



Writing Curriculum

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Writing Intent Statement

At St. Vincent's VC Academy, we strive to give our children the best start in establishing secure foundations in writing. Our core intent is to create avid readers which we believe is the foundation for any confident and competent writer. We recognise the importance of nurturing a culture where the children take pride in their writing and write clearly and accurately whilst selecting and adapting their language and style to suit a range of contexts, purpose and audiences. It is our intention that by the end of their primary education, all of our children will be able to speak and write fluently so that they can communicate their ideas effectively and with a developed awareness for purpose and audience.

How do we implement our English curriculum using the Talk for Writing approach?

We deliver English using Pie Corbett's Talk for Writing approach. By focussing on the oral retelling of various text types, familiar structures become fully embedded in the long-term memory so that the children can later apply these structures to their own writing whilst developing the language techniques taught for the particular area of focus. High quality model texts stand at the core of our English planning.

Typically, in a unit of work, the focus will be developed through internalisation and contextualisation of the model text where children deepen their understanding of a particular text type, exploring features of the text and later creating a 'tool-kit' for purposeful writing. Sessions of innovated writing follow, where children use 'short-burst writing' to develop the writerly tools and receive timely feedback in order to improve, children then write independently in order to fulfil their planned purpose. The writing process is always modelled by the teacher during shared writing sessions. Teachers model the talk and thought processes involved in being a writer.

How do we plan for progression in writing?

Our long-term plans for writing ensure access and exposure to a range of fiction and non-fiction genres as the children advance through the primary curriculum. When planning particular units of work, teachers will use their subject knowledge about the end of year expectations for the year group they teach, alongside our 'Progression in Writing Document' and 'Pie Corbett's Toolkits' to ensure pitch is high. Long term plans identify the writing focus for each unit of work and model texts demonstrate the level of writing expected from the children.

EYFS Writing

At St Vincent's VC Academy EYFS practitioners:

- Provide positive support as well as rich opportunities for young children's mark making
- Consider carefully their attitudes and responses. Shared moments of interest and encouragement are key however, as stated in 'Mark making in the early years' (2007)
- Value and celebrate the mark making, mathematical graphics, writing and drawing efforts of all children so that they have a sense of achievement and their self-esteem is promoted. Develop children's awareness of languages and writing systems other than English, and communication systems such as signing and Braille, to encourage an inclusive ethos
- Show fascination in children's thinking and commitment to supporting them on their communicative journeys, challenges and dilemmas.
- Plan time to tune into children's interests through sensitive observations and genuine partnerships with parents
- Sensitively support and model children's unique thinking and representational skills
- Allow time and space for children to explore and develop mark making and representational methods which are personal to them. Reflecting on practice
- Allow time for children to celebrate their own and each other's mark making, drawing and writing successes
- Use children's interests to plan for meaningful mark-making opportunities
- Document children's learning to enable them to revisit and reflect on their achievements

Practitioners create positive environments for independent mark making by offering:

- Accessible materials (throughout the setting):



- Whiteboards / blackboards (children can experiment freely, non-permanent)
- Opportunities to photograph / use photocopier (to capture their achievement)
- A place to display their own achievements (by giving them ownership they can take the responsibility of choosing when to celebrate their achievements, this also promotes communication between the children)
- Variety of mark making materials / paper (all sizes)
- Mark making caddies including materials to support mathematical mark making

Practitioners provide opportunities to teach key skills for developing writing and model writing through:

- Supporting the development of phonological awareness / Letters and Sounds
- Developing gross and fine motor skills
- Developing letter formation
- Providing varied opportunities for children to write (these should be meaningful to the children, using their interests, promoting enjoyment in writing)
- Talk for Writing (Pie Corbett) is used to help provide a model for language and support independent writing
- Family groups / small groups are used to help promote talk and give children as many opportunities to develop their spoken language which in turn, will support them putting meaning to marks



Phonological Awareness

- We provide opportunities to assess phonological awareness as needed.
- We provide opportunities for children to develop their phonological awareness, tailored to their individual needs

Oracy for Writing:

Children are given as many opportunities as possible to explore and develop language within the setting.

The following opportunities have a significant impact on language development and support children in becoming more confident writers:

- Songs / Rhymes / chants
- Listening games
- Stories, stories, stories
- Role play (too many to list)
- Small groups (children have less time to wait in order to have their turn to speak)
- Shared thinking opportunities – a chance to express themselves, develop and build on ideas
- Listening to others and being listened to – properly, with eye contact, interacting and responding



Shared Writing

Shared writing sessions demonstrate:

- What being a writer means: the composing, the oral rehearsing, the writing and re-reading;
- How the writer orchestrates all these skills at the point of writing;
- How the writing system works at word, sentence and text level in a range of different forms.

During shared writing the practitioner models:

- Fluent, expressive text
- Talking about the text
- New or unfamiliar vocabulary explained or explored
- Directionality of print
- Function of punctuation
- One to one correspondence
- Application of phonic knowledge
- Revisiting earlier writing to improve and develop
- Use of known patterns and structures from oral story making



Guided Writing

- Sessions generally follow on from shared writing and address the specific identified writing development needs of each child / group
- Children work with the adult as a grouped / individual based on assessment for learning

Talk for Writing

This should be used as a starting block and foundation for building language and exploration of quality texts.

Using 'Talk for Writing', the children will learn to imitate, innovate and invent stories whilst being supported in language development and finding their voice as a writer. (Following Talk for Writing Guide)

Writing Long Term Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Cycle A	Three Little Pigs	Enormous Turnip	We're going on a bear hunt	Train Ride	The Sleepy Bumble Bee	Three Billy Goats Gruff
	Cycle B	Little Red Hen	Gingerbread Man	Owl Babies	The Runaway Train	The Very Hungry Caterpillar	Mr Gumpy's Outing
Year 1	Non-Fiction	Non-Chronological Report -All about Hull		Instructions -How to make porridge		Persuasive -Jack's Magic Beans	
	Narrative	Traditional Tales The three bears	Traditional Tale Little Red Riding Hood	Traditional Tales How the Tortoise Got Its Shell	Can't you sleep Little Bear?	Traditional Tales Handa's Surprise	Wishing Tale Lost and Found
	Poetry	Calligrams			Acrostic		
Year 2	Non-Fiction	Explanation -How is bread made?		Non-Chronological Report -Marine Animals		Instructions -How to find buried treasure	
	Narrative	Losing Tale Paddington at the Zoo	Quest/Journey The Tunnel	Change Story Tyrannosaurus Drip	Good vs. Evil The Magic Brush	The lighthouse keeper's lunch	The papaya that spoke
	Poetry	Haiku			Riddles		
Year 3	Non-Fiction	Instructions How to wash a woolly mammoth	Explanation How to make a fire in the Stone Age	Persuasion The best tomb in town	Non-Chronological Report Unicorns/Dragons	Recount/Diary: LRRH journey through the woodland	Recounts: Newspapers Tornado destroys local houses
	Narrative	Warning Tale Kassim and the Greedy Dragon	Portal story Stone Age Boy	Finding Tale Return of the Egyptians	Change Story The Egyptian Cinderella	Myth Why Spider has a small waist	Losing Tale Lazy Jack
	Poetry	Limericks			Elegy		
Year 4	Non-Fiction	Persuasion Visit Greece	Newspaper (recount) Bean Plant Cut Down	Non-Chronological Roman Soldiers	Instructions How to keep a teacher happy	Explanation How does the Water Cycle Work?	Discussion Should children do housework?
	Narrative	Beat the monster/Myth Perseus and Medusa	Folk Tale Hamelin	Fantasy Story The Magician's Shop	Portal Elf Road	Wishing tale The king of bords	Warning tale The Canal
	Poetry	Tanka			Nonsense Poetry		
Year 5	Non-Fiction	Recount/Diary Viking Raider	Non-Chronological Ancient Greek Myths: The Cyclops	Instructions How to survive on a desert island!	Persuasion Deforestation	Biography Mae Jemison	Explanation What is the life cycle of a butterfly?
	Narrative	Beat the monster/Myth Beowulf	Quest How to train your dragon	Warning tale Keep off the tracks!	Adventure Kidnapped!	Traditional Tale Axe Soup	Suspense The nightmare man
	Poetry	Villanelle			Kenning		
Year 6	Non-Fiction	Non-Chronological The Victorians	Persuasion Visit the Great Exhibition	Newspaper report Normandy invaded	Letter of complaint	Discussion Should children be allowed to eat chocolate for breakfast?	Securing end of year objectives.
	Narrative	Spooky/horror Gothic horror	Warning Tale The Caravan	Journey story The Departure	Short Writes to Develop Writing Skills (Off T4W Units for 3 weeks)	Narrative – informal letter Evacuee Letter	Character description The Hexagriff
	Poetry	Narrative			Iambic Pentameter		

EYFS

Literacy	Talk for Writing	1	Three Little Pigs	Enormous Turnip	Where going on a bear hunt	Train Ride	The Sleepy Bumble Bee	Three Billy Goats Gruff
		Vocab	Key Vocab: house, straw, sticks, bricks, strong, weak, blow, puff, ladder, climb, Ambitious Vocab: structurally sound, sturdy, ravenous,	Key Vocab: Animal and character names, turnip, enormous, pull, pulled First, then, next, finally Ambitious Vocab: Enormous, vast, unmanageable, relief, feast	Key Vocab: bear, cave, day, night, moon, sun, owl, bat, hedgehog, grass, wood, river, snow, Ambitious Vocab: hunting, hearing, echo, sonar, prey, predator, dusk	Key Vocab: Car, van, bus, truck, lorry, aeroplane, ship, boat, rocket, scooter, bike Ambitious Vocab: Travel, Transportation, Engine, Wheels, Road, Road signs, Vehicles	Key Vocab: Character names, woods, trees, looming, wild, flowers in bloom, sweetest fruit, sharp, pointed, fierce, First, then, next, after that, finally Ambitious Vocab: hive, Pollination, eco-friendly, pollinate, ecosystem	Key Vocab: farm, bridge, goat, troll, animals, trip-trap Ambitious Vocab:
		2	Little Red Hen	Gingerbread Man	Owl Babies	The Runaway Train	The Very Hungry Caterpillar	Mr Gumpy's Outing
		Vocab	Key Vocab: Animal names, wheat, tall, strong, flour, mill, bake. Ambitious Vocab: Humdrum – something extremely boring. Lackadaisical - they do not seem excited or interested in the things they do.	Key Vocab: Gingerbread, animal names, kitchen equipment: rolling pin, oven, run, quickly, fast, faster, eat Ambitious Vocab: Absquatulate: leave quickly. Devour: Eat quickly. Naïve: trust people they shouldn't.	Key Vocab: bear, cave, day, night, moon, sun, owl, bat, hedgehog, tree, branch, owl Ambitious Vocab: hunting, hearing, echo, sonar, prey, predator, dusk	Key Vocab: Car, van, bus, truck, lorry, aeroplane, ship, boat, rocket, scooter, bike Ambitious Vocab: Travel, Transportation, Engine, Wheels, Road, Road signs, Vehicles	Key Vocab: Days of week, Egg, caterpillar, hungry, plums, pickle, salami, watermelon, fat, cocoon, butterfly, change, First, then, next, after that, finally Ambitious Vocab: Transform - Changed in a strange and surprising way, Life cycle – stages of life/ how a living thing changes, unfold, pupa,	Key Vocab: farm, boat, river, rabbit, children, cat, dog, pig, sheep, chicken, calf, goat Ambitious Vocab: canoe,
	T4W Outcomes	3/4 Make and describe marks Rec Oral retelling Draw images, make and describe marks/write initial sounds.	3/4 Make and describe marks Rec Oral retelling, draw images and write captions for retell	3/4 Make and describe marks Rec Oral retelling, draw images and write captions. Innovation and write a caption	3/4 Make and describe marks Rec Oral retelling, draw images and write captions Innovation and write a caption	3/4 Rec: Retell/innovate the story – short sentences	3/4 Rec: Retell/innovate the story – short sentences	

Other forms of Writing in addition to T4W		<p>Non-Fiction: People who help us</p> <p>Label: family portrait / picture of their house</p>	<p>Instructions Text: how to make turnip soup / gingerbread men</p> <p>Recount Text: cooking activity e.g. making vegetable soup</p> <p>Draw and list: the ingredients</p>	<p>Information Text: Facts about owls / bears</p>	<p>Map: to the Station for a visitor to find things</p>	<p>Information Text: Writing an information booklet about something we have been exploring/researching</p> <p>Observational drawings – labelling bees / caterpillars / butterflies</p>	<p>Recount: trip to the farm</p>
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Year 1

Autumn			Spring			Summer		
Poetry: Calligrams			Poetry: World Poetry Day			Poetry: Acrostic		
Fiction	Non-Fiction	Fiction	Fiction	Non-Fiction	Fiction	Fiction	Non-Fiction	Fiction
<p>Text The three bears (KS1 bumper book)</p> <p>Genre Traditional tale</p> <p>Focus Story sequence</p>	<p>Text All about Hull</p> <p>Genre Non-chronological report</p> <p>Focus Headings and captions.</p>	<p>Text Little Red Riding Hood</p> <p>Genre Traditional Tale</p> <p>Focus Capital letters and full stops.</p>	<p>Text How tortoise got his shell</p> <p>Genre Fable</p> <p>Focus Sequence of events</p>	<p>Text How to make Porridge</p> <p>Genre Instructions</p> <p>Focus Numbers to order instructions</p>	<p>Text Can't you sleep little bear?</p> <p>Genre Stories with predictable phrasing</p> <p>Focus Conjunction 'and'</p>	<p>Text: Handa's Surprise</p> <p>Genre Journey tale</p> <p>Focus Description of foods.</p>	<p>Text School trip to the seaside</p> <p>Genre Recount</p> <p>Focus Chronological order</p>	<p>Text Lost and Found</p> <p>Genre Wishing tale</p> <p>Focus Short narrative structure – First, then, next, finally.</p>
<u>Writing Outcome</u>	<u>Writing Outcome</u>	<u>Writing Outcome</u>	<u>Writing Outcome</u>	<u>Writing Outcome</u>	<u>Writing Outcome</u>	<u>Writing Outcome</u>	<u>Writing Outcome</u>	<u>Writing Outcome</u>
<p>Innovation Change main character</p> <p>Independent Write a retelling of a traditional story – change main character and 3 bears</p>	<p>Innovation Change location to our school.</p> <p>Independent Write about our school.</p>	<p>Innovation Change the wolf</p> <p>Independent Write own version with different main character and bad character</p>	<p>Innovation Sequence events and rewrite</p> <p>Independent How the _____ got its _____</p>	<p>Innovation Recipe for gingerbread men</p> <p>Independent Following a practical experience, write up instructions for a simple recipe – eg crispy buns.</p>	<p>Innovation Change the characters.</p> <p>Independent Change the setting and characters.</p>	<p>Innovation Change the fruits</p> <p>Independent Write own version with fruits and animals</p>	<p>Innovation Recall class trip to the seaside</p> <p>Independent Write own diary entry to recall class trip.</p>	<p>Innovation Change the characters.</p> <p>Independent Write own version of the story – changing character, animal and setting.</p>
<p>Hook suggestion: Make finger puppets to help retell the story</p>	<p>Hook suggestion: Walk around the school to find different areas.</p>	<p>Hook suggestion: Story props – basket, red hood etc, What could the story be about?</p>	<p>Hook suggestion: Look at images of tortoises/draw tortoise shells</p>	<p>Hook suggestion: Make porridge</p>	<p>Hook Suggestion Explore different types of lights and how much light they give off.</p>	<p>Hook suggestion Act out the story.</p>	<p>Hook suggestion Explore</p>	<p>Hook suggestion Box with a penguin inside and 'I'm lost' attached to it.</p>

Year 2

Autumn			Spring			Summer		
Poetry: Haiku			Poetry: World Poetry Day			Poetry: Riddles		
Fiction	Non-Fiction	Fiction	Fiction	Non-Fiction	Fiction	Fiction	Non-Fiction	Fiction
<p>Text Paddington bear at the zoo (teacher model)</p> <p>Genre Losing Tale</p> <p>Focus subordination and coordination</p>	<p>Text How is bread made? (GS model)</p> <p>Genre Explanation</p> <p>Focus Organisation</p>	<p>Text The tunnel (GS model)</p> <p>Genre Quest/journey</p> <p>Focus Opening and ending (toolkit)</p>	<p>Text Tyrannosaurus Drip</p> <p>Genre Change story</p> <p>Focus Setting description</p>	<p>Text Marine Mammals (GS Y2 model)</p> <p>Genre Non-Chronological</p> <p>Focus Headings and third person.</p>	<p>Text The magic brush</p> <p>Genre Good vs Evil</p> <p>Focus Dialogue</p>	<p>Text The lighthouse keeper's lunch</p> <p>Genre Story with predictable pattern.</p> <p>Focus Descriptive language</p>	<p>Text How to find buried treasure (GS model)</p> <p>Genre Instructions</p> <p>Focus Chronological sequence</p>	<p>Text The papaya that spoke.</p> <p>Genre Stories with recurring literary language</p> <p>Focus Language repetition for description</p>
<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>
<p>Innovation Write own version of Paddington's visit to the zoo.</p> <p>Independent Change character and animals.</p>	<p>Innovation How is marmalade made?</p> <p>Independent How is a marmalade sandwich made?</p>	<p>Innovation Change the characters.</p> <p>Independent Write own version of the story</p>	<p>Innovation Change the animals and setting.</p> <p>Independent Own version with different animals and setting.</p>	<p>Innovation Change the animals to dinosaurs</p> <p>Independent Own version with different dinosaurs.</p>	<p>Innovation What else could Mai Ling want and how could he use it to help?</p> <p>Independent ** and the magic ** What does he do for good? Threat- instead of an emperor.</p>	<p>Innovation Change the setting and the food,</p> <p>Independent Write own version with different characters.</p>	<p>Innovation How to prepare for a picnic</p> <p>Independent Write own version of how to prepare a picnic or prepare for a trip to the beach.</p>	<p>Innovation Change the food that speaks.</p> <p>Independent The ____ that spoke – own choice</p>
<p>Hook suggestion Read other Paddington books.</p>	<p>Hook suggestion Make marmalade sandwiches</p>	<p>Hook suggestion What could be on the other side of the tunnel?</p>	<p>Hook suggestion Read the story of the ugly duckling.</p>	<p>Hook suggestion Explore different dinosaur books.</p>	<p>Hook suggestion What would you paint if you had a magic brush?</p>	<p>Hook suggestion Design a picnic.</p>	<p>Hook suggestion Create treasure maps.</p>	<p>Hook suggestion Sample exotic fruits</p>

Year 3

Autumn				Spring				Summer			
Poetry: Limericks				Poetry: World Poetry Day				Poetry: Elegy			
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Text Kasim and the greedy dragon (Pie Corbett model)	Text How to wash a woolly mammoth	Text Stone Age Boy	Text How to make fire in the Stone Age (GS Model)	Text Return of the Egyptians	Text The best tomb in town	Text The Egyptian Cinderella	Text Unicorns/ Dragons	Text Why Spider has a small waist	Text LRRH journey through the woodland - diary	Text Lazy Jack (KS2 bumper book)	Text Tornado destroys local houses
Genre Warning tale	Genre Instructions	Genre Portal Story	Genre Explanation	Genre Finding tale	Genre Persuasive	Genre Change story	Genre Non-Chronological	Genre Myth	Genre Recount- diary	Genre Losing tale	Genre Newspaper report
Focus Description of character (Characterisation on toolkit)	Focus Introduction	Focus Description of setting (setting toolkit)	Focus Organisation in paragraphs and summary.	Focus Openings (toolkit)	Focus Use of persuasive language	Focus Opening (toolkit)	Focus Paragraphing & Structure	Focus Writing a narrative with a clear structure	Focus Setting description	Focus Structure	Focus Direct Speech (dialogue toolkit)
<u>Writing Outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>
Innovation Write own version of Paddington's visit to the zoo.	Innovation How is marmalade made?	Innovation Change the characters.	Innovation Change to Samuel Pepys writing diary.	Innovation Change setting and what character finds	Innovation Change the location to a different landmark.	Innovation Change the main character.	Innovation Change the creature.	Innovation Why giraffe has a long neck.	Innovation Write the next part of the diary entry	Innovation Change elements of what Jack 'should have done' -advice from mother	Innovation Newspaper report about tornado at the school or about the capture of iron man.
Independent New warning tale	Independent New set of instructions	Independent Own version of a portal story.	Independent How to make a in the stone age (meal, bow and arrow...)	Independent Write own version with new characters and object found.	Independent Write own persuasive text about a different landmark (link to geography)	Independent Change the characters in the story and the location.	Independent Write own non-chronological text about an Egyptian creature.	Independent Choose from selection of animals – Elephant, tortoise, giraffe etc.	Independent Write complete diary entry.	Independent Write a new Lazy Jack story – change characters.	Independent Newspaper report about a disaster that has happened.
Hook suggestion Discovery of some shiny jewels. How did they get here?	Hook suggestion Clean a range of dirty soft toys.	Hook suggestion Discuss going back in time. Where would you go? What would you do?	Hook suggestion Have a go at making a stone age tool.	Hook suggestion Imagine what you could find at the beach.	Hook suggestion Look at a range of adverts/leaflets for attractions.	Hook suggestion Acting out Cinderella story.	Hook suggestion Have images of dragons/ unicorns for the children to sort/describe to each other.	Hook suggestion Watch animation – Tinga Tinga tales (youtube)	Hook suggestion Watch LRRH animations/listen to the story/act it out.	Hook suggestion What is your favourite traditional tale? Act them out and guess which one it is.	Hook suggestion Match newspaper headlines to reports.

Year 4

Autumn				Spring				Summer			
Poetry: Tanka				Poetry: World Poetry Day				Poetry: Nonsense Poetry			
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<p>Text Perseus and Medusa (staff shared)</p> <p>Genre Myth (Beat the monster)</p> <p>Focus Character description (toolkit)</p>	<p>Text Visit Greece! (GS model)</p> <p>Genre Persuasion</p> <p>Focus vocabulary (persuasion toolkit)</p>	<p>Text Hamelin (Pie Corbett Bumper book)</p> <p>Genre Folk tale</p> <p>Focus Opening and ending toolkit</p>	<p>Text Bean plant cut down (Y4 writing models)</p> <p>Genre Newspaper (recount)</p> <p>Focus Structure</p>	<p>Text The Magician's Shop (Writing models Y4)</p> <p>Genre Fantasy</p> <p>Focus <i>Setting description (toolkit)</i></p>	<p>Text Roman soldiers (GS model)</p> <p>Genre Non-Chronological</p> <p>Focus Introduction and correct use of tense</p>	<p>Text Elf Road (Pie Corbett – Teachwire)</p> <p>Genre Portal</p> <p>Focus Character/setting description</p>	<p>Text How to keep a teacher happy (Writing models Y4)</p> <p>Genre Instructions</p> <p>Focus Using organisational devices</p>	<p>Text The king of the birds</p> <p>Genre Wishing tale</p> <p>Focus Dialogue focus</p>	<p>Text How does the water cycle work? (GS model)</p> <p>Genre Explanation</p> <p>Focus</p>	<p>Text The Canal (Bumper book – pg70)</p> <p>Genre Warning tale</p> <p>Focus Building Suspense</p>	<p>Text Should children do housework? (Writing models Y4)</p> <p>Genre Discussion writing</p> <p>Focus Paragraphing with linked sentences</p>
<p>Writing outcome Innovation Change the monster</p> <p>Independent Change characters and monster – write own version.</p> <p>Hook suggestion Design a minotaur. Watch BBC version of the story.</p>	<p>Writing outcome Innovation Change the location to Hull</p> <p>Independent Children to choose and research own location.</p> <p>Hook suggestion Look at a variety of leaflets for visitor attractions etc.</p>	<p>Writing outcome Innovation New setting</p> <p>Independent New folk tale (new setting and new problem)</p> <p>Hook suggestion Look at images of rats. What would we do if our classroom was full of them?</p>	<p>Writing outcome Innovation Report on an event in school</p> <p>Independent Newspaper report based on Hamelin</p> <p>Hook suggestion Explore newspaper articles about a recent event.</p>	<p>Writing outcome Innovation Change elements of the setting – what else may we find there?</p> <p>Independent Invent and describe own setting.</p> <p>Hook suggestion Watch a magic trick/show</p>	<p>Writing outcome Innovation Change the focus to another aspect of Roman life – eg. children, emperors, Independent Choose an aspect or Roman life to write about.</p> <p>Hook suggestion Design and create Roman shields/helmets</p>	<p>Writing outcome Innovation Change character and where the door leads to.</p> <p>Independent Write own portal tale</p> <p>Hook suggestion Discuss a 'dream' you had about going to another world/planet and your adventures</p>	<p>Writing outcome Innovation Change from teacher to parent</p> <p>Independent Write own set of instructions to keep someone happy.</p> <p>Hook suggestion What makes a happy teacher? Create a list.</p>	<p>Writing outcome Innovation What else could Yan wish for? Change the characters.</p> <p>Independent Write own wishing tale.</p> <p>Hook suggestion If you had 3 wishes, what would you wish for?</p>	<p>Writing outcome Innovation How do volcanoes erupt?</p> <p>Independent Independent version of How do Volcanoes erupt?</p> <p>Hook suggestion Water cycle animations.</p>	<p>Writing outcome Innovation Change the setting.</p> <p>Independent Write own warning tale.</p> <p>Hook suggestion Have you ever done something when your grown has told you not to?</p>	<p>Writing outcome Innovation Should boys learn cookery?</p> <p>Independent Should children to homework?</p> <p>Hook suggestion Debate – should children have to do jobs at home?</p>

Year 5

Autumn				Spring				Summer			
Poetry: Villanelle				Poetry: World Poetry Day				Poetry: Kenning			
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<p>Text Beowulf</p> <p>Genre Myth</p> <p>Focus subordination and coordination</p>	<p>Text Viking Raider (GS mode)</p> <p>Genre Recount/ Diary entry</p> <p>Focus Organisation</p>	<p>Text How to train your dragon</p> <p>Genre Quest</p> <p>Focus Opening and ending (toolkit)</p>	<p>Text Ancient Greek myths: the cyclops (GS model)</p> <p>Genre Non-chronological</p> <p>Focus Correct use of past tense</p>	<p>Text Keep off the tracks!</p> <p>Genre Warning Tale</p> <p>Focus Direct speech – correct punctuation</p>	<p>Text How to survive on a desert island!</p> <p>Genre Instructions</p> <p>Focus Use of organisational devices</p>	<p>Text Kidnapped (KS2 story telling into writing)</p> <p>Genre Adventure</p> <p>Focus Flashback – tense, literacy effects</p>	<p>Text Deforestation (GS model)</p> <p>Genre Persuasive letter</p> <p>Focus Vocab for effect on the audience</p>	<p>Text Axe Soup (Pie Corbett Writing Model)</p> <p>Genre Traditional Tale</p> <p>Focus Opening and ending toolkit</p>	<p>Text Mae Jemison Biography</p> <p>Genre Biography</p> <p>Focus Cohesion</p>	<p>Text The nightmare man (Pie Corbett model)</p> <p>Genre Suspense</p> <p>Focus Creating suspense (toolkit)</p>	<p>Text What is the life cycle of a butterfly?</p> <p>Genre Explanation</p> <p>Focus Precise vocabulary</p>
<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>	<u>Writing outcome</u>
<p>Innovation Change elements of characterisation – change hero and villain.</p> <p>Independent Sequel to Beowulf – what happens next?</p>	<p>Innovation Change diary entry to be written by Beowulf</p> <p>Independent Write diary from perspective of one of Beowulf's soldiers.</p>	<p>Innovation Change the character and location</p> <p>Independent Write own version – changing character, location and animals.</p>	<p>Innovation Change to be about Grendel</p> <p>Independent Write about a made-up dragon</p>	<p>Innovation Change the dangerous place and warning.</p> <p>Independent Write own warning tale.</p>	<p>Innovation Change the location.</p> <p>Independent Choose own location for survival!</p>	<p>Innovation Location of kidnap</p> <p>Independent Own flashback adventure story (link to The Explorer)</p>	<p>Innovation Include different facts about deforestation.</p> <p>Independent Own persuasive letter related to an environmental issue.</p>	<p>Innovation Change ingredients</p> <p>Independent New version of the traditional tale – conclusions reflects opening to start new story</p>	<p>Innovation Biography about Chris Hadfield</p> <p>Independent Write own biography about Time Peake.</p>	<p>Innovation Change character and fear.</p> <p>Independent Choose own fear and write suspense story.</p>	<p>Innovation Change to the life cycle of a frog</p> <p>Independent Write own explanation for the life cycle of an animal.</p>
<p>Hook Suggestions: Beowulf videos - BBC</p>	<p>Hook suggestion Look at a range of diary entries. Who do you think wrote them?</p>	<p>Hook suggestion Picture it! Draw settings from their description.</p>	<p>Hook suggestion Mythical creatures - match descriptions to the images. Create own.</p>	<p>Hook suggestion What kind of warnings are children given? Explore warning signs</p>	<p>Hook suggestion Survival scenarios. What would you need?</p>	<p>Hook suggestion Discuss the title – what could it be about?</p>	<p>Hook suggestion Watch 'There's a Rang-Tan in my bedroom</p>	<p>Hook suggestion Role play asking the children to make you something and then add extra to improve it.</p>	<p>Hook suggestion Watch Fun Facts about Mae Jemison videos.</p>	<p>Hook suggestion What do you most fear? What would you do if you were faced with it?</p>	<p>Hook suggestion Ordering life cycle images.</p>

Year 6

Autumn				Spring				Summer			
Poetry: Narrative				Poetry: World Poetry Day				Poetry: Iambic Pentameter			
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Text Gothic Horror	Text The Victorians (GS model)	Text The caravan (Pie Corbett model)	Text Visit the Great Exhibition (GS model)	Text The departure (GS model)	Text Normandy invaded (GS Model)	Revision of grammar, punctuation, spelling and reading skills. Short burst writing opportunities.	Text War Horse complaint letter	Text Evacuee Letter	Text Should children be allowed to eat chocolate for breakfast?	Text The Hexagriff	Text Secondary school preparation – letter to teacher, reflection Genre Various
Genre Spooky/horror	Genre Non-Chronological	Genre Warning tale	Genre Persuasion	Genre Journey story	Genre Newspaper report		Genre Letter	Genre Narrative – informal letter	Genre Discussion	Genre Character description	
Focus Creating atmosphere (suspense toolkit)	Focus Cohesion (Information toolkit)	Focus Integrating dialogue to convey character & advance action	Focus Persuasive devices (Persuasion toolkit)	Focus Setting description	Focus Formal language		Focus Formal language	Focus Characterisation	Focus Indirect, reported speech. (Discussion toolkit)	Focus Character description	Focus Securing end of year objectives
Writing outcome Innovation Change the fear/spooky character	Writing outcome Innovation Write about different aspects of Victorian life	Writing outcome Innovation Change the warning/location	Writing outcome Innovation Change the location/event	Writing outcome Innovation Change the characters	Writing outcome Innovation Change the event to evacuation.		Writing outcome Innovation Change the subject of the complaint.	Writing outcome Innovation Letter from father to home (The Arrival)	Writing outcome Innovation Link to immigration – The Arrival	Writing outcome Innovation Create a new creature	Writing outcome Innovation
Independent Write own spooky story/suspense story.	Independent Write about Robert Peel and the establishment of the police force.	Independent Write own warning story with effective dialogue.	Independent Write persuasive text to visit the hands on history museum	Independent Write own version of an evacuation narrative.	Independent Write own newspaper report about an event from WWII		Independent Write independent formal complaint letter.	Independent Letter from home to father (The Arrival)	Independent Write independent balanced argument	Independent Create own horror creature to describe.	Independent
Hook suggestion Spooky film clips (literacy shed)	Hook suggestion Explore Victorians non-fiction texts.	Hook suggestion Spot the danger – look at a range of pictures.	Hook suggestion Visit to Hands on history museum	Hook suggestion WWII activities – info books etc,	Hook suggestion Old newspaper reports		Hook suggestion Match complaint letters to writers.	Hook suggestion What would you do if you had to leave your country?	Hook suggestion Debate a few different topics.	Hook suggestion If you could imagine the most horrid creature, what would it look like?	Hook suggestion

Talk for Writing teaching guide for progression in writing year by year

Reception

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

Year 1

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

Year 1 - continued

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

Year 2

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 1 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p>	<p>Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc.)</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Demarcate sentences:</p> <p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after –ly opener e.g. <i>Fortunately,Slowly,</i></p> <p>Speech bubbles /speech marks for direct speech <i>Implicitly understand how to change from indirect speech to direct speech</i></p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark* • Speech bubble • Bullet points <p>Singular/ plural Adjective Verb Connective Alliteration Simile – ‘as’/ ‘like’</p> <p>Introduce: Apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>‘Speech marks’</p>

Year 2 Continued

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

Year 3

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 2 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts:</p> <p>Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>	<p>Consolidate Year 2 list Introduce:</p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> <i>Amazingly, small insects can....</i> Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i> Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p>	<p>Consolidate Year 2 list Introduce:</p> <p>Prepositions <i>Next to by the side of</i> <i>In front of during through throughout because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from prefixes e.g. <i>auto... super...anti...</i></p> <p>Word Families based on common words e.g. <i>teacher –teach,</i> <i>beauty – beautiful</i></p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Consolidate: Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Bossy verbs Tense (past, present future) Connective Generalisers Alliteration Simile – 'as' / 'like'

Year 3 Continued

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Non-Fiction Introduce: Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids</p> <p>Paragraphs to organise ideas around a theme</p> <p>Introduction Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....? Why....? When....? How....?</i></p> <p>Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i> Use of present perfect instead of simple past. <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind.</i></p>	<p>Develop complex sentences (Subordination) with range of subordinating conjunctions (See Connectives and Sentence Signposts doc.) '-ing' clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p>Drop in a relative clause using: who/whom/which/whose/that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i></p> <p>Dialogue –powerful speech verb e.g. <i>"Hello," she whispered.</i></p>	<p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>		<p>Introduce:</p> <ul style="list-style-type: none"> • Word family • Conjunction • <i>Coordinating conjunction</i> • <i>Subordinating conjunction</i> • Clause • Subordinate clause • Adverb • Preposition • Direct speech • Inverted commas • Prefix • • Consonant/Vowel • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative • Colon for instructions

Year 4

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

Year 4 Continued

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Non-Fiction</p> <p>Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid</p> <p>Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p>Introduction Middle section(s) Ending Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>'ed' clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded -'ing' clauses as starters e.g. <i>Grimacing menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in –'ing' clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - <i>"Hello," she whispered, shyly.</i> <i>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</i></p>			<p>Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Relative clause Relative pronoun <i>Coordinating conjunction</i> <i>Subordinating conjunction</i> Alliteration Simile – 'as' / 'like' Synonyms Introduce: <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession </p>

Year 5

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 4 list</p> <p>Introduce: Secure independent use of planning tools Story mountain / grids/flow diagrams (Refer to Story Types grids)</p> <p>Plan opening using: Description / action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action / description -character or setting / dialogue Build-up –develop suspense techniques Problem / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question • Exclamation • Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas • Bullet points • Apostrophe • Contractions/ possession • Commas for sentence of 3 – description, action • Colon – instructions • Parenthesis / bracket / dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative</p>

Year 5 Continued

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

Year 6

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 5 list</p> <p>Secure independent planning across story types using 5 part story structure.</p> <p>Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions:</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion</p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p>Consolidate Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p>Consolidate: Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Indirect speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action, views/opinions, facts • Colon – instructions • Parenthesis • Bracket- dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase</p> <p>Verb / Adverb Bossy verbs - imperative</p>

Year 6 continued

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Non-fiction:</p> <p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i></p>			<p>Tense (past, present, future)</p> <p>modal verb</p> <p>Conjunction / Connective</p> <p>Preposition</p> <p>Determiner/ generaliser</p> <p>Pronoun – relative/ possessive</p> <p>Clause</p> <p>Subordinate / relative clause</p> <p>Adverbial</p> <p>Fronted adverbial</p> <p>Rhetorical question</p> <p><i>Present and past progressive</i></p> <p><i>present perfect; past perfect</i></p> <p>Cohesion</p> <p>Ambiguity</p> <p>Alliteration</p> <p>Simile – 'as' / 'like'</p> <p>Synonyms</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis • Subjunctive