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| **Communication and Language** | Listening skills/ show interest in sounds. | Speaking skills/vocabulary.  Use language to imitate different roles. | Listen and respond to stories with increasing attention. | Following instructions-listening to others. | Speaking skills-organise talk and sequence ideas. | Answering ‘how’ and ‘why’ questions. |
| Literacy | Reading focus- Join in with stories, rhymes and songs. | Writing focus-  Mark making- forming letters/drawing. | Reading focus- select books independently.  Use phonic knowledge where appropriate. | Writing focus-  Hearing sounds as they write.  Links sounds to letters when writing. | Reading focus- Enjoys a range of different texts.  Reads words/sentences | Writing focus-  Write a short sentence/statement using phonic knowledge. |

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| Reception | | | | | |
| ‘Immerse in a Book’ (Non-negotiable)  Choose appropriate fiction and non-fiction whole class books to teach and support the development of the skills and allow children opportunities to apply their writing skills.  Suggested fiction books for Reception:  Poppy and the Blooms – Simon Schuter - We’re Going on a Bear Hunt – Michael Rosen - Handa’s Surprise / Hen – Eileen Browne – Can’t You Sleep Little Bear – Martin Waddell – Izzy Gizmo – Pip Jones – Cotton Wool Colin – Jeanne Willis – Town Mouse Country Mouse – Carol Jones – Jim and the Beanstalk – Raymond Briggs - Owl Babies – Martin Waddell – Somebody Swallowed Stanley – Sarah Roberts – Whatever Next – Jill Murphey | | | | | |
| Progression in Writing | Text Structure | Sentence Construction | Word Structure / Language | Punctuation\* | Terminology\* |
| **In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England** | **Introduce:**  **Planning Tool** –Story map /story mountain  **Whole class retelling of story**  **Understanding of beginning/ middle / end**  **Retell simple 5-part story:**  *Once upon a time*  *First / Then / Next*  *But*  *So*  *Finally,…..happily ever after*  **Non-fiction:**  **Factual writing closely** **linked to a story**  **Simple factual sentences** **based around a theme**  Names  Labels  Captions  Lists  Diagrams  Message | **Introduce:**  **Simple sentences**  **Simple Connectives:**  *and*  *who*  *until*  *but*  **Say a sentence, write and read it back to check it makes sense.**  **Compound sentences using connectives (coordinating conjunctions)**  *and / but*  -‘ly’ **openers**  *Luckily / Unfortunately,*  **‘Run’** - Repetition for rhythm:  e.g.  *He walked and he walked*  **Repetition in description** e.g.  *a lean cat, a mean cat* | **Introduce:**  **Determiners**  *the*  *a*  *my*  *your*  *an*  *this*  *that*  *his*  *her*  *their*  *some*  *all*  **Prepositions:**  *up*  *down*  *in*  *into*  *out*  *to*  *onto*  **Adjectives** e.g.*old, little****,*** *big, small, quiet*  **Adverbs** e.g. *luckily, unfortunately, fortunately*  **Similes** – using ‘like’ | **Introduce:**  Finger spaces  Full stops  Capital letters | **Introduce:**  Finger spaces  Letter  Word  Sentence  Full stops  Capital letter  Simile – ‘like’ |

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| **Year 1** | | | | | | | | | | | | | | |
| Narrative | **Term 1**  Stories with predictable phrasing  (6 weeks-or 2+2+2 weeks) | | | | | **Term 2**  Contemporary fiction – stories reflecting children’s own experience  (4 weeks-or 2+2weeks) | | | | | **Term 3**  Traditional Tales – Fairy tales  (6 weeks-or 2+2+2 weeks) | | | |
| Suggested final written outcome | Write simple sentences using patterned language, words and phrases taken from familiar stories. | | | | | Write a series of sentences to retell events based on personal experience. | | | | | Write a re-telling of a traditional story. | | | |
| Non-fiction | **Term 1**  Labels, lists and captions  (1 week) | **Term 1**  Recount  (2 weeks-or 1+1 week) | | | | **Term 2**  Report  (2 weeks) | | **Term 2**  Instructions  (2 weeks) | | | **Term 3**  Report  (2 weeks) | | | **Term 3**  Explanations  (2 weeks) |
| Suggested final written outcome | Write labels and sentences for an in –class exhibition/museum display. | Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing. | | | | A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general. | | Following a practical experience, write up the instructions for a simple recipe. | | | A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general. | | | Draw pictures to illustrate a simple process and prepare several sentences to support the explanation. |
| Poetry | **Term 1**  Vocabulary building  (1 week) | **Term 1**  Structure-rhyming couplets  (1 week) | | | | **Term 2**  Vocabulary building  (1 week) | | **Term 2**  Structure-rhyming couplets  (1 week) | | | **Term 3**  Vocabulary building  (1 week) | | | **Term 3**  Take a poem- poetry appreciation  (1 week) |
| Suggested Outcome | Read, write and perform free verse. | Recite familiar poems by heart. | | | | Read, write and perform free verse. | | Recite familiar poems by heart. | | | Read, write and perform free verse. | | | Personal responses to poetry.  Recite familiar poems by heart. |
| ‘Immerse in a Book’ (Non-negotiable)  Choose appropriate fiction and non-fiction whole class books to teach and support the development of the skills and allow children opportunities to apply their writing skills.  Suggested fiction books for Year 1 – see either reception or Year 2 as children are usually split between these classes: | | | | | | | | | | | | | | |
| Progression in Writing | Text Structure | | Sentence Construction | | | | Word Structure / Language | | Punctuation\* | | | | Terminology\* | |
| **In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England** | **Consolidate Reception list**  **Introduce:**  **Fiction:**  **Planning Tools:** Story map / story mountain  (Refer to Story-Type grids)  **Plan opening** **around** character(s), setting, time of day and type of weather  **Understanding -** beginning /middle /end to a story  **Understanding -** 5 parts to a story:  **Opening**  *Once upon a time…*  **Build-up**  *One day…*  **Problem / Dilemma**  *Suddenly,../ Unfortunately,…*  **Resolution**  *Fortunately,…*  **Ending**  *Finally,….*  **Non-fiction:**  **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)**  **Planning tools:**  text map / washing line  **Heading**  **Introduction**  Opening factual statement  **Middle section(s)**  Simple factual sentences around a *them*  Bullet points for instructions  Labelled diagrams  **Ending**  Concluding sentence | | **Consolidate Reception list**  **(See Connectives and Sentence Signposts doc.)**  **Introduce:**  **Types of sentences:**  Statements  Questions  Exclamations  **Simple Connectives:**  *and*  *or*  *but*  *so*  *because*  *so that*  *then*  *that*  *while*  *when*  *where*  **Also as openers:**  *While…*  *When…*  *Where…*  **-‘ly’ openers**  *Fortunately,…Unfortunately, Sadly,…*  **Simple sentences** e.g.  *I went to the park.*  *The castle is haunted.*  **Embellished simple sentences** **using adjectives** e.g.  *The giant had an enormous beard.*  *Red squirrels enjoy eating delicious nuts.*  **Compound sentences** using 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.*  **Complex sentences:**  **Use of ‘who’ (relative clause)**  e.g.  *Once upon a time there was a little old woman* ***who*** *lived in a forest.*  *There are many children* ***who*** *like to eat ice cream.*  **‘Run’ - Repetition for rhythm** e.g.  *He walked and he walked and he walked.*  **Repetition for description**  e.g.  *a lean cat, a mean cat*  *a green dragon, a fiery dragon* | | | | **Consolidate Reception list**  **Introduce:**  **Prepositions:**  *inside*  *outside*  *towards*  *across*  *under*  **Determiners:**  *the a my your an this that his her their some all lots of many more those these*  **Adjectives** to describe  e.g. *The* ***old*** *house…*  *The* ***huge*** *elephant…*  **Alliteration**  e.g. *dangerous dragon*  *slimy snake*  **Similes using as….as…**  e.g. *as tall as a house*  *as red as a radish*  **Precise, clear language to give information e**.g.  *First, switch on the red* *button.*  *Next, wait for the green light to flash...*  *Regular* ***plural noun suffixes*** *–s or –es*  *(e.g. dog, dogs; wish, wishes)*  ***Suffixes*** *that can be added to* ***verbs*** *(e.g. helping, helped, helper)*  *How the* ***prefix*** *un– changes the meaning of* ***verbs*** *and* ***adjectives***  *(negation, e.g. unkind, or undoing, e.g. untie the boat)* | | **Consolidate Reception list**  **Introduce:**  Capital Letters:  ***Capital letter for names***  ***Capital letter for the personal pronoun I***  Full stops  Question marks  Exclamation marks  Speech bubble  Bullet points | | | | **Consolidate:**  **Finger spaces**  **Letter**  **Word**  **Sentence**  **Full stops**  **Capital letter**  Simile – ‘like’  **Introduce:**  **Punctuation**  **Question mark**  **Exclamation mark**  Speech bubble  Bullet points  **Singular/ plural**  Adjective  Verbs  Connective  Alliteration  Simile – ‘as’ | |
| **Year 2** | | | | | | | | | | | | | | |
|  | **Term 1** | | | | **Term 2** | | | | | **Term 3** | | | | |
| Narrative | Traditional Tales – Fairy tales  (4 weeks-or 2+2 weeks) | | | | | Stories with recurring literary language  (4 weeks – 2+2 weeks) | | | | | Traditional Tales – Myths  (creation stories)  (4 weeks – or 2+2 weeks) | | | |
| Suggested final written outcome | Write a re-telling of a traditional story. | | | | | Use a familiar story as a model to write a new story | | | | | Write a creation myth based on ones read e.g. how the zebra got his stripes. | | | |
| Non - fiction | **Term 1**  Explanations  (2 weeks) | **Term 1**  Recount  (2 weeks-or 1+1 week) | | | | **Term 2**  Report  (4 weeks-or 2+2 week) | | **Term 2**  Report  (4 weeks-or 2+2 week) | | | **Term 3**  Instructions  (2 weeks) | | | **Term 3**  Explanations  (2 weeks) |
| Suggested final written outcome | Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation. | Write first person recounts retelling historical events, using adverbs of time to aid sequencing and maintaining consistency in tense and peron. | | | | Assemble information on a subject, sorting and categorising information, use comparative language to describe and differentiate. | | Assemble information on a subject, sorting and categorising information, use comparative language to describe and differentiate. | | | Write a series of fiction-based instructions (i.e. ‘How to trap an ogre’) including diagrams. | | | Produce a flowchart, ensuring content is clearly sequenced. |
| Poetry | **Term 1**  Vocabulary building (list poems)  (2 weeks) | **Term 1**  Structure – calligrams  (1 week) | | | | **Term 2**  Vocabulary building  (1 week) | | **Term 2**  Structure – calligrams  2 weeks – or 1+1 weeks) | | | **Term 3**  Vocabulary building  (1 week) | | | **Term 3**  Take a poem – poetry appreciation  (2 weeks) |
| Suggested outcome | Read list poems. Write and perform own versions. | Write own calligrams (based on single words) | | | | Read, write and perform free verse. | | Write own calligrams (shape poems) | | | Read, write and perform free verse. | | | Personal responses to poetry. Recite familiar poems by heart |
| ‘Immerse in a Book’ (Non-negotiable)  Choose appropriate fiction and non-fiction whole class books to teach and support the development of the skills and allow children opportunities to apply their writing skills.  Suggested fiction books for Year 2:  Clockwork Dragon – Jonathan Emmet - Squash and a Squeeze – Julia Donaldson – Winston’s Journey – Jane Murphy – Hansel and Gretal – Bethan Woolvin – Bog Baby – Jan Willis – Toby and the Great Fire of London – Margaret Nash – My Dog Thinks He Is a Ballet Dancer – Anna Kemp – Pumpkin Soup – Helen Cooper – The Magic Finger – Roald Dahl – Nannie Fox and the Three Little Pigs – Georgie Adams – Grandad’s Island – Benji Davies –  Sleep Well Siba and Saba – Nansabuga Nagadya Isdahl – The Clockwork Dragon – Johnathan Emmett | | | | | | | | | | | | | | |
| Progression in Writing | Text Structure | | Sentence Construction | | | | Word Structure / Language | | Punctuation\* | | | | Terminology\* | |
| **In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England** | **Consolidate Year 1 list**  **Introduce:**  **Fiction**  **Secure use of planning tools:** Story map / story mountain / story grids/ ’Boxing-up’ grid  (Refer to Story Types grids)  **Plan opening** **around** character(s), setting, time of day and type of weather  **Understanding 5 parts to a story with more complex vocabulary**  **Opening** e.g.  *In a land far away….*  *One cold but bright morning…..*  **Build-up** e.g.  *Later that day*  **Problem / Dilemma** e.g.  *To his amazement*  **Resolution** e.g.  *As soon as*  **Ending** e.g.  *Luckily, Fortunately,*    **Ending** should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.  **Non-Fiction**  **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)**  **Introduce:**  **Secure use of planning tools:** Text map / washing line / ‘Boxing –up’ grid  **Introduction:**  Heading  Hook to immerse readerFactual statement / definition  Opening question  **Middle section(s)**  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 **Ending** Make final comment to reader Extra tips! / Did-you-know? facts / True or false?  The consistent use of **present tense** versus **past tense** throughout texts  Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g*. she is drumming, he was shouting)* | | **Consolidate Year 1 list**  **Introduce:**  **(See Connectives and Sentence Signposts doc.)**  **Types of sentences:**  Statements  Questions  Exclamations  Commands  **-‘ly’ starters**  e.g. *Usually, Eventually, Finally, Carefully, Slowly, …*  **Vary openers** to sentences  **Embellished simple**  **sentences using:**  **adjectives** e.g.*The boys peeped inside the dark cave.*  **adverbs** e.g**.** *Tom ran quickly down the hill.*  **Secure use of compound sentences (Coordination)** using connectives:  *and/ or / but / so*  (coordinating conjunctions)  **Complex sentences (Subordination) using:**  **Drop in a relative clause:**  **who/which**  e.g.  Sam, **who** was lost, sat down and cried.  The Vikings, **who** came from Scandinavia, invaded Scotland.  The Fire of London, **which** started in Pudding Lane, spread quickly.  **Additional subordinating conjunctions:**  *what/while/when/where/ because/ then/so that/ if/to/until*  e.g. ***While*** *the animals were munching breakfast, two visitors arrived*  *During the Autumn,* ***when*** *the weather is cold, the leaves fall off the trees.*  **Use long and short sentences:**  Long sentences to add description or information. Use short sentences for emphasis.  **Expanded noun phrases**  e.g. ***l****ots of people, plenty of food*    **List of 3 for description**  e.g. *He wore old shoes, a dark cloak and a red hat.*  *African elephants have long trunks, curly tusks and large ears.* | | | | **Consolidate Year 1 list**  **Introduce:**  **Prepositions:**  *behind above along before between after*  **Alliteration**  e.g. *wicked witch*  *slimy slugs*  **Similes using…like…**  e.g.  *… like sizzling sausages*  *…hot like a fire*  **Two adjectives to describe the noun**  e.g.  *The scary, old woman…*  *Squirrels have long, bushy tails.*  **Adverbs for description**  e.g.  *Snow fell gently and covered the cottage in the wood.*  **Adverbs for information** e.g**.**  Lift the pot carefully onto the tray.  The river quickly flooded the town.  **Generalisers for information, e.g.**  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 appendix.)  Use of the **suffixes** –er and –est to form comparisons of **adjectives** and **adverbs** | | **Consolidate Year 1 list**  **Introduce:**  **Demarcate sentences:**  Capital letters  Full stops  Question marks  Exclamation marks  **Commas** to separate items in a list  **Comma** after –ly opener  e.g. *Fortunately,….Slowly,….*  **Speech bubbles /speech marks for direct speech**  ***Apostrophes to mark contracted forms in spelling***  e.g. *don’t, can’t*  ***Apostrophes to mark singular possession*** e.g. *the cat’s name* | | | | **Consolidate:**  **Punctuation**   * **Finger spaces** * **Letter** * **Word** * **Sentence** * **Full stops** * **Capital letter** * **Question mark** * **Exclamation mark** * Speech bubble * Bullet points   **Singular/ plural**  Adjective  Verb  Connective  Alliteration  Simile – ‘as’/ ‘like’  **Introduce:**  **Apostrophe (contractions and singular possession)**  **Commas** for description  **‘Speech marks’**  **Suffix**  **Verb / adverb**  **Statement question exclamation**  **Command** (Imperative verbs)  **Tense (past, present,** future**) ie** not in bold  **Adjective / noun**  **Noun phrases**  Generalisers | |
| **Year 3** | | | | | | | | | | | | | | |
| Narrative | **Term 1**  Traditional Tales – Fables  (2 weeks-or link with play and 2+2 weeks) | | | **Term 1**  Writing and Performing a Play  (2 weeks) | | | | **Term 2**  Traditional Tales – Fairy Tales  (alternative versions e.g. The Three Little Pigs and the Big Bad Wolf  (3 weeks) | | | | **Term 3**  Adventure Stories  (5 weeks) | | |
| Suggested written outcome | Write a new fable to convey a moral. | | | Write and perform a play, based on a familiar story. | | | | Write a traditional tale from a key character’s perspective. | | | | Write an adventure story, focusing on plot. | | |
| Non-fiction | **Term 1**  Recount  (2weeks) | **Term 1**  Instructions-giving directions  (2 weeks) | | | | **Term 2**  Explanations  (2 weeks) | | **Term 2**  Report  (3 weeks) | | | **Term 3**  Persuasion – Persuasive letter writing  (3 weeks) | | | **Term 3**  Persuasion – Persuasive letter writing  (3 weeks) |
| Suggested written outcome | Write a news/sports report of an ‘unfolding event’ (e.g. commentary), including detail expressed in ways that will immerse the reader/viewer. | Write and evaluate a range of instructions, including directions e.g. a treasure hunt. | | | | Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively. | | Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information. | | | Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader. | | | Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader. |
| Poetry | **Term 1**  Vocabulary building  (2 weeks) | **Term 1**  Structure – Limericks  (1 week) | | | | **Term 2**  Vocabulary building  (1 week) | | **Term 2**  Structure – Haiku, tanka and kennings  (2 weeks) | | | **Term 3**  Vocabulary building  (1 week) | | | **Term 3**  Take one poet – poetry appreciation (2 weeks) |
| Suggested outcome | Read, write and perform free verse. | Recite familiar limericks by heart. | | | | Read, write and perform free verse. | | Read and write haiku, tanka and kennings. | | | Read, write and perform free verse. | | | Research a particular poet. Personal responses to poetry. Recite familiar poems by heart. |
| ‘Immerse in a Book’ (Non-negotiable)  Choose appropriate fiction and non-fiction whole class books to teach and support the development of the skills and allow children opportunities to apply their writing skills.  Suggested fiction books for Year 3:  The Miraculous Journey of Edward Tulane – Kate DiCamillo - George’s Marvellous Medicine – Roald Dahl - Stone Age Boy – Satoshi Kitamura -  Pugs of the Frozen North – Philip Reeve – The Time Travelling Cat and the Egyptian Goddess – Julia Jarmen - The Boy Who Grew Dragons – Andy Shepherd – Spywatch – Derek Farmer – Peepo – Janet and Allan Alhlberg | | | | | | | | | | | | | | |
| Progression in Writing | Text Structure | | Sentence Construction | | | | Word Structure / Language | | Punctuation | | | | Terminology | |
| **In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England** | **Consolidate Year 2 list**  **Introduce:**  **Fiction**  **Secure use of planning tools:** Story map /story mountain / story grids / ‘Boxing-up’ grid  (Refer to Story-Type grids)  **Plan opening** **around** character(s), setting, time of day and type of weather  **Paragraphs** to organise ideas into each story part  **Extended vocabulary** to introduce 5 story parts:  **Introduction –**should include detailed description of setting or characters  **Build-up –**build in some suspense towards the problem or dilemma  **Problem / Dilemma –**include detail of actions / dialogue  **Resolution -** should link with the problem  **Ending –** clear endingshould link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.  **Non-Fiction**  **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)**  **Introduce:**  **Secure use of planning tools:**  e.g. Text map, washing line, ‘Boxing –up’ grid, story grids  **Paragraphs** to organise ideas around a theme  **Introduction** Develop hook to introduce and tempt reader in e.g. *Who….? What….? Where….?*  *Why….? When….? How….?*  **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  **Develop Ending** Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment  **Use of the perfect form of verbs to mark relationships of time and cause e.g***. I have written it down so I can check what it said.*  **Use of present perfect instead of simple past.** *He has left his hat behind,* as opposed to *He left his hat behind.* | | **Consolidate Year 2 list**  **Introduce:**  **Vary long and short sentences:**  **Long sentences** to add description or information.  **Short sentences** for emphasis and making key points e.g.  *Sam was really unhappy.*  *Visit the farm now.*  **Embellished simple sentences:**  **Adverb starters to add detail** e.g.  *Carefully, she crawled along the floor of the cave….*  Amazingly, small insects can….  **Adverbial phrases** used as a ‘where’, ‘when’ or ‘how’ starter **(fronted adverbials)**  ***A few days ago,*** *we discovered a hidden box.*  ***At the back of the eye,*** *is the retina.*  ***In a strange way,*** *he looked at me.*  ***Prepositional phrases to place the action:*** *on the mat; behind the tree, in the air*  **Compound sentences (Coordination)**  using connectives:  *and/ or / but / so / for /nor / yet*  (coordinating conjunctions)  **Develop complex sentences**  **(Subordination)** with range of subordinating conjunctions  **(See Connectives and Sentence Signposts doc.)**  **-‘ing’ clauses as starters** e.g.  *Sighing, the boy finished his homework.*  *Grunting, the pig lay down to sleep.*  **Drop in a relative clause using: who/whom/which/whose/**  **that** e.g.  *The girl,* ***whom*** *I remember,*  *had long black hair.*  *The boy,* ***whose*** *name is George, thinks he is very brave.*  *The Clifton Suspension bridge,* ***which*** *was finished in 1864,is a popular tourist attraction.*  **Sentence of 3 for description** e.g.  *The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.*  *Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.*  **Pattern of 3 for persuasion** e.g.  *Visit, Swim, Enjoy!*  **Topic sentences to introduce non-fiction paragraphs** e.g.  *Dragons are found across the world*.  **Dialogue –powerful speech verb**  e.g. *“Hello,” she whispered.* | | | | **Consolidate Year 2 list**  **Introduce:**  **Prepositions**  *Next to by the side of*  *In front of during through throughout because of*  **Powerful verbs**  e.g. *stare, tremble, slither*  **Boastful Language**  e.g. *magnificent, unbelievable, exciting!*  **More specific / technical vocabulary to add detail**  e.g.  *A few dragons of this variety can breathe on any creature and turn it to stone immediately.*  *Drops of rain pounded on the corrugated, tin roof.*  ***Nouns formed from* prefixes**  **e.g. *auto… super…anti…***  **Word Families based on common words**  **e.g. *teacher –teach,***  ***beauty – beautiful***    **Use of determiners a or an according to whether next word begins with a vowel**  **e.g. *a rock, an open box*** | | **Consolidate Year 2 list**  **Introduce:**  **Colon** before a list e.g. *What you need:*  **Ellipses** to keep the reader hanging on  **Secure use of inverted commas for direct speech**  Use of commas after **fronted adverbials** (e.g. *Later that day, I heard the bad news.)* | | | | **Consolidate:**  **Punctuation**   * **Finger spaces** * **Letter** * **Word** * **Sentence** * **Statement question exclamation**   **Command**   * **Full stops** * **Capital letter** * **Question mark** * **Exclamation mark** * Speech bubble * **‘Speech marks’** * Bullet points * **Apostrophe (contractions only)** * **Commas for sentence of 3 - description**   **Singular/ plural**  **Suffix**  **Adjective / noun / Noun phrases Verb / adverb**  Imperative verbs  **Tense (past, present, future)**  Connective  Generalisers  Alliteration  Simile – ‘as’/ ‘like’  **Introduce:**   * **Word family** * **Conjunction** * **Adverb** * **Preposition** * **Direct speech** * **Inverted commas** * **Prefix** * **Consonant/Vowel** * **Clause** * **Subordinate clause** * Determiner * Synonyms * Relative clause * Relative pronoun * Imperative * Colon for instructions | |

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| **Year 4** | | | | | | | | | | | | |
| Narrative | **Term 1**  Traditional Tales – Myths (quests)  (4 weeks) | | | **Term 2**  Writing and performing a play  (2 weeks) | | | **Term 2**  Story settings  (3 weeks) | | | **Term 3**  A story/stories with a theme  (4 weeks) | | |
| Suggested final written outcome | Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a ‘Wanted Poster’, ‘Lonely Hearts’ advert, Job Application)  Link dialogue to effective characterisation, interweaving speech and action. | | | Write and perform a play, based on a familiar story. | | | Write a section of a narrative (or several narratives) focusing on setting. | | | Relate the theme of the story to personal experience and write an autobiographical story. Account reflecting that theme. | | |
| Non-fiction | **Term 1**  Report  (4 weeks) | | | **Term 2**  Persuasion  (3 weeks) | | | **Term 3**  Discussion  (2 weeks) | | | **Term 3**  Explanation  (2 weeks) | | |
| Suggested final written outcome | Write own report independently based on notes gathered from several sources. | | | Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing. | | | Consider different sides of an argument and decide on a course of action summarising your reasons in a letter. | | | Create a flow chart to explain how a new invention works; use the notes to write an explanation using an impersonal style. | | |
| Poetry | **Term 1**  Vocabulary building  (2 weeks) | **Term 1**  Structure riddles  (1 week) | | | **Term 2**  Vocabulary building  (1 week) | | **Term 2**  Structure – Narrative poetry  (2 weeks) | | **Term 3**  Vocabulary building  (1 week) | | | **Term 3**  Take one poet – poetry appreciation  (2 weeks) |
| Suggested outcome | Read, write and perform free verse. | Read and write riddles. | | | Read, write and perform free verse. | | Recite some narrative poetry by heart. Read and respond. | | Read, write and perform free verse. | | | Research a particular poet. Personal responses to poetry. Recite familiar poems by heart. |
| ‘Immerse in a Book’ (Non-negotiable)  Choose appropriate fiction and non-fiction whole class books to teach and support the development of the skills and allow children opportunities to apply their writing skills.  For suggested books see class 3 or class 4 as year 4 is generally split between these classes. | | | | | | | | | | | | |
| Progression in Writing | Text Structure | | Sentence Construction | | | Word Structure / Language | | Punctuation | | | Terminology | |
| **In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England** | **Consolidate Year 3 list**  **Introduce:**  **Secure use of planning tools:** e.g. story map /story mountain /story grids /’Boxing-up’ grids  (Refer to Story Types grids)  **Plan opening using:**  Description /action  **Paragraphs:** to organise each part of story to indicate a change in place or jump in time  Build in suspense writing to introduce the dilemma  **Developed 5 parts to story** **Introduction Build-up** **Problem / Dilemma Resolution Ending**  Clear distinction between resolution and ending. Ending should include reflection on events or the characters.  **Non-Fiction**  **(Refer to Connectives and Sentence Signposts document for Introduction and Endings)**  **Introduce:** **Secure use of planning tools:** Text map/ washing line/ ‘Boxing –up’ grid  **Paragraphs** 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.  Use of bullet points, diagrams  **Introduction Middle section(s) Ending**  Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader  ***Appropriate choice of pronoun or noun across sentences to aid cohesion*** | | **Consolidate Year 3 list**  **Introduce:**  **Standard English for verb inflections instead of local spoken forms**  **Long and short sentences:**  **Long sentences** to enhance description or information  **Short sentences** to move events on quickly  e.g. *It was midnight.*  *It’s great fun.*  **Start with a simile**  e.g.*As curved as a ball, the moon shone brightly in the night sky.*  *Like a wailing cat, the ambulance screamed down the road.*  **Secure use of simple / embellished simple sentences**  **Secure use of compound sentences (Coordination**) using coordinating conjunction *and / or / but / so / for / nor / yet (coordinating conjunctions)*  **Develop complex sentences:**  **(Subordination)**  **Main and subordinate clauses** with range of subordinating conjunctions.  **(See Connectives and Sentence Signposts doc.)**  **-‘ed’ clauses as starters** e.g.  *Frightened, Tom ran straight home to avoid being caught.*  *Exhausted, the Roman soldier collapsed at his post.*  **Expanded -‘ing’ clauses as starters** e.g.  *Grinning menacingly, he slipped the treasure into his rucksack.*  *Hopping speedily towards the pool, the frog dived underneath the leaves.*  **Drop in –‘ing’ clause** e.g.  *Jane, laughing at the teacher, fell off her chair.*  *The tornedo, sweeping across the city, destroyed the houses.*  **Sentence of 3 for action** e.g.  *Sam rushed down the road, jumped on the bus and sank into his seat.*  *The Romans enjoyed food, loved marching but hated the weather.*  **Repetition to persuade** e.g.  *Find us to find the fun*    **Dialogue** - verb + adverb - *“Hello,” she whispered, shyly.*  *Appropriate choice of* ***pronoun*** *or* ***noun*** *within a* ***sentence*** *to avoid ambiguity and repetition* | | | **Consolidate Year 3 list**  **Introduce:**  **Prepositions**  *at underneath since towards beneath beyond*  **Conditionals**  - *could, should, would*  **Comparative** and **superlative** adjectives  e.g. *small…smaller…smallest*  *good…better…best*  **Proper nouns**-refers to a particular person or thing  e.g. *Monday, Jessica, October, England*  **The grammatical differencebetween** **plural** and **possessive** –s  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*) | | **Consolidate Year 3 list**  **Introduce:**  **Commas** to mark clauses and to mark off fronted adverbials  **Full punctuation for direct speech:** Each new speaker on a new line  Comma between direct speech and reporting clause e.g. *“It’s late,” gasped Cinderella!*  **Apostrophes** to mark singular and **plural possession**  (e.g. *the girl’s name, the boys’ boots)* as opposed to s to mark a plural | | | **Consolidate:**  **Punctuation**   * Finger spaces * **Letter** * **Word** * **Sentence** * **Statement question exclamation**   **Command**   * **Full stops** * **Capital letter** * **Question mark** * **Exclamation mark** * Speech bubble * **‘Speech marks’** * **Direct speech** * **Inverted commas** * Bullet points * **Apostrophe (contractions only)** * **Commas for sentence of 3 – description, action** * Colon - instructions   **Singular/ plural**  **Suffix/ Prefix**  **Word family**  **Consonant/Vowel**  **Adjective / noun / noun phrase** **Verb / Adverb**  Bossy verbs - imperative  **Tense (past, present, future)**  Connective  **Conjunction**  **Preposition**  **Determiner**/ generaliser  **Clause**  **Subordinate clause**  Relative clause  Relative pronoun  Alliteration  Simile – ‘as’/ ‘like’  Synonyms  **Introduce:**   * **Pronoun** * **Possessive pronoun** * **Adverbial** * **Fronted adverbial** * **Apostrophe – plural possession** | |

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| **Year 5** | | | | | | | | | | |
| Narrative | **Term 1**  Traditional Tales – Legends  (3 weeks) | | | **Term 2**  Suspense and mystery  (4 weeks) | | | | **Term 3**  Fiction from our literary heritage  (4 weeks) | | |
| Suggested final written outcome | Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives. | | | Develop skills of building up atmosphere in writing e.g. passages building up tension. | | | | Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text plan and write their own contemporary version. | | |
| Non-fiction | **Term 1**  Recount  (2 weeks) | **Term 1**  Explanation  (2 weeks) | | **Term 2**  Persuasion  (3 weeks) | | **Term 2**  Instructions  (1 week) | | **Term 3**  Report  (2 weeks) | | **Term 3**  Discusssion  (2 weeks) |
| Suggested final written outcome | Compose a biographical account based on research. | Links t Geography e.g. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | | Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes. | | Detailed instructions with clear introduction and conclusion. | | Write a report, in the form of an information leaflet, in which two or more subjects are compared. | | Write up a balanced discussion presenting two sides of an argument following a debate. |
| Poetry | **Term 1**  Vocabulary building  (2 weeks) | **Term 1**  Structure – cinquain  (1 week) | | **Term 2**  Vocabulary building  (1 week) | | **Term 2**  Structure – spoken word poetry/rap  (2 weeks) | | **Term 3**  Vocabulary building  (1 week) | | **Term 3**  Take one poet – poetry appreciation  (2 weeks) |
| Suggested outcome | Read, write and perform free verse. | Read and respond to cinquains. Experiment with writing their own. | | Read, write and perform free verse. | | Listen to, read and respond to raps. Experiment with writing their own. | | Read, write and perform free verse. | | Research a particular poet. Personal responses to poetry. Recite familiar poems by heart. |
| ‘Immerse in a Book’ (Non-negotiable)  Choose appropriate fiction and non-fiction whole class books to teach and support the development of comprehension and grammatical skills and allow children opportunities to apply their writing skills.  Suggested fiction books for Year 5:  The Secrets of Vesuvius – Caroline Lawrence - The Girl of Ink and Stars – Kiran Millwood Hargrave - The Lion, the Witch and the Wardrobe - C S Lewis - Harry Potter and the Philosopher’s Stone - J K Rowling - Percy Jackson and the Lightning Thief - Rick Riordan - Street Child - Bertie Doherty – I Coriander – Sally Gardner  Poetry to be studied  The Highwayman – Alfred Noyes | | | | | | | | | | |
| Progression in Writing | Text Structure | | Sentence Construction | | Word Structure / Language | | Punctuation | | Terminology | |
| **In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England** | **Consolidate Year 4 list**  **Introduce:**  **Secure independent use of planning tools**  Story mountain /grids/flow diagrams  **(Refer to Story Types grids)**  **Plan opening using:**  Description /action/dialogue  **Paragraphs:** Vary connectives within paragraphs to build cohesion into a paragraph  Use change of place, time and action to link ideas across paragraphs.  **Use 5 part story structure**  Writing could start at any of the 5 points.  This may include flashbacks  **Introduction –**should include action / description -character or setting / dialogue  **Build-up –**develop suspense techniques  **Problem / Dilemma –**may be more than one problem to be resolved  **Resolution –**clear links with dilemma  **Ending –**character could reflect on events, any changes or lessons, look forward to the future ask a question.  **Non-Fiction  (Refer to Connectives and Sentence Signposts document for Introduction and Endings)**  **Introduce:**  **Independent planning** across all genres and application  Secure use of range of layouts suitable to text.  **Structure:** Introduction / Middle / Ending  **Secure use of paragraphs:** Use a variety of ways to open texts and draw reader in and make the purpose clear  Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in  Express own opinions clearly  Consistently maintain viewpoint  Summary clear at the end to appeal directly to the reader | | **Consolidate Year 4 list**  **Introduce:**  **Relative clauses beginning with** *who, which, that, where, when, whose* or an omitted relative pronoun.  **Secure use of simple / embellished simple sentences**  **Secure use of compound sentences**  **Develop complex sentences:**  **(Subordination)**  **Main and subordinate clauses** with full range of conjunctions:  **(See Connectives and Sentence Signposts doc.)**  **Expanded –ed clauses as starters** e.g.  *Encouraged by the bright weather, Jane set out for a long walk.*  *Terrified by the dragon, George fell to his knees.*  **Elaboration of starters using adverbial phrases** e.g.  *Beyond the dark gloom of the cave, Zach saw the wizard move.*  *Throughout the night, the wind howled like an injured creature.*  **Drop in –‘ed’ clause** e.g.  *Poor Tim, exhausted by so much effort, ran home.*  *The lesser known Bristol dragon, recognised by purple spots, is rarely seen.*  **Sentence reshaping techniques**  e.g. lengthening or shortening sentence for meaning and /or effect  **Moving sentence chunks (how, when, where) around for different effects** e.g.  *The siren echoed loudly ….through the lonely streets ….at midnight*  **Use of rhetorical questions**  **Stage directions in speech** (speech + verb + action) e.g. *“Stop!” he shouted, picking up the stick and running after the thief.*  **Indicating degrees of possibility using modal verbs *(e.g. might, should, will, must) or adverbs (perhaps, surely)*** | | **Consolidate Year 4 list**  **Introduce:**  **Metaphor**  **Personification**  **Onomatopoeia**  **Empty words**  e.g. *someone, somewhere was out to get him*  Developed use of **technical language**  Converting **nouns** or  **adjectives** into **verbs** using **suffixes** (e.g. –*ate; –ise; –ify)*  **Verb prefixes** (e.g. *dis–, de–, mis–, over– and re–)* | | **Consolidate Year 4 list**  **Introduce:**  **Rhetorical question**  **Dashes**  **Brackets/dashes/commas for parenthesis**  **Colons**  **Use of commas to clarify meaning or avoid ambiguity** | | **Consolidate:**  **Punctuation**   * **Letter/ Word** * **Sentence** * **Statement question exclamation**   **Command**   * **Full stops/ Capitals** * **Question mark** * **Exclamation mark** * **‘Speech marks’** * **Direct speech** * **Inverted commas** * Bullet points * **Apostrophe contractions/ possession** * **Commas for sentence of 3 – description, action** * Colon – instructions * **Parenthesis / bracket / dash**   **Singular/ plural**  **Suffix/ Prefix**  **Word family**  **Consonant/Vowel**  **Adjective / noun / noun phrase**  **Verb / Adverb**  Bossy verbs - **imperative**  **Tense (past, present, future)**  **Conjunction** / Connective  **Preposition**  **Determiner**/ generaliser  **Pronoun – relative/ possessive**  **Clause**  **Subordinate/** relative **clause**  **Adverbial**  **Fronted adverbial**  Alliteration  Simile – ‘as’/ ‘like’  Synonyms  **Introduce:**   * **Relative clause/ pronoun** * **Modal verb** * **Parenthesis** * **Bracket- dash** * **Determiner** * **Cohesion** * **Ambiguity** * Metaphor * Personification * Onomatopoeia * Rhetorical question | |

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| **Year 6** | | | | | | | | | | | | | | | | | |
| Narrative | **Term 1**  Fiction Genres  (4 weeks) | | | **Term 2**  Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere  (4 weeks) | | | | **Term 3**  Focus on study skills  (3/4 weeks) | | | **Term 3**  SATs assessment week | | | | **Term 3**  Extended book study, drama and plays. | | |
| Suggested final written outcome | A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next) | | | A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique. | | | | SATs revision | | | SATs assessment week | | | | Culminate in year group performance | | |
| Non-fiction | **Term 1**  Explanation  (2 weeks) | | **Term 1**  Recounts  (2 weeks) | | | **Term 1**  Report  (2 weeks) | **Term 2**  Persuasion  (3 weeks) | | | **Term 2**  Discussion  (2 weeks) | | | **Term 3**  Focus on study skills  (3/4 weeks) | **Term 3**  SATs assessment week | | | **Term 3**  Debating skills  (2 weeks) |
| Suggested final written outcome | Links to science e.g. reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results. | | Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. | | | Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. | Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. | | | A debate followed by a writ-up which presents and evaluates the opinions of multiple differing viewpoints. | | | SATs revision | SATs assessment week | | | A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views. |
| Poetry | **Term 1**  Vocabulary building  (1 week) | | | | | **Term 2**  Vocabulary building  (1 week) | | | | **Term 2**  Structure monologues  (1 week) | | | | **Term 3**  Take one poet – Poetry appreciation  (2 weeks) | | | |
| Suggested outcom | Read, write and perform free verse | | | | | Read, write and perform free verse | | | | Read and respond | | | | Research a particular poet.  Personal responses to poetry.  Recite familiar poems by heart. | | | |
| ‘Immerse in a Book’ (Non-negotiable)  Choose appropriate fiction and non-fiction whole class books to teach and support the development of the skills and allow children opportunities to apply their writing skills.  Suggested fiction books for Year 6:  Skysong – Abi Elphinstone - Podkin One Ear – Kieran Larwood - The Skylarks’ War – Hilary McKay – Norse Myths and Legends – Philip Ardagh – Viking Boy – Tony Bradman  Poetry to be studied:  Hiawatha – Henry Wadsworth Longfellow | | | | | | | | | | | | | | | | | |
| Progression in Writing | | Text Structure | | | Sentence Construction | | | | Word Structure / Language | | | Punctuation | | | | Terminology | |
| **In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England** | | **Consolidate Year 5 list**  **Secure independent planning across story types using 5 part story structure.**  Include suspense, cliff hangers, flashbacks/forwards,  time slips  Start story at any point of the 5 part structure  Maintain plot consistently working from plan  **Paragraphs -**Secure use of linking ideas within and across paragraphs  Secure development of characterisation  **Non-fiction:**  **Secure** planning across non-fiction genres and application  Use a variety of text layouts appropriate to purpose  Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions  Express balanced coverage of a topic  Use different techniques to conclude texts  Use appropriate formal and informal styles of writing  Choose or create publishing format to enhance text type and immerse the reader  Linking ideas across paragraphs using a wider range of **cohesive devices**:  semantic **cohesion** (e.g. repetition of a **word** or phrase),  grammatical connections (e.g. the use of **adverbials** such as on the other hand, in contrast, or as a consequence), and **elision**  Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text | | | **Consolidate Year 5 list**  **Secure use of simple / embellished simple sentences**  **Secure use of compound sentences**  **Secure use of complex sentences:**  **(Subordination)**  **Main and subordinate clauses** with full range of conjunctions:  **(See Connectives and Sentence Signposts doc.)**  **Active and passive verbs to create effect and to affect presentation of information** e.g.  **Active:** *Tom accidently dropped the glass.*  **Passive**: *The glass was accidently dropped by Tom.*  **Active:** *The class heated the water.*  **Passive:** *The water was heated.*  **Developed use of rhetorical questions for persuasion**  Expanded **noun phrases** to convey complicatedinformation 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*)  The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He’s your friend, isn’t he?*, or the use of the **subjunctive** in some very formal writing and speech) as in *If I were you*. | | | | **Consolidate Year 5 list**  Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors  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)*  How words are related as synonyms and antonyms e.g. *big/ large / little* | | | **Consolidate Year 5 list**  Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma. Use of colon to introduce a list and semi-colons within lists.  **Punctuation** of bullet points to list information.  How hyphens can be used to avoid ambiguity (e.g. *man eating shark versus man-eating shark, or recover versus re-cover*) | | | | **Consolidate:**  **Punctuation**   * **Letter/ Word** * **Sentence** * **Statement question exclamation**   **Command**   * **Full stops/ Capitals** * **Question mark** * **Exclamation mark** * **‘Speech marks’** * **Direct speech** * **Inverted commas** * **Bullet points** * **Apostrophe contractions/ possession** * **Commas for sentence of 3 – description, action, views/opinions, facts** * Colon – instructions * **Parenthesis** * **Bracket- dash**   **Singular/ plural**  **Suffix/ Prefix**  **Word family**  **Consonant/Vowel**  **Adjective / noun / noun phrase**  **Verb / Adverb**  Bossy verbs - imperative  **Tense (past, present, future)**  **modal verb**  **Conjunction** / Connective  **Preposition**  **Determiner/** generaliser  **Pronoun – relative/ possessive**  **Clause**  **Subordinate / relative** **clause**  **Adverbial**  **Fronted adverbial**  Rhetorical question  **Cohesion**  **Ambiguity**  Alliteration  Simile – ‘as’/ ‘like’  Synonyms  Metaphor  Personification  Onomatopoeia  **Introduce:**   * **Active and passive voice** * **Subject and object** * **Hyphen** * **Synonym, antonym** * **Colon/ semi-colon** * **Bullet points** * **Ellipsis** | |