so an informal tone can sometimes be appropriate e.g. You'll be surprised to know that ... Have you ever thought about the way that ...? And a formal, authoritative tone can also be adopted e.g. oxygen is constantly replaced in the bloodstream...</li> <li>○ The passive voice can sometimes be used e.g. gases are carried...</li> <li>○ Layout devices such as heading, subheadings, columns, bullets etc. can be used to present information clearly.</li> <li>○ Paragraphs are useful for organising the explanation into logical sections.</li> <li>○ Brackets, dashes and commas can be used to add extra information inside parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>○ Choose a title that shows what you are explaining, perhaps using why or how.</li> <li>○ Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary.</li> <li>○ Use the first paragraph to introduce what you will be explaining.</li> <li>○ Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do.</li> <li>○ Add a few interesting details.</li> <li>○ Interest the reader by talking directly to them</li> <li>○ Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information</li> <li>○ Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.</li> </ul>

Year Group	Grammatical Features to include	Common forms of text
1	Regular plural suffixes Use of the prefix –un to change the meaning of verbs and adverbs Joining clauses with ‘and’ an ‘because’ Third person	<ul style="list-style-type: none"> <li>○ Explaining electricity, forces, food chains etc. in science</li> <li>○ Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining the seasons in Ancient Egypt</li> <li>○ Explaining phenomena such as the water cycle or how a volcano erupts in Geography</li> <li>○ Explaining religious traditions and practices in RE</li> <li>○ Encyclopaedia entries, technical manuals</li> <li>○ Question and answer articles and leaflets</li> <li>○ Science write-ups</li> </ul>
2	Consistent use of present tense Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. so...because	
3	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation	
4	Use fronted adverbials Use of paragraphs to organise ideas Create cohesion through the use of nouns and pronouns Subordinating conjunctions	
5	Indicate degrees of possibility using adverbs and modal verbs Use layout devices to provide additional information and guide the reader Create cohesion within paragraphs using adverbials Relative clauses can be used to add further information Parenthesis can be used to add clarification of technical words	
6	Adapt degrees of formality and informality to suit the form of the explanation Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials The passive voice can be used	

<b>Instructions</b>		
<b>Generic Structure</b>	<b>Grammatical features</b>	<b>Planning and preparation</b>
<ul style="list-style-type: none"> <li>○ Begin by defining the goal or desired outcome. E.g. How to make a board game?</li> <li>○ List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal.</li> <li>○ Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.)</li> <li>○ A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use of imperative/command sentences e.g. Cut the card ... Paint your design ...some of these may be negative commands e.g. Do not use any glue at this stage...</li> <li>○ Commas in lists can be used to separate required ingredients/materials</li> <li>○ Conjunctions, adverbs and prepositions can be used to order and explain the procedure e.g. when this has been done...next add...after doing this...</li> <li>○ Relative clauses can be used to add further information e.g. Collect your jam from the fried, which may be bought or homemade...</li> <li>○ Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Add the egg and then beat it with a whisk.</li> <li>○ Additional advice can be added through the use of parenthesis e.g. (It's a good idea to leave it overnight if you have time) ...</li> <li>○ Conditional adverbials can be used, including as fronted adverbials to make suggested alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers.</li> <li>○ Modals can be used to suggest degrees of possibility e.g. you should...you might want to...</li> <li>○ Different degrees of formality may be required e.g. Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes.</li> <li>○ Headings can be used to separate the equipment from the procedure</li> <li>○ Layout devices such as bullet points, numbers or letters to help your reader keep track as they work their way through each step.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use the title to show what the instructions are about. E.g. How to look after goldfish.</li> <li>○ Work out exactly what sequence is needed to achieve the planned goal.</li> <li>○ Decide on the important points you need to include at each stage.</li> <li>○ Keep sentences as short and simple as possible</li> <li>○ Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young.</li> <li>○ Appeal directly to the reader's interest and enthusiasm. E.g. You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now.</li> <li>○ Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader.</li> </ul>



Year Group	Grammatical Features to include	Common forms of text
1	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.	<ul style="list-style-type: none"> <li>○ How to design and make artefacts</li> <li>○ Technical manuals: how to operate computers, phones, devices</li> <li>○ How to carry out science experiments or to carry out a mathematical procedure</li> <li>○ How to play a game</li> <li>○ Writing rules for behaviour</li> <li>○ How to cook and prepare food</li> <li>○ Timetables and route-finders Posters, notices and signs <ul style="list-style-type: none"> <li>○ Instructions on packaging</li> </ul> </li> </ul>
2	Use of command sentences and imperative language Commas in lists	
3	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation	
4	Create cohesion through the use of nouns and pronouns Use fronted adverbials	
5	Parenthesis can be used to add additional advice Relative clauses can be used to add further information Modals can be used to suggest degrees of possibility Use layout devices to provide additional information and guide the reader	
6	Adapt degrees of formality and informality to suit the form of the instructions Create cohesion across the text using a wide of cohesive devices including layout features	

<b>Persuasive</b>		
<b>Generic Structure</b>	<b>Grammatical features</b>	<b>Planning and preparation</b>
<ul style="list-style-type: none"> <li>○ An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.)</li> <li>○ Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...)</li> <li>○ A closing statement repeats and reinforces the original thesis. (All the evidence shows that ...It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)</li> </ul>	<ul style="list-style-type: none"> <li>○ Written in the present tense. This can include other forms such as present perfect e.g. people have said...</li> <li>○ Often refers to generic rather than specific participants e.g. Vegetables are good for you. They ... This means that cohesion is created through the combined use of nouns and pronouns.</li> <li>○ Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs.</li> <li>○ Uses logical conjunctions, adverbials and prepositions e.g. This proves that ... So it's clear ... Therefore ...</li> <li>○ Paragraphs are useful for organising the content into logical sections.</li> <li>○ Requires the writer to make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.)</li> <li>○ Sentence types include rhetorical questions e.g. Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do to?</li> <li>○ Modals can be used to suggest degrees of possibility e.g. this could be...you should...you might want to...Sometimes the second person is useful for appealing to the reader e.g. e.g. this is just what you've been looking for. This also enables adaptation of the Degrees of formality and informality so that the text appeals to the reader.</li> </ul> <p>Adjectives can be used to create persuasive noun phrases e.g. delicious chocolate...evil hunters...</p> <ul style="list-style-type: none"> <li>○ In some formal texts, it may be possible to use the passive voice e.g. It can be said...it cannot be overstated...</li> </ul>	<ul style="list-style-type: none"> <li>○ Decide on the viewpoint you want to present and carefully select the information that supports it.</li> <li>○ Organise the main points to be made in the best order and decide which persuasive information you will add to support each.</li> <li>○ Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list.</li> <li>○ Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant.</li> <li>○ Try to appear reasonable and use facts rather than emotive comments.</li> <li>○ Choose strong, positive words and phrases and avoid sounding negative.</li> <li>○ Use short sentences for emphasis.</li> <li>○ Re-read the text as if you have no opinion and decide if you would be persuaded.</li> <li>○ Remember that you can use persuasive writing within other text types.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Repetition can be used to strengthen your point of view. This also acts as a cohesive device.</li> <li>○ Because arguments include hypothetical ideas, conditional language, such as the subjunctive form can sometimes be used e.g. If people were to stop hunting whales...</li> </ul>	
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Year Group	Grammatical Features to include	Common forms of text
1	Introduce commands as sentence type Joining words ‘and’ and ‘because’	<ul style="list-style-type: none"> <li>○ Writing publicity materials such as tourist brochures based on trips to places of interest; writing editorials to newspapers about controversial issues</li> <li>○ Writing letters about topics such as traffic on the high street or deforestations</li> <li>○ Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse</li> <li>○ Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition</li> <li>○ Writing book reviews for other pupils</li> <li>○ Book blurbs</li> <li>○ Political pamphlets</li> <li>○ Applying for a job or a position on the school council</li> </ul>
2	Written in present tense Rhetorical questions Effective use of noun phrases Power of 3 adjectives Command and questions	
3	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Use present perfect form of verbs	
4	Create cohesion through the use of nouns and pronouns Use adverbials e.g. therefore, however... Use paragraphs to organise ideas Effective use of expanded noun phrases	
5	Modals can be used to suggest degrees of possibility Create cohesion within paragraphs using adverbials	
6	Make formal and informal vocabulary choices Adapt degrees of formality and informality to suit the form of the text The passive voice can be used in some formal persuasive texts Use conditional forms such as the subjunctive form to hypothesise Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials	

<b>Reports</b>		
Generic Structure	Grammatical features	Planning and preparation
<ul style="list-style-type: none"> <li>○ In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to</li> </ul>	<ul style="list-style-type: none"> <li>○ Often written in the third person and present tense e.g. They like to build their nests ... It is a cold and dangerous place to live.</li> <li>○ Sometimes written in the past tense, as in a historical report e.g. Children as young as</li> </ul>	<ul style="list-style-type: none"> <li>○ Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid.</li> <li>○ Gather information from a wide range of sources and collect it under the headings you’ve planned.</li> </ul>

<p>more specific detail and examples or elaborations.</p> <ul style="list-style-type: none"> <li>○ A common structure includes: <ul style="list-style-type: none"> <li>-an opening statement, often a general</li> <li>-classification (Sparrows are birds); sometimes followed by a more detailed or technical classification (Their Latin name is...);</li> <li>-a description of whatever is the subject of the</li> <li>-report organised in some way to help the reader make sense of the information. For example: <ul style="list-style-type: none"> <li>its qualities (Like most birds, sparrows have feathers.);</li> <li>its parts and their functions (The beak is small and strong so that it can ...);</li> <li>its habits/behaviour/ uses (Sparrows nest in...)</li> </ul> </li> </ul> </li> </ul>	<p>seven worked in factories. They were poorly fed and clothed and they did dangerous work.</p> <ul style="list-style-type: none"> <li>○ Questions can be used to form titles e.g. Who were the Victorians? What was it like in a Victorian school?</li> <li>○ Question marks are used to denote questions</li> <li>○ Use of conjunctions e.g. so, because...</li> <li>○ Use prepositions e.g. before, after...</li> <li>○ Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. The Victorians liked...they were particularly fond of...</li> <li>○ Non-chronological reports are often organised into sections. This makes paragraphing a useful tool.</li> <li>○ Headings can be used to organise different sections.</li> <li>○ Layout devices such as heading, subheadings, columns, bullets etc. can be used to present information clearly. Consistent use across the text helps create cohesion.</li> <li>○ The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. E.g. Sparrows are found in ... Sharks are hunted ...children were taught ...</li> <li>○ Requires the writer to appreciate the difference between vocabulary typical of informal speech and that appropriate for formal speech e.g. the habitat of wood mice rather than where wood mice live.</li> <li>○ Adjectives and specifically comparative adjectives can be used to create description e.g. Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.</li> <li>○ Brackets, dashes and commas can be used to add extra information inside parenthesis.</li> </ul>	<ul style="list-style-type: none"> <li>○ Consider using a question in the title to interest your reader (Vitamins – why are they so important?).</li> <li>○ Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about.</li> <li>○ Include tables, diagrams or images e.g. imported photographs or drawings that add or summarise information.</li> <li>○ Find ways of making links with your reader. You could ask a direct question e.g. Have you ever heard of a hammerhead shark? or add a personal touch to the text e.g. So next time you choose a pet, think about getting a dog.</li> <li>○ Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear.</li> <li>○ Use other text-types within your report if they will make it more effective for your purpose and audience.</li> </ul>
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Year Group	Grammatical Features to include	Common forms of text
1	Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple non-chronological reports can be written about topics with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.	<ul style="list-style-type: none"> <li>○ Describing aspects of daily life in history (e.g. fashion, transport, buildings)</li> <li>○ Describing the characteristics of anything (e.g. particular animals or plants; the planets I the solar system, different rocks and materials; mythological creatures)</li> <li>○ Comparing and describing localities or geographical features</li> <li>○ Describing the characteristics of religious groups and their lifestyles in RE</li> <li>○ Information leaflets</li> <li>○ Tourist guidebooks</li> <li>○ Encyclopaedia entries</li> <li>○ Magazine articles</li> </ul>
2	Use present and past tense throughout writing Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. because to aid explanation Use adjectives including comparative adjectives to create description	
3	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Headings and subheadings used to aid presentation	
4	Create cohesion through the use of nouns and pronouns Use of paragraphs to organise ideas	
5	Create cohesion within paragraphs using adverbials Parenthesis can be used to add additional information Use layout devices to provide additional information and guide the reader	
6	Use vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written forms The passive voice can be used Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions	

## **Recounts**

<b>Generic Structure</b>	<b>Grammatical features</b>	<b>Planning and preparation</b>
<ul style="list-style-type: none"> <li>○ Structure often includes:               <ul style="list-style-type: none"> <li>-orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)</li> <li>-an account of the events that took place, often in chronological order (The first person to arrive was ...)</li> <li>-some additional detail about each event (He was surprised to see me.)</li> <li>-reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)</li> </ul> </li> <li>○ Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts</li> </ul>	<ul style="list-style-type: none"> <li>○ Usually written in the past tense with space for pupils to use the past progressive form of verbs, e.g. the children were playing, I was hoping...</li> <li>○ Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the owls had hunted... and Past perfect progressive forms e.g. the children had been singing... we had been hoping to go on this trip for a long time...</li> <li>○ Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I'm in the park and I suddenly see a giant bat flying towards me!) which also enables writing to meet different levels of formality and informality. In these cases, it is also possible to extend opportunities to writing using the present progressive e.g. I am really hoping...</li> <li>○ Conjunctions are useful for coordinating events and showing subordination e.g. we went to the park so we could play on the swings...</li> <li>○ Events being recounted have a chronological order, so conjunctions, adverbs and prepositions are used e.g. then, next, first, afterwards, just before that, at last, meanwhile.</li> <li>○ Noun phrases (some people, most dogs, blue butterfly) can be used to add detail and interest the reader</li> <li>○ The subject of a recount tends to focus on individual or group participants, which requires the use of either first or third person e.g. Third person they all shouted, she crept out, it looked like an animal of some kind).</li> <li>○ In personal recounts, the first person is used e.g. I was on my way to school ... We got on the bus...</li> <li>○ Recounts can take many forms (diaries, letters, newspaper reports) paragraphing can be used to organise all of these.</li> </ul>	<ul style="list-style-type: none"> <li>○ Plan how you will organise the way you retell the events. You could use a timeline to help you plan.</li> <li>○ Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include.</li> <li>○ Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or a comment on what happened (I think our school trip to the Science Museum was the best we have ever had).</li> <li>○ Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when? Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)</li> </ul>

	<ul style="list-style-type: none"> <li>○ Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs.</li> <li>○ Different degrees of formality may be required for different forms e.g. high formality if recounting in the style of a broadsheet newspaper or informal in a personal diary.</li> <li>○ Modals can be used to suggest degrees of possibility e.g. I should never have...they must be allowed...</li> <li>○ Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a conversation in a diary or letter...</li> </ul>	
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Year Group	Grammatical Features to include	Common forms of text
1	Although the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1. Chronologically order events using time adverbials and past tense	<ul style="list-style-type: none"> <li>○ Retelling stories in English lessons and other curriculum areas such as RE</li> <li>○ Giving accounts of schoolwork, sporting events, science experiments and trips out</li> <li>○ Writing historical accounts</li> <li>○ Writing biographies and autobiographies</li> <li>○ Letters and postcards</li> <li>○ Diaries and journals</li> <li>○ Newspaper reports</li> <li>○ Magazine articles</li> <li>○ Obituaries</li> <li>○ Encyclopaedia</li> </ul>
2	Use past and present tense throughout writing Use progressive forms of verbs Use conjunctions for coordination and subordination Use of noun phrases	
3	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speech	
4	Use of paragraphs to organise ideas entries Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)	
5	Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials	
6	Use of the past perfect progressive form of verbs Adapt degrees of formality and informality to suit the form of the text Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials	

## Poetry:

<b>Recounts</b>		
<b>Generic Structure</b>	<b>Grammatical features</b>	<b>Planning and preparation</b>
<ul style="list-style-type: none"> <li>Poetry selections often group poems by their content of subject matter and include different examples of structures</li> <li>Poems can have a rigid structure or have a visual or graphic basis. The most common structures include: ABABCC rhyme or metre di-dum di-dum di-dum Syllable counts Repetition of grammatical patterns</li> </ul>	<ul style="list-style-type: none"> <li>Rhyme – more traditional poems often use rhyme (AABBA, AABB or ABABCC). The usual order of the clauses and words is deliberately rearranged to create rhyme at the end of the line.</li> <li>Imagery – creates powerful and memorable poetry e.g. simile, metaphor and personification</li> <li>Rich vocabulary – powerful nouns, verbs and adjectives, as well as invented words and unusual word combinations</li> <li>Sound effects – alliteration, assonance (repetition of the same vowel phoneme in the middle of the word) and onomatopoeia (where the sound of a word suggests its meaning).</li> <li>The language effects found in poems can be different across time and cultures because poems reflect the way that language is used by people.</li> </ul>	<ul style="list-style-type: none"> <li>Observe carefully and include detail drawing on all your senses</li> <li>When writing from memory or imagination, create a detailed picture in your mind before you begin writing</li> <li>Be creative in the way you use words, use powerful or unusual words and phrases</li> <li>Play with the sounds or meanings of words</li> <li>Use the poems shape or pattern to emphasise meaning</li> <li>Read the text aloud as you draft, check how it sounds when it is performed</li> <li>Improve the poem by checking that every word does an important job, changing vocabulary to use more surprising and powerful words</li> <li>Think of new ways to describe what things are like and avoid using too many predictable similes/ imagery.</li> <li>Read and perform poetry, both your own and other poets work and talk about the subject matter and possible meanings</li> <li>Experiment with alliteration to create humorous and surprising combinations</li> <li>Vary control, volume, tone and pace and use expression when performing</li> </ul>

<b>Year Group</b>	<b>Grammatical Features to include</b>	<b>Common forms of text</b>
1	First and third person Plural noun suffixes Joining words 'and' and 'because' Noun phrases	Free verse: <ul style="list-style-type: none"> <li>- Monologue</li> <li>- Conversation poems</li> <li>- List poems</li> </ul>
2	Formation of nouns using suffixes –ness –er Formation of adjectives using –ful –less Statement, command, exclamation, question	Visual poems: <ul style="list-style-type: none"> <li>- Calligrams and shape poetry</li> <li>- Concrete poetry</li> </ul>



	Expanded noun phrases Coordinating and subordinating conjunctions	Structured poems: - Cinquain - Quatrain - Couplets - Rap - Limerick - Kennings - Ballads - Question and answer poems - Haiku - Tanka - Renga
3	Use of prepositions to express time, place and cause Rhetorical questions Recognition of abstract, concrete and collective nouns Formation of noun using prefixes super- anti- auto-	
4	Wider range of subordinating conjunctions Prepositions, adverbs and conjunctions to express time and cause Prepositional phrases as adverbials to express time, cause or place Expanded noun phrases by adjectives, nouns and prepositional phrases Pronoun	
5	Relative clauses Modal verbs Converting nouns or adjectives into verbs using suffixes –ate –ise -ify	
6	Synonyms and antonyms Explore how poets break the sentence rules and the impact on the reader Semi colons and colons	

## **Key Concepts:**

<b>Grammar</b>	Word Plural Sentence Phrase Noun Adjective Verb Adverb Pronoun Possessive Pronoun Suffix Subordination Co-ordination Noun phrases Statement Question Command Exclamation Present tense Past tense Future progressive Compound Conjunction Preposition Paragraph Direct speech Indirect speech Clause Main clause Subordinate clause Possessive Adverbial Fronted adverbial Cohesion Ambiguity Article Determiner Relative Clause Synonym Antonym Passive Active Subjunctive
<b>Spelling</b>	Prefixes Suffixes Homophones Contraction Plural apostrophe Hyphenated words Vowel Consonant Family of words root words Etymology Phoneme Grapheme Split diagraph Syllable Trigraph
<b>Punctuation</b>	Capital letter Full stop Question mark Exclamation mark Comma Apostrophe Inverted commas Brackets Dashes Hyphen Parenthesis Ellipsis Semi-colon Colon Bullet Points
<b>Language techniques</b>	Vocabulary Synonym Antonym Descriptive Language Adjective Verb Adverb Noun Phrase Simile Metaphor Personification Cohesive devices Dialogue Alliteration Hyperbole Personification Rhetorical questions Assonance
<b>Structure and layout</b>	Setting Character Protagonist Antagonist Opening Build-up Problem Resolution Ending Chronological Non-chronological Flashback Atmosphere Cohesion Plot points Chapter Paragraph Heading Sub-heading Column Bullet point Table Caption List Diagram
<b>Writing stages and sequencing</b>	Planning writing Story map Oral rehearsal Draft Edit Analysing writing Proofread Drama
<b>Spoken language</b>	Listen Respond Relevant questions Vocabulary Descriptions Explanation Narratives Express feelings Collaborative conversations Speculating Hypothesising Imagining Exploring ideas Standard English Discussions Presentations Performances Role play Improvising Debates Viewpoints Body Language Intonation

## Composition: Overall Effect

EYFS				
Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
Introduce: <b>Planning Tool</b> –Story map /story mountain <b>Whole class retelling of story</b> <b>Understanding of beginning/ middle / end</b> <b>Retell simple 5-part story:</b> Once upon a time First / Then / Next But So Finally.... happily, ever after  <b>Non-fiction:</b> <b>Factual writing closely linked to a story</b> <b>Simple factual sentences based around a theme</b> Names Labels Captions Lists Diagrams Message	<b>Introduce:</b> Simple sentences  <b>Simple Connectives:</b> and who until but  <b>Say a sentence, write and read it back to check it makes sense.</b>  <b>Compound sentences using connectives (coordinating conjunctions)</b> and / but <b>-‘ly’ openers</b> Luckily / Unfortunately,  <b>‘Run’ - Repetition for rhythm:</b> e.g. He walked and he walked  <b>Repetition in description</b> e.g. lean cat, a mean cat	<b>Introduce:</b>  <b>Determiners</b> the a my your an this that his her their some all  <b>Prepositions:</b> up down in into out to onto  <b>Adjectives</b> e.g. old, little, big, small, quiet <b>Adverbs</b> e.g. luckily, unfortunately, fortunately <b>Similes</b> – using ‘like’	<b>Introduce:</b> Finger spaces  Full stops  Capital letters	Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’

Year 1				
Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<b>Introduce:</b>  <b>Fiction:</b>  <b>Planning Tools:</b> Story map / story mountain (Refer to Story-Type grids)  <b>Plan opening around</b> character(s), setting, time of day and type of weather  <b>Understanding</b> - beginning /middle /end to a story <b>Understanding</b> - 5 parts to a story:  <b>Opening</b> Once upon a time...  <b>Build-up</b> One day...  <b>Problem / Dilemma</b> Suddenly,.../ Unfortunately,...  <b>Resolution</b> Fortunately,...  <b>Ending</b> Finally,...  <b>Non-fiction:</b> (Refer to Connectives and Sentence Signposts document for Introduction and Endings)	<b>Introduce:</b> <b>Types of sentences:</b> Statements Questions Exclamations  <b>Simple Connectives:</b> and or but so because so that then that while when where  <b>Also as openers:</b> While... When... Where...  <b>-‘ly’ openers</b> Fortunately, Unfortunately, Sadly,  <b>Simple sentences</b> e.g. I went to the park. The castle is haunted.  <b>Embellished simple sentences using adjectives</b> e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.  <b>Compound sentences</b> using	<b>Introduce:</b> <b>Prepositions:</b> inside outside towards across under  <b>Determiners:</b> the a my your an this that his her their some all lots of many more those these  <b>Adjectives to describe</b> e.g. The old house... The huge elephant...  <b>Alliteration</b> e.g. dangerous dragon slimy snake  <b>Similes</b> using as....as... e.g. as tall as a house as red as a radish  <b>Precise, clear language to give information</b> e.g. First, switch on the red button. Next, wait for the green light to flash...  <b>Regular plural noun suffixes</b> –s or –es (e.g. dog, dogs; wish, wishes)  <b>Suffixes</b> that can be added	<b>Introduce:</b> Capital Letters:  <b>Capital letter for names</b>  <b>Capital letter for the personal pronoun I</b>  Full stops  Question marks  Exclamation marks  Speech bubble  Bullet points	Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verbs Connective Alliteration Simile – ‘as’

<p><b>Planning tools:</b> text map / washing line</p> <p><b>Heading</b></p> <p><b>Introduction</b> Opening factual statement</p> <p><b>Middle section(s)</b> Simple factual sentences around a them Bullet points for instructions Labelled diagrams</p> <p><b>Ending</b> Concluding sentence</p>	<p>connectives (coordinating conjunctions) and/or/ but/so e.g. 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><b>Complex sentences:</b> 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><b>‘Run’ - Repetition for rhythm</b> <b>e.g.</b> He walked and he walked and he walked.</p> <p><b>Repetition for description</b> e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>	<p>to verbs (e.g. helping, helped, helper)</p> <p>How the <b>prefix</b> un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>		
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Year 2				
Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<b>Fiction</b> <b>Secure use of planning tools:</b> Story map / story mountain / story grids/ 'Boxing up' grid (Refer to Story Types grids)  <b>Plan opening around</b> character(s), setting, time of day and type of weather  <b>Understanding 5 parts to a story with more complex vocabulary</b>  <b>Opening</b> e.g. In a land far away.... One cold but bright morning.... <b>Build-up</b> e.g. Later that day <b>Problem / Dilemma</b> e.g. To his amazement <b>Resolution</b> e.g. As soon as <b>Ending</b> e.g. Luckily, Fortunately,  <b>Ending</b> should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.  <b>Non-Fiction</b> <b>(Refer to Connectives and Sentence Signposts document for Introduction and Endings)</b>	<b>Types of sentences:</b> Statements Questions Exclamations Commands  <b>-'ly' starters</b> e.g. Usually, Eventually, Finally, Carefully, Slowly, ...  <b>Vary openers</b> to sentences  <b>Embellished simple sentences using: adjectives</b> e.g. The boys peeped inside the dark cave. <b>adverbs</b> e.g. Tom ran quickly down the hill.  <b>Secure use of compound sentences</b> (Coordination) using connectives: and/ or / but / so (coordinating conjunctions)  <b>Complex sentences (Subordination) using: Drop in a relative clause: who/which</b> e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly. <b>Additional subordinating conjunctions:</b> 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	<b>Introduce:</b> <b>Prepositions:</b> behind above along before between after  <b>Alliteration</b> e.g. wicked witch slimy slugs Similes using...like... e.g. ... like sizzling sausages ...hot like a fire  <b>Two adjectives to describe the noun</b> e.g. The scary, old woman... Squirrels have long, bushy tails.  <b>Adverbs for description</b> e.g. Snow fell gently and covered the cottage in the wood.  <b>Adverbs for information</b> e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.  <b>Generalisers for information, e.g.</b> Most dogs.... Some cats....  Formation of nouns using suffixes such as -ness, -er  Formation of adjectives using suffixes such as -ful, -less  (A fuller list of suffixes can be found in the spelling	<b>Demarcate sentences:</b> Capital letters Full Stops Question Marks Exclamation marks  <b>Commas</b> to separate items in a list  <b>Comma</b> after -ly opener e.g. Fortunately.... Slowly,....  <b>Speech bubbles /speech marks for direct speech</b>  <b>Apostrophes to mark contracted forms in spelling</b> e.g. don't, can't  <b>Apostrophes to mark singular possession</b> e.g. the cat's name	Apostrophe (contractions and singular possession)  Commas for description 'Speech marks'  Suffix  Verb / adverb  Statement question exclamation Command (Bossy verbs)  Tense (past, present, future) i.e. not in bold  Adjective / noun  Noun phrases  Generalisers

<p><b>Introduce:</b>  <b>Secure use of planning tools:</b>  Text map /  washing line / ‘Boxing –up’  grid</p> <p><b>Introduction:</b>  Heading  Hook to engage reader  Factual statement / definition  Opening question</p> <p><b>Middle section(s)</b>  Group related ideas / facts into  sections  Sub headings to introduce  sentences/sections  Use of lists – what is needed /  lists of steps to be taken Bullet  points for facts  Diagrams</p> <p><b>Ending</b>  Make final comment to reader  Extra tips! / Did-you-know?  facts / True  or false?</p> <p>The consistent use of <b>present tense</b> versus past tense  throughout texts  Use of the <b>continuous</b> form of  <b>verbs</b> in the <b>present and past tense</b> to mark actions in  progress (e.g. she is  drumming, he was shouting)</p>	<p>cold, the leaves fall off the  trees.</p> <p><b>Use long and short sentences:</b>  Long sentences to add  description or information. Use  short sentences for emphasis.</p> <p><b>Expanded noun phrases</b> e.g.  lots of people, plenty of food</p> <p><b>List of 3 for description</b> e.g.  He wore old shoes, a dark cloak  and a red hat. African elephants  have long trunks, curly tusks  and large ears.</p>	<p>appendix.)</p> <p>Use of the suffixes –er and  –est to form comparisons  of adjectives and adverbs</p>		
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Year 3				
Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p>Introduce: <b>Fiction</b> <b>Secure use of planning tools:</b> Story map /story mountain / story grids / ‘Boxing-up’ grid (Refer to Story-Type grids)</p> <p><b>Plan opening</b> around character(s), setting, time of day and type of weather</p> <p><b>Paragraphs</b> to organise ideas into each story part</p> <p><b>Extended vocabulary</b> to introduce 5 story parts:</p> <p>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 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.</p> <p><b>Non-Fiction</b></p> <p><b>Introduce:</b></p>	<p><b>Vary long and short sentences:</b> Long sentences to add description or information.</p> <p><b>Short sentences</b> for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.</p> <p><b>Embellished simple sentences:</b> Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can....</p> <p><b>Adverbial phrases</b> 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><b>Prepositional phrases</b> to place the action: on the mat; behind the tree, in the air</p> <p><b>Compound sentences</b> (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions)</p> <p><b>Develop complex sentences</b> (Subordination) with range of subordinating conjunctions (See Connectives and Sentence Signposts doc.)</p>	<p><b>Prepositions</b> Next to by the side of In front of during through throughout because of</p> <p><b>Powerful verbs</b> e.g. stare, tremble, slither</p> <p><b>Boastful Language</b> e.g. magnificent, unbelievable, exciting!</p> <p><b>More specific / technical vocabulary to add detail</b> 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> <p><b>Nouns formed from prefixes</b> e.g. auto... super...anti...</p> <p><b>Word Families</b> based on common words e.g. teacher – teach, beauty – beautiful</p> <p>Use of <b>determiners</b> a or an according to whether next word begins with a vowel e.g. a rock, an open box</p>	<p><b>Colon</b> before a list e.g. What you need:</p> <p><b>Ellipses</b> to keep the reader hanging on</p> <p>Secure use of <b>inverted commas</b> for direct speech</p> <p>Use of <b>commas after fronted adverbials</b> (e.g. Later that day, I heard the bad news.)</p>	<p>Word family</p> <p>Conjunction</p> <p>Adverb</p> <p>Preposition</p> <p>Direct speech</p> <p>Inverted commas</p> <p>Prefix</p> <p>Consonant/Vowel</p> <p>Clause</p> <p>Subordinate clause</p> <p>Determiner</p> <p>Synonyms</p> <p>Relative clause</p> <p>Relative pronoun</p> <p>Imperative</p> <p>Colon for instructions</p>

<p><b>Secure use of planning tools:</b> e.g. Text map, washing line, 'Boxing –up' grid, story grids</p> <p><b>Paragraphs</b> to organise ideas around a theme</p> <p>Introduction Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?</p> <p>Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs 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</p> <p><b>Use of the perfect form of verbs to mark relationships of time and cause</b> e.g. I have written it down so I can check what it said.</p> <p>Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.</p>	<p><b>-‘ing’ clauses as starters</b> e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</p> <p><b>Drop in a relative clause using:who/whom/which/whose/ that</b> 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><b>Sentence of 3 for description</b> 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><b>Pattern of 3 for persuasion</b> e.g. Visit, Swim, Enjoy!</p> <p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g. Dragons are found across the world. Dialogue –powerful speech verb e.g. “Hello,” she whispered.</p>			
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Year 4				
Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p><b>Secure use of planning tools:</b> e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p><b>Plan opening using:</b> Description /action</p> <p><b>Paragraphs:</b> to organise each part of story to indicate a change in place or jump in time</p> <p><b>Build in suspense</b> writing to introduce the dilemma</p> <p><b>Developed 5 parts to story</b> <b>Introduction Build-up</b> <b>Problem / Dilemma</b> <b>Resolution Ending</b></p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p><b>Non-Fiction</b> Introduce: <b>Secure use of planning tools:</b> Text map/ washing line/ 'Boxing –up' grid</p> <p><b>Paragraphs</b> to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives.</p>	<p>Introduce: <b>Standard English</b> for verb inflections instead of local spoken forms</p> <p><b>Long and short sentences:</b> Long sentences to enhance description or information</p> <p><b>Short sentences</b> to move events on quickly e.g. It was midnight. It's great fun.</p> <p><b>Start with a simile</b> 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><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b> (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)</p> <p><b>Develop complex sentences: (Subordination) Main and subordinate clauses</b> with range of subordinating conjunctions. (See Connectives and Sentence Signposts doc.)</p> <p><b>-‘ed’ clauses</b> as starters e.g. Frightened, Tom ran straight home to avoid being caught.</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 refer 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>	<p><b>Introduce:</b> <b>Commas</b> to mark clauses and to mark off fronted adverbials</p> <p><b>Full punctuation for direct speech:</b> Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</p> <p><b>Apostrophes</b> to mark singular and <b>plural possession</b> (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural</p>	<p>Pronoun</p> <p>Possessive pronoun</p> <p>Adverbial</p> <p>Fronted adverbial</p> <p>Apostrophe – plural possession</p>

<p>Use of bullet points, diagrams</p> <p><b>Introduction Middle section(s)</b></p> <p><b>Ending</b></p> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p><b>Appropriate choice of pronoun or noun across sentences to aid cohesion</b></p>	<p>Exhausted, the Roman soldier collapsed at his post.</p> <p><b>Expanded -‘ing’</b> 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><b>Drop in –‘ing’</b> clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p> <p><b>Sentence of 3 for action</b> 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><b>Repetition to persuade</b> e.g. Find us to find the fun</p> <p><b>Dialogue</b> - verb + adverb - “Hello,” she whispered, shyly.</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>			
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Year 5				
Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p><b>Introduce:</b>  <b>Secure independent use of planning tools</b>  Story mountain /grids/flow diagrams (Refer to Story Types grids)</p> <p><b>Plan opening using:</b>  Description /action/dialogue</p> <p><b>Paragraphs:</b> Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p><b>Use 5-part story structure</b>  Writing could start at any of the 5 points. This may include flashbacks</p> <p>Introduction –should include action / description -character or setting / dialogue</p> <p>Build-up –develop suspense techniques</p> <p>Problem / Dilemma –may be more than one problem to be resolved</p> <p>Resolution –clear links with dilemma</p> <p>Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p>	<p><b>Relative clauses</b> beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p>Secure use of <b>compound sentences</b></p> <p>Develop <b>complex sentences:</b> (Subordination) Main and subordinate clauses with full range of conjunctions</p> <p><b>Expanded –ed</b> 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><b>Elaboration of starters using adverbial phrases</b> 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><b>Drop in –‘ed’</b> 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><b>Sentence reshaping techniques</b> e.g. lengthening or</p>	<p><b>Metaphor</b></p> <p><b>Personification</b></p> <p><b>Onomatopoeia</b></p> <p><b>Empty words</b> e.g. someone, somewhere was out to get him</p> <p>Developed use of <b>technical language</b></p> <p><b>Converting nouns or adjectives</b> into verbs using suffixes (e.g. – ate; –ise; –ify)</p> <p><b>Verb prefixes</b> (e.g. dis–, de–, mis–, over– and re–)</p>	<p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Relative clause/ pronoun</p> <p>Modal verb</p> <p>Parenthesis</p> <p>Bracket - dash</p> <p>Determiner</p> <p>Cohesion</p> <p>Ambiguity</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Rhetorical question</p>

<p><b>Non -Fiction</b>  <b>Independent planning</b> across all genres and application  Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of <b>paragraphs</b>:</p> <p>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 connectives and signposts</p> <p>Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint.</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p>shortening sentence for meaning and /or effect</p> <p><b>Moving sentence chunks</b> (how, when, where) around for different effects e.g. The siren echoed loudly .... through the lonely streets ....at midnight</p> <p>Use of <b>rhetorical questions</b>  Stage directions in speech (speech + verb + action) e.g. “Stop!” he shouted, picking up the stick and running after the thief.</p> <p><b>Indicating degrees of possibility using modal verbs</b> (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>			
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Year 6				
Text Structure	Sentence Construction	Word/language	Punctuation	Terminology
<p><b>Secure independent planning across story types using 5-part story structure.</b> Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5-part structure Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs Secure development of characterisation</p> <p><b>Non-fiction:</b> Secure planning across nonfiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions 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><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Secure use of complex sentences: (Subordination)</b> <b>Main and subordinate clauses</b> with full range of conjunctions</p> <p><b>Active and passive verbs to create effect and to affect presentation of information</b> e.g. Active: Tom accidentally dropped the glass.</p> <p>Passive: The glass was accidentally dropped by Tom.</p> <p>Active: The class heated the water.</p> <p>Passive: The water was heated.</p> <p>Developed use of <b>rhetorical questions for persuasion</b> <b>Expanded noun phrases</b> 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</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, or claimed in formal speech or writing)</p> <p>How words are related as synonyms and antonyms e.g. big/ large / little</p>	<p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>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</p> <p>Subject and object</p> <p>Hyphen</p> <p>Synonym, antonym</p> <p>Colon/ semi-colon</p> <p>Bullet points</p> <p>Ellipsis</p>

<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: 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><b>Layout devices</b>, such as headings, sub -headings, columns, bullets, or tables, to structure text</p>	<p>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>			
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## **End points:**

**End point 1: Develop an enduring appreciation and enjoyment of literature, with knowledge of a wide range of texts, styles and genres that are drawn on independently in writing.**

<b>Declarative (know that)</b>	<b>Procedural (know how)</b>
<ul style="list-style-type: none"><li>● Read a wide variety of genres and authors</li><li>● Identify themes in texts</li><li>● Identify the audience for and purpose of the writing</li><li>● Select appropriate form and use other similar writing as models for their own</li></ul>	<ul style="list-style-type: none"><li>● Identify and use key features of text types</li><li>● Write in a wide range of text types</li><li>● Draw on models, features, form and language from read texts in their own writing</li><li>● Choose books to read for pleasure in their own time</li><li>● Consider how authors have developed characters and settings in what they have read, listened, seen or performed</li></ul>

**End point 2: Fluently and confidently talk about writing through discussion, debate, performance and review of others' work**

<b>Declarative (know that)</b>	<b>Procedural (know how)</b>
<ul style="list-style-type: none"><li>● Know relevant strategies to build vocabulary</li><li>● Develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>● Gain and monitor the interest of the listener</li><li>● Consider and evaluate different viewpoints, building on the contributions of others</li><li>● Select the appropriate registers for effective communication</li></ul>	<ul style="list-style-type: none"><li>● Listen and respond appropriately to adults and their peers</li><li>● Ask relevant questions to extend their understanding and knowledge</li><li>● Articulate and justify answers, arguments and opinions</li><li>● Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings</li><li>● Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>● Speak audibly and fluently with increasing command of standard English</li><li>● Participate in discussions, presentations, performances, role plays and debates</li><li>● Read their own writing aloud to a group, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li><li>● Perform their own compositions, using appropriate intonation and volume</li></ul>

**End Point 3: Craft texts effectively and imaginatively with the reader in mind; controlling their writing selecting and adapting tone, style, ambitious vocabulary and register different forms, purposes and audiences.**

Declarative (know that)		Procedural (know how)	
<ul style="list-style-type: none"> <li>Know that texts have writers and readers bring their own ideas and experiences to texts</li> </ul>			
Fiction	-Setting -Two characters – protagonist and antagonist -Problem -Build-up and climax -Resolution	Plan their writing by:	<ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>
Non-Fiction	-Introduction of at least one sentence -Two points in separate paragraphs opened with an appropriate conjunction -Two points elaborated with sentences joined with at conjunctions -Summarising conclusion		
Language devices	Similes Metaphors List of 3 adverbs or adjectives to build descriptive power Alliteration Assonance Repetition Advanced and extended similes and metaphors Personification Flashback Dialogue for characterisation Sensory language Hyperbole Pathetic fallacy Specific nouns and verbs Foreshadowing Symbolism Suspense Irony Authoritative tone for non-fiction Contrasting settings and characters in fiction writing		
		Draft and write by:	<ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Précising longer passages</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> <li>Using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</li> </ul>
		Evaluate and edit by:	<ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proposing changes in vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Ensuring the correct subject and verb agreement when using singular and plural, distinguishing</li> </ul>



		between the language of speech and writing, choosing the appropriate register <ul style="list-style-type: none"> <li>● Make conscientious language choices using ambitious vocabulary</li> <li>● Draw on new vocabulary encountered in reading in their own writing</li> <li>● Use a dictionary and thesaurus</li> <li>● Understand the impact of language choice and consider the read and purpose when making choices</li> </ul>
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**End Point 4: Skilfully control the overall structure of their work using paragraphs and grammatical features to provide coherence.**

<b>Declarative (know that)</b>	<b>Procedural (know how)</b>
<ul style="list-style-type: none"> <li>● Know that paragraphs are organised around a theme</li> <li>● Know that narratives require creating settings, characters and a plot</li> <li>● Know simple organisational devices in non-fiction texts</li> </ul>	Use grammatical features to provide coherence: <ul style="list-style-type: none"> <li>● Conjunctions expressing time, place and cause</li> <li>● Adverbs expressing time, place and cause</li> <li>● Prepositions expressing time, place and cause</li> <li>● Sentences that open with words other than nouns and pronouns</li> <li>● Fronted adverbials</li> <li>● Prepositions to open sentences, indicating when an event occurred</li> <li>● Subordinate clauses (and opening sentences with a subordinate clause)</li> <li>● Complex sentences (opening with adverbial – when, where, how, why)</li> <li>● Consistent tense</li> <li>● Dialogue between two characters</li> <li>● Opening sentences with present participles (-ing)</li> <li>● Exclamations</li> <li>● Possessive pronoun</li> <li>● Opening sentences with the past participle</li> <li>● Relative clause using who, whom, which, whose, that</li> <li>● Modal verbs</li> <li>● Expanded noun phrases</li> <li>● Subject and object</li> <li>● Active and passive voice</li> <li>● Informal and formal language</li> <li>● Subjunctive</li> </ul>

**End Point 5: Achieve accuracy in spelling and handwriting, consistent use of standard English and a full range of punctuation for clarity and emphasis.**

<b>Declarative (know that)</b>	<b>Procedural (know how)</b>
<ul style="list-style-type: none"><li>● Know that a dictionary can be used to check spelling by using the first 2-3 or 3-4 letters of a word</li><li>● Know to use a comma after a fronted adverbial</li><li>● Know that inverted commas are used in speech</li><li>● Know that commas are used when two main clauses are joined with and, but, or, while and yet</li><li>● Use morphology and etymology in spelling and understand that some words need to be learnt specifically</li><li>● Ellipsis can be used for effect</li><li>● Colon introduces a list or an idea</li></ul>	<ul style="list-style-type: none"><li>● Use prefixes and suffixes, and understand how to add them</li><li>● Spell homophones</li><li>● Spell common exception words</li><li>● Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li><li>● Write simple phrases dictated that include words and punctuation taught so far</li><li>● Apostrophes for contraction and possession</li><li>● Spell some words with silent letters</li><li>● Use commas to separate subordinate clauses and embedded clauses</li><li>● Use brackets, commas and dashes to indicate parenthesis</li><li>● Semi-colon, colon or dash used to mark the boundary between independent clauses</li></ul>