

Our English Curriculum

Intention:

Our vision for English is:

For all our pupils to have their literacy world unlocked through the knowledge acquisition of authors, poets, poems and texts. To be able to draw on this knowledge throughout their lives to inspire others, as well as build inspiration and curiosity within their own creative minds – *Learning to Live, Living to Learn*.

For all our pupils to enjoy a life enriched by language and texts which take them beyond their immediate experience and allow them to access a world of imagination and creativity - *Learning to Live, Living to Learn*.

For our pupils to be fully literate with the tools to write in a range of styles for a range of purposes and audience, both for practical life skills as well as for creative outlets to express emotions. For the reciprocal nature of English to enhance their skills; reading enhancing writing and vice versa - *Learning to Live, Living to Learn*.

Implementation:

Our English Curriculum provides a progression of skills and knowledge ensuring pupil's learning develops well and there are no gaps in their English learning. Skills, text types/genres and objectives are clearly defined for each class and term to ensure clear progression.

Our chosen books, authors, poems and poets have been carefully selected for the next two-year cycle. This aspect of our English Curriculum is original to Hartlip and the changing needs of our learners and cohorts.

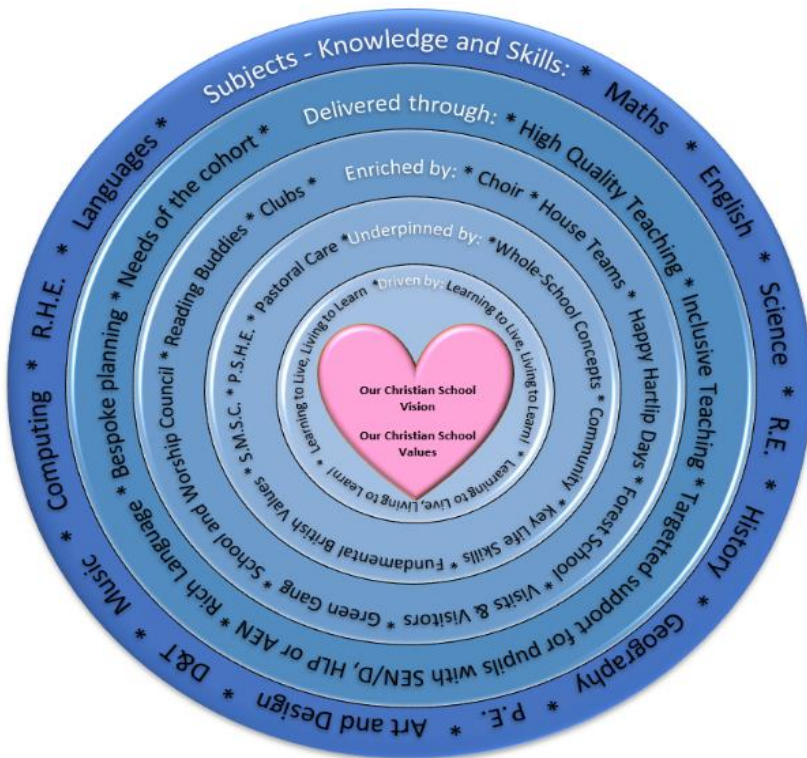
We use Pie Corbett's Talk for Writing learning sequences for our English lessons, using our own chosen books. This approach supports our pupils with learning to read as well as write. Our English Curriculum gives pupils the opportunity to study a wide range of text types and genres, including fiction, non-fiction and poetry. Through this learning, pupils learn grammar, punctuation, spelling and sentence construction. Our Guided reading



lessons link closely to our English lessons and our use of high quality texts, which enable us to teach pupils to read and understand a range of text types and genres.

Handwriting and spelling skills are taught throughout the week/term/year both explicitly and within lessons. Grammar is taught through English lessons.

Our pupils in KS1 and EYFS receive daily discrete phonics to provide the skills to blend, segment and decode words fluently, leading them to become competent readers, who read for pleasure. This teaching is also provided throughout the curriculum in our younger classes.



Impact:

Over the course of their primary learning, pupils will engage with a variety of high quality, carefully selected books/stories and poems, which progress as pupils develop their literacy skills and knowledge. When pupils leave Hartlip, they will be well-equipped with a bank of knowledge of authors, books poets, poems and styles of writing – *Learning to Live, Living to Learn*.

Our pupils will choose to read for pleasure as well as use their reading to seek answers to questions and new information.

Our pupils will write legibly and be able to write across genres and a range of purposes and audiences.



Skills and Knowledge Progression Sequence – Reading

	Pre-Requisite	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<ul style="list-style-type: none"> ➤ Understand the five key concepts about print: ➤ print has meaning ➤ print can have different purposes ➤ we read English text from left to right and from top to bottom ➤ the names of the different parts of a book ➤ page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> ➤ spot and suggest rhymes ➤ count or clap syllables in a word ➤ recognise words with the same 	<ul style="list-style-type: none"> ➤ I can read some letter groups that each represent one sound and say sounds for them. ➤ I can blend sounds into words, so that I can read short words made up of known letter-sound correspondences. ➤ I can read individual letters by saying the sounds for them. ➤ I can read a few common exception words matched to our phonics. ➤ I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <p>ELG:</p>	<ul style="list-style-type: none"> ➤ I can use letter sounds to work out and read new words ➤ I can say a sound for more than 40 letters or groups of letters ➤ I can say quickly the sound of all the letters and letter groups ➤ I can read new words correctly by blending the letter and letter group sounds I have been taught ➤ I can read many common exception words. ➤ I can read words made up of the letter sounds I know and which have endings -s, -es, -in, -ed, and -est. ➤ I can read many words quickly and accurately without needing to sound and blend words I have seen before. ➤ I can read words of more than one syllable using sounds that I have been taught ➤ I can read words like I'm, I'll and we'll and understand that the 	<ul style="list-style-type: none"> ➤ I can use the sounds I know to decode words automatically and my reading is fluent ➤ I can read and blend all sounds I have been taught ➤ I can recognise alternative sounds for letters or groups of letters. ➤ I can read words of two or more syllables that contain sounds I have been taught. ➤ I can read words containing common suffixes. ➤ I can read further common exception words and see where the sounds do not match. ➤ I can read most words quickly and accurately without needing to sound and blend words I have seen before ➤ I can read aloud books within my reading level, without making many errors and sounding out new 	<ul style="list-style-type: none"> ➤ I can use my knowledge of root words, prefixes (including dis-, mis-, il-, im-, ir-) and suffixes (including -ly) to help me read aloud and to understand the meaning of new words. ➤ I can read further exception words including words that do not follow spelling patterns 	<ul style="list-style-type: none"> ➤ I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words ➤ I can read and decode further exception words accurately including words that do not follow spelling patterns 	<ul style="list-style-type: none"> ➤ I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list 	<ul style="list-style-type: none"> ➤ I can read aloud and understand the meaning of the words on the Year 5/6 list

	<p>initial sound, such as money and mother</p>	<ul style="list-style-type: none"> ➤ Say a sound for each letter in the alphabet and at least 10 digraphs ➤ Read words consistent with their phonic knowledge by sound-blending ➤ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>apostrophe represents the missing letter or letters</p> <ul style="list-style-type: none"> ➤ I can read aloud books that use letters and letter groups I have been taught ➤ I can use the sounds I know to re-read books more fluently and with more confidence 	<p>words without long pauses.</p> <ul style="list-style-type: none"> ➤ I can re-read books sounding out new words correctly to improve my speed and confidence 				
<p>Comprehension: Reading for Pleasure</p>	<p>Engage in extended conversations about stories, learning new vocabulary</p>	<p>I can re-read books to build up confidence in word reading, fluency, understanding and enjoyment.</p> <p>ELG:</p> <ul style="list-style-type: none"> ➤ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary 	<p>I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.</p> <ul style="list-style-type: none"> ➤ I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced. ➤ I can enjoy reading key stories, fairy stories and traditional tales because I know them 	<p>I can enjoy and understand books by listening and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.</p> <ul style="list-style-type: none"> ➤ I can enjoy reading and discussing the order of events in books and how items of information are related ➤ I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and 	<p>I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.</p> <ul style="list-style-type: none"> ➤ I can show that I enjoy reading by reading lots of different types of books 	<p>I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <ul style="list-style-type: none"> ➤ I can show that I enjoy reading by reading lots of different types of books and for different reasons 	<p>I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <ul style="list-style-type: none"> ➤ I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions. 	<p>I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research.</p> <ul style="list-style-type: none"> ➤ I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions.



		<ul style="list-style-type: none"> ➤ Anticipate where appropriate key events in stories ➤ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>well and I can retell them and comment on their special features.</p> <ul style="list-style-type: none"> ➤ I can enjoy and understand rhymes and poems, and I can recite some by heart. 	<p>I can retell them to others</p> <ul style="list-style-type: none"> ➤ I can enjoy reading by recognising repeated themes and ideas in stories and poems. 				
<p>Comprehension: words and phrases, Language</p>			<ul style="list-style-type: none"> ➤ I can explain the meaning of words that I know and I can talk about the meaning of new words, linking the meaning of new words to those I already know 	<ul style="list-style-type: none"> ➤ I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know. ➤ I can talk about my favourite words and phrases 	<ul style="list-style-type: none"> ➤ I can discuss words in the books that I read that excite me. 	<ul style="list-style-type: none"> ➤ I can use a dictionary to check the meaning of words ➤ I can discuss words and phrases in the books that I read that excite me. ➤ I can understand how the use of words in a text, how it is set out and its presentation add to its meaning. 	<ul style="list-style-type: none"> ➤ I can talk about why authors use language, including figurative language, and the impact it has on the reader. 	<ul style="list-style-type: none"> ➤ I can talk about how authors use language, including figurative language and the impact it has on the reader
<p>Comprehension: Discussions and questions</p>			<ul style="list-style-type: none"> ➤ I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say ➤ I can answer questions in discussion with the teacher and make simple inferences. 	<ul style="list-style-type: none"> ➤ I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say. ➤ I can ask and answer questions about the books or stories I am reading and make links. ➤ 	<ul style="list-style-type: none"> ➤ I can understand what I have read, checking that it makes sense by talking to others about it ➤ I can ask questions about the texts that I have read to help me understand them ➤ 	<ul style="list-style-type: none"> ➤ I can check what I have read and that I have understood it by telling someone else what has happened. ➤ I can ask questions about what I have read to help me understand a complicated text. ➤ I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others 	<ul style="list-style-type: none"> ➤ I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously. ➤ I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts. ➤ I can ask sensible and interesting questions about the texts to help me understand them more ➤ I can discuss and compare events, issues 	<ul style="list-style-type: none"> ➤ I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning. ➤ I can discuss and compare themes, structures, issues, characters and plots within a book and between different books. ➤ I can discuss ideas, events, structures, issues, characters and plots of the



							and characters within a book.	texts across a wide range of writing.
Comprehension: Predictions			<ul style="list-style-type: none"> I can say what might happen next in a story 	<ul style="list-style-type: none"> I can say what might happen next in a story based on what has happened so far. 	<ul style="list-style-type: none"> I can predict what might happen from clues in what I have read. 	<ul style="list-style-type: none"> I can predict what will happen in a text using details I have already read to help me. 	<ul style="list-style-type: none"> I can predict what might happen in increasingly complex texts by using evidence from the text. 	
Comprehension: Inference			<ul style="list-style-type: none"> I can say how the characters might feel in a story I have read or heard on the basis of what is said and done 	<ul style="list-style-type: none"> I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions. I can say how the characters might feel in a story I am reading on my own on the basis of what is said and done 	<ul style="list-style-type: none"> I can work out what a character in a book is feeling by the actions they take and I can explain how I know 	<ul style="list-style-type: none"> I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this 	<ul style="list-style-type: none"> I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text. 	<ul style="list-style-type: none"> I can show my understanding of texts and poems in presentations and debates and I can present information using notes I have created to help me focus on the topic in my presentation.
Comprehension: Summarising			<ul style="list-style-type: none"> I can retell some of a story I know when being read to by an adult. I can talk about the title and events in books I have read or heard 	<ul style="list-style-type: none"> I can explain what has happened so far in what I have read. 	<ul style="list-style-type: none"> I can tell you what a book that I am reading is about I can talk about books and poems and I can take turns in telling people about them I can tell someone about the main ideas in a paragraph 	<ul style="list-style-type: none"> I can summarise what has happened in a text using themes from paragraphs to help me. 		<ul style="list-style-type: none"> I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views.
Comprehension: Reading for Meaning and text organisation			<ul style="list-style-type: none"> I can explain clearly my understanding of texts which have been read to me. I can join in with words when I can guess what is coming next. I can use what I have already read or heard, 	<ul style="list-style-type: none"> I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading. I can spot if a word has been read 	<ul style="list-style-type: none"> I can read a wide range of books including fairy stories, myths and legends and retell some of them to others I can say how a text is organised to help me understand it using paragraphs, headings, 	<ul style="list-style-type: none"> I can read a wide range of books, fairy stories, myths and legends and retell some of them to others. I can identify themes and conventions in a wide range of books. 	<ul style="list-style-type: none"> I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the context. 	<ul style="list-style-type: none"> I can read whole books, including novels, with confidence I can understand how language, structure and presentation



			<p>or information a teacher has given me, to help me understand what I am reading</p> <p>➤ I can usually spot if a word has been read wrongly by following the sense of the text.</p>	<p>wrongly by following the sense of the text.</p>	<p>subheadings and inverted commas to show speech.</p> <p>➤ I can use non-fiction texts to find out information on a subject.</p>	<p>➤ I can find and record information from non-fiction texts over a wide range of subjects</p>	<p>➤ I can tell the difference between statements of fact and opinion.</p> <p>➤ I can find and write down facts and information from non-fiction texts.</p>	<p>contribute to meaning of a text</p>
<p>Comprehension: Poetry</p>				<p>➤ I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.</p>	<p>➤ I can read aloud poems and perform play scripts.</p>	<p>➤ I can discuss different types of poetry e.g. free verse and narrative poetry.</p>	<p>➤ I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear</p>	<p>➤ I can read, understand and learn from a wide range of poetry and I can learn longer poems by heart</p>
<p>Comprehension: Opinions</p>				<p>➤ I can explain what I think about books, poems and other material that I have read or heard.</p>			<p>➤ I can write or give a detailed book review including reasons why I would recommend the book</p>	<p>➤ I can fully explain my views with reasons and evidence from the text.</p>

Bold statements are Key Stage End Points



English Curriculum Map

Terms:		Autumn: Our Locality		Spring: Our UK		Summer: Our World		
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
'Learning to Live, Living to Learn' Concepts and Skills:		<ul style="list-style-type: none"> ➤ Our Christian School Vision ➤ Get Heartsmart ➤ Creativity ➤ Democracy 	<ul style="list-style-type: none"> ➤ People and community ➤ Friendship ➤ Too much selfie isn't healthy ➤ Empathy ➤ Founder's Day 	<ul style="list-style-type: none"> ➤ Resilience ➤ Trust ➤ Don't forget to let love in ➤ Rule of Law 	<ul style="list-style-type: none"> ➤ Forgiveness ➤ Problem-solving ➤ Don't hold on to what is wrong ➤ Tolerance 	<ul style="list-style-type: none"> ➤ Communication ➤ Environment ➤ Thankfulness ➤ Fake is a mistake ➤ Mutual Respect 	<ul style="list-style-type: none"> ➤ Peace ➤ No way through isn't true ➤ Thinking ➤ Individual Liberty ➤ World sporting events 	
Year	For objectives throughout the year, see skills maps below	Cycle	Text Types and Foci					
Yr 1 (and YrR)	<ul style="list-style-type: none"> ➤ Handwriting ➤ Spelling ➤ Punctuation ➤ Grammar ➤ Word structure and language ➤ Sentence construction 	A	Text Type: Beating-the-monster story	Text Type: Instructions – recipe; Poetry	Text Type: Wishing Story	Text Type: Recount; Poetry	Text Type: Journey story	Text Type: Information text; Poetry
			Focus: <ul style="list-style-type: none"> ➤ Joining in with the actions and dialogue ➤ Characters 	Focus: <ul style="list-style-type: none"> ➤ Language ➤ Imperative verbs ➤ Bullet points 	Focus: <ul style="list-style-type: none"> ➤ Openings and endings 	Focus: <ul style="list-style-type: none"> ➤ First person full sentences ➤ Time language ➤ Facts 	Focus: <ul style="list-style-type: none"> ➤ Beginning, middle and end ➤ Understand 5-part story ➤ Dialogue 	Focus: <ul style="list-style-type: none"> ➤ Language and description ➤ Introductions and conclusions
		B	Text Type: Change Story	Text Type: Recount – letter; Poetry	Text Type: Warning/suspense Story	Text Type: Persuasive advert; Poetry	Text Type: Finding/losing Story	Text Type: Explanation; Poetry
			Focus: <ul style="list-style-type: none"> ➤ Joining in with the actions and dialogue ➤ Characters 	Focus: <ul style="list-style-type: none"> ➤ First person full sentences ➤ Time connecting language 	Focus: <ul style="list-style-type: none"> ➤ Openings and endings 	Focus: <ul style="list-style-type: none"> ➤ Language and description ➤ Facts 	Focus: <ul style="list-style-type: none"> ➤ Beginning, middle and end ➤ Understand 5-part story ➤ Dialogue 	Focus: <ul style="list-style-type: none"> ➤ Language and description ➤ Introductions and conclusions
Yr 2	A&B	Text Type: Fable/Warning Story	Text Type: Discussion and Debate; Poetry	Text Type: Journey Story; Poetry	Text Type: Information Reports' Poetry	Text Type: Beating-the-monster/Defeat story; Poetry	Text Type: Instructions; Poetry	
		Focus: <ul style="list-style-type: none"> ➤ Description – people, places, objects ➤ Openings and Endings 	Focus: <ul style="list-style-type: none"> ➤ Facts and opinion ➤ Sub-headings 	Focus: <ul style="list-style-type: none"> ➤ Suspense ➤ Setting ➤ 3-part story 	Focus: <ul style="list-style-type: none"> ➤ Language and description ➤ Introductions and hooks 	Focus: <ul style="list-style-type: none"> ➤ Characters ➤ Dialogue ➤ Understand 5-part story 	Focus: <ul style="list-style-type: none"> ➤ Language ➤ Imperative verbs 	
Yr 3/4	A	Text Type: Wishing story	Text Type: Instructions – recipe; Poetry	Text Type: Journey/quest/adventure Story	Text Type: Recount – Letters; Poetry	Text Type: Fantasy/Portal	Text Type: Explanation; Poetry	
		Focus: <ul style="list-style-type: none"> ➤ Characters ➤ 5-part story planning 	Focus: <ul style="list-style-type: none"> ➤ Language ➤ Imperative verbs ➤ Organisation 	Focus: <ul style="list-style-type: none"> ➤ Style ➤ Extended vocabulary ➤ Openings; Description and action 	Focus: <ul style="list-style-type: none"> ➤ First person full sentences ➤ Time language ➤ Paragraphs 	Focus: <ul style="list-style-type: none"> ➤ Setting – atmosphere ➤ Endings ➤ Paragraphs 	Focus: <ul style="list-style-type: none"> ➤ Language and description ➤ Paragraphs ➤ Middle sections 	



Yr 5/6		B	<u>Text Type:</u> Change Story	<u>Text Type:</u> Recount – Newspaper article; Poetry	<u>Text Type:</u> Finding/losing Story	<u>Text Type:</u> Persuasive advert; Poetry	<u>Text Type:</u> Journey /Quest/Adventure Story	<u>Text Type:</u> Information; Poetry
			<u>Focus:</u> ➤ Characters and dialogue ➤ 5-part story planning ➤ Developed resolution	<u>Focus:</u> ➤ Style and audience ➤ Description ➤ Introductions	<u>Focus:</u> ➤ Dialogue ➤ Suspense ➤ Openings; Description and action	<u>Focus:</u> ➤ Language and description ➤ Hooks	<u>Focus:</u> ➤ Suspense to introduce dilemma ➤ Paragraphs	<u>Focus:</u> ➤ Language and description ➤ Sub-headings ➤ Developed endings
		A	<u>Text Type:</u> Suspense Story	<u>Text Type:</u> Persuasive text; Poetry	<u>Text Type:</u> Journey/quest/adventure Story	<u>Text Type:</u> Discussion and debate; Poetry	<u>Text Type:</u> Fantasy/Portal	<u>Text Type:</u> Explanation; Poetry
			<u>Focus:</u> ➤ Characterisation development ➤ Suspense ➤ Cliff-hangers	<u>Focus:</u> ➤ Language and description ➤ Rhetorical questions ➤ Paragraphs	<u>Focus:</u> ➤ Style and vocab ➤ 5-part story ➤ Flashbacks ➤ Time-slips	<u>Focus:</u> ➤ Balanced coverage ➤ Opinions and viewpoint ➤ Summary	<u>Focus:</u> ➤ Setting – atmosphere ➤ Resolutions and endings ➤ Paragraphs: place, time, action	<u>Focus:</u> ➤ Language and description ➤ Effective paragraphs ➤ Engage the reader: comments, questions, observations
		B	<u>Text Type:</u> Beating the Monster Story	<u>Text Type:</u> Recount – Newspaper article	<u>Text Type:</u> Finding/losing Story	<u>Text Type:</u> Playscript	<u>Text Type:</u> Journey /Quest/Adventure Story	<u>Text Type:</u> Biographies
			<u>Focus:</u> ➤ Characterisation development ➤ Setting ➤	<u>Focus:</u> ➤ Style and audience ➤ Description ➤ Engage the reader: comments, questions, observations ➤ Balanced coverage	<u>Focus:</u> ➤ Dialogue ➤ Openings: Description, action, dialogue	<u>Focus:</u> ➤ Audience ➤ Style ➤ Characters ➤ Stage directions	<u>Focus:</u> ➤ Suspense and action ➤ Consistent plot ➤ Time-slips	<u>Focus:</u> ➤ Language and description ➤ Formal and informal ➤ Structure



Our chosen Books and Poems (2021-2023)

Book Spine for Fiction	Journey/ Quests / Adventure Stories	Wishing Stories	Finding and Losing Stories	Change Stories	Fables/ Warning/ Suspense Stories	Defeat the Monster Stories	Fantasy/Portal Stories	Playscripts
Robins (Year R / 1)	<ul style="list-style-type: none"> ➤ Rosie's Walk ➤ On the Way Home ➤ The Smartest Giant in Town 	<ul style="list-style-type: none"> ➤ Whatever Next Five Minutes Peace ➤ Jack and the Beanstalk ➤ Rumpelstiltskin 	<ul style="list-style-type: none"> ➤ Owl babies ➤ Lost and Found ➤ Beegu ➤ Dogger 	<ul style="list-style-type: none"> ➤ Cinderella ➤ Avocado Baby ➤ The Frog Prince 	<ul style="list-style-type: none"> ➤ The Gruffalo ➤ The Elephant and the bad Baby 	<ul style="list-style-type: none"> ➤ Three Billy Goats Gruff ➤ Little Red Riding Hood ➤ The Highway Rat 		
Blackbirds (Year 2)	<ul style="list-style-type: none"> ➤ Meerkat Mail ➤ Gorilla ➤ The Flower 				<ul style="list-style-type: none"> ➤ Not now Bernard ➤ Traditional Fables 	<ul style="list-style-type: none"> ➤ Who's afraid of the big bad book ➤ Beware the storybook monsters ➤ Fantastic Mr Fox 		
Peacocks (Year 3/4)	<ul style="list-style-type: none"> ➤ Hansel and Gretel (Anthony Browne) ➤ The Firework Maker's Daughter 	<ul style="list-style-type: none"> ➤ Bills' new Frock ➤ The Boy in the Dress 	<ul style="list-style-type: none"> ➤ Ice Palace ➤ The snow walker's son 	<ul style="list-style-type: none"> ➤ The Sheep-Pig Cat ➤ Tales: Ice Cat 			<ul style="list-style-type: none"> ➤ The Lion, The Witch and the Wardrobe 	
Eagles (Year 5/6)	<ul style="list-style-type: none"> ➤ Wolf Brother ➤ The Hobbit 		<ul style="list-style-type: none"> ➤ Skellig 		<ul style="list-style-type: none"> ➤ Varjak Paw 	<ul style="list-style-type: none"> ➤ Street Child ➤ The Wolves of Willoughby Chase 	<ul style="list-style-type: none"> ➤ Tom's Midnight Garden 	<ul style="list-style-type: none"> ➤ Shakespeare
Book Spine for Non-Fiction	Information Texts	Explanation Texts	Recounts (Diaries, letters, newspapers)	Instructions (Inc. Recipes)	Persuasive texts (adverts, posters, leaflets)	Discussions and debates	Biographies	
Robins (Year R / 1)	<ul style="list-style-type: none"> ➤ Mrs Armitage ➤ Six Dinner Sid 	<ul style="list-style-type: none"> ➤ Knuffle Bunny ➤ Mr Grumpy's Outing ➤ Shhh! 	<ul style="list-style-type: none"> ➤ Where the Wild things are ➤ Peace at last ➤ Handa's Surprise ➤ Elmer ➤ The Jolly Postman - 	<ul style="list-style-type: none"> ➤ The Tiger who came to Tea ➤ Room on the Broom 	<ul style="list-style-type: none"> ➤ Cops and Robbers ➤ Farmer Duck 			
Blackbirds (Year 2)	<ul style="list-style-type: none"> ➤ Dr Xargle ➤ The Owl who was afraid of the dark ➤ The Man on the Moon 			<ul style="list-style-type: none"> ➤ Pumpkin Soup ➤ The Hodgeheg ➤ Frog and Toad Together 		<ul style="list-style-type: none"> ➤ Traction Man ➤ Amazing Grace ➤ Tuesday 		
Peacocks (Year 3/4)	<ul style="list-style-type: none"> ➤ Voices in the Park 	<ul style="list-style-type: none"> ➤ Why the Whales Came. 	<ul style="list-style-type: none"> ➤ Macbeth (Shakespeare's Stories version) - letter ➤ Charlottes' Web - newspaper 	<ul style="list-style-type: none"> ➤ The Battle of Bubble and Squeak - recipes 	<ul style="list-style-type: none"> ➤ Zoo, Iron Man 			
Eagles (Year 5/6)		<ul style="list-style-type: none"> ➤ River Boy 	<ul style="list-style-type: none"> ➤ Clockwork 		<ul style="list-style-type: none"> ➤ The Arrival ➤ The Midnight Fox 	<ul style="list-style-type: none"> ➤ Holes 	<ul style="list-style-type: none"> ➤ Fireweed 	

Poetry Spine	Poetry Anthologies/ Collections	Humorous Poems	Traditional Poems	Nonsense Poems	List Poems	Performance Poems	Narrative Poems	Descriptive Poems
Robins (Year R / 1)	<ul style="list-style-type: none"> ➤ The Puffin book of first poetry ➤ When we were very young – AA Milne 	<ul style="list-style-type: none"> ➤ Superman’s Dog – Paul Cookson ➤ The budgie likes to boogie – Brian Moses 	<ul style="list-style-type: none"> ➤ Hurt no living thing – Christina Rossetti 	<ul style="list-style-type: none"> ➤ The Ning Nang Nong – Spike Milligan ➤ Don’t put mustard in the custard – Michael Rosen 	<ul style="list-style-type: none"> ➤ Where do all the teachers go – Peter Dixon 	<ul style="list-style-type: none"> ➤ Jump or Jiggle – Evelyn Beyer ➤ Round and Round – John Kitching 	<ul style="list-style-type: none"> ➤ The first Christmas – Marian Swinger ➤ ‘Twas the night before Christmas 	<ul style="list-style-type: none"> ➤ I had a little Cat – Charles Causley
Blackbirds (Year 2)	<ul style="list-style-type: none"> ➤ Revolting Rhymes – Roald Dahl 	<ul style="list-style-type: none"> ➤ The Kings Breakfast – AA Milne 	<ul style="list-style-type: none"> ➤ Leisure – William Henry Davis 	<ul style="list-style-type: none"> ➤ See ‘anthology’ 	<ul style="list-style-type: none"> ➤ The Magic Box – Kit Wright 	<ul style="list-style-type: none"> ➤ The toilet seat’s got teeth – Paul Cookson 	<ul style="list-style-type: none"> ➤ Chocolate Cake – Michael Rosen 	<ul style="list-style-type: none"> ➤ See ‘List Poems’
Peacocks (Year 3/4)	<ul style="list-style-type: none"> ➤ I am the seed – Fiona Waters ➤ Jelly boots, smelly boots – Michael Rosen 	<ul style="list-style-type: none"> ➤ See ‘anthology’ and ‘list poems’ 	<ul style="list-style-type: none"> ➤ Tyger Tyger – William Blake 	<ul style="list-style-type: none"> ➤ Jabberwocky – Lewis Carroll 	<ul style="list-style-type: none"> ➤ The Sound Collector – Roger McGough ➤ Things I have been doing lately – Allan Ahlberg ➤ 10 things found in a wizard’s pocket – Ian McMillian 	<ul style="list-style-type: none"> ➤ Walking with my Iguana – Brian Moses 	<ul style="list-style-type: none"> ➤ The Listeners – Walter De La Mare 	<ul style="list-style-type: none"> ➤ The Days Eye – Pie Corbett ➤ Prayer to Laughter – John Agard ➤ Where do you get your ideas – Sue Hardy-Dawson
Eagles (Year 5/6)	<ul style="list-style-type: none"> ➤ Please Mrs Butler – Allan Ahlberg ➤ Nest of Stars – James Berry 	<ul style="list-style-type: none"> ➤ See ‘anthology’ 	<ul style="list-style-type: none"> ➤ Spellbound – Emily Bronte 	<ul style="list-style-type: none"> ➤ See ‘performance poems’ 	<ul style="list-style-type: none"> ➤ Registration – Allan Ahlberg ➤ The reader of this poem – Roger McGough 	<ul style="list-style-type: none"> ➤ Spill the Beans – Paul Cookson ➤ The Night Mail – WH Auden 	<ul style="list-style-type: none"> ➤ The Highwayman – Alfred Noyes ➤ The Lady of Shallott - Alfred Lord Tennyson 	<ul style="list-style-type: none"> ➤ Timothy Winters – Charles Causley ➤ Amulet – Ted Hughes ➤ A Portable Paradise – Roger Robertson



Skills and Knowledge Progression Sequence – Writing:

	Year 1 (and R – over 2-years)			Year 2	Year 3 and 4 (over 2-years)		Year 5 and 6 (over 2-years)	
Main Text Types - Coverage	Stories: Defeat the monster, Wishing, Journeys, Change, Warning/ Suspense, Finding/ Losing Poetry: Non-Fiction: Instructions – Recipes, Recounts, Letters, Information texts, Persuasive Adverts, Explanation texts			Stories: Fables/warning, Journeys, Defeat the monster Poetry: Non-Fiction: Discussion and Debate, Information Reports, Instructions	Stories: Wishing, Journey/ Quest/Adventure, Fantasy/Portal, Change, Finding/Losing Poetry: Non-Fiction: Instructions – Recipe, Recount – Letters, Recount – Newspapers, Explanation texts, Persuasive Advert, Information Texts		Stories/Fiction: Suspense, Journey/ Quest/Adventure, Fantasy/Portal, Defeat the Monster, Finding/Losing, Playscript Poetry: Non-Fiction: Persuasive Text, Discussion and Debate, Explanation, Recount – Newspaper, Non-Chronological Report	
Other text types - Coverage	Diaries, Labels, Captions, Speech Bubbles Fact Files, Descriptions, Comic Strips, Posters, Postcards, Lists, Greetings Cards, Invitations			As for previous years, as well as: Recipes, Persuasive texts, Explanations, Journey stories	As for previous year, as well as: Debates and Discussions, Playscripts		As for previous year, as well as: Auto-Biographies	
	Pre-Requsite	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition: Sentences and general composition	➤ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	➤ I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop ELG: Write simple phrases and sentences that can be read by others.	➤ I can write sentences by saying out loud what I am going to write about ➤ I can write down a sentence I have practised. ➤ I can write sentences on my own.	➤ I can write long and short pieces of work. ➤ I can write for different purposes, using ideas and language from things I have read	➤ I can use paragraphs to organise my writing so that blocks of text group related material	➤ I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.	➤ I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A. ? ! , ' () - . ➤ I can draft and write by summarising longer passages. ➤ I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph. ➤ I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place, e.g. nearby and number, e.g. secondly	➤ I can draft and write by accurately précising longer passages. ➤ I can use different techniques to make my writing flow and link paragraphs. ➤ I recognise differences between the language of speech and writing and I can choose sensibly.



							<p>or tense choices e.g. he had seen her before.</p> <ul style="list-style-type: none"> ➤ I can use different verb forms with consideration for the audience and purpose. 	
<p>Composition: Fiction and Poetry</p>			<ul style="list-style-type: none"> ➤ I can join my sentences together to make a story. 	<ul style="list-style-type: none"> ➤ I can write poetry. 	<ul style="list-style-type: none"> ➤ I can draft and write descriptive work that creates settings, characters and plots. 	<ul style="list-style-type: none"> ➤ I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I I can adapt my work depending on the audience 	<ul style="list-style-type: none"> ➤ I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood 	<ul style="list-style-type: none"> ➤ I can write pieces describing settings, characters and atmosphere. ➤ I can include dialogue in my writing to convey character and advance the action.
<p>Composition: Non-Fiction</p>			<ul style="list-style-type: none"> ➤ I can write a sentence about something I have done 	<ul style="list-style-type: none"> ➤ I can write sentences about things I have done and things that others have done. ➤ I can write a long piece of text about a real event in one go 	<ul style="list-style-type: none"> ➤ I can draft and write material such as instructions, using headings and sub-headings to organise my work. 	<ul style="list-style-type: none"> ➤ I can organise my non narrative writing so that it has headings and sub headings. 	<ul style="list-style-type: none"> ➤ I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions. 	<ul style="list-style-type: none"> ➤ I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader
<p>Composition: Planning, purpose and audience</p>				<ul style="list-style-type: none"> ➤ I can plan my writing by writing down ideas and/or key words and new vocabulary. ➤ I can plan my writing by writing down my ideas or talking about them for each sentence. 	<ul style="list-style-type: none"> ➤ I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like ➤ I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it. 	<ul style="list-style-type: none"> ➤ I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar ➤ I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times. 	<ul style="list-style-type: none"> ➤ I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work. ➤ I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary. ➤ I can plan my writing of narratives by considering how authors have 	<ul style="list-style-type: none"> ➤ I can change my writing to fit the audience and change the language and sentence length for the purpose. ➤ I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary. ➤ I can plan a detailed character and / or setting to have an



							developed characters and settings in what the class have read, heard and seen in other stories, plays or films.	effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films. ➤ I can write effectively for a range of purposes and audiences, independently using ideas from my own reading ➤ I can use grammar and vocabulary which is suited to the purpose of my writing.
Composition: Editing and Proof-reading		➤ I can re-read what I have written to check that it makes sense	➤ I can read my sentence and check that it makes sense.	➤ I can change my writing and make corrections after I have spoken to a teacher or another child about it ➤ I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time ➤ I can proof read my work, checking for spelling, punctuation and grammar errors, and sometimes choosing better words	➤ I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting ➤ I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed. ➤ I can re-read my work to improve it for my audience. ➤ I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use	➤ I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I I can. ➤ I can edit my work by changing the grammar to improve the way my work reads. ➤ I can proof read my writing for spelling and use of punctuation.	➤ I can mark and edit work to have the correct tense throughout. ➤ I can read work looking for spelling errors and correct them using a dictionary. ➤ I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose.	➤ I can mark and edit work to have the correct subject and verb agreement. ➤ I can read work looking for spelling errors and correct them using a dictionary ➤ I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.



					conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.			
Composition: Assessing and Feedback						<ul style="list-style-type: none"> ➤ I can assess my work and that of others and suggest improvements. 	<ul style="list-style-type: none"> ➤ I can give feedback on and improve my own writing and my classmates' writing. ➤ I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer 	<ul style="list-style-type: none"> ➤ I can give reasoned feedback on mine and others' work to improve it. ➤ I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.
Composition: Presenting/Reading aloud			<ul style="list-style-type: none"> ➤ I can talk about my writing with my teacher or children in my class. ➤ I can read my sentence out loud so that children in my class I can hear and understand me. 	<ul style="list-style-type: none"> ➤ I can read my work aloud with confidence using the tone of my voice to make the meaning clear. 	<ul style="list-style-type: none"> ➤ I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice. 	<ul style="list-style-type: none"> ➤ I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear. 	<ul style="list-style-type: none"> ➤ I can perform my own work to a group with some confidence changing the tone and volume of my voice to make the meaning clear. 	<ul style="list-style-type: none"> ➤ I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.
Punctuation			<ul style="list-style-type: none"> ➤ I can use spaces between words. ➤ I can use capital letters and full stops. ➤ I know about question marks and exclamation marks. ➤ I can use capital letters for names, places, the days of the week and the word 'I'. 	<ul style="list-style-type: none"> ➤ I can use capital letters and full stops to show where sentences start and end and sometimes use question marks. ➤ I can use question marks and exclamation marks appropriately ➤ I can use commas when I am writing a list 	<ul style="list-style-type: none"> ➤ I can use speech marks correctly sometimes 	<ul style="list-style-type: none"> ➤ I can use inverted commas and other punctuation to indicate direct speech. ➤ I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names ➤ I can use commas after adverbials at the beginning of a sentence e.g. Later 	<ul style="list-style-type: none"> ➤ I can use brackets and I can also use dashes or commas for the same purpose. ➤ I can use commas to make my writing clear to the reader. 	<ul style="list-style-type: none"> ➤ I can use the semi-colon, colon and dash to mark the boundary between independent clauses and in lists e.g. It's raining; I'm fed up ➤ I can use the colon to introduce a list and use semi-colons within lists. ➤ I can use bullet points to list information. ➤ I can use hyphens for clarity e.g. man eating

				<ul style="list-style-type: none"> ➤ I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat 		<p>that day, we heard the good news.</p>		<p>shark or man-eating shark.</p> <ul style="list-style-type: none"> ➤ I can use the full range of punctuation I have been taught to enhance meaning and avoid ambiguity
<p>Grammar and Vocabulary</p>			<ul style="list-style-type: none"> ➤ I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes. ➤ I can add -ing and -er to the end of a word to make a new word e.g. helping, helper. ➤ I can show you how un- added to the beginning of a word I can change its meaning ➤ I can put words together to make sentences. ➤ I can use joining words like 'and' 	<ul style="list-style-type: none"> ➤ I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman. ➤ I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless. ➤ I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly. ➤ I can use these words in my writing: when, if, that, because, or, but. ➤ I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon ➤ I can tell if a sentence is a question, command, 	<ul style="list-style-type: none"> ➤ I can create new words using a range of prefixes including super-, anti-, auto-. ➤ I can understand when to use 'a' or 'an' in front of a word. ➤ I can understand when to use 'a' or 'an' in front of a word. I can identify word families based on root words e.g. solve, solution, dissolve, insoluble ➤ I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of. ➤ I can use paragraphs ➤ I can use headings and sub-headings. ➤ I can use the present perfect form of verbs e.g. He has gone out to play contrasted 	<ul style="list-style-type: none"> ➤ I can explain the difference between the plural and possessive -s. ➤ I can use the correct form of the verb inflection e.g. we were instead of we was ➤ I can make my writing interesting by using adjectives and other descriptive methods ➤ I can use an adverbial phrase at the start of a sentence e.g. Later that day, I heard the bad news. ➤ I can use paragraphs to organise ideas around a theme ➤ I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated 	<ul style="list-style-type: none"> ➤ I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify. ➤ I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-. ➤ I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun. ➤ I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must. ➤ I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly ➤ I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before 	<ul style="list-style-type: none"> ➤ I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing. ➤ I can understand how words are related by meaning as synonyms and antonyms ➤ I can use the passive to affect the presentation of information in a sentence. ➤ I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing ➤ I can manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes. ➤ I can link ideas within and across paragraphs



				<p>exclamation or a statement</p> <ul style="list-style-type: none"> ➤ I can use the correct tense in my writing. ➤ I can use the correct verb form to indicate actions in progress in the present time or in the in past e.g. she is drumming, he was shouting 	<p>with He went out to play.</p>			<p>using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis</p> <ul style="list-style-type: none"> ➤ I can use the perfect form of verbs to mark relationships of time and cause ➤ I can use expanded noun phrases to explain complicated information simply
Terminology		<p>Letter, word,</p>	<ul style="list-style-type: none"> ➤ I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 	<ul style="list-style-type: none"> ➤ I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present), apostrophe and comma. 	<ul style="list-style-type: none"> ➤ I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas 	<ul style="list-style-type: none"> ➤ I can understand and use the following terms: determiner; pronoun, possessive pronoun; and adverbial. 	<ul style="list-style-type: none"> ➤ I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity 	<ul style="list-style-type: none"> ➤ I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
Spelling		<ul style="list-style-type: none"> ➤ I can spell words by identifying the sounds and then writing the sound with letter/s <p>ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<ul style="list-style-type: none"> ➤ I can break down spoken words into their sounds and spell some correctly ➤ I can spell words containing each of the letter sounds I have been taught. ➤ I can point out or write the 40 or more letters or groups of letters I have been taught when I hear them. ➤ I can spell some common exception words. 	<ul style="list-style-type: none"> ➤ I can break down spoken words into their sounds and write them mostly correctly, and make good attempts at spelling words I do not know. ➤ I can learn new spellings by using words I already know how to spell. ➤ I can spell many/most common exception words. ➤ I can spell most words which have been shortened. 	<ul style="list-style-type: none"> ➤ I can use the prefixes un-, dis-, mis-, re-, pre-. ➤ I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited ➤ I can use the suffix -ly. ➤ I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. 	<ul style="list-style-type: none"> ➤ I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-. ➤ I can understand and add the suffixes -ation, -ous. ➤ I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician. ➤ I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, 	<ul style="list-style-type: none"> ➤ I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious. ➤ I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial. ➤ I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance. ➤ I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, 	<ul style="list-style-type: none"> ➤ I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference. ➤ I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter ➤ I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.



			<ul style="list-style-type: none"> ➤ I can spell the days of the week ➤ I can name the letters of the alphabet in order. ➤ I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. ➤ I know the plural rule and I can use -s and -es in the right place ➤ I can add un- to the start of a word to make a different word ➤ I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest ➤ I can use simple spelling rules. ➤ I can write the correct spellings in simple sentences I hear my teacher say ➤ I can spell words by picking out the sounds. 	<ul style="list-style-type: none"> ➤ I can spell words which use an apostrophe to show possession e.g. the girl's book. ➤ I can spell words that sound the same but are spelt differently e.g. buy bye by. ➤ I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words ➤ I can add endings such as -ment, -ness, -ful, -less, -ly to spell most longer words. ➤ I can use simple spelling rules ➤ I can write the correct spellings and punctuation in simple sentences I hear my teacher say 	<ul style="list-style-type: none"> ➤ I can spell words with endings which sound like 'zhun' e.g. division, decision. ➤ I can spell words which sound the same but have different meanings brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane. ➤ I can spell words that are often misspelt. ➤ I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym. ➤ I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. ➤ I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. ➤ I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine ➤ I can spell words with the 'ay' sound spelt 	<p>tongue, antique, unique</p> <ul style="list-style-type: none"> ➤ I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's ➤ I can spell more complex words that are often misspelt e.g. caught, occasionally, interest. ➤ I can spell words with the 's' sounds spelt 'sc' e.g. science, scene ➤ I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's ➤ I can use the first three or four letters of a word to check its spelling in a dictionary ➤ I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far. 	<p>tolerant/tolerance. I can spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly.</p> <ul style="list-style-type: none"> ➤ I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough. ➤ I can spell some words with 'silent' letters e.g. knight, psalm, solemn. ➤ I can spell some more complex words correctly including words that are often misspelt. ➤ I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically ➤ I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ➤ I can use a thesaurus. 	<ul style="list-style-type: none"> ➤ I can use dictionaries to check the spelling and meaning of words. ➤ I can spell most words correctly including words that are often misspelt. ➤ I can use a dictionary to check the spelling of less common or interesting words I want to use. ➤ I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically ➤ I can use a thesaurus with confidence
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					<p>'ei', 'eigh' or 'ey' e.g. eight, they</p> <ul style="list-style-type: none"> ➤ I can use the first two or three letters of a word to check its spelling in a dictionary ➤ I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know. 			
<p>Handwriting (Continuous Cursive)</p>	<ul style="list-style-type: none"> ➤ Write some letters accurately. 	<ul style="list-style-type: none"> ➤ I can form lower-case and capital letters correctly. <p>ELG: Write recognisable letters, most of which are correctly formed</p>	<ul style="list-style-type: none"> ➤ I can sit correctly at a table, holding a pencil comfortably and correctly. I can sit correctly at a table, holding a pencil comfortably and correctly. ➤ I can write most lower-case letters correctly ➤ I can write lower-case letters in the correct direction, starting and finishing in the right place. ➤ I can write capital letters. ➤ I can write numbers 0-9. ➤ I can see which letters belong to which handwriting 'families' 	<ul style="list-style-type: none"> ➤ I can write lower-case letters that are all the same size in some of my writing. ➤ I can use the diagonal and horizontal strokes I need to join letters in some of my writing ➤ I know which letters, when they are next to one another, are best left unjoined. ➤ I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters ➤ I can use spacing between words that fits with the size of the letters. 	<ul style="list-style-type: none"> ➤ I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined. ➤ I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap. 	<ul style="list-style-type: none"> ➤ I can use all of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined. ➤ I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap. 	<ul style="list-style-type: none"> ➤ I can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters. ➤ I can write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> ➤ I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters ➤ I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

Bold statements are Key Stage End Points

Additional Skills and Knowledge Progression Sequence (Pie Corbett's Talk for Writing Progression document)

Year R

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

Year 1

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Fiction:</p> <p>Planning Tools: Story map / story mountain (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p> <p>Understanding - 5 parts to a story:</p> <p>Opening <i>Once upon a time...</i></p> <p>Build-up <i>One day...</i></p> <p>Problem / Dilemma <i>Suddenly,.../ Unfortunately,...</i></p> <p>Resolution <i>Fortunately,...</i></p> <p>Ending <i>Finally,....</i></p>	<p>Consolidate Reception list (See Connectives and Sentence Signposts doc.)</p> <p>Introduce:</p> <p>Types of sentences: Statements Questions Exclamations</p> <p>Simple Connectives: <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i> <i>while</i> <i>when</i> <i>where</i></p> <p>Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i></p> <p>-‘ly’ openers <i>Fortunately,...Unfortunately,</i> <i>Sadly,...</i></p> <p>Simple sentences e.g. <i>I went to the park.</i></p> <p>Embellished simple sentences</p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p>Determiners: <i>the a my your an this that his her their some all lots of many more those these</i></p> <p>Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i></p> <p>Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p>Similes using as....as... e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p>Precise, clear language to give information e.g. <i>First, switch on the red</i></p>	<p>Consolidate Reception list</p> <p>Introduce: Capital Letters: Capital letter for names</p> <p>Capital letter for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Consolidate:</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p> <p>Introduce:</p> <p>Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p>



<p>Non-fiction:</p> <p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a <i>them</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i></p> <p>Complex sentences: Use of 'who' (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i></p> <p>'Run' - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p>	<p><i>button.</i> <i>Next, wait for the green light to flash...</i></p> <p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>		<p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – 'as'</p>
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Year 2

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Year 1 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p>	<p>Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc.)</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-'ly' starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g.</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. Lift the pot carefully onto</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Demarcate sentences: Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after -ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i></p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile – 'as' / 'like'</p> <p>Introduce:</p> <p>Apostrophe (contractions and singular possession)</p>



<p>Non-Fiction</p> <p>Introduce: Secure use of planning tools: Text map / washing line / 'Boxing -up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>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</p> <p style="text-align: right;">Ending</p> <p>Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. <i>While the animals were munching breakfast, two visitors arrived</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p>	<p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>Commas for description</p> <p>'Speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p>
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Year 3

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
<p>Consolidate Year 2 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>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 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>Consolidate Year 2 list Introduce:</p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can.... Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i> Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of</p>	<p>Consolidate Year 2 list Introduce:</p> <p>Prepositions <i>Next to by the side of</i> <i>In front of during through throughout because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p>	<p>Consolidate Year 2 list Introduce:</p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • 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 <p>Singular/ plural Suffix</p> <p>Adjective / noun / Noun phrases Verb / adverb</p> <p>Bossy verbs Tense (past, present,</p>



<p>Non-Fiction</p> <p>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. <i>Who....? What....? Where....?</i> <i>Why....? When....? How....?</i> 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</p> <p>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.</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>subordinating conjunctions (See Connectives and Sentence Signposts doc.) -‘ing’ clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p>Drop in a relative clause using: who/whom/which/whose/ that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i> Dialogue –powerful speech verb e.g. <i>“Hello,” she whispered.</i></p>	<p><i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from prefixes e.g. <i>auto...</i> <i>super...anti...</i></p> <p>Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>		<p>future) Connective Generalisers</p> <p>Alliteration Simile – ‘as’/ ‘like’</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Clause • Subordinate clause • <u>Determiner</u> • <u>Synonyms</u> • <u>Relative clause</u> • <u>Relative pronoun</u> • <u>Imperative</u> • Colon for instructions • Subordinating conjunction
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Year 4

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
<p>Consolidate Year 3 list</p> <p>Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly e.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p>Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions.</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest good...better...best</i></p> <p>Proper nouns- refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • 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 <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p>



<p>Non-Fiction</p> <p>Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid</p> <p>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</p> <p>Introduction</p> <p>Middle section(s)</p> <p>Ending</p> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>(See Connectives and Sentence Signposts doc.) Consolidate understanding of fronted adverbials (see adverb starters, Year 3, plus ed-ing-ly below)</p> <p>-‘ed’ clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded -‘ing’ clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>-‘ly’ phrases as starters e.g. <i>Unfortunately, no chocolate biscuits remained.</i></p> <p>Drop in -‘ing’ clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - <i>“Hello,” she whispered, shyly.</i></p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>	<p>between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>	<p>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</p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession
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Year 5

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 4 list</p> <p>Introduce: Secure independent use of planning tools Story mountain / grids/flow diagrams (Refer to Story Types grids)</p> <p>Plan opening using: Description /action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p>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</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the</i></p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</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>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • 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 <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase</p>



<p>forward to the future ask a question.</p> <p>Non-Fiction</p> <p>Introduce: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts 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><i>cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>			<p>Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial</p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket- dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question
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Year 6

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 5 list</p> <p>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</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across non-fiction 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,</p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions:</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion</p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p>Consolidate Year 5 list</p> <p>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.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • 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 <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase</p>



<p>rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you</i>.</p>			<p>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</p> <p>Cohesion Ambiguity Alliteration Simile – ‘as’/ ‘like’ Synonyms Metaphor Personification Onomatopoeia Introduce:</p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis • Subjunctive • Tense: present and past progressive; present perfect; past perfect
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