

Bream C of E Primary School

Helping all children to become caring, confident and curious young people

'Be the best you can be; together we grow from acorns to oaks flourishing in God's love'

Writing Curriculum Skills Progression Document

Intent

Our aim at Bream C of E Primary School is to provide the children with an English-rich environment, high-quality texts and inspiring writing opportunities, which will help them to:

- Gain a life-long enjoyment of writing
- Develop a love of writing
- Write accurately, fluently and with legibility
- Express their thoughts and ideas clearly and creatively
- Plan their writing effectively and independently
- Carefully select grammar that complements the writing
- Spell the majority of words correctly
- Write formally and informally, choosing the correct register for each piece
- Re-read, edit and improve their own writing
- Confidently use the essential skills of grammar, punctuation and spelling
- Write for a range of audiences and purposes.

Implementation

In order to help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts, our teaching of writing is based on a high-quality, engaging text. Through our use of the *Literacy Tree* scheme, we have a structured, well-planned English curriculum that allows our children to experience the many genres and styles of writing. We also support pupils to write outside of English lessons in foundation subjects, such as History or Science. This allows them to write as historians, scientists, designers and geographers. This provides our children with regular opportunities to write for a range of purposes and audiences.

Writing tasks are specific and meaningful, and often meet a purpose to engage children and to illustrate how their writing skills can be applied to real-life contexts. Teachers use Literacy Tree to implement drama techniques that engage pupils, involving them heavily in the writing process, which includes planning, drafting, editing, proofreading and publishing. As part of the 'Little Wandle' phonics programme, children are taught how to write using the phonics that they have learnt on a weekly basis. Children are taught National Curriculum spelling patterns which they then receive as homework to learn at home each week and then are tested in school. Additionally, spelling is taught daily in Key Stage 1, in Phonics

lessons, and weekly in key Stage 2. Children who need additional support with spelling receive a variety of interventions that are tailored to address their gaps.

We use *Rosenshine's Principles of Instruction* to craft our high-quality English lessons. Using an 'I do, We do, You do' approach, we are able to model a variety of sentence structures, how to apply punctuation and grammar accurately, and use authorial techniques. By using the 'Daily Review' each lesson, we are able to ensure that learning passes from short-term memory into long-term memory. We use 'scaffolding' as our approach to ensure that all pupils are able to achieve the intended learning outcomes.

Impact

At Bream, we want Pupils will make strong progress from their own personal starting points. By the end of Year Six, they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. They will be able to spell accurately and use their phonetic knowledge and morphology to spell challenging words. Most importantly, they will develop a love of writing and be well equipped for the rest of their education and future lives.

Focus Texts and Literacy Tree (LT)

At Bream C of E Primary School, we use a range of carefully chosen texts and authors to inspire our children's writing. Each text allows the teachers and pupils to explore the authors' use of language, character and setting. Quality texts may change depending on cohorts etc. To support our progression and use of high-quality texts, we use the Literacy Tree planning. Literacy Tree is a complete suite of materials that provides us with a reading-rich curriculum for quality first teaching of English, from Reception to Year 6. LT delivers the entire National Curriculum for English through a reading-rich programme of study, with key objectives for spoken language, reading, grammar and writing identified on the overview and each session. Challenge is high across the LT curriculum, with the aim being that more children will achieve the highest standard, including 'greater depth' at the end of year 2 and year 6.



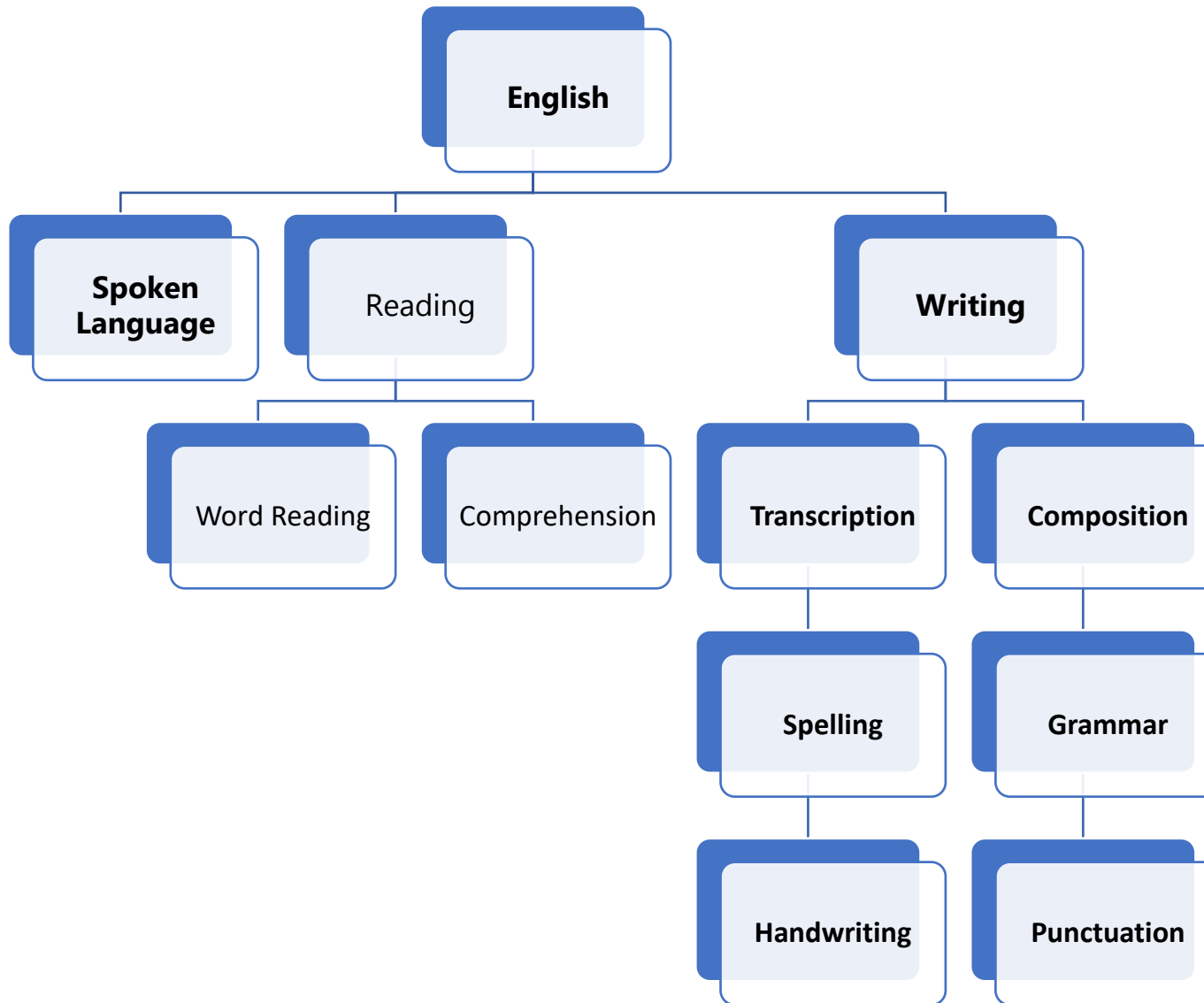
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	The Gingerbread Man	I am Henry Finch by Alexis Deacon	Little Red by Bethan Woollvin	The Tiny Seed by Eric Carle	My Shadow is Pink by Scott Stuart	And Tango Makes Three by Justin Richardson
Year 1	Astro Girl by Ken Wilson Max	Send for a Superhero by Michael Rosen	Beegu by Alexis Deacon	Stanley's Stick by Oliver Jeffers	Lost and Found by Oliver Jeffers	Iggy Peck, Architect by Andrea Beaty
Year 2	The Dragon Machine by Helen Ward	The Secret of Black Rock by Joe Todd Stanton	Where the Wild Things Are by Maurice Sendak	The Sea Below my Toes by Charlotte Guillain	The Twits by Roald Dahl	Lizzy and the Cloud by The Fan Brother
Year 3	Escape from Pompeii by Christina Balit	Leon and the Place Between by Angela McAllister	The BFG by Roald Dahl	Cloud Tea Monkeys by Mal Peet and Elspeth Graham	The Tear Thief by Carol Ann Duffy	The Pied Piper of Hamelin
Year 4	Varmints by Helen Ward	The Wolf Rider by Katherine Rundell	The Selfish Giant by Oscar Wilde	Until I Met Dudley by Roger McGough	Shackleton's Journey by William Grill	How to Train Your Dragon by Cressida Cowell
Year 5	The Man Who Walked Between the Towers by Mordicai Gerstein	The Lost Thing by Shaun Tan	The Lost Happy Endings by Carol Ann Duffy	The Whale by Ethan Muroow	Firebird by Saviour Pirotta	Curiosity by Markus Motum
Year 6	The Nowhere Emporium by Ross MacKenzie	Holes by Louis Sachar	Macbeth by William Shakespeare (Abridged: Andrew Matthews)	Voices in the Park by Anthony Browne The Princess' Blankets by Carol Ann Duffy	The Wind in the Wall by Sally Gardner Tuesday by David Wiesner	The Barnabus Project by the Fan brothers

Autumn Focus

Place Value is the foundation of learning in mathematics. At Bream, we believe that the essential components of writing are capital letters, full stops, finger spaces and using conjunctions. Each year group at Bream will begin the new school year by reteaching these essential components.

Year Group	Focus
Reception	• leaving spaces between words • joining words and joining clauses using <i>and</i> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

Progression in Writing at Bream C of E Primary School



Writing Purposes and Types

This is a table of writing purposes and types of writing that we teach at Bream C of E Primary School. Where possible, we try to ensure that when writing for a purpose, it is for a real-life scenario and reader.

Writing to ENTERTAIN			Writing to INFORM		Writing to ARGUE		Writing to EXPLAIN	
Narrative	Playscripts	Poetry	Reports	Recounts	Persuasion	Discussion	Instructions	Explanation
Openings and Endings Additional Chapters Different perspectives Description Setting and Atmosphere Characterisation Various genres Suspense Dialogue 3-stage story 5-stage story Flashback First-person In-character/role Linear Non-linear Comic strips	Mystery Myth Legend Fantasy Adventure Fairy Tale Crime Action Science-fiction Historical Dilemma Traditional tale Fable	Shape Acrostic Riddle Limerick Rap Haiku Ballads Tanka Cinquain Kennings Rhyming couplets Sonnet Free verse Narrative	Non-chronological Report Journalistic articles Newspaper report Police Report Eye-Witness Weather Missing persons Essay	Diaries Letters Recounts of Visits/Trips Autobiographies Biographies Postcards Emails Text messages Tweets	Invitations Letters Posters Leaflets Advertising Speeches Arguments Poster Campaign Job applications	Speeches Debates Balanced arguments Book review Film review Compare and contrast	Recipes Manuals Rules Handbooks	Processes Cycles Cause and Effect Blogs/blogging

Our Audiences

When writing at Bream C of E, we identify, with the pupils, the intended audience for our writing. The table below shows who our potential audience is for each piece of writing that we do.

Who do we write for?	
Audience	Example
Adults	Adults from our community
Teenagers	Secondary school pupils, siblings or cousins
Headteacher	Our headteacher or other headteachers from our Trust
Children	Our classmates or other pupils within the school or Trust
Governors	Our Chair of Governors
Politicians	The Prime Minister or our local MP for Gloucestershire
Parents	The parents of our school or other schools
Monarchy	King Charles III or the Prince of Wales
Professionals	Police, doctors, nurses, lawyers, teachers etc.
Customers	Shopping customers
Pensioners	People above the age of 66
Friends	Our close friends
Businesses	Local businesses, e.g. chip shop

Coverage at Bream C of E Primary School

This tables show how we ensure coverage and progression of the writing purposes and types of writing at Bream C of E Primary School. Within this coverage, we use our medium-term planning (MTP) to identify the grammar and spelling objectives that we endeavour to teach within each type of writing. Units are likely to change depending on cohorts etc.

	Writing to ENTERTAIN	Writing to INFORM	Writing to ARGUE/PERSUADE	Writing to EXPLAIN
	narrative, playscript and poem	report or recount	persuade or discuss	instruct or explain
EYFS	Simple stories Rhymes Repetitive phrases/fairy tales Poetry: Nursery rhymes	Missing person posters (e.g. Goldilocks) Lists (e.g. shopping list)	Shared group decisions (choosing a class pet or planning a picnic) Selling a toy (junk model toys made by the children)	Explaining steps, rules or routines orally (e.g. brushing your teeth)
Year 1	Comic strip Simple narrative writing Describe characters/settings Playscript Poetry: Shape/Acrostic	Wanted person (e.g. the big bad wolf) Fact file (e.g. animal) Recounts (e.g. a trip or a holiday)	Invitations (superhero day or school disco) Persuasive letters (ask the headteacher for more playtime) Persuasive poster (to join a fun activity or a club)	Instructions for simple activities (e.g. a favourite boardgame) Recipe (e.g. making a fruit salad)
Year 2	Narrative openings or endings	Non-chronological report	Persuasive letter (write to King Charles to protect wildlife)	Recipe (e.g. making a sandwich)

	Create their own characters Descriptions with figurative language (settings) Fantasy fiction Poetry: List, Shape, Rhyming	Diary writing Police report (criminal activity in Bream) Letter (to a friend or family member)	Persuasive leaflet (eating healthily)	Instructions (How to make an origami model)
Year 3	Narrative with dialogue 3-stage story (beginning/middle/end) Adventure fiction Playscript Poetry: Rap, Cinquain, Free Verse	Non-chronological report Diary writing Newspaper report (5ws) Letter (to an author or illustrator)	Advertising (a new theme park in Bream) Invitations (school talent competition) Reviews (whole class book review)	Write detailed explanations (e.g. how we get light and dark) Instructions (e.g. how to care for a pet)
Year 4	Narrative with dialogue and character description Myths and legends Alternate endings or chapters Poetry: Narrative, Haikus, Free Verse	Non-chronological report Diary writing Newspaper report with direct speech Letter (thank you/apology letter)	Travel guide (e.g. to visit a capital city) Persuasive letter (e.g. write to the local MP)	Explanation text (The Water Cycle) Instructions (e.g. how to make a bird feeder)

Year 5	Narrative with dialogue and setting/atmosphere Historical fiction/flashback Additional chapter First-person narrative (I, my, we) Playscript Poetry: Narrative, Free Verse	Non-chronological report Diary writing Newspaper report with eye witness statement Letter (complaint)	Balanced argument/discussion text (Should zoos be banned?) Persuasive speech (to campaign for class president)	Explanation text (Why Do We Have Seasons?) Instructions (e.g. how to plant a vegetable garden)
Year 6	Narratives with dialogue, setting/atmosphere and characterisation Suspense Writing from different perspectives 5-stage story Poetry: Odes, Haiku/Tanka, Sonnet	Non-chronological report Diary writing Journalistic report with direct and reported speech (real life event) Biography (famous person) Letter (to their future selves/global issues)	Balanced argument/discussion text (Should primary school pupils wear school uniform?) Persuasive advert (Come to the Forest of Dean)	Explanation text (The Life Cycle of the Monarch Butterfly) Instructions (e.g. how to program a game using Scratch)

What Grammar and Punctuation do we teach during writing?

Writing to ENTERTAIN KS1		Narrative Playscript Poetry	
Grammar and Sentences	Text Features	Punctuation	
- Use coordinating conjunctions to link two main ideas, <i>They pulled <u>and</u> pulled at the turnip to get it out.</i> - Use noun phrases which add detail to description, <i>very old grandma, brave woodchopper</i> - Use the progressive form for verbs, <i>Goldilocks <u>was walking</u> through the woods.</i> - Use exclamation sentences where appropriate, <i>What big eyes you have, Grandma!</i>	- Time sequenced - Begin to differentiate between past and present tense to suit purpose	- Use finger spaces between words - Use capital letters & full stops to mark sentences - Use capital letter for first person 'I' - Use apostrophes to mark contractions, e.g. <i>didn't</i> - Use exclamation marks, particularly in relation to speech - Begin to use inverted commas to mark direct speech where appropriate.	
Adverbials First Then Next After Later The next day... Conjunctions and but so or when			

Writing to ENTERTAIN LKS2		Narrative Playscript Poetry	
Grammar and Sentences	Text Features	Punctuation	
- Use fronted adverbials to show how/when an event occurs, <i>Without a sound... After a moment...</i> - Use expanded noun phrases to add detail & description <i>...the dark gloomy cupboard under the stairs...</i> - Use subordinate clauses to add detail or context <i>Although Theseus was scared, he prepared to enter the maze.</i> - Use nouns & pronouns for clarity and cohesion <i>They crept into Minos's great labyrinth. Inside <u>the maze</u>...</i>	- Detailed description - Use paragraphs to organise in time sequence	- Use full punctuation for direct speech, including punctuation within and before inverted commas, <i>Mum asked, "Will you be home for tea?"</i> - Secure use of apostrophes for possession, including for plural nouns. - Use commas after fronted adverbials and subordinate clauses - May begin to use dashes for emphasis	
Adverbials Soon Meanwhile As... The next day... Later... Carefully Without a thought... Conjunctions if when because while as until whenever once			

Writing to ENTERTAIN UKS2		Narrative Playscript Poetry	
Grammar and Sentences	Text Features	Punctuation	
- Use subordinate clauses to add detail or context, including in varied positions. <i>Although Theseus was scared, he prepared to enter the maze.</i> <i>Theseus, although he was scared, prepared to enter the maze.</i> - Use relative clauses to add detail or context, <i>Amy grabbed the torch, which she'd strapped to her belt, quickly.</i> - Use a wide range of sentence structures to add interest	- Detailed description - Use paragraphs to organise in time sequence	- Use brackets for incidentals, <i>Amy saw Katie (her best friend) standing outside.</i> - Use dashes to emphasise additional information, <i>The girl was distraught - she cried for hours.</i> - Use colons to add further detail in a new clause, <i>The girl was distraught: she cried for hours.</i> - Use semi-colons to join related clauses, <i>Some think this is awful; others disagree.</i>	
Adverbials Meanwhile Later that day Silently Within moments All night Nearby Under the treetops Never before -ing openers -ed openers		Conjunctions if when because while as until whenever once since although unless rather	

Writing to INFORM KS1		Reports Recounts	
Grammar and Sentences	Text Features	Punctuation	
- Use coordinating conjunctions to link two main ideas, <i>Badgers sleep in the day <u>and</u> look for food at night.</i> - Use subordinating conjunctions in the middle of sentences, <i>Badgers can dig well <u>because</u> they have sharp claws</i> - Use noun phrases which inform, <i>sharp claws, black fur</i> - Use commas to separate items in a list, <i>You will need flour, eggs, sugar and water.</i> - Use exclamation sentences where appropriate, <i>What a fantastic time we all had!</i>	Appropriate use of past and present tense	- Use finger spaces between words - Use capital letters & full stops to mark sentences - Use question mark, <i>Did you know...?</i> - Use apostrophes to mark possession, <i>A badger's home is underground</i>	
Adverbials First Firstly Next After Later		Conjunctions and but so or when if because	

Writing to INFORM LKS2		Reports Recounts	
Grammar and Sentences	Text Features	Punctuation	
- Use subordinating conjunctions to join clauses, including as openers, <i>Although they have a fierce reputation, the Vikings weren't all bad.</i> - Use expanded noun phrases to inform, <i>A tall dark-haired man was seen leaving the scene.</i> - Use commas to separate adjectives in a list, <i>You will need flour, eggs, sugar and water.</i> - Use relative clauses to add further detail <i>We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.</i> - Begin to use present perfect tense to place events in time, <i>This week we have visited the Science Museum.</i>	- Paragraphs used to group related ideas - Subheadings to label content	- Consolidate four main punctuation marks (, ! ?) - Use capital letters for proper nouns - Use commas to mark fronted adverbials <i>After lunch, we went into the museum</i> - Use commas to mark subordinate clauses <i>When he was a boy, Dahl did not like reading.</i> - Use inverted commas for direct speech - Use bullet points to list items	
Adverbials First Firstly Before After Later Soon Also In addition However Conjunctions when before after while because if			

Writing to INFORM UKS2		Reports Recounts	
Grammar and Sentences	Text Features	Punctuation	
- Use subordinating conjunctions in varied positions, <i>The Polar Bear, although it is large, can move at great speed.</i> - Use expanded noun phrases to inform, <i>...a tall dark-haired man with a bright-red cap...</i> - Use relative clauses to add further detail <i>We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.</i> - Begin to use passive voice to remain formal or detached, <i>The money was stolen from the main branch.</i> - Begin to use colons to link related clauses, <i>England was a good country to invade: it had plenty of useful land.</i>	- Paragraphs used to group related ideas - Heading/subheadings - Use of technical vocabulary	- Use brackets or dashes to explain technical vocabulary - Use semi-colons to punctuate complex lists, including when using bullet points - Use colons to introduce lists or sections - Use brackets or dashes to mark relative clauses - Secure use of commas to mark clauses, including opening subordinating clauses - Begin to use colons & semi-colons to mark clauses	
Adverbials Meanwhile At first After Furthermore Despite As a result Consequently Due to For example Conjunctions when before after while because if although as			

Writing to ARGUE/PERSUADE KS1		Persuasion Discussion
Grammar and Sentences	Text Features	Punctuation
- Use imperative verbs to convey urgency, <i>Buy it today! Listen very carefully....</i> - Use noun phrases to add detail and description, <i>Our <u>fantastic resort</u> has <u>amazing facilities</u> for everyone</i>	- Facts & Statistics - Adjectives for positive description	- Use finger spaces between words - Use capital letters & full stops to mark sentences - Use question mark, <i>Did you know...?</i> - Use apostrophes to mark possession, <i>A badger's home is underground</i>
Adverbials First Firstly Next After Later Conjunctions and but so or when if because		

Writing to ARGUE/PERSUADE LKS2		Persuasion Discussion
Grammar and Sentences	Text Features	Punctuation
- Use imperative verbs to convey urgency, <i>Buy it today! Listen very carefully....</i> - Use rhetorical questions to engage the reader, <i>Do you want to have an amazing day out?</i> - Use noun phrases to add detail and description, <i>Our <u>fantastic resort</u> has <u>amazing facilities</u> for everyone</i> - Use relative clauses to provide additional enticement <i>Our hotel, <u>which has 3 swimming pools</u>, overlooks a beautiful beach</i>	- Use of 2nd person - Planned repetition - Facts & Statistics - Adjectives for positive description	- Ensure use of capital letters for proper nouns - Use ? ! for rhetorical / exclamatory sentences - Use commas to mark relative clauses - Use commas to make fronted adverbials and subordinate clauses <i>After your visit, you won't want to leave.</i> <i>Once you've tasted our delicious sandwiches, you'll be coming back for more!</i>
Adverbials Firstly Also In addition However On the other hand Therefore In conclusion Conjunctions if because unless so and but even if when		

Writing to ARGUE/PERSUADE UKS2		Persuasion Discussion	
Grammar and Sentences	Text Features	Punctuation	
- Use modal verbs to convey degrees of probability, <i>It <u>could</u> be argued... Some <u>might</u> say...</i> - Use relative clauses to provide supporting detail <i>The rainforest, <u>which covers almost a third of South America</u>...</i> - Use adverbials to provide cohesion across the text, <i><u>Despite its flaws</u>... <u>On the other hand</u>...</i> - Use expanded noun phrases to describe in detail <i>The <u>dramatic performance by the amateur group</u> was...</i> - Begin to use passive voice to maintain impersonal tone, <i>The film <u>was made</u> using CGI graphics</i>	- Appropriate use of cohesive devices - Use of subjunctive form where needed	- Use brackets or dashes for parenthesis, including for emphasis <i>This performance—the first by such a young gymnast—was a masterpiece!</i> - Use semi-colons for to mark related clauses, <i>Some argue ... ; others say...</i> - Use commas to mark relative clauses - Use colons and semi-colons to punctuate complex lists	
Adverbials Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion Conjunctions if because although unless since even if rather whereas in order to whenever whether			

Writing to EXPLAIN KS1		Instructions Explanation	
Grammar and Sentences	Text Features	Punctuation	
- Use Imperative verbs to give instructions <i><u>Wash</u> your hands... <u>Cut</u> the paper...</i> - Use temporal (time) conjunctions <i>First, after, then, next</i> - Use co-ordinating conjunctions to link clauses <i>Wash your hands <u>and</u> then collect the ingredients</i>	Appropriate use of past and present tense	- Use finger spaces between words - Use capital letters & full stops to mark sentences	
Adverbials First Firstly Next After Later Conjunctions and but so or when if because			

Writing to EXPLAIN LKS2		Instructions Explanation	
Grammar and Sentences	Text Features	Punctuation	
- Use Imperative verbs to give instructions <i>Wash your hands... Cut the paper...</i> - Use commas to separate items in a list <i>You will need flour, eggs, sugar and water.</i> - Use temporal (time) conjunctions <i>First, after, then, next</i> - Use co-ordinating conjunctions to link clauses <i>Wash your hands <u>and</u> then collect the ingredients</i> - Use subordinating conjunctions to introduce a clause <i>You will need to put flour on the chopping <u>because</u> the mixture might stick.</i>	- Appropriate use of present and past tense - Use of subheadings - Use of bullet points or numbered lists	- Consolidate four main punctuation marks (. , ! ?) - Use capital letters for proper nouns - Use commas to mark fronted adverbials <i>After lunch, we went into the museum</i> - Use commas to mark subordinate clauses <i>When he was a boy, Dahl did not like reading.</i> - Use bullet points to list items	
Adverbials First Firstly Before After Later Soon Also In addition However Conjunctions when before after while because if			

Writing to EXPLAIN UKS2		Instructions Explanation	
Grammar and Sentences	Text Features	Punctuation	
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Adverbials First Firstly Before After Later Soon Also In addition However Conjunctions when before after while because if			

Teaching Pedagogy in Writing

Rosenshine's Principles of Instruction

We base our teaching and learning pedagogy on (Barak) Rosenshine's Principles of Instructions. We have adopted this approach as the principles come from three sources: research in cognitive science, research on master teachers and research on cognitive support. The research-based principles support how pupils acquire and use information, how we use our short-term and long-term memory and how we can provide scaffolds and models for effective learning.

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening and Reading & Writing. Pupils will be given opportunities to interrelate the requirements of the English curriculum within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills.



Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Spoken Language

Year Group	Statements	Opportunities
EYFS	<i>Communication and language</i> is one of the three prime areas within the Early Years Foundation Stage (EYFS). Each prime area is divided into early learning goals, for communication and language these are: <u>Listening, attention and understanding</u> Children at the expected level of development will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking</u> Children at the expected level of development will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	• Nativity production
	Pupils should be taught to:	• Paired tasks

1 - 6	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.	• Group tasks • Gardening club • School council • Class debates • Balanced arguments • Harvest service • Easter service • Nativity production • Sharing writing • Performing writing • Performance poetry • Independent presentations • Group presentations • Drama performances • Role play
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EYFS				
Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
Introduce: Planning Tool –Story map /story mountain Whole class retelling of story Understanding of beginning/ middle / end Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,</i> <i>...happily ever after</i> 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 Conjunctions: <i>and</i> <i>who</i> <i>until</i> <i>but</i> Say a sentence, write and read it back to check it makes sense. Compound sentences using conjunctions (coordinating conjunctions) <i>and / but</i> -‘ly’ openers <i>Luckily / Unfortunately,</i> ‘Run’ - Repetition for rhythm: e.g. <i>He walked and he walked</i> Repetition in description e.g. <i>a lean cat, a mean cat</i>	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> Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i> Adjectives e.g. <i>old, little, big, small, quiet</i> Adverbs e.g. <i>luckily, unfortunately, fortunately</i> Similes – using ‘like’	Introduce: Finger spaces Full stops Capital letters	Introduce: Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’

Year 1				
Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
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 <i>Once upon a time...</i> Build-up <i>One day...</i> Problem / Dilemma <i>Suddenly.../ Unfortunately...</i>	Consolidate Reception list (See Conjunctions and Sentence Signposts doc.) Introduce: Types of sentences: Statements Questions Exclamations Simple Conjunctions: <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> Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i> -‘ly’ openers <i>Fortunately,...Unfortunately,</i> <i>Sadly,...</i>	Consolidate Reception list Introduce: Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i> Determiners: <i>the a my your an</i> <i>this that his her their</i> <i>some all lots of</i> <i>many more those</i> <i>these</i> Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i> Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i> Similes using as...as...	Consolidate Reception list Introduce: Capital Letters: <i>Capital letter for names</i> <i>Capital letter for the personal pronoun I</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

Resolution <i>Fortunately, ...</i> Ending <i>Finally...</i> Non-fiction: (Refer to Conjunctions 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 <i>them</i> Bullet points for instructions Labelled diagrams Ending	Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i> Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i> Compound sentences using conjunctions (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> 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>	e.g. <i>as tall as a house</i> <i>as red as a radish</i> Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i> 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)		Singular/ plural Adjective Verbs Conjunction Alliteration Simile – 'as'
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Concluding sentence	'Run' - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i> Repetition for description e.g. <i>a lean cat, a mean cat a green dragon, a fiery dragon</i>			
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Year 2

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
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. <i>In a land far away...</i> <i>One cold but bright morning...</i> Build-up e.g. <i>Later that day</i> Problem / Dilemma e.g. <i>To his amazement</i> Resolution e.g. <i>As soon as</i> Ending e.g. <i>Luckily, Fortunately,</i> Ending should be a section rather than	Consolidate Year 1 list Introduce: (See Conjunctions and Sentence Signposts doc.) Types of sentences: Statements Questions Exclamations Commands -‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i> Vary openers to sentences 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> Secure use of compound sentences (Coordination) using conjunctions: <i>and/ or / but / so</i>	Consolidate Year 1 list Introduce: Prepositions: <i>behind above along before between after</i> Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i> Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i> Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i> Adverbs for description e.g. <i>Snow fell gently and covered the cottage in</i>	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. <i>Fortunately,...</i> <i>Slowly,...</i> Speech bubbles	Consolidate: Punctuation - Finger spaces - Letter - Word - Sentence - Full stops - Capital letter - Question mark - Exclamation mark - Speech bubble - Bullet points Singular/ plural Adjective Verb Conjunction Alliteration Simile – ‘as’/ ‘like’

one final sentence e.g. suggest how the main character is feeling in the final situation. Non-Fiction (Refer to Conjunctions 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 engage reader Factual 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?	(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: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. While the animals were munching breakfast, two visitors arrived <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i> Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.	<i>the wood.</i> 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	/speech marks for direct speech Implicitly understand how to change from indirect to direct speech Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i> Apostrophes to mark singular possession e.g. <i>the cat's name</i>	Introduce: Apostrophe (contractions and singular possession) Commas for description 'Speech marks' Suffix Verb / adverb Statement question exclamation Command (Bossy verbs) Tense (past, present, future) ie not in bold Adjective / noun Noun phrases
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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. <i>she is drumming, he was shouting</i>)	Expanded noun phrases e.g. <i>lots of people, plenty of food</i> List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i>			Generalisers Subordinating conjunctions
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Year 3				
Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
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 ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.	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. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i> 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> Compound sentences (Coordination) using conjunctions:	Consolidate Year 2 list Introduce: Prepositions <i>Next to by the side of</i> <i>In front of during throughout because of</i> Powerful verbs e.g. <i>stare, tremble, slither</i> Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i> More specific / technical vocabulary to add detail e.g. <i>A few dragons of</i>	Consolidate Year 2 list Introduce: Colon before a list e.g. <i>What you need:</i> Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)	Consolidate: Punctuation • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Inverted comma & 'speech marks' • Bullet points • Apostrophe (contractions only)

Non-Fiction (Refer to Conjunctions 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. <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	<i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions) Develop complex sentences (Subordination) with range of subordinating conjunctions (See Conjunctions 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> 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> 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>	<i>this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of rain pounded on the corrugated, tin roof.</i> Nouns formed from prefixes e.g. <i>auto...</i> <i>super...anti...</i> Word Families based on common words e.g. <i>teacher – teach, beauty – beautiful</i> Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an</i>		• Commas for sentence of 3 - description Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Imperative (bossy) verbs Tense (past, present, future) Conjunction Generalisers Alliteration Simile – ‘as’/ ‘like’ Introduce: • Word family • Coordinating conjunction • Subordinating Conjunction • Adverb
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Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i> Use of present perfect instead of simple past. <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind.</i>	Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i> Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i> <u>Dialogue –powerful speech verb</u> e.g. <i>"Hello," she whispered.</i>	<i>open box</i>		• 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
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Year 4

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
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.	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. <i>It was midnight.</i> <i>It's great fun.</i> 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> Secure use of simple / embellished simple sentences Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i>	Consolidate Year 3 list Introduce: Prepositions <i>at underneath since towards beneath beyond</i> Conditionals - <i>could, should, would</i> Comparative and superlative adjectives e.g. <i>small...smaller...s mallest good...better...best</i> Proper nouns- refers to a particular person or thing e.g. <i>Monday, Jessica, October,</i>	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. <i>"It's late," gasped Cinderella!</i> 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	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 –

Non-Fiction (Refer to Conjunctions 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 conjunctions. 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	Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions. (See Conjunctions and Sentence Signposts doc.) -‘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> 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> 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> 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>	<i>England</i> The grammatical difference between plural and possessive – s 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>)		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) Conjunction Coordinating conjunction Subordinating Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Relative clause Relative pronoun Alliteration
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<i>Appropriate choice of pronoun or noun across sentences to aid cohesion</i>	Repetition to persuade e.g. <i>Find us to find the fun</i> Dialogue - verb + adverb - <i>"Hello," she whispered, shyly.</i> Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition			Simile – 'as' / 'like' Synonyms <u>Introduce:</u> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession
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Year 5				
Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
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 conjunctions 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	Consolidate Year 4 list Introduce: Relative clauses beginning with <i>who, which, that, where, when, whose</i> 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 Conjunctions and Sentence Signposts doc.) 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,</i>	Consolidate Year 4 list Introduce: Metaphor Personification Onomatopoeia Empty words e.g. <i>someone, somewhere was out to get him</i> Developed use of technical language Converting nouns or adjectives into verbs using suffixes (e.g. –<i>ate; –ise; –ify</i>)	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

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 Conjunctions 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 conjunctions and signposts Use	<i>George fell to his knees.</i> Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i> Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i> 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. <i>The siren echoed loudly</i> <i>...through the lonely streets</i> <i>...at midnight</i>	Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>)		Parenthesis / bracket / dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) PROGRESSIVE Conjunction / Conjunction Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial Alliteration Simile – ‘as’/ ‘like’ Synonyms Introduce:
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rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader	Use of rhetorical questions Stage directions in speech (speech + verb + action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i> Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (<i>perhaps, surely</i>)			• 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
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	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 Conjunctions and Sentence Signposts doc.) 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</i>	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. <i>said versus reported, alleged, or claimed in formal speech or writing</i>) How words are related as synonyms and antonyms e.g. <i>big/ large / little</i>	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. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)	Consolidate: Punctuation • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • 'Speech marks' • Direct speech • Indirect 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

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 engage 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,	<i>the water.</i> Passive: <i>The water was heated.</i> Developed use of rhetorical questions for persuasion 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>) 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>			Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Progressive Present perfect Past perfect modal verb Conjunction / Conjunction 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
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columns, bullets, or tables, to structure text				<u>Introduce:</u> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Ellipsis • Subjunctive
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Progression of Composition and Transcription

Composition

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	To use their own simple story ideas or retell a familiar story using short, simplistic sentences.	To write sentences in order to create short narratives and non-fiction texts.	write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:	To demonstrate an increasing understanding of purpose and audience.	To write a range of narratives that are well-structured and well-paced.	To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.	Write effectively for a range of purposes and audiences, selecting language that shows <u>good awareness of the reader</u> (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
		To use some features of different text types (although these may not be consistent).	write about real events, recording these simply and clearly		To write a range of non-fiction texts that are well-structured with appropriate layout devices.		
				To begin to create settings, characters and plot in narratives.	To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.	To describe settings, characters and atmosphere to consciously engage the reader.	Describe settings, characters and atmosphere in narratives
						To use dialogue to convey a character and advance the	integrate dialogue in narratives to convey

						action with increasing confidence.	character and advance the action
	To use adjectives that have been modelled.	To use adjectives to describe.		To make deliberate ambitious word choices to add detail.			select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. (a) using contracted forms in dialogues in narrative; (b) using passive verbs to affect how information is presented; (c) using modal verbs to suggest degrees of possibility)
						To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	
				To begin to organise their writing into paragraphs	To consistently organise their writing into paragraphs around a theme to	To create paragraphs that are usually suitably linked.	

				around a theme.	add cohesion and aid the reader		
		To reread their writing to check that it makes sense and make suggested changes.		To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.	To proof read consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.	To begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.	
						To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.	

Grammar and Punctuation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar and Punctuation	To use simple sentence structures	To use simple sentence structures.					
				To use 'a' or 'an' correctly most of the time.			
		To use the joining word (conjunction) 'and' to link ideas and sentences.		To begin to use conjunctions, adverbs and prepositions to show time, place and cause.	To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas	To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.	use a range of devices to build cohesion within and across paragraphs . The emphasis is on building cohesion through the writing to support overall coherence for the reader. (e.g. (a) conjunctions, (b) adverbials of time and place, (c) pronouns, (d) synonyms) within and across paragraphs
			use co-ordination (e.g. or / and / but) to join clauses				

			use some subordination (e.g. when / if / that / because) to join clauses	To use subordinate clauses.			
					To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.	To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scruffle, who was a famous inventor, had made a new discovery.	
					To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it, etc		
						To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	

			use present and past tense mostly correctly and consistently	To maintain the correct tense (including present perfect tense) throughout a piece of writing.	To always maintain an accurate tense throughout a piece of writing.		use verb tenses consistently and correctly throughout their writing
					To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.		
	Has awareness of: - Capital letters - Finger spaces - Full stops	Has awareness of: - capital letters for names, places, the days of the week and the personal pronoun 'I'. - finger spaces. - full stops to end sentences. - question marks. - exclamation marks	demarcating most sentences with capital letters and full stops	To use the full range of punctuation from previous year groups.	To consistently use apostrophes for singular and plural possession.	To use the full range of punctuation from previous year groups.	use the range of punctuation taught at key stage 2 mostly correctly ^ (e.g. inverted commas and other punctuation to indicate direct speech) - NOT every punctuation mark needs to be evident across the writing.

			demarcating sentences with question marks when required				
				To use inverted commas in direct speech.	To use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas.		
						To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.	
						To use brackets, dashes or commas to begin to indicate parenthesis.	

Spelling and Transcription

Spelling and Transcription	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To spell some words containing previously taught phonemes and GPCs accurately.	To spell most words containing previously taught phonemes and GPCs accurately.	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others				
		To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).	spell many common exception words*	To spell some of the Year 3 and 4 statutory spelling words correctly.	To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings)	To spell many words correctly from the Y5/6 statutory spelling list.	Spell correctly MOST words from the Year 5 and Year 6 statutory spelling list (and other words that follow the rules, patterns and conventions) and <u>*use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</u>

		To use -s and -es to form regular plurals correctly.					
		To use the prefix 'un'.		To spell many words with prefixes correctly, e.g. irrelevant , autograph , incorrect , disobey , superstar , antisocial .		To spell many verb prefixes correctly, e.g. deactivate , overturn , misconduct , etc.	
		To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).		To spell many words with suffixes correctly, e.g. usually , poisonous , adoration .			
					To use their knowledge of word families to help with their spelling	To convert nouns or adjectives into verbs using suffixes, e.g. designate , classify , criticise , etc.	
				To begin to spell homophones correctly, e.g. which and witch .		To spell many complex homophones correctly, e.g.	

						affect/ effect, practice/practise, etc.	
	To write lower case letters in the correct direction, starting and finishing in the right place.	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters				
			use spacing between words that reflects the size of the letters	To use a neat, joined handwriting style with increasing accuracy.		To write legibly, fluently and with increasing speed.	maintain legibility in joined handwriting when writing at speed. ²