



ELP: Writing Progression Document
Writing Intent, Implementation and Impact



Guidance for using this document:

This document has been produced to support the development of pupils writing skills within Exceed Learning Partnership Academies. It has been produced in order to ensure that gaps in learning within writing are identified and secured in order for pupils to make progress in writing as they progress through the academy

Intent:

The writing intent has been identified for all year groups within this document. English Subject Leaders will use the document in order to ensure that the sequence of learning within the teaching of writing is delivered across the academy and outcomes are secured for all pupils within all year groups. Where pupils have gaps in learning, the document will be used to identify the stage of pupil learning and the next steps within the sequence in order to ensure that pupils make progress and close these gaps.

Implementation:

All teachers and Support staff will implement the document and use as the basis for planning and delivery within the year group. The transcriptional skills and compositional skills have been outlined for each year. Each year group has been broken down into three stages which need to be secured throughout the year. These can be broken down into termly learning.

The Generic Outcomes relating to all areas of used have been identified for each year group. These should be drawn upon when planning all writing teaching sequences. It is the embedding of these skills in particular which will have the greatest impact on pupil outcomes and allow them to make secure progress in their writing.

Using the document: The key component knowledge has been identified under these headings for each year group

Transcriptional – Phonics application, Handwriting, spelling	Knowledge components – grammar and punctuation	Composition (disciplinary knowledge)
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Terminology: marks, letters, line, circle, shape, grip, hold (example)

Text Types: Narrative and Non Narrative

Sentence Types

Impact

The Generic outcomes will be used to evaluate the progress a child has made to secure these outcomes. These will be assessed on independent pieces of writing and targets will be identified each half term for pupil learning. Each term, every year group will moderate the outcomes of the assessment for accuracy of judgements. The exemplification materials will be used to moderate learning against in order to ensure that expectations and judgements are secure.

External moderation will take place in statutory year groups.

Foundation Stage 1: Nursery

Terminology: marks, letters, line, circle, shape, grip, hold

	Transcriptional – Phonics application, Handwriting, spelling	Knowledge components – grammar and punctuation	Composition (disciplinary knowledge)
Stage 1	<p>To make marks on large gross motor and small scale as they draw and paint using a range of tools.</p> <p>Phonics: Aspect 1 – General sound discrimination – environmental Aspect 2 – General sound discrimination – instrumental sounds Aspect 3 – General sound discrimination – body percussion Aspect 4 – Rhythm and rhyme</p>	<p>W 0.1 Understand that print has meaning</p>	<p>C 0.1 Holds a crayon/brush/pencil/chalk to make marks, making connections to movement and marks they make.</p> <p>Point to writing/letters in a book Find their name card recognise their first name Pointing to words on a walk around setting in areas During book talk adults modelling explicitly text, pictures, left to right</p>
Stage 2	<p>To hold a tripod to make marks with more controlled movements, closed shapes, lines, circles in large and small motor scale.</p> <p>Phonics: Aspect 5 – Alliteration Aspect 6 – Voice sounds Aspect 7 – Oral blending and segmenting</p> <p>Identify some sounds that are similar – hard sounds p/d, h discriminates auditory g from a y. Assess them can they discriminate those letters that are the same and not the same sorting. (create simple diagnostic assessment) Begin phase 2 first set of sounds s,a,t,l,p,n.</p>	<p>Begin to make marks to ascribe meaning e.g. a letter/mark for their first name when labelling their drawing/painting/learning</p>	<p>Pupils beginning to ascribe some meaning to marks they make.</p> <p>Orally model and trace/practice name writing, forming letters Pupils adding marks to label/name their learning Large gross motor and fine motor with different writing implements chalk, water with a large brush, paint, in the sand, tripod pen/pencil...</p>
Stage 3	<p>To hold a pencil between 2 fingers and their thumb and use it with good control. To copy some letters e.g. from their name. To write some letters accurately.</p> <p>Phonics: Recognise several GPC's grapheme/phoneme correspondences</p> <p>Aspect 7 – Oral blending and segmenting Phonics intent for teaching sequence of Phase 2 phonemes</p>	<p>Begin to form some recognisable letters (linked to name/taught phonics) Understand print goes from left to right Write recognisable letters of own name (first name)</p>	<p>Name tracing/writing daily</p> <p>Labelling their name on learning, drawings/paintings</p> <p>Forming correct grapheme to match a noun's initial sound e.g. sound bag object e.g. s for sock, sausage, sun..</p>

Foundation Stage 2: Reception

Terminology	Letter, line, flick out, word, finger space.		
	Transcriptional – Phonics application, Handwriting, spelling	Knowledge components – grammar and punctuation	Composition (disciplinary knowledge)
Stage 1	<p>To write recognisable letters linked to the phonics sessions and daily practise of linear/curved patterns needed at fine motor level. Any child still needing gross motor control has this as an intervention.</p> <p>Phonics – phase 2 sounds, phase 2 tricky words. By end of Autumn all children should be secure at recognising all phase 2 phonemes and be able to read the tricky words. Children should be able to blend and segment phase 2 words and begin to write these using GPC with some correctly formed letters.</p>	<p>Begin to write CVC applying taught phonemes Phase 2. e.g. set 1: sat, pat, pin, tin, nip, sip, tip, tap, nap, tan, pan and then the next sets.</p> <p>Autumn 2</p> <p>Children begin to write 3/4 word sentences with correct spacing (e.g. when explicitly modelled, dictated 'The big dog'.</p>	<p>Children can write simple lists and labels using some correctly formed letters and correct GPC's (e.g for cvc words or the initial and end phonemes). Model how to say a basic label and write (explicitly segmenting and writing).</p>
Stage 2	<p>To write letters accurately linking to letter families, refining the formation so every letter is formed correctly.</p> <p>Pupil begin to record all letters with the cursive 'flick out'.</p> <ol style="list-style-type: none"> 1. Long ladders (down and off in another direction) – l, i, j, t, u, y. 2. One armed robots (down and retrace upwards) – b, h, k, m, n, p, r. 3. Curly Caterpillars (anti-clockwise round) – c, a, d, e, g, o, q, f, s. 4. Zig Zag letters- v, w, x, z. <p>Phonics – phase 3. By the end of Spring children should recognise all phase 2 and phase 3 phonemes and use correct GPC's to segment and write words. Children should be able to read all phase 2 and phase 3 tricky words, and spell all phase 2 tricky words, using correctly formed letters.</p>	<p>Use finger spaces between words in a 3-4 word caption.</p>	<p>Children write a simple short sentence when modelled with increasing accuracy. e.g. Dictation sentences applying taught GPC grapheme and phoneme correspondence and taught common exception words linked to an image, prop, short video, character from text.</p>
Stage 3	<p>Continue with daily handwriting, repeating again the letter families.</p> <p>Pupils record almost all letters with the cursive 'flick out'.</p>	<p>Begin to introduce pupils so that they begin to use capital letters and full stops (to those children who are ready).</p>	<p>Children write 2-3 simple sentences accurately so that they can be read. e.g. To retell 3 parts of a well-known story. To describe a noun/animal/character. To write a message to someone else. To write a 3 line poem e.g Red is...</p>

Year 1

	Transcriptional – Phonics application, Handwriting, spelling	Knowledge components – grammar and punctuation	Composition (disciplinary knowledge)
Terminology	letter, capital letter word, singular plural sentence punctuation, full stop question mark, exclamation mark		
Stage 1	<p>Daily handwriting practise linked to letter families, to form all lower-case letters correctly in the correct direction. Letter names to be taught alongside letter formation in letter families.</p> <ol style="list-style-type: none"> 1. Long ladders (down and off in another direction) – l, i, j, t, u, y. 2. One armed robots (down and retrace upwards) – b, h, k, m, n, p, r. 3. Curly Caterpillars (anti-clockwise round) – c, a, d, e, g, o, q, f, s. 4. Zig Zag letters- v, w, x, z. <p>Autumn 2</p> <p>To form capital letters, positioned correctly on the line.</p> <p>To spell words containing each of the 40+ phonemes already taught</p> <p>To spell Year 1 common exception words</p>	<p>Letter names to be taught and pupils begin to apply into writing for the pronoun I. e.g. I see a dog. I can see the ship. I go to the shop.</p> <p>Pupils use finger spaces accurately between words in a 3-5 word sentence.</p> <p>Pupils use capital letters for the start of a sentence accurately.</p> <p>Pupils use full stops to mark the end of a sentence accurately.</p> <p>Teach so that pupils write nouns applying their phonic taught patterns. (could write labels on post-it notes and label things around school, application of phonics etc.</p> <p>Pupils use capital letters for proper nouns and the pronoun 'I'.</p>	<p>Pupils write simple sentences with 3-5 words in through dictation. E.g. Orally rehearse a sentence Count the words Write the sentence Read for sense Count the words Edit as needed</p> <p>Pupils write to describe using 2-3 simple sentences e.g. describe a character from their book, describe an object, write a little book about old toys, write a simple poem with a repeated phrase.</p>
Stage 2	<p>Daily handwriting practise linked to phonics and spelling patterns (see phonics approach appendix 2)</p> <p>All lower case letters and capital letters to be formed correctly with the lead in and flick out formed.</p> <p>Recap with pupils forming lower case letters so all have the lead in and flick out.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Name the letters of the alphabet in order.</p>	<p>Pupils write 3-4 sentences using spaces between words, a capital letter and full stops with increased accuracy.</p> <p>Pupils use the conjunctions and/ then to join two sentences together. I went to the shop then to the park. I like chicken and chips.</p> <p>Teach verb and adjectives so that pupils apply into sentences. E.g. A big dog ran. The pink pig sat. The green frog is jumping.</p> <p>Teach prefix un and link to verb and adjective so pupils can apply this prefix to words e.g. unhappy, unlock, unfair, undo (see phonics approach)</p>	<p>Pupils write 3/4 sentences in a meaningful sequence. E.g. write sentences by:</p> <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives/fairy tales - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read aloud their writing clearly enough to be heard by their peers and the teacher.
Stage 3	<p>Daily handwriting practise linked to phonics and spelling patterns accurately applied by pupils in their writing. (see phonics approach appendix 2).</p>		

	<p>Recap and embed: All lower case letters with the lead in and flock out and capital letters to be formed correctly.</p> <ul style="list-style-type: none"> - Teach –s –es plurals when no change to the root word (see phonics approach) - Teach suffixes – ing, -ed, -er, -est when no change to root word (see phonics approach) 	<p>Pupils begin to use exclamation marks with some accuracy.</p> <p>Pupils begin to use a question mark with some accuracy.</p>	<p>Pupils write 4-5 sentences into a meaningful sequence accurately that include the main Y1 knowledge components.</p> <p>e.g. Applying strategies above with increased accuracy to write a story retell sequence with 1 simple adaption, to describe the main character, to write 4-5 simple instructions linked to D&T/PSHE, to respond to questions about text they have read e.g. write a simple prediction.</p> <p>Compose a 4 line verse of a poem with simple rhyming couplets on the 2nd and 4th lines.</p>
<p>Text Types Narrative</p>	<p>Narrative – Stories with familiar settings</p> <ul style="list-style-type: none"> • Order events and write sentences clearly linked to beginning middle and end • Simple written description of characters and setting using a range of carefully chosen adjectives. • Use different sentence openers and story language e.g once upon a time, later that day etc • Use time adverbials to sequence and order sentences. • Be aware of which tense they're writing in. <p>Narrative - Stories with predictable and patterned language (As stories with familiar settings)</p> <ul style="list-style-type: none"> • Use a familiar patterned story as a model for writing. • Use drama to explore alternative ways to complete the story. • Write own ideas for the middle of the story independently, for example a repeated refrain or a catchphrase for a particular character. • Write own lines or sentences using a pattern from the story. <p>Narrative – Traditional Tales (As stories with familiar settings)</p> <ul style="list-style-type: none"> • Select a story to retell • Write a version of the story retelling in their own words using a series of sentences to sequence events. <p>Narrative – Stories about Fantasy World (As stories with familiar settings)</p> <p>Read stories about fantasy worlds, for example imaginary lands, space, animal homes</p> <ul style="list-style-type: none"> • Write about a significant incident from the story that was performed. 		
<p>Recount</p>	<p>Recount – letter, diary</p> <ul style="list-style-type: none"> • Recount first hand experiences or role-played events verbally and written • Understand order of events • Begin to include 'who, what, when why' to add detail to recount • Order pictures, captions and sentences correctly • Begin to include the 5 senses • Start to use descriptive language including the use of expanded noun phrases and some simple ly adverbs • Use time adverbials such as first, then, next to order and sequence writing 		

Instructions	Instructions – Recipe, How to catch a polar bear <ul style="list-style-type: none"> • Write each instruction on a different line • Sequence instructions in the correct order, beginning to use numbers Use time adverbials to sequence and order instructions • Begin to add precise language to improve instruction • Use imperative (bossy) verbs
Information Text	Information Text – Fact or Fiction <ul style="list-style-type: none"> • Create a fact file about a theme using key features of a non-chronological report e.g title, sub-heading • Begin to use sub-headings to organise writing • Discuss and then write down facts in sentences - • Begin to use conjunctions to elaborate facts • Use topic vocabulary • Label and caption pictures / photos
Poetry	Using Senses Pattern and Rhyme Poems on a theme

A. *Generic* sentence (and text) level entitlement.

These *generic* outcomes relate to *all* writing. They should be drawn on when planning just about every sequence of writing. It is the embedding of these skills in particular that is likely to have the greatest impact. **The *High Impact Learning Goals* © are integral to the generic entitlement.**

Year 1

Ensure pupils can:

- Orally rehearse a sentence and commit it to memory.
- Recognise when a sentence makes sense.
- Write three or four meaningful simple sentences in sequence. **(While it is desirable that pupils write at greater length, please not at the expense of technical accuracy and automaticity!)**
- Consistently use a capital letter and full stop to demarcate each sentence.
- Leave appropriately sized spaces between words.
- Join two sentences using *and* or *then* to make a compound sentence. **(Y2 NC) *High Impact Learning Goal 4* ©**

NC 2014 Sentence, text and Punctuation

How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*

Sequencing **sentences** to form short narratives

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** /

Terminology

letter, capital letter

word, singular, plural

sentence

punctuation, full stop, question mark, exclamation mark

Year 2

	Transcriptional – Phonics application, Handwriting, spelling	Knowledge components – grammar and punctuation	Composition (disciplinary knowledge)
Terminology	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma		
Stage 1	<p>Revisit the phase 5 spelling rules and alternative pronunciations in handwriting patterns daily. (see phonics approach document)</p> <p>In daily handwriting to begin to join letters with the diagonal and horizontal strokes to join.</p> <p>To embed capital letter formation and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>To spell by segmenting spoken words into phonemes and representing these with graphemes, spelling many correctly.</p> <p>In spelling, include practising a few common homophones.</p> <p>Learning to spell Y2 common exception words.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly .</p>	<p>Write sentences using capital letters, finger spaces, full stops accurately.</p> <p>Pupils write simple statement sentences accurately. The cat was black. The fire blazed for days.</p> <p>Pupils write question sentences (who, what, where, when, how, has). Who was King during the Fire of London? What did they try to stop the fire? Where did the fire start? When did the fire start? How do we know about the fire? Has this happened again since? Why did the fire spread so quickly?</p> <p>Pupils write simple command sentences linked to writing instructions. Knead the bread for 5 minutes. Put the bread rolls into the hot oven.</p> <p>Pupils use expanded noun phrases in their writing with increased independence (determiner, adjective, noun) The terrified men... A delicious bread roll</p> <p>For children who are applying the above independently extend so that they could add 2 adjectives – The terrified, exhausted men A delicious, warm bread roll</p> <p>Pupils to use coordinating conjunctions – or, and, but to extend and join 2 simple sentences.</p>	<p>Write simple narrative with beginning, middle, end or a simple description e.g. a character, an artefact</p> <p>Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - Retelling narratives about personal experiences and those of others (real and fictional) - consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence <p>Pupils can write about real events e.g. using the above strategies to support and plan their writing.</p> <p>In addition, teach and model explicitly for pupils so that they can:</p> <ul style="list-style-type: none"> - make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <p>Pupils are able to plan and write a simple poem with a 2 simple verse with repeated refrains/ rhyming couplets on the 2nd and 4th lines of each verse.</p>
Stage 2	In daily handwriting to link to the spelling patterns being taught.	<p>You could spread jam or butter on the bread roll. Stir in flour and yeast. Put the bread in the oven but be careful! It is hot.</p>	Write retell a narrative with beginning, middle, end or a simple description changing 1 element e.g. the character, the setting, the middle dilemma or ending.

	<p>To join letters with the diagonal join strokes with more accuracy.</p> <p>Learning to spell more words with contracted forms.</p> <p>Learning the possessive apostrophe (singular).</p> <p>Learning to spell Y2 common exception words most accurately.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Pupils begin to use commas for lists. I like apples, pears and oranges. You will need scissors, glue and tape.</p> <p>Pupils begin to use subordinating conjunctions – when, if, that, because, to extend their sentences in narrative and non-narrative pieces of writing. e.g. When the fire started it quickly spread out of control. If it had rained that month the fire would not have spread so quickly. We know about the fire of London because Samuel Pepys kept a diary.</p> <p>Pupils show their understanding of verbs and are beginning to apply this into their writing. A verb is a doing and being word – remind children have, is, was are all verbs.</p> <p>Pupils understand and use exclamation sentences when it is appropriate in their writing. Starts with what/how, has a verb and ends in an exclamation mark... What a terrible fire it was! How awful the damage was! What a delicious bread cake it is!</p> <p>Pupils are beginning to understand and use past and present tense (and the spelling rules for past tense) in their writing.</p>	<p>Pupils should be taught to: develop positive attitudes towards and stamina for writing by using the above strategies and in addition to these the following below: Teachers should model (use think alouds when writing) to show pupils how to:</p> <ul style="list-style-type: none"> - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear. - <p>Pupils can write about real events in different ways e.g. write a simple diary account linked to a current event or past event (Samuel Pepy’s diary, A visit day) e.g. using the above strategies to support and plan their writing.</p> <p>In addition teach and model explicitly for pupils so that they can:</p> <ul style="list-style-type: none"> - make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
<p>Stage 3</p>	<p>In daily handwriting to link to the spelling patterns being taught.</p> <p>To correctly join letters with the diagonal join strokes for lowercase letters.</p> <p>Learning to spell all Y2 common exception words accurately.</p> <p>Distinguishing between homophones and near-homophones e.g. bee/ bee.</p>	<ul style="list-style-type: none"> - just add -ed (ends in two consonants) - has a short vowel sound (a, e, i, o, u) so double the consonant before adding –ed - swap the ‘y’ for an ‘i’ before adding –ed - drop the ‘e’ before adding ‘ed’ <p>Pupils are beginning to show their understanding and applying simple contractions correctly with the correct use of an apostrophe. don’t, can’t, couldn’t, I’m, he’ll</p>	<p>Pupils are able to apply taught knowledge components to write for different purposes e.g. a letter to invite a Governor to visit, the sequence to make their moving vehicle, a set of instructions to make Mr Grimley’s sandwich...</p> <p>Pupils can write 12-20 accurate sentences with key knowledge components applied to add interest whilst not effecting the flow of their writing.</p>

	<p>Blew/blue. Night/knight. One/won. Quite/quiet. Bare/bear.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Pupils show understanding and are beginning to use simple contractions for singular possession. Mr Grimley's delicious packed lunch was stolen again!</p> <p>Pupils are using some ly adverbs when writing sentences. quickly, slowly, carefully, silently, sneakily,</p> <p>Pupils should begin to select appropriate nouns e.g. Dalmatian instead of dog to edit their writing and improve sentences.</p>	
<p>Text Types Narrative</p>	<p>Narrative – Stories with familiar settings</p> <ul style="list-style-type: none"> • Discuss the plot line and begin to show cohesion between the beginning, middle and end • Begin to start paragraphing to section the story • Written description of character including describing their personality using expanded noun phrases. • Describe the setting using a range of adjectives and adverbs. • Show an awareness of the reader by writing in a specific style. • Write in a consistent tense. <p>Narrative – Traditional Stories (As familiar settings)</p> <p>Narrative – Different Stories from the same author (As familiar settings)</p> <ul style="list-style-type: none"> • Write about a character created by one of the authors they have read • Write a sustained story about this character • Supported writing in using third person and past tense consistently <p>Narrative – Extended Stories/ Significant authors</p> <ul style="list-style-type: none"> • Children work independently to plan and write their own sustained story with a logical sequence of events. They include elements from reading, for example • Plan and write own sustained story with a logical sequence of events • To begin to include elements from reading. e.g characterisation, setting, story language, and add detail and dialogue to sustain the reader's interest 		
<p>Instructions</p>	<p>Instructions</p> <ul style="list-style-type: none"> • Write instructions continuing to use numbers correctly • Create and use an introduction • Use captions, pictures, diagrams and labels • Use precise language to improve instruction as well as subject specific vocabulary • Use commands with imperative verbs • Use adverbs to add detail 		

Non – chronological report	<p><u>Non-chronological Report</u></p> <ul style="list-style-type: none"> • Begin to organise fact file in an appropriate layout with key features of a non-chronological report e.g title, sub-headings etc • Begin to organise information in a logical way with paragraphs of writing that relate clearly to the sub-headings. • Use questions for sub-headings • Use a wide range of conjunctions to add further detail to facts. • Write in paragraphs • Use topic vocabulary • Discuss the purpose of the report
Information Text	<p><u>Information Text</u></p> <ul style="list-style-type: none"> • Make simple notes from non-fiction texts, for example key words and phrases, page/web references, headings, to use in subsequent writing. • Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate.. • Draw on knowledge and experience of texts in deciding and planning what and how to write. • Maintain consistency in non-narrative, including purpose and tense. • Create an alphabetically ordered dictionary or glossary of special interest words.
Poetry	<p><u>Patterns on a Page (Rhyming couplet)</u></p> <p><u>Really Looking (Descriptive prose based on closely observed experience)</u></p> <p><u>Silly Stuff (Riddles, Language puzzles, jokes, nonsense sentences)</u></p>

Year 2 Sentence types

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 2	All the Ws	<p>Would there ever be another opportunity like this one?</p> <p>Who would take over this role now?</p> <p>What if you had all of the money in the world?</p> <p>Why do zebras have stripes?</p>	<ul style="list-style-type: none"> - Your short sentence must start with one of the following W words: - Who? What? When? Where? Why? Would? Was? What if? 	<ul style="list-style-type: none"> - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command p. 75 (English Appendix 2) - Learn how to use sentences with different forms: statement, question, exclamation, command. p.32 (LKS2 programme of study)
	List sentences	<p>It was a dark, long, leafy lane.</p> <p>She had a cold, cruel cackle.</p> <p>It was a cold, wet, miserable Wednesday afternoon.</p> <p>His hair was long, brown and unwashed.</p>	<ul style="list-style-type: none"> - A list sentence must have 3 or 4 adjectives before the noun. Use <i>and</i> between the final 2 adjectives. 	<ul style="list-style-type: none"> - Commas to separate items in a list p. 76 (English Appendix 2) - expanded noun phrases to describe and specify [for example, the blue butterfly] - p. 32 (LKS2 programme of study)
	Short	<p>Oh no!</p> <p>Then it happened.</p> <p>He stopped.</p> <p>Everything failed.</p> <p>The door opened.</p> <p>What's wrong?</p>	<ul style="list-style-type: none"> - 1-3 word sentences possibly with an exclamation mark or question mark. <p>Begin to discuss exclamations, questions, statements and commands with the children.</p>	<ul style="list-style-type: none"> - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command p. 75 (English Appendix 2) - Learn how to use sentences with different forms: statement, question, exclamation, command. p.32 (LKS2 programme of study)
	BOYS Sentences	<p>He was a friendly man most of the time, but he could become nasty.</p> <p>He could be really friendly or he could be really miserable.</p> <p>It was a beautiful morning for a walk so he set off quite happily.</p>	<ul style="list-style-type: none"> - A B.O.Y.S sentence is a two-part sentence. The first part of the sentence <u>always</u> ends with a comma (,) and the last part <u>always</u> begins with a connective. 	<ul style="list-style-type: none"> - using conjunctions, adverbs and prepositions to express time and cause p.40 (English Appendix 2) - Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2)

Year 2

In addition to Y1 outcomes, ensure pupils can:

- Write between 12 and 20 sentences in sequence.
- Always plan and write with a beginning, middle and end.
- Write using a variety of simple and compound sentences, joined with simple conjunctions e.g. *and, then, but, or*. **High Impact Learning Goal 4 ©**
- Write sentences using *because, if, when*. **High Impact Learning Goal 4 ©**
- Use exclamation marks and question marks correctly.
- Write questions beginning with *who, what, where, when, how, has...*
- Improve a noun phrase by adding one or more adjectives and/or replacing/strengthening the noun with an alternative noun. **High Impact Learning Goal 1 ©**
- Select and use alternative verbs. **High Impact Learning Goal 2 ©**
- Use *ly* adverbs in association with verbs. **High Impact Learning Goal 3 ©**

NC 2014 Sentence, text and Punctuation

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

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*]

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*]

Terminology

noun, noun phrase

statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present)

apostrophe, comma

Year 3

	Transcriptional – Phonics application, Handwriting, spelling	Knowledge components – grammar and punctuation	Composition (disciplinary knowledge)
Terminology	preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)		
Stage 1	<p>Handwriting to be taught x3 weekly and linked to the phase 5 alternative spelling patterns (see phonics approach)</p> <p>To increase legibility, consistency and quality in handwriting when joining all lower-case letters.</p> <p>Know which letters, when adjacent, are best left not joined.</p> <p>Revisit common exception word spellings for year 2 in Autumn 1</p> <ul style="list-style-type: none"> - Spelling focus 1: adding prefix dis-, in-, - Spelling focus 2: add im- to root words beginning with m or p - Spelling focus 3: adding suffix –ous and the rule of drop the ‘e’ before adding –ous <p>To spell homophones: there/their, no/know, write/right, where/wear, meet/meat, great/grate, break/brake, week/weak</p> <p>Write from memory simple sentences, or dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Conjunctions with a comma to separate clauses: when, if, because, that.</p> <p>Extend a noun to a prepositional phrase: The apple was <u>under</u> the table. The glider flew <u>through</u> the air.</p> <p>Consistency of tense and person Adverbs for when: afterwards , again , beforehand, early later , never, now often recently, soon , then, today. tomorrow yesterday.</p> <p>Adverbs for where: above, around, away, below, downstairs, everywhere, here, inside, outside, there, up, upstairs, wherever.</p> <p>Adverbs for how: angrily, anxiously, cautiously, cheerfully, crossly, cruelly etc</p> <p>Use of pronouns for clarity: it, they, her etc</p> <p>Inverted commas for speech: “Hello,” said the boy. The boy said, “Hello.”</p> <p>Use a comma to separate a list</p>	<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others’ writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Stage 2	<p>Handwriting to be taught x3 weekly linked to spelling rules being taught (focus 4-8).</p> <p>Letters are consistent in size and formation accurately joined.</p> <p>Capital letters are the correct size relative to lower case.</p> <p>Learning to spell Y3 common exception words most accurately.</p>	<p>By Summer term children should be writing 3 paragraphs</p> <p>To add a degree of intensity with –ly adverbs: extremely, completely, totally, absolutely, really, (very, quite,) fairly.</p> <p>Select alternative and effective verbs</p>	

	<ul style="list-style-type: none"> - Spelling focus 4: add suffix –ly to make a root word an adverb (if the word ends in a y change to an ‘i’ before adding ly) - Spelling focus 5: words ending in –ture - Spelling focus 6: adding –ation to verbs to form nouns (if a verb ends in a consonant we usually just add –ation, if verb ends in ‘e’, drop the ‘e’ before adding –ation) - Spelling focus 7: words with the ‘c’ sound spelt ch - Spelling focus 8: Words with the sh sound spelt ch <p><u>To spell a wider range of homophones accurately:</u> whether/weather, ball/bawl, not/knot, plain/plane, scene/seen, hear/here, be/bee, male/mail</p>		
<p>Stage 3</p>	<p>Handwriting to be taught x3 weekly linked to spelling rules being taught (focus 9-15).</p> <p>Letters are consistent in size and formation accurately joined.</p> <p>Capital letters are the correct size relative to lower case.</p> <p>Spell Y3 common exception words accurately.</p> <ul style="list-style-type: none"> - Spelling focus 9: Adding the suffix –ion (if the root word ends in t just add –ion, if it ends in te, drop the e before adding –ion) - Spelling focus 10: Adding the suffix –ian - Spelling focus 11: Adding the prefix re-, - Spelling focus 12: Adding the prefix anti- - Spelling focus 13: Adding the prefix super- - Spelling focus 14: Adding the prefix sub- - Spelling focus 15: The short ‘i’ sound spelt ‘y’ 		

Text Types Narrative	<p>Narrative – Stories with Familiar Settings</p> <ul style="list-style-type: none"> • Plan and write using consistent past tense. • Write using three paragraphs: opening, problem and solution • Describe settings using noun phrases, similes, alliteration, onomatopoeia. • Develop characterisation using noun phrases, adverbs, alternative verbs • Discuss and agree setting as a class using a model <p>Narrative – Traditional Stories (As familiar settings)</p> <ul style="list-style-type: none"> • Stories looked at/rewritten are likely to be familiar. • Features of a traditional tale are evident e.g. magic, creatures, moral <p>Narrative – Adventure & Mystery (As familiar settings)</p> <ul style="list-style-type: none"> • Discuss and agree setting / story line as a class. - Focus on action. • Introduce short sentences to build tension.
Instructions	<p>Instructions</p> <ul style="list-style-type: none"> • Emphasis on the sequencing of events (numbers, bullet points, adverbials) • Instructions include all features of the text type • Know the purpose and language is chosen carefully • Different audiences are explored
Non-chronological report	<p>Non – chronological report</p> <ul style="list-style-type: none"> • Create a subject specific Information text with research • Organise logically with the correct features • Use concise, accurate language • Know the purpose of the report
Information Text	<p>Information Text</p> <ul style="list-style-type: none"> • Research a particular area (based on own interest or wider curriculum) using reference materials (books, IT sources). • Locate, read and note relevant information. Decide how to present information and make informed choices by using structures from different text types. • Read and evaluate a wide range of simple persuasive texts, explaining and evaluating responses orally. • Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose.
Poetry	<p>Poems to Perform</p> <p>Shape Poetry and Calligrams</p> <p>Language Play (Play with language) Puns, riddles, nonsense verse, pace and expression</p>

Year 3 Sentence types

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 3	BOYS Sentences	He was a friendly man most of the time, but he could become nasty. He could be really friendly or he could be really miserable. It was a beautiful morning for a walk so he set off quite happily.	<ul style="list-style-type: none"> - A B.O.Y.S sentence is a two-part sentence. The first part of the sentence <u>always</u> ends with a comma (,) and the last part <u>always</u> begins with a connective. 	<ul style="list-style-type: none"> - using conjunctions, adverbs and prepositions to express time and cause p.40 (English Appendix 2) - Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2) -
	As –ly	As the rain came down heavily , the children ran for shelter. As the wind screamed wildly , the lost giant lumbered along the path. As the water heats up quickly , a change of state happens called ‘evaporation’.	<ul style="list-style-type: none"> - The first part of the sentence opens with an action description which starts with the word As... and ends with an adverb. - The second part of the sentence is a description of a related, and often consequential, action. 	<ul style="list-style-type: none"> - Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2) - Terminology for pupils: subordinate clause (English Appendix 2) -
	__ing, __ed.	Walking in the bush, she stopped at the sight of a crocodile facing her. Running near the beach, he halted as the ground gave way. Jumping quickly through the air, she landed on her feet before sprinting away	<ul style="list-style-type: none"> - The sentence must begin with a subordinate clause which begins with a verb ending in ‘ing’, followed by the location of the action. - Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening. 	<ul style="list-style-type: none"> - Terminology for pupils: subordinate clause (English Appendix 2) - Using conjunctions, adverbs and prepositions to express time and cause. p.40 (English Appendix 2)
	Doubly –ly ending	He swam slowly and falteringly . He rode determinedly and swiftly . He laughed loudly and heartily . He tiptoed quietly and carefully .	<ul style="list-style-type: none"> - The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out. 	<ul style="list-style-type: none"> - Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2)

Year 3

In addition to KS1 outcomes, ensure pupils can:

- Organise writing into at least 3 paragraphs (beginning/introduction, middle, end/summary/conclusion).
- Use a comma-separated list in a sentence. **(Y2 NC)**
- Include in their writing sentences using subordinating conjunctions *because, if, when*, using a comma appropriately to demarcate the clause (recognise the clause chunks). **High Impact Learning Goal 4 ©**
- Include *when, where, how* adverbs and adverbial phrases. **High Impact Learning Goal 3 ©**
- Include degree of intensity with -ly adverbs – *very, fairly, really*
- Select alternative and more effective verbs. **High Impact Learning Goal 2 ©**
- Extend a noun phrase by adding a prepositional phrase - *at, over, by, with, to, behind, before, under, near, without* **High Impact Learning Goal 1 ©**
- Write using consistency of tense and person **(Y2 NC)**
- Change the order of words in a sentence and modify to make it into a question.

NC 2014 Sentence, text and Punctuation

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*]

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*]

Introduction to inverted commas to **punctuate** direct speech

Terminology

preposition conjunction word family, prefix

clause, subordinate clause direct speech

consonant, consonant letter vowel, vowel letter inverted

commas (or 'speech marks')

Year 4

	Transcriptional – Phonics application, Handwriting, spelling	Knowledge components – grammar and punctuation	Composition (disciplinary knowledge)
Terminology	determiner pronoun, possessive pronoun adverbial		
Stage 1	<p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>All letters are joined consistently, and with digits are consistently sized and correctly orientated.</p> <p>Revise year 3/4 common exception word spellings</p> <p>Spelling: Spelling focus 1: Adding the prefix mis- and revising un-, in-, dis- Spelling focus 2: Words ending in zhuh spelt -sure Spelling focus 3: The short u spelt ou Spelling focus 4: Adding the prefix - auto Spelling focus 5: Adding the suffix -ly Spelling focus 6: Adding the prefix inter-</p>	<p>Relative pronouns – who, that, which, whom</p> <p>Conjunctions - if, that, then, because, so, while, since, though, although.</p> <p>Use of a colon to introduce a list/topic</p> <p>Adverbs – how often: always, annually, constantly, hourly, monthly, never, occasionally, often, once etc .</p> <p>Adverbs – where (revisited from Yr 3 Spring)</p> <p>Adverbs – how much: almost, completely, entirely, little, much, rather, totally, very</p> <p>Fronted adverbials followed by a comma: Last week, Frantically, In the afternoon.</p> <p>Comparative: taller, fatter, bigger etc</p>	<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p>

<p>Stage 2</p>	<p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>Handwriting is consistent, fluent and legible.</p> <p>Learning to spell Y3/4 common exception words with the majority spelt accurately.</p> <p>Spelling: Spelling focus 7: Homophones – pair/pear, groan/grown, main/mane, reign/rain/rein, peace/piece, berry/ bury Spelling focus 8: Words with the ay sound spelt eigh, ei, ey Spelling focus 9: Words ending in -ous Spelling focus 10: Words with the s sound spelt sc Spelling focus 11: Possessive apostrophes with plural words Spelling focus 12: Words ending in zhun spelt –sion</p>	<p>Apostrophes for plural possession: wolves’ prey, people’s.</p> <p>Use a variety of compound and complex sentences:</p> <p>Superlatives: tallest, fattest, biggest etc</p> <p>Correctly punctuated speech: “Hello,” said the little girl.</p> <p>Semi colons in a list: I have been to Newcastle, Carlisle, and York in the North; Bristol, Exeter, and Portsmouth in the South; and Cromer, Norwich, and Lincoln in the East.</p> <p>Write 5 clear, accurate paragraphs</p>	<ul style="list-style-type: none"> - assessing the effectiveness of their own and others’ writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
<p>Stage 3</p>	<p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>Writing is spaced sufficiently so that ascenders and descenders do not meet.</p> <p>Spell all Y3/4 common exception words accurately.</p> <p>Spelling: Spelling focus 13: Adding il- and revising un-, in-, mis-, dis-, Spelling focus 14: The c sound spelt –que and the g sound spelt –gue Spelling focus 15: Homophones – heal/heel, missed/mist, who’s/whose, accept/except, affect/effect Spelling focus 16: Adding ir- to words beginning with r Spelling focus 17: Adding suffix –ion (words ending in ss, t)</p>		

	Spelling focus 18: Adding suffix –ion (change verbs to nouns, words ending in se)		
Text Type Narrative	<p>Narrative – stories with historical settings</p> <ul style="list-style-type: none"> • Opening and build up, problem, resolution, ending linked to beginning. • Speech: Separate dialogue from narrative by use of comma, exclamation mark, question mark • Understand and discuss passing of time • Relate to organisation of paragraphs and key phrases, for example 'The next moment...', 'Minutes ticked by...', 'Some weeks later...' Identify events that are skimmed and those told in more depth. • Present a historical setting familiar to the children (e.g. linked with period studied in history). Support children as they plan and tell a story, for example first person account of a child caught up in a historical event. • Write short stories set in the past, using oral stories to structure the written versions. • Demonstrate and support as they add descriptive detail to make the setting more vivid for the reader <p>Narrative – stories set in imaginary worlds</p> <ul style="list-style-type: none"> • Opening and build up, problem, resolution, ending linked to beginning. • Speech: Separate dialogue from narrative by use of comma, exclamation mark, question mark • Children work collaboratively to plan and write a longer story, organised into chapters, about an adventure in an imagined world. • Use language to create atmosphere or suspense • Demonstrate how to use figurative or expressive language in short passage <p>Narratives – stories from other cultures</p> <ul style="list-style-type: none"> • Opening and build up, problem, resolution, ending linked to beginning. • Speech: Separate dialogue from narrative by use of comma, exclamation mark, question mark • Stories looked at/rewritten are likely to be unfamiliar, but should include similar features to traditional tales. • Language should be appropriate to the culture chosen. <p>Narratives – stories which raise dilemma/issues</p> <ul style="list-style-type: none"> • Opening and build up, problem, resolution, ending linked to beginning. • Speech: Separate dialogue from narrative by use of comma, exclamation mark, question mark • Begin to read a short story that raises an issue or dilemma. • Summarise the key points in each paragraph to produce an outline of the story structure • Children write in role as a character from the story, advising the main character about what they should do 		
Recounts	Recount – Newspaper/ Magazine		
Poetry	<p>Creating images Exploring form – performance / techniques Haiku, Cinquain, shape poems, Alphabetic & numbered poems</p>		

Year 4 Sentence Types

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 4	2A Sentences	He was a tall, awkward man with an old, crumpled jacket. It was an overgrown, messy garden with a leafless, lifeless tree. The huge, green tractor ploughed the wet, muddy field.	<ul style="list-style-type: none"> - A 2Ad sentence has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun. This sentence creates a clear picture for the reader. 	<ul style="list-style-type: none"> - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases p.77 (English Appendix 2) -
	Emotion, comma	Desperate , she screamed for help. Terrified , he froze instantly on the spot where he stood. Anxious , they began to realise they were lost. Happily , the astronaut stepped safely from the shuttle.	<ul style="list-style-type: none"> - Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. - When teaching, provide an A-Z list of emotions the children could use. 	<ul style="list-style-type: none"> - Using fronted adverbials... using commas after fronted adverbials p.40 - Fronted adverbials p.77 (English Appendix 2)
	Verb, person	Running, Sarah almost tripped over her own feet. Tiptoeing, he tried to sneak out across the landing without waking anybody up.	<ul style="list-style-type: none"> - A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence. 	<ul style="list-style-type: none"> - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (p.40) (LKS2 programme of study)
	If, if, if, then.	If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time. If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here today.	<ul style="list-style-type: none"> - Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause. - Each clause always begins with an if or a then and each clause ends with a comma (,) or a full stop (.) 	<ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although p.40 (LKS2 programme of study)
	With a(n) action, more action	With a smile , Greg waved goodbye. With a weary wail , Thor launched his final attack. With a deep breath , Neil Armstrong stepped carefully on to the surface of the moon.	<ul style="list-style-type: none"> - This two-part sentence starts with a subordinate clause which starts with the phrase 'With a(n)...' followed by an action and a comma. The main clause then describes more action which occurs simultaneously. 	<ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although p.40 (LKS2 programme of study)

Year 4

In addition to KS1 and Y3 outcomes, ensure pupils can:

- Organise writing into at least 5 paragraphs.
- Use the relative pronouns *which* or *who* to make an embedded clause complex sentence. Shorten the clause by removing the pronoun. **High Impact Learning Goal 4 ©**
- Use the following range of conjunctions; *if, so that, while, since, though, although, when, because*. **High Impact Learning Goal 4 ©**
- Include in a sentence a semi-colon separated list.
- Use a colon to introduce a list or a topic.
- Include *how, when, where* adverbs/adverbial phrases in a variety of positions within a sentence. **High Impact Learning Goal 3 ©**
- Use a variety of simple, compound and complex sentences, experimenting with clause order and effect. **High Impact Learning Goal 4 ©**
- Use superlatives and comparatives.
- Use an appropriate balance of nouns to pronouns – avoid ambiguity.
- Use apostrophe to mark possession.

NC 2014 Sentence, text and Punctuation

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.*]

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

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**

Terminology

determiner

pronoun, possessive pronoun adverbial

Year 5

	Transcriptional – Phonics application, Handwriting, spelling	Knowledge components – grammar and punctuation	Composition (disciplinary knowledge)
Terminology	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity		
Stage 1	<p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>Writing is legible and fluent and quality is beginning to be maintained at speed</p> <p>Revise year 3/4 common exception word spellings</p> <p>Spelling: Spelling focus 1: Words that contain the letter string -ough Spelling focus 2: Homophones – cereal/serial, heard/herd, steal/steel, stationary/stationery, father/farther Spelling focus 3: Words ending in -able Spelling focus 4: Words with silent letter t Spelling focus 5: Words ending in -ibly and -ably Spelling focus 6: Homophones and words that are easily confused – allowed/aloud, guessed/guest, passed/past, lead/lead/led</p>	<p>Semi colon as a silent conjunction: Sam was desperately tired; he wanted to go home to bed.</p> <p>Complex sentences using –as, as if, where: Bethany might win the prize if she wins the contest. after, as long as, as though, so long as.</p> <p>Variety of sentence length</p> <p>Brackets/ commas/dashes for parenthesis: Are you thinking of asking Nicola (she is really nice) to the picnic? Are you thinking of asking Nicola, she is really nice, to the picnic? Are you thinking of asking Nicola - she is really nice - to the picnic?</p> <p>Commas for clarity: When the lightning was bright, people were scared.</p> <p>Commas for lists (Revise from Year 2)</p> <p>Expanded noun phrases to convey complicated information concisely</p>	<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors
Stage 2	<p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>Writing is legible and fluent and quality is becoming maintained at speed</p> <p>Spell year 5/6 common exception words with the majority spelt accurately.</p> <p>Spelling: Spelling focus 7: Words ending in -ent</p>	<p>Relative clauses : My cat, who loves fish, purrs when I feed her. My school is in Sheffield, which is a city in South Yorkshire.</p> <p>Modal verbs : would, should could, can, will, may, might . must , ought to (include negatives now) eg shall not , might not etc</p> <p>Hyphens: small-scale, re-formed, re-signed.</p> <p>Adverbs for intensity (revisited from Summer Yr 3)</p>	

	<p>Spelling focus 8: Words ending in -ence Spelling focus 9: The ee sound spelt -ei Spelling focus 10: Homophones and other words easily confused – affect/effect, accept/except, advise/advice, practise/practice Spelling focus 11: words ending in –ant, -ance, -ancy Spelling focus 12: words ending in shus spelt -cious</p>	<p>Variety of sentence length</p> <p>Correctly punctuate bullet points: If your bullet point is a full sentence use capital letters and full stops. If your bullet point is part of a list of nouns, you can separate them with a semi colon.</p> <p>Some of the Seven Wonders of the World are:</p> <ul style="list-style-type: none"> •Stonehenge; •Great Wall of China; •Roman Colosseum. 	
<p>Stage 3</p>	<p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>Writing is legible and fluent and quality is usually maintained at speed</p> <p>Correct choices are usually made about whether to join handwriting or print letters eg: when labelling a diagram Spell all year 5/6 common exception words correctly. Spelling: Spelling focus 13: Words ending in shus spelt -tious Spelling focus 14: Words ending in shul spelt -cial or -tial</p>	<p>Active verbs: Tom threw a ball at the window. Active verbs compared to Passive verbs Active : Jane baked the cakes. Passive: The cakes were baked by Jane.</p> <p>Complex sentences using – whereas, while, providing.</p>	
<p>Text Types Narrative – novels and stories by significant authors.</p>	<p>Narrative - Agree basic plot: children have freedom to make changes Use a range of devices to create tension Leave clues to the reader whilst showing cohesion Use dialogue for effect to show character and advance action Opening, build up, problem, resolution, ending tied to opening. Develop settings using personification and metaphor. Use a range of grammatical devices drawn from the generic sentence level outcomes to create mood and atmosphere. Develop characterisation using what the character said and how it was said. Accurate speech punctuation.</p>		
<p>Traditional stories, fables, myths and legends/</p>	<p>Traditional stories (fables etc) Stories looked at/rewritten are likely to be of a familiar format Features of a fable are evident e.g. magic, creatures, moral/lessons learnt</p>		

Stories from other cultures	<p>Stories from other cultures</p> <p>Stories looked at/rewritten are likely to be unfamiliar, but should include similar features to traditional tales. Language should be appropriate to the culture chosen.</p>
Older literature	<p>Write in the style of an author</p> <p>Write in the style of a particular author to complete the section of a story Add dialogue or a new chapter Experiment with the order of sections or paragraphs to achieve different effects Using model purposefully to mimic style rather than copied Apply a range of descriptive techniques Begin to justifying choices e.g. word choice, structure</p>
Recounts/personal experience	<p>In addition to KS1 and lower KS2 outcomes, ensure pupils can:</p> <p>Plan and write using five paragraphs: introductory paragraph, three main paragraphs to organise events and a final reflective summary paragraph. Use reported speech. Write historical, scientific or personal recounts linked to topics of study Recount is sequenced and show cohesion using several techniques The purpose of the recount is clear within the orientation Use of senses, detailed description and emotive language appeals to the reader The reader is through sentence variation e.g. questions and possibly the use of second person Recounts are of appropriate formality Language is fitting to the time Recount is cohesive and well-structured Word choices and structure is chosen to engage and appeal to the reader Formality and language is fitting to the time period / audience</p>
Letter	<p>Letter writing (formal/informal)</p> <p>Letter is sequenced and show cohesion using several techniques The purpose of the recount is clear within the orientation Use of senses, detailed description and emotive language appeals to the reader The reader is through sentence variation e.g. questions and possibly the use of second person Recounts are of appropriate formality Language is fitting to the time</p>
Persuasive writing	<p>Persuasion</p> <p>In addition to Y2 and lower KS2 outcomes, ensure pupils can: Plan and write using a five-paragraph structure. Move from the general to the specific within the opening of each paragraph with sentences to expand the idea. Sustain the viewpoint throughout whether personal or befitting of character role - Support opinions with facts and other side of argument is mentioned and used with affect Sentence and overall structure is appropriate to the time period / formality and intended audience - Formality is consistent Possible use of mixed genre</p>
Poetry	<p>Poetic style – word play, metaphor and word choice Classic narrative poems Choral and performance</p>

Year 5 Sentence Types

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 5	3 _ed	Frightened, terrified, exhausted , they ran from the creature. Amused, amazed, excited , he left the circus reluctantly. Confused, troubled, worried , she didn't know what had happened.	- Starts with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.	- using expanded noun phrases to convey complicated information concisely p.40 - using commas to clarify meaning or avoid ambiguity in writing p.48 (UKS2 programme of study)
	Noun, which/who/where	Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.	- Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with <u>which</u> , <u>who</u> or <u>where</u> .	- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun p.78 (English Appendix 2) -
	2 pairs sentences	Exhausted and worried, cold and hungry , they didn't know how much further they had to go. Injured and terrified, numb and fearful , he couldn't believe that this was happening to him. Quickly and quietly, silently and carefully he tiptoed out of the house.	- Begins with two pairs of related adjectives. Each pair is: o Followed by a comma o Separated by <i>and</i>	- Indicating degrees of possibility using adverbs p.78 (English Appendix 2) -
	3 bad – (dash) question?	Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?	- 3 negative followed by a dash and then a question which relates to the three adjectives.	- Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2) -
	Name – adjective pair – sentences	Little Tim – happy and generous – was always fun to be around. Ben Roberts – weak and nervy – was actually a secret superhero. Glass – fragile and dangerous – must be handled with care.	- This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes shows what the character was like. The two must be linked.	- Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2) -
	O. (I.)	She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.) I was delighted (but I felt scared that something was about to go wrong). Bravely I looked behind me (but I was deeply worried).	- The first sentence tells the reader a character's outward action and the second reveals their true feelings. - If the sentence within the brackets is complete , the full stop goes inside the bracket. If it is not complete , the full stop goes outside .	- Brackets , dashes or commas to indicate parenthesis p.78 (English Appendix 2) -

Year 5

In addition to KS1 and lower KS2 outcomes, ensure pupils can:

- Use a semi-colon as a silent connective.
- Make complex sentences using - *after, as, as if, as long as, as though, before, if, in case, once, since, than, that, until, unless, when(ever), where(ever), whereas, while, providing, so long as* **High Impact Learning Goal 4 ©**
- Use variety of longer and shorter sentences. **High Impact Learning Goal 4 ©**
- Use brackets, hyphens, commas for parenthesis. Use ellipses to create pause for effect
- Select adverbs for degree of intensity. **High Impact Learning Goal 3 ©**

NC 2014 Sentence, text and Punctuation

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*]

Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] **(see text specific content)**

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] **(see text specific content)**

Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity

Terminology

modal verb, relative pronoun relative clause

parenthesis, bracket, dash cohesion, ambiguity

Year 6

	Transcriptional – Phonics application, Handwriting, spelling	Knowledge components – grammar and punctuation	Composition (disciplinary knowledge)
Terminology	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points		
Stage 1	<p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>Writing is legible and fluent and quality is usually maintained at speed</p> <p>Revise year 5/6 common exception word spellings</p> <p>Spelling: Spelling focus 1: Suffixes – ing, -est, -er, -ed Spelling focus 2: Words that contain the letter string -ough Spelling focus 3: Suffixes – ing, -ed, -y, -ant, -tion Spelling focus 4: Homophones and words that are easily confused – principal/ principle, bridal/bridle, proceed/precede, weary/wary Spelling focus 5: Suffixes – ing, -ed, -en Spelling focus 6: Suffixes –er, -ous, -ness, -ing, -ful</p>	<p>Variety of sentence types: Revisit: Statements, Commands, Exclamations Questions. (Rhetorical questions)</p> <p>Main clauses : <u>We will go to the fair.</u> Subordinate clause : We will go to the fair, <u>whenever you feel like it.</u></p> <p>All taught punctuation used correctly.</p> <p>Cohesive devices for cohesion in a paragraph:</p> <ol style="list-style-type: none"> Connecting adverbials are mobile eg The brown bear looks cuddly. <u>However</u>, he is not a friendly animal. The brown bear looks cuddly. He is not, <u>however</u>, a friendly animal. Commas are often used to mark off connecting adverbs/adverbials eg First of all, I want to welcome you to the meeting. <p>Cohesive devices for cohesion across a paragraph:</p> <ol style="list-style-type: none"> Repeating a key word or phrase Adverbials Order and relevance <p>Variety of sentence lengths</p> <p>Sentences with two or more subordinate clauses.</p> <p>Subjunctive forms: If I were chosen, I would do my best. It is essential that the game begin at once.</p>	<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
Stage 2	<p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>Writing is legible and fluent and quality is maintained when writing at a sustained, efficient speed.</p> <p>Correct choices are made about whether to join handwriting or print letters etc.. and handwriting is adapted according to purpose eg: when labelling a diagram; showing emphasis in dialogue etc...</p>		

	<p>Revise Y5/6 common exception word spellings with most spelt accurately.</p> <p>Spelling: Spelling focus 7: The sh sound spelt ti or ci Spelling focus 8: Homophones and words that are easily confused morning/mourning, compliment/complement, assent/ascent, draft/draught Spelling focus 9: The sh sound spelt si or ssi Spelling focus 10: Silent letters Spelling focus 11: The spellings ei and ie Spelling focus 12: Hyphens</p>		<ul style="list-style-type: none"> - proof-read for spelling and punctuation errors
<p>Stage 3</p>	<p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>To adapted handwriting according to purpose eg: when labelling a diagram; showing emphasis in dialogue etc...</p> <p>Spell all Y5/5 common exception words accurately in all writing.</p> <p>Spelling: Spelling focus 13: Words ending in -ible and -able Spelling focus 14: Common mistakes whose/who's, its/it's, your/you're, theirs/there's, Spelling focus 15: Plural nouns (if a word ends in -s, -ss, -x, -sh, -tch, -ch add es) Spelling focus 16: Plural nouns (if ends in o add -es, if ends in f or fe, swap for a v before -es Spelling focus 17: Homophones and words that are easily confused - advice/ advise/ advised, device/devise/devised, licence/ license/ licensed, practice, practise, practised</p>		

<p>Text type Narrative</p>	<p>Narrative examples:</p> <p><u>Fantasy Stories</u> Agree basic plot: children have freedom to make changes Use a range of devices to create tension Leave clues to the reader whilst showing cohesion Use dialogue for effect to show character and advance action</p> <p><u>Thriller/Ghost Stories</u> Explore and use a range of techniques to build suspense. Lengthy description throughout - Show not tell - Apply techniques figurative language</p> <p><u>Stories with a twist ending</u> Agree basic plot—children have freedom to make changes Develop devices to create tension Begin to leave clues to the reader (hinting at the twist ending) Begin to show cohesion Use dialogue for effect (to show character/begin to advance action)</p>
<p>Authors and text</p>	<p>Write in the style of an author</p> <p>Using model purposefully to mimic style rather than copied Apply a range of descriptive techniques Begin to justifying choices e.g. word choice, structure</p>
<p>Short stories with flashback</p>	<p>Stories with a flashback</p> <p>Clear paragraph for the change Range of cohesive devices Potential change in person Clear change in setting and mood described with a range of techniques Use dialogue to advance action and show character</p>
<p>Discussion</p>	<p>Create a piece with balanced information include both viewpoints to inform and persuade.</p> <p>Organised logically with the audience in mind Use concise, well-chosen language correctly Support opinions with facts and other side of argument and use with effect. Plan and write using five paragraphs – introduction (one or two sentences to briefly state two points of view... e.g. some people), each main paragraph stating arguments for and against, summary – possibly with a recommendation. Reason using conditionals: if, when (complex sentences) Use appropriate connectives for text cohesion. Opposition – although, however, nevertheless, on the other hand, but, instead, in contrast, looking at it another way. Logical – this shows, however, because. Use facts to support each side of the argument. Move from the general to the specific within the opening of each paragraph with sentences to expand the idea.</p>
<p>Persuasion</p>	<p>Sustain the viewpoint throughout whether personal or befitting of character role -</p>

	<p>Support opinions with facts and other side of argument is mentioned and used with affect</p> <p>Sentence and overall structure is appropriate to the time period / formality and intended audience - Formality is consistent</p> <p>Possible use of mixed genre</p>
Journalistic	<p>Historical / Scientific or modern setting with appropriate language use.</p> <p>Word choice and sentence structure selected to inform reader with use of devices to write with a biased view—using fact and opinion effectively / consciously</p> <p>Range of chronological devices - Reported and direct</p>
Letter writing	<p>Letter writing (formal/informal)</p> <p>Letter is sequenced and show cohesion using several techniques</p> <p>The purpose of the recount is clear within the orientation</p> <p>Use of senses, detailed description and emotive language appeals to the reader</p> <p>The reader is through sentence variation e.g. questions and possibly the use of second person Recounts is of appropriate formality</p> <p>Language is fitting to the time</p>
Biography/ autobiography/Recount	<p>Write historical, scientific or personal recounts linked to topics of study</p> <p>Recount is sequenced and show cohesion using several techniques</p> <p>The purpose of the recount is clear within the orientation</p> <p>Use of senses, detailed description and emotive language appeals to the reader</p> <p>The reader is through sentence variation e.g. questions and possibly the use of second person Recounts is of appropriate formality</p> <p>Language is fitting to the time</p> <p>Recount is cohesive and well-structured</p> <p>Word choices and structure is chosen to engage and appeal to the reader</p> <p>Formality and language is fitting to the time period / audience</p> <p>Biography and Autobiography are explored</p>
Poetry	<p>The power of imaginary</p> <p>Finding a voice</p>

Year 6 Sentence Types

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 6	De:De Sentence	The vampire is a dreadful creature: It kills by sucking all the blood from its victims. Snails are slow: They take hours to cross the shortest of distances. I was exhausted: I hadn't slept for more than two days.	<ul style="list-style-type: none"> - Two independent clauses (they make sense on their own) are separated by a colon (:) o The first clause is descriptive o The second adds further detail 	<ul style="list-style-type: none"> - Use of the semi-colon, colon and dash to mark the boundary between independent clauses p.79 (English Appendix 2)
	Some; others	Some people like football; others hate it. Some days are full of enjoyment; others are long and boring. Some dogs were running around happily; others looked tired.	<ul style="list-style-type: none"> - Some; others sentences begin with the word <i>some</i> and have a semi-colon to replace the word <i>but</i>. - There is <u>no</u> capital letter after the semi-colon. 	<ul style="list-style-type: none"> - Use of the semi-colon, colon and dash to mark the boundary between independent clauses p.79 (English Appendix 2) -
	Imagine 3 examples:	Imagine a place where the sun always, shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet	Sentence begins with <ul style="list-style-type: none"> - The word imagine - Then describes three parts of something - The first two parts are separated by commas - The third ends with a colon 	<ul style="list-style-type: none"> - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun p.78 (English Appendix 2) - Use of the colon to introduce a list and use of semi-colons within lists p.79 (English Appendix 2)
	The more, the more	The more it rained, the more depressed he became. The more the crowd cheered, the more he looked forward to the race. The more upset she was, the more she cried.	<ul style="list-style-type: none"> - This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action. 	<ul style="list-style-type: none"> - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis p.79 (English Appendix 2) -
	'Irony' sentences	Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. The 'trip of our dreams' was, in fact, our worst nightmare.	<ul style="list-style-type: none"> - An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth. 	<ul style="list-style-type: none"> - The difference between structures typical of informal speech and structures appropriate for formal speech and writing p.78 (English Appendix 2) -
Year	Sentence Type	Example	Rule	Link to National Curriculum

Year 6 (AA)	Emotion – consequence	Davis was angry – he threw his toy at the wall. The professor was inconsolable – he wept for days on end. King Henry was furious – he ordered the execution of his wife.	- This two-part sentence starts with a description of a character’s emotion followed by a dash (-) and a description of a consequence of that feeling.	-
	Tell: show 3 examples; sentences	He was feeling relaxed: shoes off; shirt undone; lying on the sofa. The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield. It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.	- This is a two-part sentence. The first part tells the reader a broad-ranging fact/opinion. - This is followed by a colon which demonstrates that a list of examples will follow. - After the colon the list of 3 examples follows. As this is a phrase list, semi-colons are used between the details rather than commas.	-
	When; when; when, then sentences.	When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching. When you look at the remains of Tutankhamen; when you examine the damage to his skull; when you look at the motives of his advisors, then it is clear that the young Pharaoh's death should be treated as suspicious.	- The sentence type ends with a statement e.g. <i>the haunting begins</i> .	-

Progression in Genres

Genre Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative: Term 1	Stories with familiar settings	Stories with familiar settings	Stories with familiar settings	Stories with historical setting	Novels and stories with significant authors	Fiction genres
Narrative: Term 2	Stories with predictable and patterned language Traditional and fairy tales	Traditional Stories, including those from other cultures	Myths and Legends	Stories set in imagined worlds	Traditional stories, fables, myths and legends	Extending narrative
Narrative: Term 3	Stories about fantasy worlds	Different stories by the same author Extended stories from significant authors	Adventures and mystery stories Authors and letters	Stories from other cultures Stories which raise dilemma / issue	Stories from other cultures Older Literature Film Narrative	Authors and Text Short stories with flashbacks
Non-Fiction: Term 1	Labels, lists and captions	Instructions	Instructions	Recounts: Newspaper / Magazine	Recounts: Personal experience (Chronological sequence E.G Sports report)	Persuasion
Non – Fiction: Term 1	Labels for diagrams or pictures	Information Text (Non-Chronological report)	Information Text (Non-Chronological report)	Information Text (Non-Chronological report with more sophistication)	Information Text (Non-Chronological report with more sophistication)	Journalistic Writing
Non-Fiction: Term 2	Recount dictionary	Alphabetical ordered text structure	Reports (Note-taking techniques)	Explanation Text	Discussion text	Discussion text Biography / autobiography
Non-Fiction: Term 3		Persuasion (poster/leaflet)		Persuasive Structure	Letter: Persuasive writing or formal structure	Letter: Argument / persuasion or recount
Poetry	Using sense Pattern and rhyme Poems on a theme	Patterns on a page (Rhyming couplet) Really Looking (Descriptive prose based on closely observed experience)	Poems to perform Shape poetry and calligrams Language play (play with language) Puns, riddles, nonsense verse, pace & expression	Creating images Exploring form – performance / techniques Haiku, Cinquain, shape poems, Alphabetic & numbered poems	Poetic style – word play, metaphor and word choice Classic narrative poems Choral and performance	The power of imaginary Finding a voice

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