

Writing Progression of skills and knowledge

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat Understand how words can combine to make sentences Join words and clauses using and Separate words with spaces Use capital letters and full stops to demarcate sentences in some of his/her writing Begin to punctuate work using question marks and exclamation marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun I Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark 	<ul style="list-style-type: none"> Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman Form adjectives using suffixes such as -ful, -less Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use present and past tense mostly correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required Use question marks and exclamation marks appropriately Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma 	<ul style="list-style-type: none"> Form nouns using a range of prefixes e.g. super-, anti-, auto- Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of Begin to use paragraphs as a way to group related material Use headings and sub-headings to aid presentation Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play Begin to use inverted commas to punctuate direct speech Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks') 	<ul style="list-style-type: none"> Understands the grammatical difference between plural and possessive -s Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair Use fronted adverbials e.g. Later that day, I heard the bad news. Use paragraphs to organise ideas around a theme Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas Use apostrophes to mark plural possession e.g. the girl's name, the girls' names Use commas after fronted adverbials Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial 	<ul style="list-style-type: none"> Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify Understand verb prefixes e.g. dis-, de-, mis-, over- and re- Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly 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 Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity 	<ul style="list-style-type: none"> Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me) Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this Link ideas within and across paragraphs using a wider range of cohesive devices: 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 ellipsis Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses Use the colon to introduce a list and semi-colons within lists Use bullet points to list information Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points Use the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity

Composition

- Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher
- Write down one of the sentences that he/she has rehearsed
- Compose and write sentences independently to convey ideas
- Write sentences, sequencing them to form short narratives (real or fictional)
- Write sentences by re-reading what he/she has written to check that it makes sense
- Discuss what he/she has written with the teacher or other pupils
- Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher

- Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional)
- Write about real events, recording these simply and clearly
- Write poetry to develop positive attitudes and stamina for writing
- Write for different purposes to develop positive attitudes and stamina for writing
- Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing
- Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about
- Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary
- Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence
- Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils
- Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher
- Read aloud what he/she has written with appropriate intonation to make the meaning clear

- Plan writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary
- Plan writing by discussing and recording ideas within a given structure
- Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2)
- Draft and write by organising writing into paragraphs as a way of grouping related material
- Draft and write in narratives, creating settings, characters and plot
- Draft and write non-narrative material, using headings and sub-headings to organise texts
- Evaluate and edit by assessing the effectiveness of his/her own writing
- Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions
- Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly
- Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

- Plan writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar
- Plan his/her writing by discussing and recording ideas
- Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)
- Draft and write by organising paragraphs around a theme
- Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose
- Draft and write non-narrative material, using simple organisational devices
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements
- Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials
- Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials
- Confidently read own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

- Plan writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own
- Plan writing by noting and developing initial ideas, drawing on reading where necessary
- Plan writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed
- Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)
- Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character
- Draft and write by précising longer passages
- Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly
- Draft and write by linking 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
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
- Use different verb forms mostly accurately with consideration for audience and purpose
- Evaluate and edit by assessing the effectiveness of own and others' writing
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)
- Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing
- Proof-read for spelling errors linked to spelling statements for year 5
- Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity
- Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear

- Plan writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- Plan writing by noting and developing initial ideas, drawing on reading and research where necessary
- Plan writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed
- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for own writing (e.g. literary language, characterisation, structure)
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2)
- Draft and write narratives, describing settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action
- Draft and write by accurately précising longer passages
- Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis
- Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables
- Evaluate and edit by assessing the effectiveness of own and others' writing with reasoning
- Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural
- Distinguish between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling errors linked to spelling statements for year 6
- Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens
- Confidently perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Sequencing

Map A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	<p>Where Do I Live? In Every House on Every Street Our Tower Info Buzz: The United Kingdom</p> <ul style="list-style-type: none"> Write setting descriptions Postcards An information page about Teignmouth for a class book 	<p>Superheroes Supertato Traction Man** Life Savers</p> <ul style="list-style-type: none"> Write a simple advert about Supertato/wanted posters for the Evil Pea Write an adventure for their own toy A description about a real-life hero's job 	<p>Moon Zoom Beegu^ Look Up Usborne: Look Inside Space*</p> <ul style="list-style-type: none"> A character description/lost posters Did you know questions An information page about space 	<p>Towers and Turrets Rapunzel^ The Three Little Pigs* Little Elizabeth</p> <ul style="list-style-type: none"> Retell the story of The Three Little Pigs with a different character or setting. Write an apology letter from the wolf Write a diary entry based on a day in the life of Rapunzel 	<p>Coastlines The Light House Keeper's Lunch Rainbow Fish A First Book of The Sea (poetry)*</p> <ul style="list-style-type: none"> Write poems inspired by the sea Write a set of instructions on how to make a picnic lunch A retelling of the story 	<p>Movers and Shakers Rosa Parks (little people, big dreams) Nelson Mandela (little people, big dreams) Greta and The Giants</p> <ul style="list-style-type: none"> Write a simple biography Write a retelling changing the setting
Objectives to be covered	<p>Year 1 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Understand how words can combine to make sentences Separate words with spaces Use capital letters and full stops to demarcate sentences in some of his/her writing <p><u>Composition:</u></p> <ul style="list-style-type: none"> Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher Write down one of the sentences that he/she has rehearsed <p>Year 2 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required Use present and past tense mostly correctly and consistently [thought/think, come/came] Use apostrophes to mark where letters are missing [she'll be back... what's all the fuss?] <p><u>Composition:</u></p> <ul style="list-style-type: none"> Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional) Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about 	<p>Year 1 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun Separate words with spaces Use capital letters and full stops to demarcate sentences in some of his/her writing <p><u>Composition:</u></p> <ul style="list-style-type: none"> Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher Write down one of the sentences that he/she has rehearsed <p>Year 2 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Form nouns by compounding e.g. whiteboard, superman Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required Use question marks and exclamation marks appropriately <p><u>Composition:</u></p> <ul style="list-style-type: none"> Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional) Write for different purposes to develop positive attitudes and stamina for writing 	<p>Year 1 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper Use a capital letter for names of people, places, the days of the week, and the personal pronoun I Begin to punctuate work using question marks and exclamation marks <p><u>Composition:</u></p> <ul style="list-style-type: none"> Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher Write sentences, sequencing them to form short narratives (real or fictional) Compose and write sentences independently to convey ideas <p>Year 2 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use suffixes -er, -est in adjectives e.g. bigger, biggest Use co-ordination (using or, and, but) and some subordination (when, if, that, because) to join clauses Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name Use question marks and exclamation marks appropriately <p><u>Composition:</u></p> <ul style="list-style-type: none"> Write about real events, recording these simply and clearly Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing 	<p>Year 1 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat Join words and clauses using and Use capital letters and full stops to demarcate sentences in some of his/her writing <p><u>Composition:</u></p> <ul style="list-style-type: none"> Compose and write sentences independently to convey ideas Write sentences, sequencing them to form short narratives (real or fictional) Write sentences by re-reading what he/she has written to check that it makes sense Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher <p>Year 2 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use -ly to turn adjectives into adverbs e.g. smoothly, softly, Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon Use commas to separate items in a list <p><u>Composition:</u></p> <ul style="list-style-type: none"> Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Read aloud what he/she has written with appropriate intonation to make the meaning clear 	<p>Year 1 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Join words and clauses using and Use capital letters and full stops to demarcate sentences in some of his/her writing Begin to punctuate work using question marks and exclamation marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun I <p><u>Composition:</u></p> <ul style="list-style-type: none"> Compose and write sentences independently to convey ideas Write sentences, sequencing them to form short narratives (real or fictional) Write sentences by re-reading what he/she has written to check that it makes sense Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher <p>Year 2 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Form adjectives using suffixes such as -ful, -less Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon Use present and past tense mostly correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting <p><u>Composition:</u></p> <ul style="list-style-type: none"> Write poetry to develop positive attitudes and stamina for writing Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils. 	<p>Year 1</p> <ul style="list-style-type: none"> Join words and clauses using and Use capital letters and full stops to demarcate sentences in some of his/her writing Begin to punctuate work using question marks and exclamation marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun I <p><u>Composition:</u></p> <ul style="list-style-type: none"> Compose and write sentences independently to convey ideas Write sentences, sequencing them to form short narratives (real or fictional) Write sentences by re-reading what he/she has written to check that it makes sense Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher <p>Year 2 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Form nouns using suffixes such as -ness, -er Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon Use question marks and exclamation marks appropriately Use commas to separate items in a list <p><u>Composition:</u></p> <ul style="list-style-type: none"> Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher
	<p>Year 1: Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark</p> <p>Year 2: Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma</p>					

LKS2	Gods and Mortals The Orchard Book of Greek Myths Visitors' Guide to Ancient Greece <ul style="list-style-type: none"> Write a myth based on those read Letters home describing a visit to Ancient Greece. 	Playlist Poems to Perform Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion <ul style="list-style-type: none"> Poetry A biography about a musician 	Saxon Settlers Beowulf (Usborne Young Readers) The Genius of the Anglo Saxons <ul style="list-style-type: none"> A new quest for Beowulf A non-chronological report 	Predator The Butterfly Lion Lion Journal <ul style="list-style-type: none"> Diary entries A scrapbook on different animals based on Lion Journal 	Traders and Raiders Arthur and the Golden Rope^ The Vikings are Coming <ul style="list-style-type: none"> A narrative based on the story Newspaper reports about Viking invasions 	Mountain to Mouth When the Mountains Roared Amazing Rivers: 100+ waterways that will boggle your mind <ul style="list-style-type: none"> A new chapter from a different character's point of view An explanation of the water cycle
Objectives to be covered	<p>Year 3 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use the forms a or an according to whether the next word begins with a consonant or vowel e.g. a pen, an apple Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because <p><u>Composition:</u></p> <ul style="list-style-type: none"> Plan writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary Plan writing by discussing and recording ideas within a given structure Draft and write in narratives, creating settings, characters and plot <p>Year 4 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair <p><u>Composition:</u></p> <ul style="list-style-type: none"> Plan writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar Plan writing by discussing and recording ideas Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose Draft and write non-narrative material, using simple organisational devices 	<p>Year 3 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use the forms a or an according to whether the next word begins with a consonant or vowel e.g. a pen, an apple Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play Use headings and sub-headings to aid presentation <p><u>Composition:</u></p> <ul style="list-style-type: none"> Plan writing by discussing and recording ideas within a given structure Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentence structures from (English Appendix 2) Draft and write non-narrative material, using headings and sub-headings to organise texts Read own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Year 4 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair Use fronted adverbials e.g. Later that day, I heard the bad news Use commas after fronted adverbials <p><u>Composition:</u></p> <ul style="list-style-type: none"> Plan writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary Plan writing by discussing and recording ideas Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) Draft and write non-narrative material, using simple organisational devices Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>Year 3 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in Begin to use paragraphs as a way to group related material Begin to use inverted commas to punctuate direct speech Use headings and sub-headings to aid presentation <p><u>Composition:</u></p> <ul style="list-style-type: none"> Plan writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary Draft and write by organising writing into paragraphs as a way of grouping related material Draft and write non-narrative material, using headings and sub-headings to organise texts Draft and write in narratives, creating settings, characters and plot <p>Year 4 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair Use fronted adverbials e.g. Later that day, I heard the bad news Use commas after fronted adverbials Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use paragraphs to organise ideas around a theme Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas <p><u>Composition:</u></p> <ul style="list-style-type: none"> Plan writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write by organising paragraphs around a theme Draft and write non-narrative material, using simple organisational devices Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose 	<p>Year 3 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, Begin to use paragraphs as a way to group related material <p><u>Composition:</u></p> <ul style="list-style-type: none"> Plan writing by discussing and recording ideas within a given structure Draft and write by organising writing into paragraphs as a way of grouping related material Evaluate and edit by assessing the effectiveness of own writing <p>Year 4 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Understands the grammatical difference between plural and possessive -s Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair Use fronted adverbials e.g. Later that day, I heard the bad news. Use commas after fronted adverbials Use paragraphs to organise ideas around a theme <p><u>Composition:</u></p> <ul style="list-style-type: none"> Draft and write by organising paragraphs around a theme Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements 	<p>Year 3 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Form nouns using a range of prefixes e.g. super-, anti-, auto- Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of Begin to use inverted commas to punctuate direct speech <p><u>Composition:</u></p> <ul style="list-style-type: none"> Draft and write in narratives, creating settings, characters and plot Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly <p>Year 4 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use apostrophes to mark plural possession e.g. the girl's name, the girls' names Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas <p><u>Composition:</u></p> <ul style="list-style-type: none"> Plan writing by discussing and recording ideas Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose Draft and write non-narrative material, using simple organisational devices Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials 	<p>Year 3 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, Begin to use inverted commas to punctuate direct speech Use headings and sub-headings to aid presentation <p><u>Composition:</u></p> <ul style="list-style-type: none"> Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentence structures from (English Appendix 2) Draft and write non-narrative material, using headings and sub-headings to organise texts Draft and write in narratives, creating settings, characters and plot Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly <p>Year 4 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair Use fronted adverbials e.g. Later that day, I heard the bad news. Use commas after fronted adverbials Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas <p><u>Composition:</u></p> <ul style="list-style-type: none"> Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbial
		<p>Year 3: Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')</p> <p>Year 4: Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial</p>				

UKS2	<p align="center">Mysterious Maya The Curse of the Maya Daily Life in the Maya Civilisation</p> <ul style="list-style-type: none"> • Narrative • Non-chronological report 	<p align="center">Frozen Lands Shackleton's Journey Sky Song</p> <ul style="list-style-type: none"> • Narrative • Persuasive adverts for visiting the North Pole • Formal letters of complaint 	<p align="center">Off With Her Head My Friend Walter Eyewitness: Tudor</p> <ul style="list-style-type: none"> • Ghost story • Newspaper report of Anne Boleyn's execution. 	<p align="center">Awesome Amazon The Explorer^ Where on Earth? Rainforests</p> <ul style="list-style-type: none"> • Narrative • Balanced argument 	<p align="center">Teignmouth at War Friend or Foe^ Rose Blanche^ My Secret War Diary*</p> <ul style="list-style-type: none"> • Historical narrative • Diary entries 	<p align="center">Stargazers The Jamie Drake Equation Space Explorers: 25 extraordinary stories of space exploration and adventure</p> <ul style="list-style-type: none"> • Suspense story • Biographies
Objectives to be covered	<p>Year 5: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> • 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 • Use brackets, dashes or commas to indicate parenthesis <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Plan writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own • Plan writing by noting and developing initial ideas, drawing on reading where necessary • Plan writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed • Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character • Draft and write by linking 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 	<p>Year 5: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> • Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly • 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 <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Plan writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own • Plan writing by noting and developing initial ideas, drawing on reading where necessary • Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly • Draft and write by linking 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 • Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining 	<p>Year 5: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must • 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 <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Plan writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed • Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) • Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character • Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly • Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing 	<p>Year 5: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> • Understand verb prefixes e.g. dis-, de-, mis-, over- and re- • Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must • 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 <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Plan writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed • Draft and write by précising longer passages • Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) • Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2) 	<p>Year 5: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> • Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Use brackets, dashes or commas to indicate parenthesis • Use commas to clarify meaning or avoid ambiguity <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Plan writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed • Use different verb forms mostly accurately with consideration for audience and purpose • Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) • Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character • Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing • Evaluate and edit by assessing the effectiveness of own and others' writing 	<p>Year 5: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must • Use brackets, dashes or commas to indicate parenthesis <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Plan writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed • Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) • Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining • Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character • Proof-read for spelling errors linked to spelling statements for year 5 • Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity • Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear

<p>Year 6: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> • Link ideas within and across paragraphs using a wider range of cohesive devices: 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 ellipsis • Use expanded noun phrases to convey complicated information concisely <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Plan writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • Plan writing by noting and developing initial ideas, drawing on reading and research where necessary • Plan writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed • Integrate dialogue to convey character and advance the action • Draft and write narratives, describing settings, characters and atmosphere 	<p>Year 6: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> • Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me) • Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text • Use bullet points to list information • Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types • Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Plan writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • Plan writing by noting and developing initial ideas, drawing on reading and research where necessary • Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure) • Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables 	<p>Year 6: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> • Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little • Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses • Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me) • Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text • Use expanded noun phrases to convey complicated information concisely • Link ideas within and across paragraphs using a wider range of cohesive devices: 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 ellipsis <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Plan writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed • Draft and write narratives, describing settings, characters and atmosphere • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2) • Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis • Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables • Integrate dialogue to convey character and advance the action • Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing 	<p>Year 6: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> • Use the colon to introduce a list and semi-colons within lists • Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover • Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me) • Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text • Use bullet points to list information <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Plan writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed • Draft and write by accurately précising longer passages • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2) • Draft and write narratives, describing settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural 	<p>Year 6: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> • Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types • Use the perfect form of verbs to mark relationships of time and cause • Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me) • Use expanded noun phrases to convey complicated information concisely • Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Plan writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed • Draft and write narratives, describing settings, characters and atmosphere • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2) • Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables • Distinguish between the language of speech and writing and choosing the appropriate register • Integrate dialogue to convey character and advance the action • Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing 	<p>Year 6: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> • Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity • Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text • Use bullet points to list information • Use expanded noun phrases to convey complicated information concisely <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Draft and write narratives, describing settings, characters and atmosphere • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2) • Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables • Integrate dialogue to convey character and advance the action • Proof-read for spelling errors linked to spelling statements for year 6 • Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens • Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning • Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2) • Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear
<p>Year 5: Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p> <p>Year 6: Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points</p>					

Map B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	<p>Toys Through Time Dogger Paper Dolls Toys and Games (Ways Into History)</p> <ul style="list-style-type: none"> A retelling of the story Instructions on how to make paper dolls 	<p>Splendid Skies Weather (First Science)* One Snowy Night (A Tale from Percy's Park) Snow in the Garden*</p> <ul style="list-style-type: none"> Additional weather pages for a class information book Setting descriptions List poems 	<p>Paws, Claws and Tails Meerkat Mail^ Augustus and his Smile* What Do You Do with a Tail Like This?*</p> <ul style="list-style-type: none"> Letters/diary from Sunny A story of a new creature losing something using the structure of Augustus and his Smile. A new What Do You Do with a Tail Like This page for a class book 	<p>Enchanted Woodland Owl Babies^ The Gruffalo The Woodland Book</p> <ul style="list-style-type: none"> A story based on Owl Babies but with different creatures Fact sheets about woodland creatures or plants A description of a new character for Mouse to meet on his journey through the deep, dark wood. 	<p>London's Burning Toby and the Great Fire of London^ The Great Fire of London</p> <ul style="list-style-type: none"> Character description of Toby A recount from Toby's point of view An information text about the Great Fire of London 	<p>Explorers and Adventurers The Great Explorer Amelia Earhart (Little People, Big Dreams)*</p> <ul style="list-style-type: none"> A story based on a journey A biography on an explorer (e.g. Percy Fawcett)
Objectives to be covered	<p>Year 1 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Understand how words can combine to make sentences Separate words with spaces Use capital letters and full stops to demarcate sentences in some of his/her writing <p><u>Composition:</u></p> <ul style="list-style-type: none"> Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher Write down one of the sentences that he/she has rehearsed <p>Year 2 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required Use present and past tense mostly correctly and consistently [thought/think, come/came] Use apostrophes to mark where letters are missing [she'll be back... what's all the fuss?] <p><u>Composition:</u></p> <ul style="list-style-type: none"> Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional) Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about 	<p>Year 1 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun Separate words with spaces Use capital letters and full stops to demarcate sentences in some of his/her writing <p><u>Composition:</u></p> <ul style="list-style-type: none"> Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher Write down one of the sentences that he/she has rehearsed <p>Year 2 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Form nouns by compounding e.g. whiteboard, superman Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required Use question marks and exclamation marks appropriately <p><u>Composition:</u></p> <ul style="list-style-type: none"> Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional) Write for different purposes to develop positive attitudes and stamina for writing 	<p>Year 1 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper Use a capital letter for names of people, places, the days of the week, and the personal pronoun I Begin to punctuate work using question marks and exclamation marks <p><u>Composition:</u></p> <ul style="list-style-type: none"> Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher Write sentences, sequencing them to form short narratives (real or fictional) Compose and write sentences independently to convey ideas <p>Year 2 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use suffixes -er, -est in adjectives e.g. bigger, biggest Use co-ordination (using or, and, but) and some subordination (when, if, that, because) to join clauses Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name Use question marks and exclamation marks appropriately <p><u>Composition:</u></p> <ul style="list-style-type: none"> Write about real events, recording these simply and clearly Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing 	<p>Year 1 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat Join words and clauses using and Use capital letters and full stops to demarcate sentences in some of his/her writing <p><u>Composition:</u></p> <ul style="list-style-type: none"> Compose and write sentences independently to convey ideas Write sentences, sequencing them to form short narratives (real or fictional) Write sentences by re-reading what he/she has written to check that it makes sense Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher <p>Year 2 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use -ly to turn adjectives into adverbs e.g. smoothly, softly, Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting Use commas to separate items in a list <p><u>Composition:</u></p> <ul style="list-style-type: none"> Write poetry to develop positive attitudes and stamina for writing Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Read aloud what he/she has written with appropriate intonation to make the meaning clear 	<p>Year 1 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Join words and clauses using and Use capital letters and full stops to demarcate sentences in some of his/her writing Begin to punctuate work using question marks and exclamation marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun I <p><u>Composition:</u></p> <ul style="list-style-type: none"> Compose and write sentences independently to convey ideas Write sentences, sequencing them to form short narratives (real or fictional) Write sentences by re-reading what he/she has written to check that it makes sense Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher <p>Year 2 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Form adjectives using suffixes such as -ful, -less Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon Use present and past tense mostly correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting <p><u>Composition:</u></p> <ul style="list-style-type: none"> Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher 	<p>Year 1</p> <ul style="list-style-type: none"> Join words and clauses using and Use capital letters and full stops to demarcate sentences in some of his/her writing Begin to punctuate work using question marks and exclamation marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun I <p><u>Composition:</u></p> <ul style="list-style-type: none"> Compose and write sentences independently to convey ideas Write sentences, sequencing them to form short narratives (real or fictional) Write sentences by re-reading what he/she has written to check that it makes sense Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher <p>Year 2 <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Form nouns using suffixes such as -ness, -er Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon Use question marks and exclamation marks appropriately Use commas to separate items in a list <p><u>Composition:</u></p> <ul style="list-style-type: none"> Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher
	<p>Year 1: Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark</p> <p>Year 2: Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma</p>					

LKS2	Through the Ages The Boy with the Bronze Axe The Genius of the Stone, Bronze and Iron Ages <ul style="list-style-type: none"> Detailed setting description Non-chronological report 	Scrumdiddlyumptious Spaghetti, Spaghetti /Chocolate Cake Beginners Cook Book Charlie and the Chocolate Factory^A <ul style="list-style-type: none"> Poetry Instructional writing. Advert for a delicious treat 	Warrior! Romans on the Rampage Meet the Ancient Romans <ul style="list-style-type: none"> Historical narrative Biography 	Rock and Rumbles Escape from Pompeii You are There, Pompeii 79 <ul style="list-style-type: none"> A newspaper report Re-write the story from first person narrative 	Urban Innovators Cartoon Kid Light (Science in a Flash series) <ul style="list-style-type: none"> Comic strips Explanation - light 	Blue Abyss Flotsam*^A Dear Greenpeace <ul style="list-style-type: none"> Formal and informal letters Write the story to go with the wordless book
Objectives to be covered	Year 3 <u>Vocabulary, Punctuation and Grammar:</u> <ul style="list-style-type: none"> Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because Use headings and sub-headings to aid presentation <u>Composition:</u> <ul style="list-style-type: none"> Plan writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary Plan writing by discussing and recording ideas within a given structure Draft and write in narratives, creating settings, characters and plot Draft and write non-narrative material, using headings and sub-headings to organise texts Year 4 <u>Vocabulary, Punctuation and Grammar:</u> <ul style="list-style-type: none"> Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair Use fronted adverbials e.g. Later that day, I heard the bad news Use commas after fronted adverbials <u>Composition:</u> <ul style="list-style-type: none"> Plan writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary Plan writing by discussing and recording ideas Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) Draft and write non-narrative material, using simple organisational devices Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	Year 3 <u>Vocabulary, Punctuation and Grammar:</u> <ul style="list-style-type: none"> Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box Use headings and sub-headings to aid presentation <u>Composition:</u> <ul style="list-style-type: none"> Plan writing by discussing and recording ideas within a given structure Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2) Draft and write non-narrative material, using headings and sub-headings to organise texts Read own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Year 4 <u>Vocabulary, Punctuation and Grammar:</u> <ul style="list-style-type: none"> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair Use fronted adverbials e.g. Later that day, I heard the bad news Use commas after fronted adverbials <u>Composition:</u> <ul style="list-style-type: none"> Plan writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary Plan writing by discussing and recording ideas Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) Draft and write non-narrative material, using simple organisational devices Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	Year 3 <u>Vocabulary, Punctuation and Grammar:</u> <ul style="list-style-type: none"> Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in Begin to use paragraphs as a way to group related material Begin to use inverted commas to punctuate direct speech <u>Composition:</u> <ul style="list-style-type: none"> Plan writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary Draft and write by organising writing into paragraphs as a way of grouping related material Draft and write in narratives, creating settings, characters and plot Year 4 <u>Vocabulary, Punctuation and Grammar:</u> <ul style="list-style-type: none"> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair Use fronted adverbials e.g. Later that day, I heard the bad news Use commas after fronted adverbials Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use paragraphs to organise ideas around a theme Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas <u>Composition:</u> <ul style="list-style-type: none"> Plan writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write by organising paragraphs around a theme Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose 	Year 3 <u>Vocabulary, Punctuation and Grammar:</u> <ul style="list-style-type: none"> Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in Begin to use paragraphs as a way to group related material Begin to use inverted commas to punctuate direct speech <u>Composition:</u> <ul style="list-style-type: none"> Draft and write in narratives, creating settings, characters and plot Draft and write by organising writing into paragraphs as a way of grouping related material Evaluate and edit by assessing the effectiveness of own writing Year 4 <u>Vocabulary, Punctuation and Grammar:</u> <ul style="list-style-type: none"> Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair Use fronted adverbials e.g. Later that day, I heard the bad news. Use commas after fronted adverbials Use paragraphs to organise ideas around a theme Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas <u>Composition:</u> <ul style="list-style-type: none"> Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose Draft and write by organising paragraphs around a theme Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements 	Year 3 <u>Vocabulary, Punctuation and Grammar:</u> <ul style="list-style-type: none"> Form nouns using a range of prefixes e.g. super-, anti-, auto- Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of Use headings and sub-headings to aid presentation <u>Composition:</u> <ul style="list-style-type: none"> Plan writing by discussing and recording ideas within a given structure Draft and write non-narrative material, using headings and sub-headings to organise texts Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly Year 4 <u>Vocabulary, Punctuation and Grammar:</u> <ul style="list-style-type: none"> Understands the grammatical difference between plural and possessive -s Use apostrophes to mark plural possession e.g. the girl's name, the girls' names Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <u>Composition:</u> <ul style="list-style-type: none"> Plan writing by discussing and recording ideas Draft and write non-narrative material, using simple organisational devices Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials 	Year 3 <u>Vocabulary, Punctuation and Grammar:</u> <ul style="list-style-type: none"> Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in Begin to use paragraphs as a way to group related material Begin to use inverted commas to punctuate direct speech <u>Composition:</u> <ul style="list-style-type: none"> Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2) Draft and write in narratives, creating settings, characters and plot Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly Year 4 <u>Vocabulary, Punctuation and Grammar:</u> <ul style="list-style-type: none"> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair Use fronted adverbials e.g. Later that day, I heard the bad news. Use commas after fronted adverbials Use paragraphs to organise ideas around a theme Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas <u>Composition:</u> <ul style="list-style-type: none"> Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbial
	Year 3: Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks') Year 4: Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial					

UKS2	Beating Heart Pig Heart Boy Anatomy: A Cutaway Look Inside the Human Body <ul style="list-style-type: none"> Narrative: rewrite a section of the story Balanced argument 	Revolution Street Child[^] A Christmas Carol <ul style="list-style-type: none"> Workhouse stories Character descriptions of the ghosts Victorian job applications. 	Darwin's Delights What Mr Darwin Saw Skellig[^] <ul style="list-style-type: none"> Biography of Charles Darwin Write from Skellig's point of view 	Pestilent Plagues Children of Winter[^] Plague (Sickening History of Medicine) <ul style="list-style-type: none"> Historical narrative. Non-chronological report Formal speech 	Hola Mexico! Holes[^] Day of the Dead – an animation <ul style="list-style-type: none"> Diary entries Informal letters Write the story of the animation 	Pyramids and Pharaohs Secrets of a Sun King The Genius of the Ancient Egyptians <ul style="list-style-type: none"> Write the next part of the story after chapter 8. Instructions to mummify a body. Persuasive holiday adverts
Objectives to be covered	<p>Year 5: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> 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 Use brackets, dashes or commas to indicate parenthesis <p><u>Composition:</u></p> <ul style="list-style-type: none"> Plan writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own Plan writing by noting and developing initial ideas, drawing on reading where necessary Plan writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining 	<p>Year 5: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly 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 <p><u>Composition:</u></p> <ul style="list-style-type: none"> Plan writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own Plan writing by noting and developing initial ideas, drawing on reading where necessary Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly Draft and write by linking 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 	<p>Year 5: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use commas to clarify meaning or avoid ambiguity Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must 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 <p><u>Composition:</u></p> <ul style="list-style-type: none"> Plan writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing 	<p>Year 5: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Understand verb prefixes e.g. dis-, de-, mis-, over- and re- Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must 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 <p><u>Composition:</u></p> <ul style="list-style-type: none"> Plan writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed Draft and write by précising longer passages Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2) 	<p>Year 5: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity <p><u>Composition:</u></p> <ul style="list-style-type: none"> Plan writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed Use different verb forms mostly accurately with consideration for audience and purpose Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing 	<p>Year 5: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must Use brackets, dashes or commas to indicate parenthesis <p><u>Composition:</u></p> <ul style="list-style-type: none"> Plan writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character Proof-read for spelling errors linked to spelling statements for year 5 Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity Evaluate and edit by assessing the effectiveness of own and others' writing
	<p>Year 6: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me) Link ideas within and across paragraphs using a wider range of cohesive devices: 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 ellipsis 	<p>Year 6: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms 	<p>Year 6: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me) 	<p>Year 6: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types Use the colon to introduce a list and semi-colons within lists Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover 	<p>Year 6: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me) Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text Use expanded noun phrases to convey complicated information concisely 	<p>Year 6: <u>Vocabulary, Punctuation and Grammar:</u></p> <ul style="list-style-type: none"> Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text Use bullet points to list information Use expanded noun phrases to convey complicated information concisely

<ul style="list-style-type: none"> • Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text • Use bullet points to list information • Use expanded noun phrases to convey complicated information concisely <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Plan writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • Plan writing by noting and developing initial ideas, drawing on reading and research where necessary • Plan writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed • Integrate dialogue to convey character and advance the action • Draft and write narratives, describing settings, characters and atmosphere • Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables 	<p>such as 'If I were' or 'Were they to come' in some very formal writing and speech</p> <ul style="list-style-type: none"> • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Link ideas within and across paragraphs using a wider range of cohesive devices: 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 ellipsis <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Plan writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • Plan writing by noting and developing initial ideas, drawing on reading and research where necessary • Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure) 	<ul style="list-style-type: none"> • Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text • Use expanded noun phrases to convey complicated information concisely <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Plan writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed • Draft and write narratives, describing settings, characters and atmosphere • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2) • Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis • Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables • Integrate dialogue to convey character and advance the action • Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing 	<ul style="list-style-type: none"> • Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me) • Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Draft and write by accurately précising longer passages • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2) • Draft and write narratives, describing settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Distinguish between the language of speech and writing and choosing the appropriate register • Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear • Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural 	<p><u>Composition:</u></p> <ul style="list-style-type: none"> • Plan writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed • Draft and write narratives, describing settings, characters and atmosphere • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2) • Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables • Integrate dialogue to convey character and advance the action • Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing 	<p><u>Composition:</u></p> <ul style="list-style-type: none"> • Draft and write narratives, describing settings, characters and atmosphere • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2) • Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables • Integrate dialogue to convey character and advance the action • Proof-read for spelling errors linked to spelling statements for year 6 • Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens • Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning • Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2) 	
<p>Year 5: Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p> <p>Year 6: Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points</p>						

*DES Book Write unit planning available

^Literacy Shed Plus writing planning available

Vocabulary, Punctuation and Grammar (NC English Appendix 2)

Detail of content to be introduced

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	How words can combine to make sentences Joining words and joining clauses using and	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Text	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for Pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points