



**Barton Hill
Academy**

English Overview

2023-24

Our writing vision: At Barton Hill, we believe children should learn to write using real-life experiences, as well as quality texts and authors to inspire them. We want children to inform and entertain through their spoken and written skills to become excellent communicators and foster a life-long love of reading, writing and talking. Through their journey, they will learn how to spell as well as understanding how to write confidently, fluently and neatly and understand how to manipulate grammar and punctuation to become confident, creative writers.

Nursery

Observational checkpoints – Can children identify a range of different signs? Do they know how to handle a book and turn the pages one at a time? Can they identify rhymes and clap symbols? Can they talk to an adult about a story they have enjoyed? Can they retell a familiar story? Can they write their name?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Literacy	<p><u>Comprehension</u> Children will handle books and other reading material with interest. Children will know the logos for local supermarkets and restaurants e.g Lidl and McDonalds.</p> <p><u>Reading</u> -Children will have some favourite nursery rhymes -Enjoy joining in with songs and rhyming activities -Show an interest in text, print and illustrations in the environment -Handle books carefully</p> <p><u>Phonics</u> Phase 1</p> <p>Key Texts This Term: Owl Babies Speaking, questions and answers</p> <p>Handa's Surprise – Eileen Browne Speaking</p>	<p><u>Comprehension</u> Children will know a range of signs from around the local area including bus stop, parking, stop.</p> <p><u>Reading</u> -Children will have some favourite stories -Show awareness of rhyme -Listen and join in with familiar stories or poems -Recognise familiar signs and words including their own name -Look at books independently -Hold a book the correct way up and turn the pages</p> <p><u>Phonics</u> Phase 1</p> <p>Key Texts This Term: So Much Actions</p> <p>Peace At Last Repeated refrains</p> <p>Wow Said the Owl New vocabulary</p> <p><u>Writing</u> -Children will know how to draw vertical lines.</p>	<p><u>Comprehension</u> Children will know print has different purposes by exploring menus, magazines, newspapers, labels (embedded through role play and in book corners).</p> <p><u>Reading</u> -Children will repeat some words or phrases from familiar stories -Recognise rhythm in spoken words -Know that information can be relayed from print</p> <p><u>Phonics</u> Phase 1</p> <p>Key Texts This Term: Chicken Licken Joining in with refrains</p> <p>We're Going on a Bear Hunt Actions – positional language</p> <p><u>Writing</u> -Children will know how to draw circles.</p>	<p><u>Comprehension</u> Children will be able to fill in the missing words from familiar rhymes or story phrases.</p> <p><u>Reading</u> -Children will fill in missing words / phrases in a known rhyme, story or game -Show an awareness of alliteration -Anticipate key events and phrases in stories, songs or poems. -Knows print carries meaning</p> <p><u>Phonics</u> Phase 1</p> <p>Key Texts This Term: Brown Bear Alliteration</p> <p>Goldilocks and The Three Bears Initial sounds</p> <p><u>Writing</u> -Children will know how to draw diagonal lines. -Children make purposeful marks and give meaning to these marks</p>	<p><u>Comprehension</u> Children will know the names of different parts of a book including the cover, pages and title.</p> <p><u>Reading</u> -Children are beginning to be aware of the way stories are structured -Describe main story events, settings and characters -Knows English is read from left to right (30-50)</p> <p><u>Phonics</u> Phase 1</p> <p>Key Texts This Term: The Very Hungry Caterpillar Size and comparisons</p> <p>The Enormous Turnip Singing</p> <p><u>Writing</u> -Children will write the initial sound in their name.</p>	<p><u>Comprehension</u> Children will know how to read from left to right and top to bottom.</p> <p><u>Reading</u> -Children will suggest how a story might end or what could happen next -Children will look at books independently.</p> <p><u>Phonics</u> Phase 1</p> <p>Key Texts This Term: Rainbow Fish Labels</p> <p>Mr Gumpy's Outing Lists</p> <p>Going on a Plane Writing own name</p> <p><u>Writing</u> -Children will write their name.</p>

Nursery

Observational checkpoints – Can children identify a range of different signs? Do they know how to handle a book and turn the pages one at a time? Can they identify rhymes and clap symbols? Can they talk to an adult about a story they have enjoyed? Can they retell a familiar story? Can they write their name?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	The Tiger Who Came to Tea – Judith Kerr Listening in groups <u>Writing</u> -Children will know how to draw horizontal lines.		-Children are starting to give meanings to marks they make.			

Nursery Phonics	Daily phase 1	Daily phase 1	Daily phase 1	Daily phase 1	Daily phase 1	Daily phase 1
	Tuning into Sounds, Rhyme Time and Love of Reading (daily) <i>(AK to meet with VR to set this up)</i>	Tuning into Sounds, Rhyme Time and Love of Reading (daily) <i>(AK to meet with VR to set this up)</i>	Tuning into Sounds, Rhyme Time and Love of Reading (daily) <i>(AK to meet with VR to set this up)</i>	Tuning into Sounds, Rhyme Time and Love of Reading (daily) <i>(AK to meet with VR to set this up)</i>	Tuning into Sounds, Rhyme Time and Love of Reading (daily) <i>(AK to meet with VR to set this up)</i>	Tuning into Sounds, Rhyme Time and Love of Reading (daily) <i>(AK to meet with VR to set this up)</i>

EYFS Reading Progression	Autumn	Spring	Summer
Applying phonics	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes. count or clap syllables in words. recognise words with the same initial sound, such as money and mother. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes. count or clap syllables in words. recognise words with the same initial sound, such as money and mother. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes. count or clap syllables in words. recognise words with the same initial sound, such as money and mother. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say

	<p>sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Read a few common exception words matched to the school's phonic programme – Little Wandle</p> <p>To read some common irregular words.</p>	<p>sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Read a few common exception words matched to the school's phonic programme -Little Wandle</p> <p>To read some common irregular words.</p>	<p>sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Read a few common exception words matched to the school's phonic programme – Little Wandle</p> <p>To read some common irregular words.</p>
Fiction	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>

<p>Non-Fiction</p>	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		
<p>Poetry</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls, and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Engage in story times.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems, and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls, and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Engage in story times.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems, and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls, and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Engage in story times.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems, and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>

	<p>narratives and stories.</p> <p>Invent, adapt, and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time to music.</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt, and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time to music.</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt, and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time to music.</p>
Fluency and Comprehension	<p>Understand the five key concepts about print: print has meaning.</p> <ul style="list-style-type: none"> the names of different parts of a book print can have different purposes. page sequencing we read English text from left to right and from top to bottom. <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Understand the five key concepts about print: print has meaning.</p> <ul style="list-style-type: none"> the names of different parts of a book print can have different purposes. page sequencing we read English text from left to right and from top to bottom. <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>Understand the five key concepts about print: print has meaning.</p> <ul style="list-style-type: none"> the names of different parts of a book print can have different purposes. page sequencing we read English text from left to right and from top to bottom. <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p>

	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>
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	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>
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Reception

ELG-Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

ELG-Word Reading: Say a sound for each letter in the alphabet and most digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including all phase 2 common exception words, many phase 3 common exception words and some phase 4 common exception words..

ELG-Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Literacy	<p>Marvellous Me <u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, prosody, understanding and enjoyment.</p> <p><u>Word Reading</u> -Continues rhyming string -Hear and say the initial sounds in words -Use vocabulary and forms of speech influenced by books -Recognises own name</p> <p><u>Phonics</u> Phase 1 for 1 week of revision then start phase 2.</p> <p>Key Texts This Term: <u>The Colour Monster</u></p>	<p>Into the Woods <u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, prosody, understanding and enjoyment.</p> <p><u>Word Reading</u> -Can segment sounds in simple words and blend them -Begin to read words and simple captions</p> <p><u>Phonics</u> Phase 2</p> <p>Key Texts This Term: <u>The Gruffalo</u> Rhyming, CVC words (T4W)</p> <p><u>Fireworks</u> Onomatopoeia poems</p> <p><u>Little Red Riding Hood</u> Word writing (T4W)</p> <p><u>Stickman</u> Words and sentences</p>	<p>Superheroes <u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, prosody, understanding and enjoyment.</p> <p><u>Word Reading</u> -Links sounds to letters, naming and sounding letters of the alphabet -Enjoys a range of books -Children can read words containing sounds that have been taught and simple sentences</p> <p><u>Phonics</u> Phase 3</p> <p>Key Texts This Term: <u>Super Tato</u> Story</p> <p><u>Superworm</u> Wormery instructions and story (T4W)</p> <p><u>Super Bat – Matt Carr</u></p>	<p>Dinosaurs <u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, prosody, understanding and enjoyment.</p> <p><u>Word Reading</u> -Knows information can be retrieved from books and computers -Uses phonic knowledge to decode regular words and read them aloud accurately</p> <p><u>Phonics</u> Phase 3</p> <p>Key Texts This Term: <u>How to Look After Your Dinosaur</u> Create your own instructions (T4W)</p> <p><u>Dear Dinosaur</u> Letter Writing</p> <p><u>Dinosaur Bones</u> Fact files</p>	<p>Space <u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, prosody, understanding and enjoyment.</p> <p><u>Word Reading</u> -Read and understand simple sentences -Read some common exception words</p> <p><u>Phonics</u> Phase 4</p> <p>Key Texts This Term: <u>Aliens Love Underpants</u> Character description</p> <p><u>Man on the Moon</u> Sentence writing</p> <p><u>Whatever Next</u> Story writing</p> <p><u>Writing</u></p>	<p>A Ticket to Ride <u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, prosody, understanding and enjoyment.</p> <p><u>Word Reading</u> -Children will be able to read words containing phase 2 and 3 sounds and phase 4 consonant blends. -Children will be able to read many common exception words - Demonstrate understanding when talking with others about what they've read</p> <p>Be on level 8 reading books</p> <p><u>Phonics</u> Phase 4</p> <p>Key Texts This Term: <u>Naughty Bus</u> Story writing</p> <p><u>On the Way Home</u> Recount</p> <p><u>The Tunnel – Anthony Browne</u></p>

Reception

ELG-Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

ELG-Word Reading: Say a sound for each letter in the alphabet and most digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including all phase 2 common exception words, many phase 3 common exception words and some phase 4 common exception words..

ELG-Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Settling in transition week story</p> <p>Pumpkin Soup – Helen Cooper Own name</p> <p>The Little Red Hen Initial sounds, labels, CVC words</p> <p><u>Writing</u> -Give meaning to marks they make as they draw, write and paint -Children are beginning to copy shapes, letters and pictures -Hear and say the initial sounds in words -Write own name and other things such as labels and captions</p>	<p><u>Writing</u> -Can segment the sounds in simple words and blend them together -Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence -Children use their phonic knowledge to write words in ways that match their spoken sounds</p>	<p>Sentence writing</p> <p><u>Writing</u> -Write words using their phonic knowledge that match their spoken sounds -Attempt to write short sentences in meaningful contexts -Write simple sentences that can be read by themselves and others -Beginning to use capital letters and full stops</p>	<p><u>Writing</u> -Write simple sentences that can be read by themselves and others -Use capital letters and full stops -Beginning to write common exception words</p>	<p>-They write simple sentences that can be read by themselves and others -Use capital letters and full stops -Use finger spaces between words -Write some common exception words -Some words are spelt correctly and others are phonetically plausible</p>	<p>Create an alternate ending</p> <p><u>Writing</u> -Write sentences that are phonetically plausible and can be read by others -Write simple stories -Use capital letters, finger spaces and full stops</p>

<p>Reception Phonics</p>	<p>Phase 2 Week 1 s a t p Week 2 i n m d Week 3 g o c k Week 4 c k e u r l Week 5 h b f Tricky Words is l the</p>	<p>Phase 2 Week 1 ff ll ss j Tricky Words put pull full as Week 2 v w x y Tricky Words and has his hers Week 3 z zz qu words with s /s/ added at the end (hats sits) ch go no to into Tricky Words go no to into Week 4 sh th ng nk Tricky Words she push he of Week 5 words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky Words we be me</p> <p>2023/2024- Reteaching phase 2 lessons starting with term 1 week 1. Two lessons a day starting in week 2.</p>	<p>Phase 3 Week 1 ai ee igh oa Week 2 oo oo ar or Tricky Words was you they Week 3 ur ow oi ear Tricky Words my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Tricky Words are sure pure Week 5 longer words</p>	<p>Phase 3 Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/ Tricky Words- Review all taught so far Secure spelling</p>	<p>Phase 4 Week 1 short vowels CVCC Tricky Word said so have like Week 2 short vowels CVCC CCVC Tricky Word some come love do Week 3 short vowels CCVCC CCCVC CCCVCC longer words Tricky Word were here little says Week 4 longer words compound words Tricky Word there when what one Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Tricky Word out today</p>	<p>Phase 4 Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 Phase 4 words ending in: -s /s/, -s /z/, -es longer words Tricky Words- Review all taught so far Secure spelling</p>
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Year 1 Authors Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text	Find your happy – 1 week transition Reception familiar stories The Three Little Pigs – traditional tales We’re Going on a Bear Hunt – Michael Rosen	We’re Going on a Lion Hunt – David Axtell The Elves and the Shoemaker (traditional tale)	Hansel and Gretel – Brothers Grimm – <i>traditional tale</i>	Hedgehog fact file (science link) The Gingerbread Man – <i>traditional tale</i>	Recount write- recount of a trip (to be confirmed) Jack and the Beanstalk - <i>traditional tale</i>	The Three Billy Goats Gruff – <i>traditional tale</i>
Outcome	Narrative – talk for writing	Narrative	Narrative	Narrative	Narrative	Narrative

<p style="text-align: center;">Text Structure</p>	<p>Sequencing sentences to form short narratives (verbal) (next year)</p> <p>How words can combine to make sentences</p> <p>Planning tools: Drawing Club/Talk for Writing</p> <p>Say a sentence out loud</p> <p>Understand and recognise what a sentence is in reading and writing</p> <p>Whole class oral retelling of a story</p> <p>Understand and use words and phrases used to signal different parts of the story e.g. Once upon a time, The end</p> <p>Sequencing narratives using pictures</p> <p>Read aloud their writing to be heard clearly enough by others and discuss what they have written with the teacher and other pupils</p>	<p>Understand and recognise what a sentence is in reading and writing</p> <p>Say a sentence out loud</p> <p>I can write simple sentences</p> <p>Sequencing sentences using pictures</p>	<p>Whole class oral retelling of story</p> <p>Focus on the three parts to the story (understanding beginning middle and end)</p> <p>Sequencing sentences to form short narratives (written)</p> <p>Five finger re-telling (characters, setting, problem, main events, solution)</p> <p>Planning tools - introduce story mountain Opening – once upon a day, one day... Problem/Dilemma – suddenly, unfortunately... Ending – finally, in the end, luckily...</p> <p>Focus on planning the opening around character(s) and/or setting)</p>	<p>Suggested activity - <i>Write from memory simple sentences dictated by the teacher that includes words using the GPC's and common exception words taught so far.</i></p>		<p>Identify any key aspects that need to be secured from previous terms</p>
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Year 1 Authors Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Sentence Construction	<p>Write a simple sentence</p> <p>Say out loud what we're going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Re-reading it to check it makes sense</p> <p>Single clause sentences e.g. I went to the park. The castle is haunted (verbal)</p> <p>Conjunctions: and (written) but (verbal)</p>	<p>Embellished single clause sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p>I can recognise statements, questions and exclamations verbally – sentence types</p> <p>I can understand the job of an adjective and use them to form simple noun phrases.</p> <p>Conjunctions: and (written) but (verbal)</p>	<p>Exclamations</p> <p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Re-reading what they have written to check it makes sense</p> <p>Questions</p>		<p>I recognise statements, questions or exclamations.</p> <p>Range of conjunctions: join words and clauses using and, or, but, so, because (challenge: introduce when)</p> <p>Simple sentences</p> <p>Complex sentences: Once upon a time there was a little old woman who lived in a forest. Once upon a time there was a young boy called Jack who was very silly.</p> <p>'ly' openers: fortunately, unfortunately, sadly, etc</p>	<p>Identify any key aspects that need to be secured from previous terms</p>

Year 1 Authors Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Word Structure/ Language	<p>Consolidate Reception list</p> <p>Adjectives to describe e.g. The old house... The huge elephant...</p> <p>Nouns.</p> <p>Repetition for rhythm/description</p> <p>Repetition for description e.g. a lean cat, a mean cat, a green dragon, a fiery dragon</p>	<p>Adjectives to describe e.g. The old house... The huge elephant...</p> <p>Prepositions: inside outside towards across under</p> <p>Determiners: the a my your an this that his her their some all lots of many more those these</p>	<p>I can spell words ending in ing</p> <p>I can spell words ending in ed</p> <p>Adjectives to describe e.g. The old house... The huge elephant...</p> <p>Determiners: the a my your an this that his her their some all lots of many more those these</p>		<p>Determiners: the a my your an this that his her their some all lots of many more those these</p> <p>Repetition for rhythm/description</p> <p>Adjectives to describe e.g. The old house... The huge elephant...</p> <p>Alliteration e.g. dangerous dragon slimy snake</p> <p>Similes using as... e.g. as tall as a house, as red as a radish</p> <p>I recognize regular and irregular verbs (jump/jumped, take/took)</p>	<p>Identify any key aspects that need to be secured from previous terms</p>
Punctuation	<p>Consolidate Reception list</p> <p>Introduce capital letter for people, places, days of the week he personal pronoun I (too high – they don't really know what a CL is)</p> <p>Full stops</p> <p>Finger spaces</p>	<p>Introduce capital letter for people, places, days of the week he personal pronoun I</p> <p>Capital letters for names</p> <p>Full stops</p> <p>Finger spaces</p>	<p>Exclamation marks</p> <p>Question marks</p>		<p>Exclamation marks</p> <p>Question marks</p> <p>Speech bubble</p>	<p>Identify any key aspects that need to be secured from previous terms</p>

Year 1 Authors Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Phonics – mapped out weekly on separate phonics progression,	Consolidate Phase 3 – application to reading and writing. Start teaching Phase 5 – zh, wh, ph, ai, ay, a-e, ee, ea, e-e, ie, ey, ie, i-e, y, l,, oa, ow, o-e, oe		Phase 5 – oo, ew, ue, u-e, or, au, al, ur, er, ir, ow, ou, oi, oy, oa as ow, oa as o and oe, oo as oul, u, aw as au, ur as ear.		T5 – Gap fill based on phonics tracker assessment (BB3 link – AfL) T6 - ear as ere and eer, air as are and ear, ai as eigh, ei, Ee as ei, ey, y, written as c, k, ck and ch, s as c (e), c(i) and c(y), s as sc and st(l), j as g(e) g(i) g(y), j as dge, l as le, m as mb, n as kn, gn, r as wr, ch as tch, sh alternatives, e as ea, w/ o as wa u as o	
Non Fiction genre	N/A	NA	The Day The Crayons Quit – Drew Daywalt Letter Writing		How to make a jam sandwich/ The Disgusting Sandwich (instruction writing) – Gareth Edwards	
Outcome			Letter		Instruction writing	

Year 1 Authors Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text Structure			Some sense of a letter being set out as such and in sections.		Opening factual statement Simple factual sentences around a theme Ideas grouped in sentences in time sequence Written in the imperative e.g. Open the cupboard (bossy verbs) Use of numbers to signal order, Firstly, Secondly Challenge : bullet points	Identify any key aspects that need to be secured from previous terms
Sentence Construction					Simple coordinating conjunctions are used to construct sentences e.g. and, but, so Next, Then, Finally After that	Identify any key aspects that need to be secured from previous terms

Year 1 Authors Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Word Structure/ Language	<p>ALL YEAR, INTRODUCED IN TERM 1: Spell:</p> <ul style="list-style-type: none"> - Words containing each of the 40+ phonemes already taught - Common exception words - Days of the week <p>(MAPPED OUT ON PHONICS PROGRESSION MAP)</p> <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> - In order - Using letter names to distinguish between alternative spellings of the same sound 				<p>Precise, clear language to give information e.g. First, collect the tools. Next, wait for the cat to appear.</p> <p>First Next After</p> <p>Verbs Cut Move Fold Swing Paint</p>	Identify any key aspects that need to be secured from previous terms
Punctuation	<p>Introduce capital letter for people, places, days of the week he personal pronoun I</p> <p>Capital letters for names</p> <p>Full stops</p> <p>Finger spaces</p>		<p>Capital letter for people, places, days of the week he personal pronoun I</p> <p>Capital letters for names</p> <p>Full stops</p> <p>Finger spaces</p> <p>Exclamation and question marks</p>			Identify any key aspects that need to be secured from previous terms

Year 1 Authors Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Phonics	<p>Week 1 review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear</p> <p>Week 2 air er /z/ s – es words with two or more digraphs e.g. queen thicker</p> <p>Week 3 Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels</p> <p>Week 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p> <p>Week 5 review longer words</p> <p>Tricky Words Review all phase 2-4 the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p> <p>2023/2024 Reception Summer 1</p>	<p>Phase 5</p> <p>Week 1 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn Tricky Words their people oh your</p> <p>Week 2 /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he Tricky Words Mr Mrs Ms ask*</p> <p>Week 3 /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute Tricky Words could would should our</p> <p>Week 4 /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Tricky Words house mouse water want</p> <p>Week 5 Grow the code: /igh/ ie i e-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p> <p>2023/2024 Reception Summer 2 due to gaps and interventions last year. Two lessons per day being taught.</p>	<p>Phase 5</p> <p>Week 1 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder Tricky Words any many again</p> <p>Week 2 /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone Tricky Words who whole where two</p> <p>Week 3 /l/ le al apple metal /s/ c ice /v/ ve give Tricky Words school call different</p> <p>Week 4 /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey Tricky Words thought through friend work</p> <p>Week 5 Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p>	<p>Phase 5</p> <p>Week 1 /ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk Tricky Words once laugh</p> <p>Week 2 /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* Tricky Words because eye</p> <p>Week 3 /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there</p> <p>Week 4 /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor</p> <p>Week 5 /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p>	<p>Phase 5 Review for Phonics Screening Check</p> <p>Week 1 ay play a-e shake ea each e he</p> <p>Week 2 ie pie i-e time o go o-e home</p> <p>Week 3 ue blue rescue ew chew new u-e rude cute aw claw</p> <p>Week 4 ea head ir bird ou cloud oy toy</p> <p>Week 5 i tiger a paper ow snow u unicorn</p> <p>Week 6 ph phone wh wheel ie shield g giant</p>	<p>Phase 5</p> <p>Week 1 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer busy beautiful pretty hour Week 2 /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large move improve parents shoe</p> <p>Week 3 /sh/ ti ssi si ci potion mission mansion delicious</p> <p>Week 4 /or/ augh our oar ore daughter pour oar more review</p> <p>Week 5 review</p>
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	due to gaps and interventions last year					
Year 1 Progression of Reading Skills	Autumn		Spring		Summer	
Applying phonics	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p>		<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p>		<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p>	
Fiction	<p>listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics.</p>		<p>Consolidate</p> <p>listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics.</p>		<p>Consolidate</p> <p>listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics.</p>	
Non-Fiction	listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently					

Poetry	learning to appreciate rhymes and poems, and to recite some by heart	learning to appreciate rhymes and poems, and to recite some by heart	learning to appreciate rhymes and poems, and to recite some by heart
Fluency and Comprehension	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading. Discuss the significance of the title and events. Make inferences, based on what is being said and done.</p> <p>Predict what might happen, based on what has been read so far. Participate in discussion about what is read to them, taking turns, and listening to what others say.</p> <p>Clearly explain their understanding of what is read to them.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play.</p> <p>To check that a text makes sense to them as they read and to self- correct.</p> <p>To listen to and discuss a wide range of fiction, non-fiction, and poetry at a level beyond that at which they can read</p>	<p>Consolidate</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading. Discuss the significance of the title and events. Make inferences based on what is being said and done.</p> <p>Predict what might happen based on what has been read so far. Participate in discussion about what is read to them, taking turns, and listening to what others say.</p> <p>Clearly explain their understanding of what is read to them.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play.</p> <p>To check that a text makes sense to them as they read and to self- correct.</p> <p>To listen to and discuss a wide range of fiction, non-fiction, and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their</p>	<p>Consolidate</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading. Discuss the significance of the title and events. Make inferences based on what is being said and done.</p> <p>Predict what might happen based on what has been read so far. Participate in discussion about what is read to them, taking turns, and listening to what others say.</p> <p>Clearly explain their understanding of what is read to them.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play.</p> <p>To check that a text makes sense to them as they read and to self- correct.</p> <p>To listen to and discuss a wide range of fiction, non-fiction, and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their</p>

	<p>independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To begin to make simple inferences.</p> <p>To predict what might happen based on what has been read so far.</p>	<p>own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To begin to make simple inferences.</p> <p>To predict what might happen based on what has been read so far.</p>	<p>own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> <p>To begin to make simple inferences.</p> <p>To predict what might happen based on what has been read so far.</p>
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Year 2 Authors Overview						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Genre	Narrative	Historical account	Links to materials/art	Cultural texts/hot places (link with topic)	Adventure story	Various writing opportunities
Text	Somebody Swallowed Stanley/Giraffes Can't Dance	<p>Vlad and the Great Fire of London – Kate Cunnigham (change to be a class reader book)</p> <p>Samuel Pepys's Diary – diary entry (edit script – still write a</p>	<p>The Magic Paintbrush (change to be a class reader book) Julia Donaldson</p> <p>Colour by Christina Rossetti – poetry (keep – write a poem)</p>	<p>African Tale/ Why the Sky is Far Away (change to be a class reader book)</p> <p>Fact File – Book TBC (keep – write information text and a narrative)</p>	<p>Mrs Armitage Queen of the Road – Quentin Blake</p> <p><i>link to transport topic (change to be a class reader book)</i></p> <p>How to Build a Rocket – instructions (keep – write</p>	<p>Rainbow Dragon – information text on own animal (keep – write information text and narrative)</p>

		diary entry and a news paper recount)			instructions and narrative (journey to the moon story)	
U nit 1 O ut co m e	Narrative	Setting description (Thomas Farriner's bakery)	Fantasy narrative	Narrative	Narrative	How to...guide

Text Structure	<p>Consolidate Year 1 - recap Year targets</p> <p>Plan or say aloud what they are going to write about</p>	<p>Plan or say aloud what they are going to write about</p> <p>I can group ideas and events together in paragraphs.</p> <p>Begin to evaluate their writing with teacher and other pupils.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Plan by writing down ideas or key words, including new vocabulary</p> <p>Developed use of planning tools: boxing up grid.</p> <p>I can group ideas and events together in paragraphs.</p> <p>words/phrases that signal time – then, next, after that</p> <p>Focus on ending as a section rather than one final sentence.</p> <p>Use the past tense correctly and consistently.</p> <p>Re-reading to check that their writing makes sense and that verbs used to indicate time are used correctly and consistently.</p>	<p>Plan by writing down ideas or key words, including new vocabulary</p> <p>I can group ideas/events/related information together in paragraphs.</p> <p>Re-reading to check that their writing makes sense and that verbs used to indicate time are used correctly and consistently.</p> <p>Correct choice and consistent use of present or past tense throughout writing.</p>	<p>Plan by encapsulating what they want to say, sentence by sentence.</p> <p>I can group similar information together in paragraphs</p> <p>Re-reading to check that their writing makes sense and that verbs used to indicate time are used correctly and consistently.</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Correct choice and consistent use of present or past tense throughout writing.</p> <p>Fiction: Consolidate understanding of 5 parts to a story with more complex vocabulary: Opening – In a land far away... / One cold but bright morning... Build up – Later that day... Problem – To his amazement... Resolution – As soon as... Ending – Eventually... / And that is why...</p> <p>Ending should be a section rather than one final sentence e.g. explore how the ending links back to the opening with description of the character’s feelings, the setting or the weather</p>	<p>Identify any key aspects that need to be secured from previous terms</p>
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					Proof-read to check for errors in spelling, grammar and punctuation	
Sentence Construction	<p>Consolidate Year 1 list</p> <ul style="list-style-type: none"> • Commas in a list • Expanded noun phrases • Question marks 	<p>Understand how the grammatical patterns in a sentence dictate its function: statements and exclamations e.g. What big teeth you have!</p> <p>Embellished single clause sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill.</p> <p>Secure use of multi-clause sentences using coordinating conjunctions: and/ or / but</p> <p>Use the past tense correctly.</p>	<p>Understand how the grammatical patterns in a sentence dictate its function – full range of sentence types.</p> <p>Vary openers to sentences</p> <p>Secure use of multi-clause sentences using coordination and subordinating conjunctions: and/ or / but when / if / because</p> <p>Expanded noun phrases for description and specification. E.g. the blue butterfly, plain flour – CONSOLIDATE</p>	<p>Multi-clause sentences using coordinating (and / or / but) and subordinating conjunctions (when, if, because)</p> <p>Use the progressive (continuous) form of verbs in the present and past tense to make actions in process (e.g. the sun was shining)</p>	<p>Additional subordinating conjunctions: then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived</p> <p>During the Autumn, when the weather is cold, the leaves fall off the trees.</p>	<p>Identify any key aspects that need to be secured from previous terms</p> <p>Additional: List of 3 for description</p> <p>You will need: sharp scissors, some suitable wheels and thick cardboard</p>

Word Structure/ Language	<p>Consolidate Year 1 list</p>	<p>Alliteration e.g. wicked witch slimy slugs</p> <p>Understand and use: nouns, verbs and adjectives, with a focus on powerful verbs.</p>	<p>Two adjectives to describe the noun e.g. The scary, old woman...</p> <p>Adverbials for time Afterwards After that, When Suddenly, Just then, Next, Much later,</p>	<p>Alliteration e.g. wicked witch slimy slugs</p> <p>Similes using...like... as a tool for humour e.g. ... like sizzling sausages ...hot like a fire</p> <p>Adverbs for description e.g. snow fell gently and covered the cottage in wood</p> <p>Recognise when adjectives do NOT improve writing e.g. the big dog ran along the flat path and jumped into the white snow.</p>	<p>Two adjectives to describe the noun e.g. The scary, old woman...</p>	<p>Identify any key aspects that need to be secured from previous terms</p>
Punctuation	<p>Consolidate Year 1 list</p> <p>Capital letters</p> <p>Full stops</p> <p>Use spaces to separate words in a consistently sized manner</p>	<p>Secure demarcation of sentences through wide range of punctuation:</p> <ul style="list-style-type: none"> - Capital letters - Full stops - Question marks - Exclamation marks 	<p>Secure demarcation of sentences through wide range of punctuation:</p> <ul style="list-style-type: none"> - Capital letters - Full stops - Question marks - Exclamation marks <p>Commas to separate items in a list</p>	<p>Secure demarcation of sentences through wide range of punctuation:</p> <ul style="list-style-type: none"> - Capital letters - Full stops - Exclamation marks <p>Commas to separate items in a list</p>		<p>Identify any key aspects that need to be secured from previous terms</p>
Unit 2 Outcome	<p>Dear Earth - Letter</p>	<p>Samuel Peyps's Diary – diary entry (edit script – still write a diary entry and a news paper recount)</p>	<p>Colour by Christina Rossetti – poetry (keep – write a poem)</p>	<p>Fact File – Book TBC (keep – write information text and a narrative)</p>	<p>How to Build a Rocket – instructions (keep – write instructions and narrative (journey to the moon story)</p>	<p>Rainbow Dragon – information text on own animal (keep – write information text and narrative)</p>

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Text Structure	<p>I can begin to group ideas together in paragraphs.</p> <p>Setting out a letter correctly</p>	<p>I can group ideas and events together in paragraphs.</p> <p>Use the past tense correctly.</p> <p>Use first-person – I we me</p> <p>Evaluate and annotate their writing with teacher and other pupils.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Use of ideas/brainstorming to make a word bank.</p> <p>Re-reading to check that their writing makes sense</p> <p>Use of poetry format where appropriate – verses.stanzas and rhyme where appropriate</p>	<p>Secure use of planning tools: text map/washing up line/boxing up grid.</p> <p>Brief introduction:</p> <ul style="list-style-type: none"> - Heading - Hook the reader - Factual statement - Opening question <p>Middle sections:</p> <ul style="list-style-type: none"> - Group related ideas - Sub headings to introduce sentences/sections - Diagrams <p>Ending:</p> <ul style="list-style-type: none"> - Make final comment to reader - Did you know facts? - True or false? <p>I can group similar information together in paragraphs</p> <p>Attempts at third person writing to give information</p> <p>Re-reading independently to check that their writing makes sense and that verbs used to indicate time are used correctly and consistently.</p> <p>Written in appropriate tenses (maybe present tense to describe state/routines of things e.g. Dogs like going for walks... They have tails.)</p>	<p>Non-Fiction</p> <p>Begin with a question to grab the reader's attention – <i>Have you every wondered how rockets are made?</i></p> <p>Non-fiction structures previously taught</p> <p>Offer more choice to chn around the person: 1st, 2nd and 3rd person may be used, depending on the context – second person appropriate for instructions eg) First you...Then you...</p> <p>Chn move between present and future tense within one text: mostly present tenses to explain why something is great or effective/future tenses to say why something should happen, or was a good idea.</p> <p>Eg) You need to be careful to fix your rocket's fins securely. When you launch it, this will enable it to fly straight and high.</p>	<p>Identify any key aspects that need to be secured from previous terms</p>
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Sentence Construction	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Embellished single clause sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill.</p> <p>Use simple noun phrases e.g. large tiger.</p> <p>Expanded noun phrases for description and specification. E.g. the blue butterfly, plain flour.</p>	<p>Understand how the grammatical patterns in a sentence dictate its function: statements and exclamations e.g. What big teeth you have!</p> <p>Use simple noun phrases e.g. long stick</p> <p>Multi-clause sentences using subordinating conjunctions using: when, if, because)</p>		<p>Longer sentences to add description or information.</p> <p>Multi-clause sentences using coordinating (and / or / but) and subordinating conjunctions (when, if, because)</p> <p>Additional subordinating conjunctions: While / since e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees. (Consolidation of subordination)</p> <p>Varied sentence openers.</p> <p>Expanded noun phrases for description and specification. E.g. the blue butterfly</p> <p>Adverbs for information e.g. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p>	<p>Longer sentences to add description or information contrasted with short sentences for emphasis.</p> <p>Some conjunctions used to explain benefits e.g. It will make your breakfast and you can relax... The machine is amazing because it will do all of your homework!</p> <p>Some conditional verbs introduced e.g. you could save lots of time... you will love it!</p> <p>Confident use of nouns, verbs, adverbs and adjectives.</p> <p>Use rhetorical questions to address the reader in introduction.</p>	<p>Identify any key aspects that need to be secured from previous terms</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Word Structure/ Language</p>	<p>Understand and use: nouns, verbs and adjectives.</p> <p>Choose a noun precisely e.g. puppy instead of young dog.</p> <p>Two adjectives to describe the noun, e.g. the scary, old woman.</p>	<p>Alliteration e.g. wicked witch slimy slugs</p> <p>Similes using...like... e.g. ... like sizzling sausages ...hot like a fire</p> <p>Understand and use: nouns, verbs and adjectives.</p> <p>Choose a noun precisely e.g. puppy instead of young dog.</p> <p>Two adjectives to describe the noun, e.g. the scary, old woman.</p> <p>Expanded noun phrases for description and specification. E.g. the blue butterfly, plain flour. Adverbs for information e.g. Lift the pot carefully onto the tray.</p>	<p>Adverbs for description/detail/specification</p> <p>Adverbials for time Firstly, Afterwards After that, When Suddenly, Just then, Next, Much later,</p>	<p>Two adjectives to describe the noun e.g. Squirrels have long, bushy tails.</p>	<p>Formal language</p> <p>Generalisers for information, e.g. Many scientists.... Some astronauts....</p>	<p>Identify any key aspects that need to be secured from previous terms</p>
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<p style="text-align: center;">Punctuation</p>	<p>Use spaces to separate words in a consistently sized manner</p> <p>Use full stops correctly</p> <p>Capital letters for start of sentence, names, personal pronouns</p> <p>Secure demarcation of sentences:</p> <ul style="list-style-type: none"> - Capital letters - Full stops - Question marks - Exclamation marks 	<p>Use spaces to separate words in a consistently sized manner</p> <p>Secure demarcation of sentences:</p> <ul style="list-style-type: none"> - Capital letters - Full stops - Exclamation marks 	<p>Use spaces to separate words in a consistently sized manner</p> <p>Secure demarcation of sentences:</p> <ul style="list-style-type: none"> - Capital letters - Full stops - Exclamation marks - Question marks <p>Commas to separate items in a list</p>	<p>Secure demarcation of sentences through wide range of punctuation:</p> <ul style="list-style-type: none"> - Capital letters - Full stops - Question marks - Exclamation marks <p>[STAND ALONE LESSONS]</p> <p>Use apostrophes for contractions</p> <p>Begin to use apostrophes for possession correctly</p> <p>Commas to separate items in a list</p>	<p>Secure demarcation of sentences through wide range of punctuation:</p> <ul style="list-style-type: none"> - Capital letters - Full stops - Question marks - Exclamation marks - Use apostrophes for contractions - use apostrophes for possession correctly - ommas to separate items in a list 	<p>Identify any key aspects that need to be secured from previous terms</p>
<p style="text-align: center;">Phonics</p>	<p>Week 1 /ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou Tricky Words people eye whole Week 2 /oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow Tricky Words through improve move prove shoe two who beautiful their parents Week 3 /or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si</p>	<p>Week 1 What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?</p> <p>Week 2 Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?</p> <p>Week 3 Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?</p> <p>Week 4 When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?</p> <p>Week 5 Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?</p> <p>2023/2024 Children are set into phase groups. Phase 2, Phase 3, Phase 4/5 sets.</p>				

<p>Tricky Words thought sure</p> <p>Week 4 /j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re Tricky Words once again any many friend busy pretty because laugh**</p> <p>Week 5 ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/ friend *The grapheme 'ture' makes the /ch/ sound but has a slight schwa 'uh' at the end</p> <p>2023/2024 Children are set into phase groups. Phase 2, Phase 3, Phase 4/5 sets.</p>					
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Year 2 Reading Progression	Autumn	Spring	Summer
Applying phonics	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic. decoding has become embedded, and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic. decoding has become embedded, and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables. To read most words containing common suffixes.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic. decoding has become embedded, and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables. To read most words containing common suffixes.</p>

	<p>syllables. To read most words containing common suffixes.</p> <p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>
Fiction	<p>To participate in discussion about books, poems and other works that are read to them. (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related.</p>	<p>To participate in discussion about books, poems and other works that are read to them. (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related.</p>	<p>To participate in discussion about books, poems and other works that are read to them. (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related.</p>
Non-Fiction	<p>To recognise that non-fiction books are often structured in different ways.</p> <p>To ask and answer questions about a text.</p>		
Poetry	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these, and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these, and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these, and reciting some with appropriate intonation to make the meaning clear.</p>
Fluency and Comprehension	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>Consolidate: To reread texts to build up fluency and confidence in word reading.</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>

		To check that the text makes sense to them as they read and to correct inaccurate reading.	To check that the text makes sense to them as they read and to correct inaccurate reading.
	<ul style="list-style-type: none"> • Making inferences based on what is being said and done. • Answering and asking questions • Predicting what might happen based on what has been read so far. • Making predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them. • Participate in discussion about books and poems and other works that are read to them and chose that can be read for themselves, taking turns and listening to what others say. • Explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves. • Making inferences about characters feelings using what they say and do. 		
Develop Pleasure in reading, motivation to read, vocabulary and understanding	<ul style="list-style-type: none"> • Listening to, discussing, and expressing views about a wide range of contemporary books and classic poetry, stories and non - fiction at a level beyond that at which they can read independently. • Discussing the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Being introduced to non-fiction books that are structured in different ways. • Recognising simple recurring literary language in stories and poetry. • Discussing and clarifying the meanings of words, linking new meanings of known vocabulary. • Discussing their favourite words and phrases. • Continuing to build a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 		

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fiction genre	Science-fiction	Fantasy	Classic text	Journey	Classic text	Real Experience
Text	<p>WK 1 - Initial teaching – grammar re-cap with focus on sentence structure using I can say what a prediction is. I can make a prediction with support. I can use information from the text to make predictions. Challenge: I can explain why I have made a particular prediction.</p> <p>Iron Man – Ted Hughes</p>	Escape from Pompeii By Christina Balit	Matilda – Roald Dahl	Rivers and mountains – relating to Italy - theme	The Lion the Witch and the Wardrobe by CS Lewis	Chew Valley visit
Outcome	Narrative defeating the monster – focus on scene setting and character.	Fantasy narrative	Narrative – writing in the style of	Persuasive text (travel brochure)	Narrative – focus on description and character analysis/dialogue	Non-chronological report

<p style="text-align: center;">Text Structure</p>	<p>Should include detailed description of setting or character concentrating on the start of the story.</p> <p>Main focus on developing opening –should include detailed description of setting or characters.</p> <p>Introduce paragraphs</p> <p>Create setting and character in a narrative.</p> <p>Use a range of conjunctions SC CC as well as simple sentences</p>	<p>What are the key elements of fantasy?</p> <p>Place and setting are important along with fantastical characters.</p> <p>Focus on description and the sense of the unusual.</p> <p>Use a range of conjunctions SC CC as well as simple sentences</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary (nonsense words) and grammar.</p> <p>Secure use of narrative planning tools. Five-part stories are planned and extended vocabulary to introduce the different parts used.</p> <p>Focus on: Build-up – build in some suspense towards the problem or dilemma – linking to sentence structure below.</p> <p>Time and place are referenced to navigate the reader through the text e.g. After dinner,... At the end of the road...</p>	<p>Persuasion – use of rhetorical questions.</p> <p>Use of lavish description and powerful adjectives.</p> <p>Real facts and technical details, such as how you will travel – what sights and experiences could you have?</p> <p>Use real travel brochures and real places as a model to copy structure, sub-headings and sections as well as paragraphing.</p> <p>Use a range of conjunctions SC CC as well as simple sentences</p>	<p>Discuss the fact that the story is one of a series set in a mythological land.</p> <p>Examine particular scenes – Lucy encountering Narnia for the first time. Edmund meeting the White Witch and double-crossing his siblings for Turkish delight.</p> <p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally.</p> <p>Re-write/act scenes using realistic dialogue/imagine they are Lucy/Edmund – write their experiences in the first-person.</p> <p>Use a range of conjunctions SC CC as well as simple sentences</p>	<p>Identify any key aspects that need to be secured from previous terms</p> <p>Features of a report – paragraphs, sub-headings.</p> <p>Use of technical language to focus on a particular animal's description, habits, habitat, needs etc.</p> <p>Expanded noun phrases to aid description.</p>
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<p style="text-align: center;">Sentence Construction</p>	<p>Expanded noun phrases to describe and specify (determiner + adj, adj + noun) – do not use prepositions to expand further at this point in the year.</p> <p>Use long sentences to add description for information.</p> <p>Mostly past tenses used but present tense used for characters' direct speech (<i>model direct speech within model text but do not teach as innovation skill</i>)</p> <p>Begin to embellish single clause sentences (express time, place and cause using conjunctions, adverbs and prepositions)</p>	<p>Expanded noun phrases to embellish descriptive writing or add more specific information.</p> <p>Adverbial phrases used to signal manner – can be used as 'how' starter</p> <p>Prepositional phrases to place the action: On the mat; behind the tree, in the air</p> <p>Develop confidence using multi-clause sentences using subordinating conjunctions.</p>	<p>Short sentences beginning to be chosen specifically to create suspense</p> <p>Complex sentences using <i>when, if, as, while, before, after</i> are used to signal time and relation between two or events. Extend range of sentences using a wider range of conjunctions.</p> <p>Develop multi-clause sentences using subordinating conjunctions: - 'ing' clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</p> <p>Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</p> <p>Dialogue including powerful verbs for speech. E.g. "Hello," she whispered.</p>	<p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points.</p> <p>Sentence of 3 for description eg) The hidden holiday cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</p> <p>Consolidate expanded noun phrases to describe and specify (determiner + adj, adj + noun).</p>	<p>Vary long and short sentences for effect.</p>	<p>Identify any key aspects that need to be secured from previous terms</p>
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<p style="text-align: center;">Word Structure/ Language</p>	<p>Appropriate tense choice for a text - correct and consistent use of past tense.</p> <p>Mostly past simple, including 'ed' endings and irregular verbs e.g. went (not goed).</p> <p>Powerful verbs to describe (e.g. the woman whispered instead of the woman said quietly)</p> <p>Choose appropriate adjectives.</p> <p>Use of the forms (determiners) a or an according to whether the next words</p> <p>Express time and cause: then, next, soon (<i>model adverbs within story structure though don't teach as innovation skill</i>)</p>	<p>Powerful verbs</p> <p>Choose nouns and pronouns appropriately for clarity and cohesion to avoid repetition.</p> <p>Express time and cause: then, next, soon.</p> <p>Correct and consistent use of past and present tenses</p>	<p>Correct and consistent use of past tense</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Powerful verbs</p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box</p> <p>Increasing awareness of word choices to create effect e.g. crept to show a character was scared; gloomy to describe the sky on a bad/sad day.</p>	<p>Nouns and pronouns used to avoid repetition.</p> <p>More specific / technical vocabulary to add detail. eg) Imagine drops of rain pounding on the corrugated, tin roof as you sit in the dry enjoying the glorious view.</p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box</p> <p>Descriptive language: Alliteration Simile Personification</p>	<p>Correct and consistent use of past and present tenses.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Word families based on common words, showing how words are related in form and meaning.</p> <p>Expanded noun phrases to embellish</p> <p>Descriptive language: Alliteration Similes Personification (if appropriate for cohort)</p>	<p>Identify any key aspects that need to be secured from previous terms</p>
<p style="text-align: center;">Punctuation</p>	<p>Consolidate previous punctuation</p> <p>Use basic sentence punctuation accurately:</p> <ul style="list-style-type: none"> - Full stops - Capital letters - Question marks - Exclamation marks - Commas in list (of adjectives in an expanded noun phrase) 	<p>Use basic sentence punctuation accurately:</p> <ul style="list-style-type: none"> - Full stops - Capital letters - Question marks - Exclamation marks 	<p>Use of inverted commas for direct speech</p> <p>Use basic sentence punctuation accurately and consistently.</p>	<p>Possessive apostrophes for plural nouns.</p>	<p>Ellipses to keep the reader hanging on</p> <p>Possessive apostrophes for plural nouns.</p> <p>Commas to mark multi clause sentences</p> <p>Full range of basic sentence punctuation.</p> <p>Target punctuation that is not secure yet.</p>	<p>Identify any key aspects that need to be secured from previous terms</p>

<p>Spelling Follow 'Primary Tools' scheme – letters refer to files on the Shared drive (A1, A2 etc)</p>	<p>Revision of KS1 suffix work</p> <p>A1</p> <ol style="list-style-type: none"> Recap rules for adding suffixes – RULE 1 Recap rules for adding suffixes – RULE 2 Recap rules for adding suffixes – RULE 3 Recap rules for adding suffixes – RULE 4 <p>A2</p> <ol style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. <p>B</p> <ol style="list-style-type: none"> Spelling Rule: The /i/ sound spelled with a 'y.' <p>C</p>	<p>D1</p> <ol style="list-style-type: none"> The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. <p>D2</p> <ol style="list-style-type: none"> The prefix 'mis-' This is another prefix with negative meanings. <p>D3</p> <ol style="list-style-type: none"> Words with the prefix 'in / il / im / ir' <p>D4</p> <ol style="list-style-type: none"> Words with the prefix 'sub' <p>D5</p> <ol style="list-style-type: none"> Words with the prefix 're-' 're-' means 'again' or 'back.' <p>D6</p> <ol style="list-style-type: none"> Words with the prefix 'inter' <p>D7</p> <ol style="list-style-type: none"> Words with the prefix 'super' <p>D8</p> <ol style="list-style-type: none"> Words with the prefix 'anti' <p>D9</p> <ol style="list-style-type: none"> Words with the prefix 'auto' 	<p>E</p> <ol style="list-style-type: none"> The suffix '-ation' <p>F</p> <ol style="list-style-type: none"> Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb. <p>G1</p> <ol style="list-style-type: none"> Words ending 'sure' <p>G2</p> <ol style="list-style-type: none"> Words ending 'ture' <p>H</p> <ol style="list-style-type: none"> The suffix '-sion' pronounced /ʒən/ <p>I1</p> <ol style="list-style-type: none"> The suffix 'ous' (regular) <p>I2</p> <ol style="list-style-type: none"> The suffix 'ous' (exceptions to the rule) 	<p>J1</p> <ol style="list-style-type: none"> Words ending 'tion' <p>J2</p> <ol style="list-style-type: none"> Words ending 'ssion' <p>J3</p> <ol style="list-style-type: none"> Words ending 'sion' <p>J4</p> <ol style="list-style-type: none"> Words ending 'cian' <p>K</p> <ol style="list-style-type: none"> Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. <p>L</p> <ol style="list-style-type: none"> 'sh' spelt 'ch' 	<p>M1</p> <ol style="list-style-type: none"> Words ending with the /g/ sound spelled '-gue' <p>M2</p> <ol style="list-style-type: none"> Words with the /k/ sound spelled '-que.' These words are French in origin. <p>N</p> <ol style="list-style-type: none"> Words with the /s/ sound spelled 'sc' which is Latin in its origin. <p>O</p> <ol style="list-style-type: none"> The long /a/ vowel sound spelled 'ei.' The long /a/ vowel sound spelled 'eigh' The long /a/ vowel sound spelled 'ey.' 	<p>P</p> <ol style="list-style-type: none"> Homophones and near homophones: Words which have the same pronunciation but different meanings and/or spellings. <p>Q</p> <ol style="list-style-type: none"> Possessive apostrophes plural <p>Year 3 + 4 Spelling List</p>
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	8. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.					
Non Fiction genre	Information	Information	Review	Information	Information	Persuasion
Outcome	Newspaper article	Diary	Theatre review of performance.	Report and instructions	Letter to inform	Advert for Chew Valley

<p style="text-align: center;">Text Structure</p>	<p>Show children real newspaper model. Past tense – dramatic language.</p> <p>Structure is vital with an introduction telling the whole story.</p> <p>Then each paragraph tells the story in more detail using the who, when, what, where – and why and how if they can be answered.</p> <p>Use of inverted commas to include eyewitness account in speech. Eg) One shocked witness exclaimed, “The creature came from nowhere, smashing buildings and crushing cars. I had to run for my life!”</p>	<p>Clear introduction and use of point of view – why is the writer writing.</p> <p>Use of first-person. Use of feelings as well as real facts and places to add authenticity.</p> <p>Organised into paragraphs shaped around key events.</p> <p>Ensure there is a sense of confession with the writer expressing their feelings and emotions.</p>	<p>Following real-life experience of a theatre visit.</p> <p>Model how a review should read. What should it include?</p> <p>Show the children real reviews. Make sure it involves some brief recap of the story, highlights, favourite character/actor and even something the writer did not enjoy. The opinions need to be substantiated with reasons.</p>	<p>Following real-life pizza making.</p> <p>Clear introduction, which may address the reader where appropriate.</p> <p>Middle sections organised into paragraphs signposted by key topic sentence.</p> <p>Use of sub-headings (and maybe diagrams to make information clear) explain the history of how pizzas came about and the symbolism of the colours which mimic the Italian flag.</p> <p>Attempt a conclusion that addresses the reader, may contain a personal response/extra information/ reminders/ amazing facts/ did you know?</p>	<p>The children could write a letter to their parents – which they may never receive – explaining their predicament, what life is like in Narnia, that they are ok, that they have met new friends Aslan, Mr Tumnus – etc...</p> <p>Clear introduction, which may address the reader where appropriate.</p> <p>Organised into paragraphs signposted by key topic sentence</p> <p>Use of sub-headings (and maybe diagrams to make information clear).</p> <p>Attempt a conclusion that addresses the reader: advice/warning/ personal response/extra information/ reminders/ amazing facts/ did you know?</p>	<p>Identify any key aspects that need to be secured from previous terms</p>
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<p style="text-align: center;">Sentence Construction</p>	<p>Simple sentences with extra description.</p> <p>Identify main and subordinate clauses</p> <p>Use a small selection of conjunctions (when, as, after) to extend a range of sentences with more than one clause (keep selection strictly limited – do not show full range of subordinating conjunctions)</p> <p>Choose nouns and pronouns appropriately for clarity and cohesion to avoid repetition.</p>	<p>Some complex sentences using if, as, because (focus on expressing cause) etc (gradually model wider range of subordinating conjunctions – continue to be mindful of keeping selection limited)</p> <p>Tenses consistent</p> <p>Adverbs used to sound convincing e.g. surely, clearly etc.</p> <p>Present perfect form of verbs - e.g. he has gone out to play. Contrast with the simple past tense e.g. He went out to play.</p>	<p>Simple sentences.</p> <p>Some complex sentences using wider range of conjunctions – e.g. when, if, as, while etc.</p> <p>Tenses consistent</p> <p>Fronted adverbials</p> <p>e.g. After the audience sat down, the show's main performers burst onto the stage.</p>	<p>Consolidation of a wider range of conjunctions.</p> <p>Complex sentences using when, because, although)</p> <p>Tenses consistent</p> <p>Expanded noun phrases add more specific information</p> <p>Adverbials (express manner and frequency).</p> <p>Topic sentences to introduce paragraphs e.g. Pizzas are enjoyed across the world, however they have their origins in Italy</p>	<p>Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said.</p> <p>Expanded noun phrases</p> <p>Consolidation of prepositional phrases to place the action: On the mat; behind the tree, in the air</p>	<p>Identify any key aspects that need to be secured from previous terms</p>
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<p style="text-align: center;">Word Structure/ Language</p>	<p>Express time and cause (when, before, after)</p>	<p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Choose appropriate adjectives.</p> <p>Express cause (e.g. because, as)</p> <p>Correct and consistent use of past and present tense.</p>	<p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Mostly past simple, including 'ed' endings and irregular verbs e.g. went (not goed).</p> <p>Choose appropriate adjectives.</p> <p>Express time and cause (when, so, before, after, while, because).</p> <p>Correct and consistent use of past tense.</p> <p>Revise adverbs.</p>	<p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Choose appropriate adjectives.</p> <p>More specific/technical language. Eg) Did you know a particular form of cheese ids popular for pizza-making called mozzarella? This can sometimes be made from buffalo milk.</p>	<p>Nouns and pronouns used to avoid repetition</p> <p>Express time and cause: then, next, soon.</p> <p>More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.</p>	<p>Identify any key aspects that need to be secured from previous terms</p>
<p style="text-align: center;">Punctuation</p>	<p>Use commas to mark clauses</p> <p>Use basic sentence punctuation accurately:</p> <ul style="list-style-type: none"> - Full stops - Capital letters - Question marks - Exclamation marks 	<p>Use commas to mark clauses</p> <p>Use basic sentence punctuation accurately:</p> <ul style="list-style-type: none"> - Full stops - Capital letters - Question marks - Exclamation marks 	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Commas after fronted adverbials</p> <p>Use basic sentence punctuation accurately and consistently:</p> <ul style="list-style-type: none"> - Full stops - Capital letters - Question marks - Exclamation marks 	<p>Use basic sentence punctuation accurately and consistently:</p> <ul style="list-style-type: none"> - Full stops - Capital letters - Question marks - Exclamation marks 	<p>Colon before a list e.g. What you need.</p> <p>Ellipses to keep the reader hanging on</p> <p>Possessive apostrophes for plural nouns.</p> <p>Commas to mark multi clause sentences</p> <p>Full range of basic sentence punctuation.</p> <p>Target end of Y3 punctuation that is not secure yet.</p>	<p>Target Y3/y4 punctuation that is not secure yet.</p>

Year 5 author/experience overview

Our writing vision: At Barton Hill, we believe children should learn to write using real-life experiences, as well as quality texts and authors to inspire them. We want children to inform and entertain through their spoken and written skills to become excellent communicators and foster a life-long love of reading, writing and talking. Through their journey, they will learn how to spell as well as understanding how to write confidently, fluently and neatly and understand how to manipulate grammar and punctuation to become confident, creative writers.

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Fiction genre	Science fiction	Historical fiction	Playscript/poetry	Adventure Story	Stories from other cultures	Realistic Fiction
Text	'Ada Twist Scientist' by Audrea Beaty (picture book)	'Odd and the Frost Giants' by Neil Gaiman	'Macbeth' by Shakespeare (short story)	'Kensuke's Kingdom' by Michael Morpurgo	'The Journey Back to Freedom: The Olaudah Equiano Story' by Catherine Johnson	'The Lines on Nana's Face' by Simona Ciraolo (picture book)
Class reader						
Outcome	Newspaper report	Suspense story	Playscript	Instructions	Setting description	Flashback story

<p style="text-align: center;">Text Structure</p>	<p>Secure independent use of planning tools – box up grid</p> <p>Increasing awareness of literary language, including repetition for effect</p> <p>Use a wide range of devices to build cohesion within a paragraph: e.g. then, after that, firstly</p> <p>Use change of place, time and action to link ideas across paragraphs: e.g. later, nearby, carelessly, secondly</p> <p>Ensure consistent and correct use of tense throughout a piece of writing</p>	<p>Secure independent use of planning tools - narrative map / story mountain</p> <p>Use 5 part story structure</p> <p>Opening –should include action / description - character or setting / dialogue</p> <p>Build-up –develop suspense techniques</p> <p>Problem –may be more than one problem to be resolved</p> <p>Resolution –clear links with dilemma</p> <p>Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p>Stories include description of setting, character and atmosphere.</p> <p>Integrated dialogue advances action.</p> <p>Challenge: Vary conjunctions within paragraphs to build cohesion into a paragraph.</p> <p>Use change of place, time and action to link ideas across paragraphs.</p>	<p>Plan opening using description / use a variety of ways to open texts and draw reader in (setting description)</p> <p>Use change of place, time and action to link ideas across paragraphs.</p> <p>Use a variety of stylistic features for purpose and effect – simile, metaphor + personification</p> <p>Description of setting, character and atmosphere.</p>	<p>Use 5 part story structure (Writing could start at any of the 5 points - this may include flashbacks)</p> <p>Opening –should include action / description -character or setting / dialogue</p> <p>Build-up –develop suspense techniques</p> <p>Problem –may be more than one problem to be resolved</p> <p>Resolution –clear links with dilemma</p> <p>Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p>Plan opening using description, action or dialogue.</p> <p>Ending should include reflection on events or the characters.</p> <p>Dialogue used with increasing skill to convey character and advance action.</p> <p>Dangers are slowly revealed, with suspense built across sentences and paragraphs.</p> <p>Vary conjunctions within paragraphs to create varied sentence structures and build cohesion into a paragraph</p>	<p>Begin to vary story structure e.g. beginning in the dilemma and then using a flashback.</p> <p>Dangers are slowly revealed, with suspense built across sentences and paragraphs.</p> <p>Vary conjunctions within paragraphs to build cohesion into a paragraph.</p> <p>Dialogue used with increasing skill to convey character and advance action.</p>	<p>Identify any key aspects that need to be secured from previous terms</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sentence Construction</p>	<p>Use a range of subordinating conjunctions to construct sentences in different ways</p> <p>Varied sentences lengths and structures (simple, compound, complex) used for meaning and/or effect</p> <p>Use expanded noun phrases to convey complicated information concisely</p>	<p>Secure use of multi-clause sentences and embellished multi-clause sentences (<i>develop multi-clause sentences with subordination with full range of conjunctions</i>)</p> <p>Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</i></p> <p>Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Use a variety of stylistic features for purpose and effect - figurative language – simile + personification</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>Metaphor Personification Onomatopoeia</p> <p>Develop multi-clause sentences with subordination with full range of conjunctions</p> <p>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p>	<p>Past perfect tense used to signal flashbacks and/or events that happened before another point in the past e.g. The door had already been opened before he arrived... It had all started earlier that day when... [STAND ALONE]</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Develop multi-clause sentences with subordination with full range of conjunctions</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>Develop characterisation through dialogue and description of appearance and actions (e.g. character in a difficult situation may plead; villainous character may write in a scornful tone).</p>	<p>Past perfect tense used to signal flashbacks and other mysterious events that happened before another point in the past e.g. The door had already been opened before he arrived... It had all started earlier that day when...</p> <p>Develop multi-clause sentences with subordination with full range of conjunctions</p> <p>Use of rhetorical questions</p> <p>Re-shape sentences using various techniques: lengthening/shortening for meaning and/or effect, moving sentence chunks around for different effects.</p>	<p>Identify any key aspects that need to be secured from previous terms</p>
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<p style="text-align: center;">Word Structure/ Language</p>	<p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases (determiner, noun) expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Standard English forms for verbs/verb inflections</p> <p>The grammatical difference between plural and possessive -s</p>	<p>Consolidate from Year 4: Simile</p> <p>Personification</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Use powerful, carefully chosen verbs to describe</p>	<p>Consolidate: Noun phrases (determiner, noun) expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Metaphor</p> <p>Onomatopoeia</p> <p>Use powerful, carefully chosen verbs to describe</p>	<p>Empty words e.g. <i>someone, somewhere was out to get him</i></p>	<p>Metaphor Simile Personification Onomatopoeia</p>	<p>Identify any key aspects that need to be secured from previous terms</p>
<p style="text-align: center;">Punctuation</p>	<p>Consolidate basic sentence punctuation: use a wide range of punctuation accurately and consistently: e.g. full stops and capital letters, question marks, exclamation marks.</p> <p>Consolidate all previous learning Year 4 punctuation: commas after fronted adverbials and multi clause sentences, apostrophe to mark singular and plural possession.</p>	<p>Use of commas to clarify meaning or avoid ambiguity</p> <p>I can punctuate direct speech using inverted commas and other punctuation</p>	<p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Hyphens to avoid ambiguity (in context of carefully chosen/specific descriptive language)</p> <p>I can punctuate direct speech using inverted commas and other punctuation</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Rhetorical question</p> <p>I can punctuate direct speech using inverted commas and other punctuation</p>	<p>Identify any key aspects that need to be secured from previous terms</p>

<p style="text-align: center;">Spelling</p> <p style="text-align: center;">Follow ' Primary Tools' scheme – letters refer to files on the Shared drive (A1, A2 etc)</p>	<p>A1 1. Words ending in ‘-cious.’ If the root word ends in –ce the sound is usually spelled ‘-cious.’</p> <p>A2 2. Words ending in ‘-tious.’</p> <p>B 3. Ending ‘-cial.’ After a vowel ‘-cial’ is most common 4. Ending ‘-tial.’ After a consonant. But there are many exceptions.</p> <p>C1 5. Use –ent after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule.</p> <p>C2 6. Use –ent and –ence and –ency after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule.</p> <p>C3 7. Words ending in ‘-ant.’ ‘-ant’ is used if there is an ‘a’ or ‘ay’ sound in the right place.</p> <p>C4 8. Words ending in ‘-ance’ and ‘-ancy.’ ‘-ance’ is used if there</p>	<p>D1 9. Words ending in ‘-able’ ‘-able’ is used where there is a related word ending ‘-ation.’</p> <p>D2 10. Words ending in ‘-ible’</p> <p>11. Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably</p> <p>E 12. Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn’t doubled.</p> <p>F 13. Hyphens can be used to join a prefix to a root word, especially if the</p>	<p>G 14. Words spelled with ‘ie’ after c. 15. Words with the ‘ee’ sound spelled ei after c. The ‘i before e except after c’ rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.</p> <p>H 16. Words containing the letter string ‘ough’ where the sound is /aw/. 17. Words containing the letter string ‘ough’ where the sound is /o/ as in boat or ‘ow’ as in cow.</p> <p style="text-align: center;">Year 5 + 6 spelling list</p>	<p>I 18. Words with ‘silent’ letters at the start. 19. Words with ‘silent’ letters in them (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>(I1: k, I2: g, I3: w, I4: b, I5: c, I6: d, I7: n, I8: t, I9: other)</p> <p style="text-align: center;">Year 5 + 6 spelling list</p>	<p>J 20. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p style="text-align: center;">Year 5 + 6 spelling list</p>	<p style="text-align: center;">Year 5 + 6 spelling list</p>
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	is an 'a' or 'ay' sound in the right place.	prefix ends in a vowel letter and the root word also begins with one.				
Non Fiction genre	Diary	Balanced argument	Poetry	Poem	Letter	Biography
Out-come	Diary showing POV		Sonnet (based on Macbeth)	Narrative poem		

<p style="text-align: center;">Text Structure</p>	<p>Maintain first-person throughout</p> <p>Description of real events are detailed and engaging.</p> <p>The information is organized in clear paragraphs, chronologically where appropriate with clear signals to the reader about time, place and personal response.</p> <p>Purpose is to show feeling and emotion.</p>	<p>Developed introduction, for, against and conclusion including confident and consistent style if/when addressing the reader.</p> <p>Paragraphs organised correctly around key ideas/themes.</p> <p>Range of layout devices used to make information clear title sub-headings.</p> <p>Able to maintain a more formal, expert voice when writing main paragraphs so seem informed and credible</p>	<p>Effective introduction that presents two perspectives before then providing background information and supporting and counter points in following paragraphs.</p> <p>Conclusion provides clear point of view informed by both sides of balanced argument.</p> <p>Description of events are detailed and engaging, whilst avoiding story-style retelling of events e.g. The boys claimed they were walking along the beach enjoying the sunset when they saw something they thought looked unusual.</p> <p>Maintain a formal style of 3rd person writing, with direct and indirect speech used to provide detail.</p>	<p>Developed introduction and conclusion including confident and consistent style if/when addressing the reader, with increasing awareness of appropriate formality.</p> <p>Paragraphs organized with prioritized information and topic sentences.</p> <p>Purpose of text clearly stated in introduction and clear request for action from reader in the conclusion.</p> <p>Past perfect tense used to explain what <i>had happened</i> before the headline event.</p>	<p>Set out letter correctly as per model.</p> <p>Developed progression through letter with reader addressed.</p> <p>Paragraphs organised correctly around key ideas/themes, prioritising most important information, ideas, feelings.</p> <p>Emotive language used with increasing confidence.</p> <p>Able to maintain appropriate voice.</p>	<p>Identify any key aspects that need to be secured from previous terms</p> <p>Third-person consistent</p>
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Sentence Construction	<p>Varied sentences lengths and structures (simple subject verb object and compound - for and nor but or yet so).</p> <p>Use some subordinating conjunctions e.g. while, until, after, because...</p> <p>Use fronted adverbials followed by commas e.g. Later that day,...(when) At the end of the road,...(where) Cautiously,...(how)</p> <p>Challenge: Use reported speech accurately and consistently</p>	<p>Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Varied sentences lengths and structures (simple, compound, complex).</p> <p>Specific use of a range of subordinating conjunctions e.g. while, until, after, because...</p> <p>Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Use of rhetorical questions</p>	<p>Varied sentences lengths and structures (simple, compound, complex).</p> <p>Specific use of a range of subordinating conjunctions e.g. while, until, after, because...</p> <p>Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or <i>adverbs</i> (<i>perhaps, surely</i>)</p> <p>Use of rhetorical questions</p>	<p>Varied sentences lengths and structures (simple, compound, complex).</p> <p>Specific use of a range of subordinating conjunctions e.g. while, until, after, because...</p> <p>Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Ideas are expanded across sentences with words/phrases for cohesion (Due to this,... Because of this,... Consequently,...).</p>	<p>Varied sentences lengths and structures (simple, compound, complex).</p> <p>Wide range of subordinating conjunctions e.g. while, until, after, because...</p> <p>Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Extended and detailed noun phrases used for emphasis.</p> <p>Adverbial phrases used cleverly to give cohesion and emphasis.</p> <p>Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or <i>adverbs</i> (<i>perhaps, surely</i>)</p>	<p>Identify any key aspects that need to be secured from previous terms</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Word Structure/ Language</p>	<p>Consolidate Year 4: Nouns and pronouns used for clarity and cohesion</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Standard English forms for verbs/verb inflections</p> <p>The grammatical difference between plural and possessive –s</p> <p>Adverbials of time, place and number</p>	<p>Developed use of technical language</p> <p>Choose appropriate adjectives.</p> <p>Use a wide range of conjunctions.</p>	<p>Developed use of technical language</p> <p>Choose appropriate adjectives.</p> <p>Use a wide range of causal conjunctions to aid cohesion.</p> <p>Adverbials of opposing view and adverbials of addition.</p>	<p>Developed use of technical language</p> <p>Choose appropriate adjectives.</p> <p>Use a wide range of conjunctions to aid cohesion.</p> <p>Control of tenses for past, present and future as appropriate.</p> <p>Adverbials of time, place and number.</p>	<p>Developed use of technical language where appropriate</p> <p>Choose appropriate adjectives.</p> <p>Use a wide range of conjunctions to aid cohesion.</p> <p>Control of tenses for past, present and future as appropriate.</p> <p>Adverbials of time, place and number.</p> <p>Mostly present tenses to describe routines/states. Talk about future using modal verbs, like will/may/should.</p>	<p>Identify any key aspects that need to be secured from previous terms</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Punctuation</p>	<p>Consolidate basic sentence punctuation: use a wide range of punctuation accurately and consistently: e.g. full stops and capital letters, question marks, exclamation marks.</p> <p>Consolidate all previous learning Year 4 punctuation: commas after fronted adverbials and multi clause sentences, apostrophe to mark singular and plural possession.</p>	<p>Commas or brackets for parenthesis (<i>linked to relative clauses</i>)</p> <p>Colons to introduce a list</p> <p>List items separated by commas</p>	<p>Use of commas to clarify meaning or avoid ambiguity</p> <p>List items separated by commas</p>	<p>Brackets and commas for parenthesis.</p> <p>Dashes introduced for parenthesis (to include opinion/ideas in an informal and more emphatic manner e.g. We would have no clean air – which surely nobody wants.).</p>	<p>Brackets and commas for parenthesis.</p> <p>Dashes introduced for parenthesis (to include opinion/ideas in an informal and more emphatic manner e.g. We would have no clean air – which surely nobody wants.).</p>	<p>Identify any key aspects that need to be secured from previous terms</p>

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Fiction genre	Futuristic/Realistic	Historical fiction	Fantasy/Magical/Mythological	Adventure	Epistolic narrative	Mixed writing opportunities
Text	Floodlands– Marcus Sedgewick	Letters from the Lighthouse- Emma Carroll	Range of Greek myths (linked to narrative) + 'Mythological Creatures of Ancient Greece'	Charles Darwin – adventures The Piano animation to model flashback	Robinson Crusoe/Bear Grylls survival guide	How to survive SATs – guide Personal report – report on topic of their Choice (including research)
Outcome	Setting Description	Diary – as a narrative device	Narrative - defeating the monster	Narrative – Characterisation – flashback story	Mixed writing opportunities – narrative - survival journals	Mixed – secure use of independence across a range of genres

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Text Structure</p>	<p>Recap of features from Year 5</p> <p><u>New teaching:</u></p> <p>Plan by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - consider how authors have developed settings in what pupils have read, listened to or seen performed <p>Select appropriate grammar and vocabulary for genre, understanding how such choices can change and enhance meaning.</p> <p>Describe setting and atmosphere</p> <p>Paragraphs are used securely. Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g., repetition of a word or phrase)</p>	<p>Paragraphs - confident use of paragraphs to control pace and effect of story (using new paragraphs to create mini-cliffhangers).</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g., repetition of a word or phrase),</p>	<p>Secure independent planning across story types using 5-part story structure and being able to maintain plot consistently working from plan: Focus on suspense.</p> <p>Paragraphs - Confident use of paragraphs to control pace and effect of story (using new paragraphs to maintain reader's attention at points of suspense).</p> <p>Link ideas across paragraphs using a 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 ellipsis</p> <p>In narrative, describe setting, character and atmosphere.</p> <p>Action, dialogue and description is well balanced and helps to control the pace and mood of the story (slower, more descriptive writing in calmer parts; faster, more action-based writing to build excitement).</p> <p>Dialogue- Understanding of difference between literary language and spoken English</p>	<p>Secure independent planning across story types using 5-part story structure and being able to maintain plot consistently working from plan: Focus on characterisation.</p> <p>Secure development of characterisation- Reader able to infer positive/negative feelings about characters through skillfully chosen clues (dialogue, speech verbs, movement, 'show not tell').</p> <p>Link ideas across paragraphs using a 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 ellipsis</p> <p>Paragraphs - Confident use of paragraphs to control pace and effect of story</p> <p>Action, dialogue and description is well balanced and helps to</p>	<p>Secure independent planning across story types using 5-part story structure and being able to maintain plot consistently working from plan: Include suspense, cliff hangers, flashbacks/ forwards, time slips, etc.</p> <p>Paragraphs - Confident use of paragraphs to control pace and effect of story</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 ellipsis.</p> <p>Action, dialogue and description is well balanced and helps to control the pace and mood of the story</p> <p>Dialogue- Understanding of difference between literary language and spoken English shown through descriptive writing and use of dialogue to convey character and advance action.</p> <p>Any other aspects of the KS2 assessment framework that needs to be secured.</p>
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			<p>shown through descriptive writing and use of dialogue. Used to convey advance the action.</p> <p>Dialogue used to convey character– reader able to infer positive/ negative feelings about characters through skillfully chosen clues (dialogue, speech verbs, movement, ‘show not tell’).</p>	<p>control the pace and mood of the story.</p> <p>In narrative, describe setting, character and atmosphere.</p> <p>Dialogue used to convey character and develop characterisation – reader able to infer positive/ negative feelings about characters through skillfully chosen clues (dialogue, speech verbs, movement, ‘show not tell’).</p> <p>Dialogue used to convey character and advance action.</p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sentence Construction</p>	<p>Recap Year 5 - Use of multi-clause sentences with subordination, coordinating and a full range of conjunctions</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely) 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>Expanded noun phrases to convey complicated information concisely and add descriptive detail <i>(including consolidation of determiners and prepositions)</i></p> <p>New teaching: Sentence length and type varied to help control mood.</p> <p>Secure accuracy of verb tense throughout writing.</p>	<p>Cohesion across sentences and paragraphs achieved using various devices (adverbial phrases, subordinate clauses, pronouns, past perfect tense etc).</p> <p>Use the passive voice to affect the presentation of information in a sentence: e.g. Active: Tom accidentally dropped the glass. e.g. Passive: The glass was accidentally dropped by Tom.</p> <p>The passive voice used to help create more literary language.</p> <p>Secure use of multi-clause sentences with specific range of conjunctions</p> <p>Sentence length and type varied to help control pace and mood of story. Varied sentence structures to avoid repetitive writing style.</p> <p>Secure accuracy of verb tense throughout writing.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied i.e. omitted relative pronoun.</p>	<p>Cohesion across sentences and paragraphs achieved using various devices (adverbial phrases, subordinate clauses, pronouns, past perfect tense etc).</p> <p>The passive voice, modal verbs and nominalisation may be used to help create more literary language.</p> <p>Sentence length and type varied to help control pace and mood of story:</p> <ul style="list-style-type: none"> - Relative clauses - Subordinate clauses (CONSOLIDATE) - Short simple sentences, etc. <p>Writing draws upon influence of published authors.</p> <p>Secure accuracy of verb tense throughout writing.</p>	<p>The passive voice, modal verbs, nominalisation, expanded verb forms and abstract nouns may be used to help create more literary language.</p> <p>Cohesion across sentences and paragraphs achieved using various devices (adverbial phrases, subordinate clauses, pronouns, past perfect tense etc).</p> <p>Sentence length and type varied to help control pace and mood of story.</p> <p>Secure use of multiclaue sentences with full range of conjunctions.</p> <p>Writing draws upon influence of published authors.</p> <p>Punctuation used accurately and to emphasise ideas and effect.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive</p>	<p>Sentence length and type varied to help control pace and mood of story.</p> <p>Varied sentence structures to avoid repetitive writing style.</p> <p>Expanded noun phrases to convey complicated information concisely</p> <p>Cohesion across sentences and paragraphs achieved using various devices (adverbial phrases, subordinate clauses, pronouns, past perfect tense etc).</p> <p>The passive voice, modal verbs, expanded verb forms and abstract nouns may be used to help create more literary language.</p> <p>Writing draws upon influence of published authors.</p> <p>Punctuation used accurately and to emphasise ideas.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>Any other aspects of the KS2 assessment framework that needs to be secured.</p> <p>Potential consolidation needed: Use the perfect form of verbs to mark relationships of time and cause.</p>
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				verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)		
Word Structure/ Language	<p>Recap Year 5: Use a variety of stylistic features of purpose and effect e.g. Alliteration Simile Metaphor Personification Onomatopoeia Empty words e.g. someone, somewhere was out to get him Developed use of technical language</p>	<p>Expanded noun phrases to convey complicated information concisely</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p>Expanded noun phrases to convey complicated information concisely</p> <p>Select language that shows good awareness of the reader</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p>	<p>Expanded noun phrases to convey complicated information concisely</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>Any other aspects of the KS2 assessment framework that needs to be secured.</p>	
Punctuation	<p>Consolidate commas to mark multi and single clause sentences.</p>	<p>Consolidate commas to mark multi and single clause sentences.</p> <p>Consolidate speech punctuation.</p>	<p>Consolidate commas to mark multi and single clause sentences.</p> <p>Consolidate speech punctuation.</p>	<p>Semi-colons beginning to be used to create links between related independent clauses e.g. Her eyes widened; her heart began to race.</p> <p>Colons (to introduce lists and to link clauses, working like '=' or 'because').</p> <p>Dashes for more informal writing</p>	<p>Punctuation used accurately and to emphasise ideas.</p> <p>Potential consolidation needed: Semi-colons used to create links between related independent clauses e.g. Her eyes widened; her heart began to race. Apostrophes to mark plural possession</p>	
Spelling Follow 'Primary Tools' scheme –	Year 6 is revision of Year 5 – discuss with previous teachers which rules may need greater focus.	E 12. Adding suffixes beginning with vowel letters to words ending in –	I 18. Words with 'silent' letters at the start. 19. Words with 'silent' letters in them (i.e.	Identify any key aspects that need to be secured from previous terms Year 5 + 6 spelling list	Identify any key aspects that need to be secured from previous terms Year 5 + 6 spelling list	Identify any key aspects that need to be secured from previous terms Year 5 + 6 spelling list

<p>letters refer to files on the Shared drive (A1, A2 etc)</p>	<p><i>Re-introduce Y5 + 6 statutory spelling list and emphasise the importance of learning and spelling these words correctly + using them in our writing whenever appropriate.</i></p> <p>A1 + 2</p> <ol style="list-style-type: none"> Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.' Words ending in '-tious.' <p>B</p> <ol style="list-style-type: none"> Ending '-cial'. After a vowel '-cial' is most common Ending '-tial'. After a consonant. But there are many exceptions. <p>C1 + 2</p> <ol style="list-style-type: none"> Use -ent after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. Use -ent and -ence and -ency after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. <p>C3 + 4</p> <ol style="list-style-type: none"> Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place. Words ending in '-ance' and '-ancy'. '-ance' Is used if there is an 'a' or 	<p>fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.</p> <p>F</p> <ol style="list-style-type: none"> Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. <p>G</p> <ol style="list-style-type: none"> Words spelled with 'ie' after c. Words with the 'ee' sound spelled ei after c. The 'i' before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings. <p>H</p> <ol style="list-style-type: none"> Words containing the letter string 'ough' where the sound is /aw/. Words containing the letter string 	<p>letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>(I1: k, I2: g, I3: w, I4: b, I5: c, I6: d, I7: n, I8: t, I9: other)</p> <p>J</p> <ol style="list-style-type: none"> These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. <p>Year 5 + 6 spelling list</p>	<p>+ Challenging words</p>	<p>+ Challenging words</p>	<p>+ Challenging words</p>
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	<p>'ay' sound in the right place.</p> <p>D1 + 2</p> <p>9. Words ending in '-able' 'able' is used where there is a related word ending '-ation.'</p> <p>10. Words ending in '-ible'</p> <p>11. Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably</p>	<p>'ough' where the sound is /o/ as in boat or 'ow' as in cow.</p>				
Non Fiction genre	Information	Persuasion	Information	Discussion	Varied	Varied
Out-come	<p>Non-chronological Report</p> <p>CHANGE TO: <i>Persuasive letter – healthy lifestyle (changes we could make in the school e.g. sports clubs, healthier menus, etc) or how to be more environmentally friendly.</i></p>	<p>Persuasive Text</p> <p>Letter</p>	Non-chronological Report	<p>Balanced Argument</p> <p>CHANGE TO: <i>Balanced argument – David Attenborough linked to evolution.</i></p> <p>(Add consolidation of another skill instead of subjunctive as a skill by itself)</p>	Mixed Writing Opportunities	Mixed Writing Opportunities

Text Structure	<p>Plan by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary <p>Secure use of planning across non-fiction genres using a range of planning tools.</p> <p>Use a variety of layout devices: headings, sub-headings, bullets or tables to structure a text.</p> <p>Begin to use formal style appropriately (e.g. maintaining third person etc)</p> <p>May also show under-standing of less formal English through use of quotations (using contractions, question tags, 2nd person to address the reader, humour) when quoting younger/ less professional/ more emotional people.</p> <p>Conclusion may provide advice/ request for information.</p>	<p>Answer any rhetorical questions asked in the introduction/ in subheadings</p> <p>Strong awareness of audience, able to write in a more and less formal styles (using passive voice, modal verbs, maintaining appropriate person etc in more formal writing; using contractions, question tags, 2nd person to address the reader, humour in less formal writing).</p> <p>May use past perfect tense (had+past participle) to explain what had happened before the visit/experience e.g. We had learnt all about evacuation before our trip.</p> <p>Begin to use formal style (using passive voice, modal verbs, maintaining third person etc)</p> <p>Link 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 ellipsis</p>	<p>How to use a Myzone to help get fitter. Real-life experiences.</p> <p>Writing is well constructed and the question is clearly stated, discussed and an opinion is given with reasoning.</p> <p>Strong awareness of audience, able to write in a more and less formal styles (using passive voice, modal verbs, maintaining third person etc in more formal writing; using contractions, question tags, 2nd person to address the reader, humour in less formal writing).</p> <p>Range of devices to make information well organised and cohesively connected (use a wide range of devices to build cohesion within and across paragraphs).</p>	<p>Express balanced coverage of a topic.</p> <p>Writing is well balanced (for and against) and written cohesively, controlling formality, person and tenses.</p> <p>The report is well constructed and answers any rhetorical questions asked in the introduction/ in subheadings.</p> <p>Strong awareness of audience, able to write in a more and less formal styles (using passive voice, modal verbs, maintaining third person etc in more formal writing; using contractions, question tags, 2nd person to address the reader, humour in less formal writing).</p> <p>Information is given in organised paragraphs and with references to prior information for cohesion e.g. Due to their thick white fur, these animals are perfectly suited to their alpine habitat.</p> <p>Range of devices to make information well</p>	<p>Writing is well-constructed and the question is clearly stated, discussed and an opinion is given with reasoning.</p> <p>Strong awareness of audience, able to write in a more and less formal styles (using passive voice, modal verbs, maintaining third person etc in more formal writing; using contractions, question tags, 2nd person to address the reader, humour in less formal writing).</p> <p>Writing is well balanced (for and against) and written cohesively, controlling formality, person and tenses.</p> <p>Range of devices to make information well organised and easy to understand.</p> <p>Statistics and quotations provided to lead arguments.</p>	<p>Writing is well constructed and has a clear argument/purpose.</p> <p>Strong awareness of audience, able to write in a more and less formal styles (using passive voice, modal verbs, maintaining third person etc in more formal writing; using contractions, question tags, 2nd person to address the reader, humour in less formal writing).</p> <p>Information is given in organised paragraphs (ordered for effect) and with references to prior information for cohesion.</p> <p>Range of devices to make information well organised and easy to understand.</p> <p>Strong control of emotive language appropriate for the reader and context.</p>
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				<p>organised and easy to understand.</p> <p>Statistics and quotations provided to lead arguments.</p>		
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sentence Construction</p>	<p>Recap Year 5 Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p> <p>Verb forms are controlled and precise to maintain formality e.g. reported instead of said.</p> <p>Cohesion across sentences and paragraphs achieved using various devices (adverbial phrases with a focus on cause and effect)</p> <p>Sentence length and type varied according to purpose.</p> <p>Adverbials/subordinate clauses/pronouns used to provide cohesion.</p> <p>Use indirect speech to summarise a person's thoughts and introduce direct speech quotations e.g. Mr Fox told reporters that he was relieved escape alive: "I honestly thought I was done for! Those brutes might have only got my tail but I'm sure they wanted to kill me."</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, quantify or qualify e.g. insignificant amount, exceptionally, slightly.</p> <p>Secure use of multi-clause sentences with full range of conjunctions – focus on SUBORDINATE CLAUSES - 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>Expanded noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>The passive voice to describe what happened to you e.g. we were greeted by...</p> <p>Developed use of rhetorical questions for persuasion.</p>	<p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials and subordinate clauses used for cohesion across sentences and paragraphs.</p> <p>Expanded noun phrases used to add detail e.g. the devastating impact of deforestation.</p> <p>Effective use of the passive voice (to maintain 3rd person and maybe also to create sense of victim for people/places at the heart of the discussion) e.g. it has been argued... many animals have been left homeless by the development.</p> <p>Well-chosen quotations that reflect the position of the speaker (age, connection to the matter, feelings associated).</p>	<p>Verb forms are controlled and precise e.g. It would be regrettable if these animals were allowed to go extinct.</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use of the subjunctive forms in some very formal writing and speech: suggesting possibility, intent, recommendation, wish, uncertainty, necessary. E.g. If I were rich and had a yacht, I would cruise all over the world.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to provide cohesion and avoid repetition of nouns e.g. Due to its hard shell, most crabs... Generally feeding at night, these creatures...</p> <p>Expanded noun phrases used to add detail e.g. its razor-sharp claws...</p>	<p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials and subordinate clauses used for cohesion across sentences and paragraphs.</p> <p>Expanded noun phrases used to add detail e.g. the devastating impact of deforestation.</p> <p>Effective use of the passive voice (to maintain 3rd person and maybe also to create sense of victim for people/places at the heart of the discussion) e.g. it has been argued... many animals have been left homeless by the development.</p> <p>Well-chosen quotations that reflect the position of the speaker (age, connection to the matter, feelings associated).</p>	<p>Verb forms are controlled and precise e.g. It would be regrettable if these animals were allowed to go extinct.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials and subordinate clauses used for cohesion across sentences and paragraphs.</p> <p>Expanded noun phrases used to add detail e.g. the devastating impact of deforestation.</p> <p>Effective use of the passive voice to present a person/place/topic as being vulnerable/victim.</p> <p>Emotive language skilfully, but respectfully used (e.g. Surely, you wouldn't want that, would you? may be too informal if writing to the head teacher).</p>
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				The passive voice to maintain focus on the report's subject even when discussing what is done to them e.g. these herbivores are usually found in... they have been known to... unfortunately, their numbers are believed to be dropping...		
Word Structure/ Language	Choose appropriate adjectives. Use a wide range of conjunctions. Link ideas across a text using cohesive devices such as adverbials Expanded noun phrases to convey complicated information concisely.	Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.	Use modal verbs. Expanded noun phrases to convey complicated information concisely Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors	Expanded noun phrases to convey complicated information concisely. Use modal verbs.	Convert adjectives in verbs using suffixes; ate, ise, ify. Choose appropriate adjectives. Use a wide range of conjunctions.	Change tense according to features of the genre. Link ideas across a text using cohesive devices such as adverbials.
Punctuation	Colons (to introduce lists)		Use brackets, dashes or commas for parenthesis.	Semi-colons used to create links between related independent clauses e.g. Her eyes widened; her heart began to race. Use brackets, dashes or commas for parenthesis.		