



Writing Overview

Genre Mapping

Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<u>1</u>	Procedural	Character description	Non-chronological report	Retelling the postman's journey	Recount	Poetry	Newspaper	Invitation	Invites	Diary entry	Persuasion	Alternate ending – Narrative
<u>2</u>	Procedural	Poetry	Non-chronological report	Narrative – Retell a story.	Recount	Setting description	Newspaper	Narrative – commentary	Invites	Recount	Persuasion	Persuasive Letter
<u>3</u>	Procedural	Poem of a better future	Non-chronological report	Narrative (mysterious creature)	Recount	Opposite perspective narrative	Newspaper	Narrative – writing the ending	Letters	Dilemma narrative	Persuasion	Poetry
<u>4</u>	Procedural	Animal adventure story	Non-chronological report	Persuasive leaflet	Recount	Poetry	Newspaper	Empathy Narrative	Letters	Viking Gods Myth	Persuasion	Fantasy narrative
<u>5</u>	Procedural	Autobiographical narrative.	Non-chronological report	Informal letter	Recount	Rescue Narrative	Newspaper	Action/Adventure Narrative	Letters	Newspaper report	Persuasion	Poetry
<u>6</u>	Procedural	Opposite perspective narrative	Non-chronological report	Formal, persuasive letter	Recount	Poetry	Newspaper	Diary	Letters	Balanced argument	Persuasion	Newspaper article

Power of Reading books 23/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	The Egg Box Dragon – Picture book	The Jolly Postman – Picture book	Puffing book of fantastic first poems - Poetry	Grace and Family – Other cultures	The diary of a killer cat - Narrative	The magic finger – Narrative
Year 2	Out and About - Poetry	Leaf – Picture book	Zeraffa Giraffa – Other cultures	One day on our Blue Planet...in the Savannah – Picture book	The Robot and the Bluebird – Picture book	The secret sky garden – Picture book
Year 3	Stone Age boy – Picture book Ug – Picture book The Iron Man – Narrative		Escape from Pompeii – Picture book	Krindlekrax – Narrative	The Great Kapok Tree – Picture book	Being Me – Poetry
Year 4	Beyond the Fence – Picture book	One plastic bag – Non-fiction	Hot Like Fire – Poetry	The Wild Robot – Narrative	Arthur and the Golden Rope – picture	The Ice Bear – Other cultures
Year 5	The matchbox diary – Picture book	I Love you Micheal Collins – Narrative	The Midnight Fox – Narrative	Alex Rider – Stormbreaker – Narrative	Shackleton’s Journey – Picture Book	Sensational – Poetry
Year 6	Who Let the Gods Out? – Myth/Legend narrative	The General – Picture book	A Caribbean Dozen – Poetry/Other cultures	Rooftoppers – Narrative	Pig Heart Boy – Narrative	

SPAG Mapping

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Type	'How to' Procedural/Instructions	Non-chronological report	Recount	Newspaper Report	Letters (KS2) Invitations (KS1)	Persuasion e.g. Adverts/Travel Guides
Key Focus	Main focus: Sentence and Punctuation Structure (headings/subheadings)	Continue Autumn 1; purpose of ? and ! <i>e.g. Did you know?/"What a ...!"</i> KS2: PEEL paragraph structure	Consistency of verb tense Use of past and present Spelling of past tense endings <i>e.g. hop / hopped</i> KS2: PEEL paragraph structure	Punctuation of direct speech	SPAG "Word" (see skills progression map for Writing) using adjectives	Embed focus from Summer 1
Year 1	CL . ? ! join sentences with 'and'	? (Did you know?)	suffix on the end of verbs (when the root word doesn't change and some where it does)	continue Spring 1	capital letter for I comparative/superlative plurals suffixes	Embed focus from Summer 1
Year 2	CL . ? ! , (in a list) subordinating and co-ordinating conjunctions	CL . ? ! , engagement with audience expanded noun phrases	present tense (-ing) past tense (-ed) verbs used and spelt correctly	using inverted commas to punctuate repeating refrains <i>e.g. "You can't catch me, I'm the Gingerbread man!"</i> Greater Depth: inverted commas for direct speech	comparative/superlative accuracy purpose/audience	Embed focus from Summer 1
Year 3	CL . ? ! , (in a list) subordinating and co-ordinating conjunctions simple and compound clauses	variety of conjunctions	adjectives nouns word classes simple past versus present perfect	direct speech informal/formal	informal/formal (using contractions/no contractions)	Embed focus from Summer 1
Year 4	CL . ? ! , (in a list) subordinating and co-ordinating conjunctions simple, compound and complex clauses (subordinate clause dependent on main clause)	variety of conjunctions ISPACED different sentence openers vary position of subordinate clause	adjectives nouns word classes simple past versus present perfect	direct speech informal/formal comma after reporting clause	informal/formal more understanding of formality (vocabulary choices)	Embed focus from Summer 1
Year 5	simple, compound and complex sentences with accuracy brackets and dashes	brackets for asides and extra info. dashes, colons, semi-colons, relative clauses.	conjunctions relative clauses modal verbs convert nouns/adj into verbs verb prefixes	direct speech informal/formal comma after reporting clause accuracy of punctuation	informal/formal punctuation rhetorical questions	Embed focus from Summer 1
Year 6	commas for parenthesis, embedded clauses, all the basics. CL . ! ? ,	relative clauses () : ; dashes passive	passive/active continue Autumn 1 and 2	direct speech informal/formal comma after reporting clause accuracy of punctuation	informal/formal manipulating grammar and vocabulary to change register	Embed focus from Summer 1

Half Termly Writing Cycle:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<u>Presentation Lesson</u> (Learn model text)	<u>Construct Genre toolkit</u> Make success criteria – colour coded according to genre & writing features (text marking)	<u>Plan shared write</u> Based on the WAGOLL	<u>Shared write</u> Model S.C – genre shared in chunks	<u>Shared write</u> Model S.C – genre shared in chunks
Week 2	<u>Hook And Plan</u>	<u>Independent write</u> Similar to the WAGOLL but not the same	<u>Independent write</u>	<u>Independent write (if needed)</u>	<u>Up-Levelling</u> Editing lesson
Week 3	<u>Power of Reading</u>				
Week 4	<u>Power of Reading</u>				
Week 5	<u>Construct Genre toolkit</u> Make success criteria – colour coded according to genre & writing features	<u>Read as a reader</u> Reading Comp	<u>Plan shared write</u> Based on the WAGOLL	<u>Shared write</u> Model S.C – genre shared in chunks	<u>Shared write</u> Model S.C – genre shared in chunks
Week 6	<u>Hook And Plan</u>	<u>Independent write</u> Similar to the WAGOLL but not the same	<u>Independent write</u>	<u>Independent write (if needed)</u>	<u>Up-Levelling</u> Editing lesson

Narrative

	Genre Focus	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Y e a r 1	Retell and invent narrative	<p>Beginning or end of narrative signalled e.g. one day</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing e.g. The wolf was hiding.</p> <p>Written in the appropriate tense (mainly consistent) e.g. Goldilocks was... Jack is...</p>	<p>Simple sentences, starting with a pronoun and a verb e.g. He went home</p> <p>Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.</p>	<p>Year 1 ambitious vocabulary used</p> <p>Range of size adjectives used e.g. big, small</p> <p>Range of colour adjectives used e.g. red, blue</p> <p>Range of emotion words used e.g. sad, angry, cross</p> <p>Pronouns: I, she, he, they</p> <p>Conjunctions: and, but, then, or, this</p> <p>Prepositions: up, down, in, into, out, to, onto</p> <p>Time conjunctions: first, then, next</p> <p>Once upon a time, one day, happily ever after</p>	<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Conjunctions</u> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for start of a sentence, names, personal pronouns.</p> <p>Read words with contractions.</p>
Y e a r 2	Simple narrative and description	<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Simple conjunctions: and, but, then, so, when to link clauses</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p> <p>Use simple adverbs e.g. quickly, slowly</p> <p>Use simple noun phrases e.g. massive field</p>	<p>Year 2 ambitious vocabulary used</p> <p>Time conjunctions: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise</p> <p>Conjunctions</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Conjunctions</u> Subordination – when, if, that, because Co-ordination – or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>

<p>Y e a r 3</p>	<p>Developed narrative with focus on paragraphing</p>	<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house...</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent e.g. typically past tense for narration, present tense in dialogue</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose...</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed</p> <p>Adverbials e.g. When she reached home...</p> <p>Expanded noun phrases e.g. two horrible hours</p>	<p>Year 3 ambitious vocabulary used</p> <p>Conjunctions: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>
<p>Y e a r 4</p>	<p>Developed narrative with focus on sequence</p>	<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis</p>	<p>Variation in sentence structures e.g. while, although, until</p> <p>Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,</p> <p>Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</p> <p>Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking</p>	<p>Year 4 ambitious vocabulary used</p> <p>Conjunctions: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Commas after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>

<p>Y e a r 5</p>	<p>Developed narrative with focus on cohesion</p>	<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p>	<p>Sentence length varied e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer</p> <p>Wide range of subordinating conjunctions e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis</p> <p>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p>	<p>Year 5 ambitious vocabulary used</p>	<p><u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, de, mis, over. Convert adjectives into verbs using suffixes: ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Commas after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p>
<p>Y e a r 6</p>	<p>Developed narrative with focus on atmosphere and shifts</p>	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p>	<p>Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description e.g. everyone charged like a deer pack under threat</p> <p>Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly e.g. In the messy scramble for the bag,</p>	<p>Year 6 ambitious vocabulary used.</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, de, mis, over. Convert adjectives into verbs using suffixes: ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>

Term 1 – ‘How to’ Procedural/Instruction Writing

Year 1

	Genre Focus	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Y e a r 1	Simple Instructions	<p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative e.g. sift the flour.</p> <p>Use of numbers or bullet points to signal order.</p>	<p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> <p>Imperative verbs start sentences e.g. spread, slice, cut.</p> <p>Sentences do not include pronouns and are written impersonally</p>	<p>1, 2, 3, 4, 5</p> <p>First Next After</p> <p>Cut Move Fold Stir Colour Paint</p>	<p><u>Noun</u> What a noun is. Regular plural nouns with ‘er’</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense ‘ed’</p> <p><u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to root word.</p> <p><u>Conjunctions</u> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense ‘ed’.</p>	<p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use exclamation marks and question marks.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> <p>Read words with contractions.</p>
Y e a r 2	Developed instructions	<p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p>	<p>Imperative verbs are used to begin sentences.</p> <p>Use simple adverbs e.g. slowly, quickly.</p> <p>Use simple noun phrases e.g. long stick.</p>	<p>First of all To start with Firstly Lastly Finally</p> <p>Carefully Gently Slowly Softly</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add ‘es’ to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add ‘es’, ‘ed’ and ‘ing’ to verbs.</p> <p><u>Adjectives</u> Add ‘er’ and ‘est’ to adjectives where no change is needed to root word.</p> <p><u>Conjunctions</u> Subordination – when, if, that, because Co-ordination – or, and, but</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> ‘ly’ added to adjective to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>

<p>Y e a r 3</p>	<p>5 part instructions</p>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Adverbials e.g. When the glue dries, attach the paperclip.</p>	<p>Afterwards</p> <p>After that</p> <p>To begin with</p> <p>Begin by</p> <p>Secondly</p> <p>The next step is to</p> <p>With a slow movement</p> <p>With a quick pull</p> <p>Try to</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Conjunctions</u> Express time and cause (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p> <p>Commas to separate items in a list.</p>
<p>Y e a r 4</p>	<p>Developed 5 part instructions</p>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</p>	<p>Variation in sentence structures e.g. While the pastry cooks...</p> <p>As the sauce thickens...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>Continue by...</p> <p>Carry on...</p> <p>Do this until...</p> <p>Stop when...</p> <p>When you have done this...</p> <p>Try not to...</p> <p>Avoid...</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Commas after fronted adverbials</p>	<p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Commas to separate items in a list.</p> <p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech</p>

<p>Y e a r 5</p>	<p>Complex 5 part instructions</p>	<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p>	<p>Sentence length varied e.g short/long.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>Don't forget to..</p> <p>Be careful of..</p> <p>Don't worry about..</p> <p>Concentrate on...</p> <p>At this point...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, de, mis, over. Convert adjectives into verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Commas after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning:</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Commas to separate items in a list.</p> <p>Brackets</p> <p>Dashes</p> <p>Commas</p> <p>Colons</p> <p>Semi-colons</p>
<p>Y e a r 6</p>	<p>Complex 5 part instructions</p>	<p>Consolidate work from previous learning.</p>	<p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writer's position e.g. If the temperature gets too high..</p> <p>Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals.</p> <p>Prepositional phrases used cleverly e.g. In the event of overcooking..</p>	<p>Whilst that is..</p> <p>Focus on...</p> <p>Try to make sure that..</p> <p>When you do, don't...</p> <p>I would suggest...</p> <p>Many people at this stage...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, de, mis, over. Convert adjectives into verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing:</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Commas to separate items in a list.</p> <p>Commas for parenthesis.</p>

Term 2 – Non-chronological report

Year 1

	Genre Focus	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Y e a r 1	Fact-file	<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p>	<p>Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.</p>	<p>___ are...</p> <p>___ is...</p> <p>They are...</p> <p>The different...</p> <p>This is a ___</p> <p>There are ___</p> <p>These can be grouped ___</p>	<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Conjunctions</u> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p>	<p>Capital letters and full stops.</p> <p>Use spaces to separate words.</p> <p>Question marks.</p>
Y e a r 2	Basic non-chronological report	<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p> <p>Main ideas organised in groups.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. large tiger.</p>	<p>They like to</p> <p>They can</p> <p>It can</p> <p>Like many</p> <p>I am going to</p> <p>There are two sorts of</p> <p>They live in</p> <p>The ___ have but the ___ have ___</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Conjunctions</u> Subordination – when, if, that, because Co-ordination – or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Commas.</p>

<p>Y e a r 3</p>	<p>Sectioned non-chronological report</p>	<p>Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of sub-headings.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When the caterpillar makes a cocoon...</p>	<p>The following report They don't It doesn't Sometimes Often Most</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Commas to separate items in a list.</p>
<p>Y e a r 4</p>	<p>Non-chronological report with paragraphs</p>	<p>Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly into key ideas. Sub-headings are used to organise information. E.g. Qualities, Body Parts, Behaviour.</p>	<p>Variation in sentence structures e.g. While the eggs hatch, female penguins ... Use embedded/relative clauses e.g. Penguins, which are very agile, ... Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use technical vocabulary to show the reader the writer's expertise.</p>	<p>This report will The following information Usually Normally Even though Despite the fact As a rule,</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Commas after fronted adverbials.</p>	<p>Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Commas to separate items in a list. Commas after fronted adverbials.</p>

<p>Y e a r 5</p>	<p>Biography</p>	<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalised sentences are used to categorise and sort information for the reader</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach.</p> <p>Wide range of subordinating conjunctions e.g. whilst, until, despite.</p>	<p>The purpose of this report/article is to...</p> <p>The information presented will...</p> <p>Some experts believe...</p> <p>This article is designed to</p> <p>Many specialists consider</p> <p>Firstly, I will...</p> <p>It can be difficult</p> <p>___ will enable you to understand.</p> <p>Unlike Despite Although Like many</p>	<p><u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, de, mis, over. Convert adjectives into verbs using suffixes: ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Commas after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Commas</p> <p>Colons</p> <p>Semi-colons</p>
<p>Y e a r 6</p>	<p>Detailed information texts</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire..</p>	<p>They are unusually</p> <p>They are rarely</p> <p>They are never...</p> <p>They are very...</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half</p> <p>Less than half...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, de, mis, over. Convert adjectives into verbs using suffixes: ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Bullet points</p> <p>Semi-colons</p> <p>Colons</p> <p>Dashes</p>

Term 3 – Recount

Year 1

	Genre Focus	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Y e a r 1	Recount of event	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.</p>	<p>First</p> <p>Next</p> <p>After</p> <p>Finally</p> <p>The best part was</p> <p>The worst part was</p> <p>I liked</p> <p>I didn't like</p>	<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Conjunctions</u> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p>	<p>Consolidate previous learning.</p> <p>Capital letters and full stops.</p> <p>Question marks and exclamation marks.</p>
Y e a r 2	Simple recount	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went... I saw...</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using conjunctions that signal time.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. large tiger.</p>	<p>Afterwards</p> <p>After that</p> <p>When</p> <p>Suddenly</p> <p>Just then</p> <p>Next</p> <p>Much later</p> <p>I found it interesting when</p> <p>I found it boring when</p> <p>I didn't expect</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	<p>Consolidate previous learning.</p> <p>Capital letters and full stops.</p> <p>Question marks and exclamation marks.</p> <p>Commas in a list.</p>

<p>Y e a r 3</p>	<p>Sectioned recount</p>	<p>Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.</p>	<p>Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Consolidate previous learning. Capital letters and full stops. Question marks and exclamation marks. Commas in a list. Inverted commas.</p>
<p>Y e a r 4</p>	<p>Developed recount with paragraphs</p>	<p>Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Variation in sentence structures e.g. While we watched the sea-lion show... Use embedded/relative clauses e.g. Penguins, which are very agile, ... Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous showcase inspired me to...</p>	<p>Later on... Before long... At that very moment... At precisely... When this was complete... I was gripped by... I felt overwhelmed when... I was personally affected by... This has changed how I feel about...</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Commas after fronted adverbials.</p>	<p>Consolidate previous learning. Capital letters and full stops. Question marks and exclamation marks. Commas in a list. Commas after fronted adverbials.</p>

<p>Y e a r 5</p>	<p>Journalistic writing</p>	<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount is an experience revealing the writer's perspective.</p>	<p>Sentence length varied e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.</p> <p>Wide range of subordinating conjunctions e.g. whilst, until, despite.</p>	<p>As it happened</p> <p>As a result of</p> <p>Consequently</p> <p>Subsequently</p> <p>Unlike the rest of the group, I felt...</p> <p>In a flash...</p> <p>Presently</p> <p>Meanwhile</p> <p>In conclusion</p> <p>The experience overall...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, de, mis, over. Convert adjectives into verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Commas after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Commas</p> <p>Colons</p> <p>Semi-colons</p>
<p>Y e a r 6</p>	<p>Developed journalistic writing</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly e.g. In the event of a fire...</p>	<p>They are unusually</p> <p>They are rarely</p> <p>They are never...</p> <p>They are very...</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half</p> <p>Less than half...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, de, mis, over. Convert adjectives into verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Bullet points</p> <p>Semi-colons</p> <p>Colons</p> <p>Dashes</p>

Term 4 – Newspaper Report

Year 1

	Genre Focus	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Y e a r 1	Simple newspaper report	<p>Ideas grouped in sentences in time sequence.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Beginning to describe what happened</p>	<p>Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.</p>	<p>On Monday... The accident... People felt... Happened</p> <p>Angry Upset</p> <p>First Next After When Then</p> <p>So But</p> <p>It was...</p>	<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'</p> <p><u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Conjunctions</u> Join words and sentences using and/then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p>	<p>Consolidate previous learning.</p>
Y e a r 2	Simple newspaper report	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques – time related words.</p> <p>A photo with a caption.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. yesterday, today.</p> <p>Use simple noun phrases e.g. red shoes</p>	<p>It was a terrible... The scene was... Many passers-by... Some children were... Shocking</p> <p>Awful Amazing Incredible Afterwards</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	<p>Consolidate previous learning.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p> <p>Introduce inverted commas.</p>

<p>Y e a r 3</p>	<p>Newspaper report</p>	<p>Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some newspaper layout features included. A bold eye-catching headline.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. As the police arrived, the crowd scattered.</p>	<p>While, if, as, when. Witnesses felt... He reported that... He also claimed that... She went on to state that... He continued by... Hours later Unfortunately Fortunately</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the' <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Consolidate previous learning. Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>
<p>Y e a r 4</p>	<p>Newspaper report</p>	<p>Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration.</p>	<p>Variation in sentence structures e.g. While the witness was distracted... As the police arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>John Smith (64), a retired community officer said... Within minutes... The school confirmed that... She claimed that... He continued by informing us that... Police were...</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Commas after fronted adverbials.</p>	<p>Consolidate previous learning. Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech. Commas after reporting clauses.</p>

<p>Y e a r 5</p>	<p>Newspaper report</p>	<p>Developed introduction and conclusion using all the newspaper's layout features.</p> <p>Paragraphs developed with prioritised information into columns.</p> <p>Subheadings are used as an organisational device.</p> <p>Formal language used throughout to engage the reader.</p> <p>Quotations are succinct/emotive.</p>	<p>Sentence length varied e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinating conjunctions e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression e.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>	<p>Until this is resolved...</p> <p>Unfortunately...</p> <p>Chaos ensued...</p> <p>Many panicked when...</p> <p>He disputed...</p> <p>She refused to accept that...</p> <p>The parents agreed that...</p> <p>Witnesses...</p> <p>Pupils emphasised...</p> <p>They spoke to...</p> <p>In addition to this...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, de, mis, over. Convert adjectives into verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Commas after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Inverted commas.</p> <p>Commas after reporting clauses.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>
<p>Y e a r 6</p>	<p>Newspaper report</p>	<p>Newspapers well-constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p> <p>Headlines include puns.</p>	<p>Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident...</p> <p>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>	<p>The impact of...</p> <p>Despite continued efforts...</p> <p>Subsequently...</p> <p>The appointed spokesman...</p> <p>In addition...</p> <p>Mrs Hedges emphasised...</p> <p>Tragic...</p> <p>Crisis situation</p> <p>Epip proportions...</p> <p>Many parents refused to accept...</p> <p>The horror...</p> <p>Politicians also spoke of how...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, de, mis, over. Convert adjectives into verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p> <p>Inverted commas.</p> <p>Commas after reporting clauses.</p>

Term 5 – Invitations (KS1)/Letters (KS2)

Year 1

	Genre Focus	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Y e a r 1	Invitation	Ideas grouped in sentences in time sequence.	Sentences using simple pronouns and conjunctions.	Dear From I like I went I saw It was My favourite They were There was Next Then First After And, but, so, when	<u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense 'ed'.	Consolidate previous learning. Capital letters for I.
Y e a r 2	Invitation	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words.	Subject/verb sentences e.g. I think... We want... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes	And, then, but, so, when. Dear Mr/Mrs... Dear Sir/Madam... Yours Sincerely Yours faithfully Later Afterwards After that Eventually I would like to... We felt...	<u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because Co-ordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.	Consolidate previous learning. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

<p>Y e a r 3</p>	<p>Letter</p>	<p>Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs, can/will Adverbials e.g. When I went to my friend's house, we played after tea.</p>	<p>While, if, as, when. I would like to inform you that... It has come to my attention that... Thank you for... I hope that...</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Consolidate previous learning. Introduce possessive apostrophes for plural nouns. Introduce inverted commas. Contractions</p>
<p>Y e a r 4</p>	<p>Letter</p>	<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. All letter layout features included.</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>As I stated earlier... Referring to... This is an unfortunate... It is with regret... I would be grateful if... It is with regret that... I look forward to hearing from you in due course. Use modal verbs to hint future action or possibilities e.g. should, would, could.</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Commas after fronted adverbials.</p>	<p>Consolidate previous learning. Contractions. Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>

<p>Y e a r 5</p>	<p>Formal letter</p>	<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Purpose of letter clear and transparent for reader.</p> <p>Formal language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinating conjunctions e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression e.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>	<p>I appreciate...</p> <p>Whilst we were waiting...</p> <p>Your concern...</p> <p>Until this is resolved...</p> <p>Despite speaking to the duty manager...</p> <p>This is a disgrace...</p> <p>Unfortunately...</p> <p>Many other people also...</p> <p>I am delighted to inform you that...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, de, mis, over. Convert adjectives into verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Commas after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi-colons</p> <p>Contractions</p> <p>Question marks</p>
<p>Y e a r 6</p>	<p>Formal letter</p>	<p>Letter well-constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p> <p>Prepositional phrases used cleverly e.g. In the event of a fire...</p>	<p>Please do not hesitate to contact me...</p> <p>An early response would be greatly appreciated...</p> <p>Please accept my...</p> <p>I wish to express...</p> <p>The impact of...</p> <p>Despite continued efforts...</p> <p>Subsequently...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, de, mis, over. Convert adjectives into verbs using suffixes: ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives</p> <p><u>Conjunctions</u> Use a wide range of conjunctions.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p> <p>Contractions</p>

Term 6 – Persuasion

Year 1

	Genre Focus	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Y e a r 1	Basic persuasive text	Ideas are grouped together for similarity. Writes in first person.	Simple conjunctions are used to construct simple sentences e.g. and, but, then, so.	It was Brilliant Best Exciting The most Super Fantastic Great It will Now you can Try	<u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/then. <u>Tense</u> Simple past tense 'ed'	Consolidate all previous learning.
Y e a r 2	Basic persuasive text	Brief introduction and conclusion. Written in the present tense. Main ideas organised in groups.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.	The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable	<u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because Co-ordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.	Consolidate all previous learning.

<p>Y e a r 3</p>	<p>Sectioned persuasive text</p>	<p>Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organise texts.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs, can/will Adverbials e.g. When I went to my friend's house, we played after tea. Start sentences with verbs e.g. imagine, consider, enjoy.</p>	<p>Surely Obviously Clearly Don't you think.. Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Express time and cause (when, so, before, after, while, because) <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Consolidate all previous learning. Possessive apostrophes for plural nouns. Inverted commas.</p>
<p>Y e a r 4</p>	<p>Persuasive text with paragraphs</p>	<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. Haven't you always longed for a...?</p>	<p>I believe that It seems to me that It is clear that Is it any wonder that...? Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion/In summary The evidence presented... Have you ever thought about...? Do you think that...? Fed up with...?</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Commas after fronted adverbials.</p>	<p>Consolidate all previous learning. Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>

<p>Y e a r 5</p>	<p>Developed persuasive text</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>View point is transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Sentence length varied e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement e.g. the café chairs were broken.</p> <p>Wide range of subordinating conjunctions e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression e.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> <p>Persuasive statements are used to change the readers opinion e.g. You will never need to...</p>	<p>It strikes me that There is no doubt that I am convinced that It appears In my opinion Surely only a fool would consider In addition Furthermore Moreover My evidence to support this is On balance... Just think how... Now you can... For the rest of your life... Unbelievable Outrageous Incredible</p>	<p><u>Noun</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, de, mis, over. Convert adjectives into verbs using suffixes: ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials Commas after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Commas</p> <p>Colons</p> <p>Semi-colons</p>
<p>Y e a r 6</p>	<p>Advanced persuasive text</p>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</p> <p>Prepositional phrases used cleverly e.g. In the event of a blackout...</p>	<p>It appears that... There can be no doubt that... It is critical... Fundamentally... How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example... I would draw your attention to... I would refer to... On the basis of the evidence presented... Phenomenal Unique Unmissable You will be... Don't... Take a moment to... Isn't it time to...? Worried about...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs: dis, de, mis, over. Convert adjectives into verbs using suffixes: ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Consolidate all previous learning.</p> <p>Use a wide range of punctuation throughout the writing.</p> <p>Hyphens</p>

Handwriting Progression

Nursery	Reception	Year 1	Year 2
<p>Draw lines and circles using gross motor movements. Activities include rollers, brushes, climbing, ribbon and scarf twirling, IWB mark making, playdough, messy play</p> <p>Fine motor activities developing fine motor grip e.g. threading, sewing, hammer and nails, fishing games, play dough</p> <p>Mark making opportunities e.g. paint, thick pens, crayons, chalk, water, gloop, shaving foam</p> <p>Use one-handed tools and equipment.</p> <p>Hold a pencil between thumb and two fingers.</p> <p>Hold a pencil near the point between first two fingers and thumb and use it with good control.</p> <p>A preference for a dominant hand.</p> <p>Begin to use an anti-clockwise movement and retrace vertical lines.</p>	<p>Draw lines and circles using gross motor movements. Activities include rollers, brushes, climbing, ribbon and scarf twirling, IWB mark making, playdough, messy play</p> <p>Fine motor activities developing fine motor grip e.g. threading, sewing, hammer and nails, fishing games, play dough, dough disco</p> <p>Mark making opportunities e.g. paint, thick pens, crayons, chalk, water, gloop, shaving foam</p> <p>Introduce Dough Disco.</p> <p>Use one-handed tools and equipment.</p> <p>Hold a pencil between thumb and two fingers.</p> <p>Hold a pencil near the point between first two fingers and thumb and use it with good control.</p> <p>Copy some letters such as letters in their name.</p> <p>A preference for a dominant hand.</p> <p>Begin to form recognisable letters mostly formed correctly through Read Write Inc.</p> <p>Follow the Read, Write, Inc scheme.</p> <p>5 minutes per day (from Term 6). This could also be part of continuous provision. Use RWI vocabulary.</p> <p>Stage 1a: Letter formation</p> <ul style="list-style-type: none"> ● 'Around' letters: c a o d g q ● 'Down' letters: l t b p k h i j m n r u y ● 'Curly' letters: e f s ● 'Zigzag' letters: v w z x <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p>Follow the Nelson Handwriting scheme (1 unit per week).</p> <p>2 lessons x 10 mins per week (separate to RWI phonics lessons).</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters of the correct size, relative to one another.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p> <p>Encourage writing to sit on the line.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. (Dependent on cohort.)</p>	<p>Follow the Nelson Handwriting scheme (1 unit per week).</p> <p>2 lessons x 10 mins per week (separate to RWI phonics lessons).</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters of the correct size, relative to one another.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p> <p>Writing sitting on the line.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>

Year 3	Year 4	Year 5	Year 6
<p>Follow the Nelson Handwriting scheme (1 unit per week).</p> <p>2 lessons x 15 mins per week.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters of the correct size, relative to one another.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p> <p>Writing sitting on the line.</p> <p>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant).</p> <p>Lines of writing are spaced sufficiently.</p>	<p>Follow the Nelson Handwriting scheme (1 unit per week).</p> <p>2 lessons x 15 mins per week.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters of the correct size, relative to one another.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p> <p>Writing sitting on the line.</p> <p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant).</p> <p>Lines of writing are spaced sufficiently.</p> <p>Pupils use joined handwriting throughout their work.</p>	<p>Follow the Nelson Handwriting scheme (1 unit per week).</p> <p>2 lessons x 15 mins per week.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters of the correct size, relative to one another.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p> <p>Writing sitting on the line.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Lines of writing are spaced sufficiently.</p> <p>Pupils use joined handwriting throughout their work.</p> <p>Write legibly, fluently and with increasing speed, beginning to develop a personal, joined style.</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>	<p>Follow the Nelson Handwriting scheme (1 unit per week).</p> <p>2 lessons x 15 mins per week.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters of the correct size, relative to one another.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p> <p>Writing sitting on the line.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Lines of writing are spaced sufficiently.</p> <p>Pupils use joined handwriting throughout their work.</p> <p>Write legibly, fluently and with increasing speed, developing a personal, joined style.</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>