

# Exceed Learning Partnership

## Writing Curriculum intent

### Foundation Stage 1

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

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

## Foundation Stage 2

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

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|  |  |  | To describe a noun/animal/character.<br>To write a message to someone else.<br>To write a 3 line poem e.g Red is... |
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## Year 1

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

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|                                 | <b>Name the letters of the alphabet in order.</b>  | I went to the shop then to the park.<br>I like chicken and chips.   | - read aloud their writing clearly enough to be heard by their peers and the teacher.  |
| <b>Stage 3</b>                  | <p><b>Daily handwriting practise linked to phonics and spelling patterns accurately applied by pupils in their writing.</b> (see phonics approach appendix 2).</p> <p><b>Recap and embed: All lower case letters with the lead in and flock out and capital letters to be formed correctly.</b></p> <ul style="list-style-type: none"> <li>- Teach –s –es plurals when no change to the root word (see phonics approach)</li> <li>- Teach suffixes – ing, -ed, -er, -est when no change to root word (see phonics approach)</li> </ul>   | <p><b>Teach verb and adjectives so that pupils apply into sentences.</b> E.g. A big dog ran. The pink pig sat. The green frog is jumping.</p> <p><b>Teach prefix un and link to verb and adjective so pupils can apply this prefix to words</b> e.g. unhappy, unlock, unfair, undo (see phonics approach)</p> <p><b>Pupils begin to use exclamation marks with some accuracy.</b></p> <p><b>Pupils begin to use a question mark with some accuracy.</b></p> | <p><b>Pupils write 4-5 sentences into a meaningful sequence accurately that include the main Y1 knowledge components.</b></p> <p>e.g. Applying strategies above with increased accuracy to write a story retell sequence with 1 simple adaption, to describe the main character, to write 4-5 simple instructions linked to D&amp;T/PSHE, to respond to questions about text they have read e.g. write a simple prediction.</p> <p>Compose a 4 line verse of a poem with simple rhyming couplets on the 2<sup>nd</sup> and 4<sup>th</sup> lines.</p> |
| <b>Text Types<br/>Narrative</b> | <p><b>Narrative – Stories with familiar settings</b></p> <ul style="list-style-type: none"> <li>• Order events and write sentences clearly linked to beginning middle and end</li> <li>• Simple written description of characters and setting using a range of carefully chosen adjectives.</li> <li>• Use different sentence openers and story language e.g once upon a time, later that day etc</li> <li>• Use time adverbials to sequence and order sentences.</li> <li>• Be aware of which tense they’re writing in.</li> </ul> <p><b>Narrative - Stories with predictable and patterned language (As stories with familiar settings)</b></p> <ul style="list-style-type: none"> <li>• Use a familiar patterned story as a model for writing.</li> <li>• Use drama to explore alternative ways to complete the story.</li> <li>• Write own ideas for the middle of the story independently, for example a repeated refrain or a catchphrase for a particular character.</li> <li>• Write own lines or sentences using a pattern from the story.</li> </ul> <p><b>Narrative – Traditional Tales (As stories with familiar settings)</b></p> <ul style="list-style-type: none"> <li>• Select a story to retell</li> <li>• Write a version of the story retelling in their own words using a series of sentences to sequence events.</li> </ul> <p><b>Narrative – Stories about Fantasy World (As stories with familiar settings)</b><br/>Read stories about fantasy worlds, for example imaginary lands, space, animal homes</p> |   |  |

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|                         | <ul style="list-style-type: none"> <li>Write about a significant incident from the story that was performed.</li> </ul>   |
| <b>Recount</b>          | <p><b>Recount – letter, diary</b></p> <ul style="list-style-type: none"> <li>Recount first hand experiences or role-played events verbally and written</li> <li>Understand order of events</li> <li>Begin to include ‘who, what, when why’ to add detail to recount</li> <li>Order pictures, captions and sentences correctly</li> <li>Begin to include the 5 senses</li> <li>Start to use descriptive language including the use of expanded noun phrases and some simple ly adverbs</li> <li>Use time adverbials such as first, then, next to order and sequence writing</li> </ul> |
| <b>Instructions</b>     | <p><b>Instructions – Recipe, How to catch a polar bear</b></p> <ul style="list-style-type: none"> <li>Write each instruction on a different line</li> <li>Sequence instructions in the correct order, beginning to use numbers Use time adverbials to sequence and order instructions</li> <li>Begin to add precise language to improve instruction</li> <li>Use imperative (bossy) verbs</li> </ul>  |
| <b>Information Text</b> | <p><b>Information Text – Fact or Fiction</b></p> <ul style="list-style-type: none"> <li>Create a fact file about a theme using key features of a non-chronological report e.g title, sub-heading</li> <li>Begin to use sub-headings to organise writing</li> <li>Discuss and then write down facts in sentences -</li> <li>Begin to use conjunctions to elaborate facts</li> <li>Use topic vocabulary</li> <li>Label and caption pictures / photos</li> </ul>   |
| <b>Poetry</b>           | <p><b>Using Senses</b></p> <p><b>Pattern and Rhyme</b></p> <p><b>Poems on a theme</b></p>   |

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

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

### Year 1

Ensure pupils can:

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

### NC 2014 Sentence, text and Punctuation

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

Sequencing **sentences** to form short narratives

Separation of **words** with spaces

Introduction to capital letters, full stops, question marks and exclamation

marks to demarcate **sentences**

Capital letters for names and for the personal **pronoun** /

### Terminology

letter, capital letter

word, singular, plural

sentence

punctuation, full stop, question mark, exclamation mark

## Year 2

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

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|                       |  | <p><b>Pupils to use coordinating conjunctions – or, and, but to extend and join 2 simple sentences.</b><br/>         You could spread jam or butter on the breadroll.<br/>         Stir in flour and yeast.<br/>         Put the bread in the oven but be careful! It is hot.</p>   | <p><b>Pupils are able to plan and write a simple poem</b> with a 2 simple verse with repeated refrains/ rhyming couplets on the 2<sup>nd</sup> and 4<sup>th</sup> lines of each verse.</p>  |
| <p><b>Stage 2</b></p> | <p><b>In daily handwriting to link to the spelling patterns being taught.</b></p> <p><b>To join letters with the diagonal join strokes with more accuracy.</b></p> <p><b>Learning to spell more words with contracted forms.</b></p> <p><b>Learning the possessive apostrophe (singular).</b></p> <p><b>Learning to spell Y2 common exception words most accurately.</b></p> <p><b>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</b></p> | <p><b>Pupils begin to use commas for lists.</b><br/>         I like apples, pears and oranges.<br/>         You will need scissors, glue and tape.</p> <p><b>Pupils begin to use subordinating conjunctions – when, if, that, because, to extend their sentences in narrative and non-narrative pieces of writing.</b><br/>         e.g. When the fire started it quickly spread out of control.<br/>         If it had rained that month the fire would not have spread so quickly.<br/>         We know about the fire of London because Samuel Pepys kept a diary.</p> <p><b>Pupils show their understanding of verbs and are beginning to apply this into their writing.</b><br/>         A verb is a doing and being word – remind children have, is, was are all verbs.</p> <p><b>Pupils understand and use exclamation sentences when it is appropriate in their writing.</b><br/>         Starts with what/how, has a verb and ends in an exclamation mark...<br/>         What a terrible fire it was!<br/>         How awful the damage was!<br/>         What a delicious bread cake it is!</p> <p><b>Pupils are beginning to understand and use past and present tense (and the spelling rules for past tense) in their writing.</b></p> <ul style="list-style-type: none"> <li>- just add -ed</li> </ul> <p>(ends in two consonants)</p> <ul style="list-style-type: none"> <li>- has a short vowel sound (a, e, i, o, u) so double the consonant before adding –ed</li> <li>- swap the ‘y’ for an ‘i’ before adding –ed</li> <li>- drop the ‘e’ before adding ‘ed’</li> </ul> | <p><b>Write retell a narrative with beginning, middle, end or a simple description changing 1 element</b> e.g. the character, the setting, the middle dilemma or ending.</p> <p>Pupils should be taught to:<br/>         develop positive attitudes towards and stamina for writing by using the above strategies and in addition to these the following below:<br/>         Teachers should model (use think alouds when writing) to show pupils how to:</p> <ul style="list-style-type: none"> <li>- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>- read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> <p>-</p> <p><b>Pupils can write about real events in different ways</b> e.g. write a simple diary account linked to a current event or past event (Samuel Pepy’s diary, A visit day)<br/>         e.g. using the above strategies to support and plan their writing.<br/>         In addition teach and model explicitly for pupils so that they can:</p> <ul style="list-style-type: none"> <li>- make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils</li> <li>- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul> |

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| <p><b>Stage 3</b></p>                         | <p><b>In daily handwriting to link to the spelling patterns being taught.</b></p> <p><b>To correctly join letters with the diagonal join strokes for lowercase letters.</b></p> <p><b>Learning to spell all Y2 common exception words accurately.</b></p> <p><b>Distinguishing between homophones and near-homophones e.g. be/ bee. Blew/blue. Night/knight. One/won. Quite/quiet. Bare/bear.</b></p> <p><b>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</b></p>  | <p><b>Pupils are beginning to show their understanding and applying simple contractions correctly with the correct use of an apostrophe.</b><br/>don't, can't, couldn't, I'm, he'll</p> <p><b>Pupils show understanding and are beginning to use simple contractions for singular possession.</b><br/>Mr Grimley's delicious packed lunch was stolen again!</p> <p><b>Pupils are using some ly adverbs when writing sentences.</b><br/>quickly, slowly, carefully, silently, sneakily,</p> <p><b>Pupils should begin to select appropriate nouns e.g. Dalmatian instead of dog to edit their writing and improve sentences.</b></p> | <p><b>Pupils are able to apply taught knowledge components to write for different purposes</b> e.g. a letter to invite a Governor to visit, the sequence to make their moving vehicle, a set of instructions to make Mr Grimley's sandwich...</p> <p><b>Pupils can write 12-20 accurate sentences with key knowledge components applied to add interest whilst not effecting the flow of their writing.</b></p> |
| <p><b>Text Types</b><br/><b>Narrative</b></p> | <p><b>Narrative – Stories with familiar settings</b></p> <ul style="list-style-type: none"> <li>• Discuss the plot line and begin to show cohesion between the beginning, middle and end</li> <li>• Begin to start paragraphing to section the story</li> <li>• Written description of character including describing their personality using expanded noun phrases.</li> <li>• Describe the setting using a range of adjectives and adverbs.</li> <li>• Show an awareness of the reader by writing in a specific style.</li> <li>• Write in a consistent tense.</li> </ul> <p><b>Narrative – Traditional Stories (As familiar settings)</b></p> <p><b>Narrative – Different Stories from the same author (As familiar settings)</b></p> <ul style="list-style-type: none"> <li>• Write about a character created by one of the authors they have read</li> <li>• Write a sustained story about this character</li> <li>• Supported writing in using third person and past tense consistently</li> </ul> |   |   |

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|                                   | <p><b>Narrative – Extended Stories/ Significant authors</b></p> <ul style="list-style-type: none"> <li>• Children work independently to plan and write their own sustained story with a logical sequence of events. They include elements from reading, for example</li> <li>• Plan and write own sustained story with a logical sequence of events</li> <li>• To begin to include elements from reading. e.g characterisation, setting, story language, and add detail and dialogue to sustain the reader's interest</li> </ul>   |
| <b>Instructions</b>               | <p><b><u>Instructions</u></b></p> <ul style="list-style-type: none"> <li>• Write instructions continuing to use numbers correctly</li> <li>• Create and use an introduction</li> <li>• Use captions, pictures, diagrams and labels</li> <li>• Use precise language to improve instruction as well as subject specific vocabulary</li> <li>• Use commands with imperative verbs</li> <li>• Use adverbs to add detail</li> </ul>   |
| <b>Non – chronological report</b> | <p><b><u>Non-chronological Report</u></b></p> <ul style="list-style-type: none"> <li>• Begin to organise fact file in an appropriate layout with key features of a non-chronological report e.g title, sub-headings etc</li> <li>• Begin to organise information in a logical way with paragraphs of writing that relate clearly to the sub-headings.</li> <li>• Use questions for sub-headings</li> <li>• Use a wide range of conjunctions to add further detail to facts.</li> <li>• Write in paragraphs</li> <li>• Use topic vocabulary</li> <li>• Discuss the purpose of the report</li> </ul>   |
| <b>Information Text</b>           | <p><b><u>Information Text</u></b></p> <ul style="list-style-type: none"> <li>• Make simple notes from non-fiction texts, for example key words and phrases, page/web references, headings, to use in subsequent writing.</li> <li>• Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate..</li> <li>• Draw on knowledge and experience of texts in deciding and planning what and how to write.</li> <li>• Maintain consistency in non-narrative, including purpose and tense.</li> <li>• Create an alphabetically ordered dictionary or glossary of special interest words.</li> </ul> |
| <b>Poetry</b>                     | <p><b><u>Patterns on a Page (Rhyming couplet)</u></b></p> <p><b><u>Really Looking (Descriptive prose based on closely observed experience)</u></b></p>   |

**Silly Stuff (Riddles, Language puzzles, jokes, nonsense sentences)**

**Year 2 Sentence types**

| Year   | Sentence Type  | Example   | Rule   | Link to National Curriculum  |
|--------|----------------|---|--|--|
| Year 2 | All the Ws     | <b>Would</b> there ever be another opportunity like this one?<br><b>Who</b> would take over this role now?<br><b>What</b> if you had all of the money in the world?<br><b>Why</b> do zebras have stripes? | <ul style="list-style-type: none"> <li>- Your short sentence must start with one of the following W words:</li> <li>- Who? What? When? Where? Why? Would? Was? What if?</li> </ul>                                     | <ul style="list-style-type: none"> <li>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command p. 75 (English Appendix 2)</li> <li>- Learn how to use sentences with different forms: statement, question, exclamation, command. p.32 (LKS2 programme of study)</li> </ul> |
|        | List sentences | It was a <b>dark, long, leafy</b> lane.<br>She had a <b>cold, cruel</b> cackle.<br>It was a <b>cold, wet, miserable</b> Wednesday afternoon.<br>His hair was <b>long, brown</b> and <b>unwashed</b> .     | <ul style="list-style-type: none"> <li>- A list sentence must have 3 or 4 adjectives before the noun. Use <i>and</i> between the final 2 adjectives.</li> </ul>  | <ul style="list-style-type: none"> <li>- Commas to separate items in a list p. 76 (English Appendix 2)</li> <li>- expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>- p. 32 (LKS2 programme of study)</li> </ul>  |
|        | Short          | Oh no!<br>Then it happened.<br>He stopped.<br>Everything failed.<br>The door opened.<br>What's wrong?   | <ul style="list-style-type: none"> <li>- 1-3 word sentences possibly with an exclamation mark or question mark.</li> </ul> <p>Begin to discuss exclamations, questions, statements and commands with the children.</p> | <ul style="list-style-type: none"> <li>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command p. 75 (English Appendix 2)</li> <li>- Learn how to use sentences with different forms: statement,</li> </ul>  |

|  |                       |  |  |   |
|--|-----------------------|--|--|---|
|  |                       |  |  | question, exclamation, command.<br>p.32 (LKS2 programme of study)   |
|  | <b>BOYS Sentences</b> | <p>He was a friendly man most of the time, <b>but</b> he could become nasty.</p> <p>He could be really friendly <b>or</b> he could be really miserable.</p> <p>It was a beautiful morning for a walk <b>so</b> he set off quite happily.</p> | <p>- A B.O.Y.S sentence is a two-part sentence. The first part of the sentence <u>always</u> ends with a comma (,) and the last part <u>always</u> begins with a connective.</p> | <p>- using conjunctions, adverbs and prepositions to express time and cause p.40 (English Appendix 2)</p> <p>- Expressing time, place and cause using <b>conjunctions</b>, adverbs or prepositions (p. 76) (English Appendix 2)</p> |

## Year 2

In addition to Y1 outcomes, ensure pupils can:

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

### **NC 2014 Sentence, text and Punctuation**

**Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)

Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]

**How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command**

Correct choice and consistent use of **present tense** and **past tense** throughout writing

Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]

Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Commas to separate items in a list

**Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

#### **Terminology**

noun, noun phrase

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

apostrophe, comma

## Year 3

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

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|                       | <p><b>Learning to spell Y3 common exception words most accurately.</b></p> <ul style="list-style-type: none"> <li>- Spelling focus 4: add suffix –ly to make a root word an adverb (if the word ends in a change to an ‘i’ before adding ly)</li> <li>- Spelling focus 5: words ending in –ture</li> <li>- Spelling focus 6: adding –ation to verbs to form nouns (if a verb ends in a consonant we usually just add –ation, if verb ends in ‘e’, drop the ‘e’ before adding –ation)</li> <li>- Spelling focus 7: words with the ‘c’ sound spelt ch</li> <li>- Spelling focus 8: Words with the sh sound spelt ch</li> </ul> <p><b>To spell a wider range of homophones accurately:</b><br/>whether/weather, ball/bawl, not/knot, plain/plane, scene/seen, hear/here, be/bee, male/mail</p>  | <p><b>Adverbs for how:</b> angrily, anxiously, cautiously, cheerfully, crossly, cruelly etc</p> <p><b>Use of pronouns for clarity:</b> it, they, her etc</p> <p><b>Inverted commas for speech:</b><br/>“Hello,” said the boy.<br/>The boy said, “Hello.”</p>          | <ul style="list-style-type: none"> <li>- proof-read for spelling and punctuation errors</li> <li>- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> |
| <p><b>Stage 3</b></p> | <p><b>Handwriting to be taught x3 weekly linked to spelling rules being taught (focus 9-15).</b></p> <p><b>Letters are consistent in size and formation accurately joined.</b></p> <p><b>Capital letters are the correct size relative to lower case.</b></p> <p><b>Spell Y3 common exception words accurately.</b></p> <ul style="list-style-type: none"> <li>- Spelling focus 9: Adding the suffix –ion (if the root word ends in t just add –ion, if it ends in te, drop the e before adding –ion)</li> <li>- Spelling focus 10: Adding the suffix –ian</li> <li>- Spelling focus 11: Adding the prefix re-,</li> <li>- Spelling focus 12: Adding the prefix anti-</li> <li>- Spelling focus 13: Adding the prefix super-</li> <li>- Spelling focus 14: Adding the prefix sub-</li> <li>- Spelling focus 15: The short ‘i’ sound spelt ‘y’</li> </ul> | <p>By Summer term children <b>should be writing 3 paragraphs</b></p> <p><b>To add a degree of intensity with –ly adverbs:</b><br/>extremely, completely, totally, absolutely, really, (very, quite,) fairly.</p> <p><b>Select alternative and effective verbs</b></p> |   |

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

|        |   |
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| Poetry | <u>Poems to Perform</u><br><br><u>Shape Poetry and Calligrams</u><br><br><u>Language Play (Play with language) Puns, riddles, nonsense verse, pace and expression</u> |
|--------|---|

### Year 3 Sentence types

| Year   | Sentence Type  | Example   | Rule   | Link to National Curriculum   |
|--------|----------------|---|--|---|
| Year 3 | BOYS Sentences | <p>He was a friendly man most of the time, <b>but</b> he could become nasty.</p> <p>He could be really friendly <b>or</b> he could be really miserable.</p> <p>It was a beautiful morning for a walk <b>so</b> he set off quite happily.</p>                                    | <ul style="list-style-type: none"> <li>- A B.O.Y.S sentence is a two-part sentence. The first part of the sentence <u>always</u> ends with a comma (,) and the last part <u>always</u> begins with a connective.</li> </ul>  | <ul style="list-style-type: none"> <li>- using conjunctions, adverbs and prepositions to express time and cause p.40 (English Appendix 2)</li> <li>- Expressing time, place and cause using <b>conjunctions</b>, adverbs or prepositions (p. 76) (English Appendix 2)</li> <li>-</li> </ul> |
|        | As -ly         | <p><b>As</b> the rain came down <b>heavily</b>, the children ran for shelter.</p> <p><b>As</b> the wind screamed <b>wildly</b>, the lost giant lumbered along the path.</p> <p><b>As</b> the water heats up <b>quickly</b>, a change of state happens called 'evaporation'.</p> | <ul style="list-style-type: none"> <li>- The first part of the sentence opens with an action description which starts with the word As... and ends with an adverb.</li> <li>- The second part of the sentence is a description of a related, and often consequential, action.</li> </ul> | <ul style="list-style-type: none"> <li>- Expressing time, place and cause using conjunctions, <b>adverbs</b> or prepositions (p. 76) (English Appendix 2)</li> <li>- Terminology for pupils: subordinate clause (English Appendix 2)</li> <li>-</li> </ul>                                  |
|        | __ing, __ed.   | <p><b>Walking</b> in the bush, she <b>stopped</b> at the sight of a crocodile facing her.</p> <p><b>Running</b> near the beach, he <b>halted</b> as the ground gave way.</p>  | <ul style="list-style-type: none"> <li>- The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action.</li> </ul>  | <ul style="list-style-type: none"> <li>- Terminology for pupils: subordinate clause (English Appendix 2)</li> </ul>   |

|  |                          |  |  |  |
|--|--------------------------|--|--|--|
|  |                          | <b>Jumping</b> quickly through the air, she <b>landed</b> on her feet before sprinting away  | - Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain <b>where</b> the action is happening. | - Using conjunctions, adverbs and <b>prepositions</b> to express time and cause. p.40 (English Appendix 2)         |
|  | <b>Doubly –ly ending</b> | He swam <b>slowly</b> and <b>falteringly</b> .<br>He rode <b>determinedly</b> and <b>swiftly</b> .<br>He laughed <b>loudly</b> and <b>heartily</b> .<br>He tiptoed <b>quietly</b> and <b>carefully</b> . | - The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.             | - Expressing time, place and cause using conjunctions, <b>adverbs</b> or prepositions (p. 76) (English Appendix 2) |

## Year 3

In addition to KS1 outcomes, ensure pupils can:

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

## **NC 2014 Sentence, text and Punctuation**

Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation

Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

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

### **Terminology**

preposition conjunction word family, prefix

clause, subordinate clause direct speech

consonant, consonant letter vowel, vowel letter inverted

commas (or 'speech marks')

## Year 4

|                    | Transcriptional – Phonics application, Handwriting, spelling  | Knowledge components – grammar and punctuation   | Composition (disciplinary knowledge)   |
|--------------------|---|--|--|
| <b>Terminology</b> | determiner pronoun, possessive pronoun adverbial  |  |  |
| <b>Stage 1</b>     | <p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>All letters are joined consistently, and with digits are consistently sized and correctly orientated.</p> <p>Revise year 3/4 common exception word spellings</p> <p><b>Spelling:</b><br/>           Spelling focus 1: Adding the prefix mis- and revising un-, in-, dis-<br/>           Spelling focus 2: Words ending in zhuh spelt -sure<br/>           Spelling focus 3: The short u spelt ou<br/>           Spelling focus 4: Adding the prefix - auto<br/>           Spelling focus 5: Adding the suffix -ly<br/>           Spelling focus 6: Adding the prefix inter-</p> | <p>Relative pronouns – who, that.</p> <p>Conjunctions - if, that, then, because</p> <p>Use of a colon to introduce a list/topic</p> <p>Adverbs – <b>how often:</b> always, annually, constantly, hourly, monthly, never, occasionally, often, once etc .</p> <p>Fronted adverbials followed by a comma: Last week, Frantically, In the afternoon.</p> <p>Comparative: taller, fatter, bigger etc</p> <p>Apostrophes for plural possession: wolves’ prey, people’s.</p> | <ul style="list-style-type: none"> <li>- Pupils should be taught to:</li> <li>- plan their writing by:</li> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- discussing and recording ideas</li> <li>- draft and write by:</li> <li>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>- organising paragraphs around a theme</li> <li>- in narratives, creating settings, characters and plot</li> <li>- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>- evaluate and edit by:</li> <li>- assessing the effectiveness of their own and others’ writing and suggesting improvements</li> <li>- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> |
| <b>Stage 2</b>     | <p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>Handwriting is consistent, fluent and legible.</p> <p>Learning to spell Y3/4 common exception words with the majority spelt accurately.</p> <p><b>Spelling:</b><br/>           Spelling focus 7: Homophones – pair/pear, groan/grown, main/mane, reign/rain/rein, peace/piece, berry/ bury</p>  | <p>Relative pronoun – which</p> <p>Conjunctions - so, while, since, though, although.</p> <p>Adverbs – <b>where</b> (revisited from Yr 3 Spring)</p> <p>Adverbs – <b>how much:</b> almost, completely, entirely, little, much, rather, totally, very.</p> <p>Use a variety of compound and complex sentences:</p> <p>Superlatives: tallest, fattest, biggest etc</p>   |  |

|                                   |  |   |   |
|-----------------------------------|--|---|---|
|                                   | <p>Spelling focus 8: Words with the ay sound spelt eigh, ei, ey</p> <p>Spelling focus 9: Words ending in -ous</p> <p>Spelling focus 10: Words with the s sound spelt sc</p> <p>Spelling focus 11: Possessive apostrophes with plural words</p> <p>Spelling focus 12: Words ending in zhun spelt -sion</p>  | <p><b>Correctly punctuated speech:</b> "Hello," said the little girl.</p>   | <ul style="list-style-type: none"> <li>- proof-read for spelling and punctuation errors</li> <li>- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> |
| <p><b>Stage 3</b></p>             | <p><b>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</b></p> <p><b>Writing is spaced sufficiently so that ascenders and descenders do not meet.</b></p> <p><b>Spell all Y3/4 common exception words accurately.</b></p> <p><b>Spelling:</b></p> <p>Spelling focus 13: Adding il- and revising un-, in-, mis-, dis-,</p> <p>Spelling focus 14: The c sound spelt -que and the g sound spelt -gue</p> <p>Spelling focus 15: Homophones – heal/heel, missed/mist, who’s/whose, accept/except, affect/effect</p> <p>Spelling focus 16: Adding ir- to words beginning with r</p> <p>Spelling focus 17: Adding suffix -ion (words ending in ss, t)</p> <p>Spelling focus 18: Adding suffix -ion (change verbs to nouns, words ending in se)</p> | <p><b>Relative pronoun :</b> whom</p> <p><b>Semi colons in a list:</b> I have been to Newcastle, Carlisle, and York in the North; Bristol, Exeter, and Portsmouth in the South; and Cromer, Norwich, and Lincoln in the East.</p> <p><b>Adverbs – where</b> (revisited from Year 3 Spring)</p> <p><b>Write 5 clear, accurate paragraphs</b></p> |   |
| <p><b>Text Type Narrative</b></p> | <p><b>Narrative – stories with historical settings</b></p> <ul style="list-style-type: none"> <li>• Opening and build up, problem, resolution, ending linked to beginning.</li> <li>• Speech: Separate dialogue from narrative by use of comma, exclamation mark, question mark</li> <li>• Understand and discuss passing of time</li> <li>• Relate to organisation of paragraphs and key phrases, for example 'The next moment...', 'Minutes ticked by...', 'Some weeks later...' Identify events that are skimmed and those told in more depth.</li> </ul>   |   |   |

|                 |   |
|-----------------|---|
|                 | <ul style="list-style-type: none"> <li>• Present a historical setting familiar to the children (e.g. linked with period studied in history). Support children as they plan and tell a story, for example first person account of a child caught up in a historical event.</li> <li>• Write short stories set in the past, using oral stories to structure the written versions.</li> <li>• Demonstrate and support as they add descriptive detail to make the setting more vivid for the reader</li> </ul> <p><b>Narrative – stories set in imaginary worlds</b></p> <ul style="list-style-type: none"> <li>• Opening and build up, problem, resolution, ending linked to beginning.</li> <li>• Speech: Separate dialogue from narrative by use of comma, exclamation mark, question mark</li> <li>• Children work collaboratively to plan and write a longer story, organised into chapters, about an adventure in an imagined world.</li> <li>• Use language to create atmosphere or suspense</li> <li>• Demonstrate how to use figurative or expressive language in short passage</li> </ul> <p><b>Narratives – stories from other cultures</b></p> <ul style="list-style-type: none"> <li>• Opening and build up, problem, resolution, ending linked to beginning.</li> <li>• Speech: Separate dialogue from narrative by use of comma, exclamation mark, question mark</li> <li>• Stories looked at/rewritten are likely to be unfamiliar, but should include similar features to traditional tales.</li> <li>• Language should be appropriate to the culture chosen.</li> </ul> <p><b>Narratives – stories which raise dilemma/issues</b></p> <ul style="list-style-type: none"> <li>• Opening and build up, problem, resolution, ending linked to beginning.</li> <li>• Speech: Separate dialogue from narrative by use of comma, exclamation mark, question mark</li> <li>• Begin to read a short story that raises an issue or dilemma.</li> <li>• Summarise the key points in each paragraph to produce an outline of the story structure</li> <li>• Children write in role as a character from the story, advising the main character about what they should do</li> </ul> |
| <b>Recounts</b> | <b>Recount – Newspaper/ Magazine</b>  |

## Year 4 Sentence Types

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

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|  |  | <b>With a deep breath</b> , Neil Armstrong <b>stepped</b> carefully on to the surface of the moon. | The main clause then describes more action which occurs simultaneously. | although p.40 (LKS2 programme of study) |
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## Year 4

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

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

## **NC 2014 Sentence, text and Punctuation**

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)

**Fronted adverbials** [for example, Later that day, *I heard the bad news.*]

Use of paragraphs to organise ideas around a theme

Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition

Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]

**Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]

Use of commas after **fronted adverbials**

### **Terminology**

determiner

pronoun, possessive pronoun adverbial

## Year 5

|                    | Transcriptional – Phonics application, Handwriting, spelling  | Knowledge components – grammar and punctuation  | Composition (disciplinary knowledge)  |
|--------------------|---|---|---|
| <b>Terminology</b> | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity   |   |   |
| <b>Stage 1</b>     | <p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>Writing is legible and fluent and quality is beginning to be maintained at speed</p> <p>Revise year 3/4 common exception word spellings</p> <p><u>Spelling:</u><br/>           Spelling focus 1: Words that contain the letter string -ough<br/>           Spelling focus 2: Homophones – cereal/serial, heard/herd, steal/steel, stationary/stationery, father/farther<br/>           Spelling focus 3: Words ending in -able<br/>           Spelling focus 4: Words with silent letter t<br/>           Spelling focus 5: Words ending in -ibly and -ably<br/>           Spelling focus 6: Homophones and words that are easily confused – allowed/aloud, guessed/guest, passed/past, lead/lead/led</p> | <p>Semi colon as a silent conjunction: Sam was desperately tired; he wanted to go home to bed.</p> <p>Complex sentences using –as, as if, where: Bethany might win the prize if she wins the contest.</p> <p>Variety of sentence length</p> <p>Brackets/ commas/dashes for parenthesis: Are you thinking of asking Nicola (she is really nice) to the picnic?<br/>           Are you thinking of asking Nicola, she is really nice, to the picnic?<br/>           Are you thinking of asking Nicola - she is really nice - to the picnic?</p> <p>Commas for clarity: When the lightning was bright, people were scared.</p> <p>Commas for lists (Revise from Year 2)</p> <p>Expanded noun phrases to convey complicated information concisely</p> | <ul style="list-style-type: none"> <li>- Pupils should be taught to:</li> <li>- plan their writing by:</li> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> <li>- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>- draft and write by:</li> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- précising longer passages</li> </ul> |

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|                       |  | <p>Relative clauses : My cat, who loves fish, purrs when I feed her. My school is in Sheffield, which is a city in South Yorkshire.</p> <p>Modal verbs : would, should could.</p>  | <ul style="list-style-type: none"> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>   |
| <p><b>Stage 2</b></p> | <p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>Writing is legible and fluent and quality is becoming maintained at speed</p> <p>Spell year 5/6 common exception words with the majority spelt accurately.</p> <p><b>Spelling:</b><br/>         Spelling focus 7: Words ending in -ent<br/>         Spelling focus 8: Words ending in -ence<br/>         Spelling focus 9: The ee sound spelt -ei<br/>         Spelling focus 10: Homophones and other words easily confused – affect/effect, accept/except, advise/advice, practise/practice<br/>         Spelling focus 11: words ending in –ant, -ance, -ancy<br/>         Spelling focus 12: words ending in shus spelt -cious</p> | <p>Complex sentences using –after, as long as, as though, so long as.</p> <p>Hyphens: small-scale, re-formed, re-signed.</p> <p>Adverbs for intensity (revisited from Summer Yr 3)</p> <p>Variety of sentence length</p> <p>Correctly punctuate bullet points: If your bullet point is a full sentence use capital letters and full stops. If your bullet point is part of a list of nouns, you can separate them with a semi colon.</p> <p style="padding-left: 40px;">Some of the Seven Wonders of the World are: •Stonehenge;<br/>•Great Wall of China; •Roman Colosseum.</p> <p>Active verbs: Tom threw a ball at the window.</p> <p>Modal verbs : can, will, may.</p> | <ul style="list-style-type: none"> <li>- evaluate and edit by:</li> <li>- assessing the effectiveness of their own and others’ writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- proof-read for spelling and punctuation errors</li> </ul> |
| <p><b>Stage 3</b></p> | <p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>Writing is legible and fluent and quality is usually maintained at speed</p>   | <p>Complex sentences using – whereas, while, providing.</p> <p>Active verbs compared to Passive verbs<br/>         Active : Jane baked the cakes.<br/>         Passive: The cakes were baked by Jane.</p> <p>Modal verbs: might . must , ought to ( include negatives now) eg shall not , might not etc</p>  |   |

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|  | <p>Correct choices are usually made about whether to join handwriting or print letters eg: when labelling a diagram</p> <p>Spell all year 5/6 common exception words correctly.</p> <p><b>Spelling:</b><br/> <b>Spelling focus 13: Words ending in shus</b><br/> spelt -tious<br/> <b>Spelling focus 14: Words ending in shul</b><br/> spelt -cial or -tial</p>   |  |  |
| <p><b>Text Types</b><br/> <b>Narrative – novels and stories by significant authors.</b></p>    | <p><b>Narrative -</b><br/> Agree basic plot: children have freedom to make changes<br/> Use a range of devices to create tension<br/> Leave clues to the reader whilst showing cohesion<br/> Use dialogue for effect to show character and advance action<br/> Opening, build up, problem, resolution, ending tied to opening.<br/> Develop settings using personification and metaphor.<br/> Use a range of grammatical devices drawn from the generic sentence level outcomes to create mood and atmosphere.<br/> Develop characterisation using what the character said and how it was said.<br/> Accurate speech punctuation.</p> |  |  |
| <p><b>Traditional stories, fables, myths and legends/<br/> Stories from other cultures</b></p> | <p><u>Traditional stories (fables etc)</u><br/> Stories looked at/rewritten are likely to be of a familiar format<br/> Features of a fable are evident e.g. magic, creatures, moral/lessons learnt<br/> <u>Stories from other cultures</u><br/> Stories looked at/rewritten are likely to be unfamiliar, but should include similar features to traditional tales.<br/> Language should be appropriate to the culture chosen.</p>   |  |  |
| <p><b>Older literature</b></p>   | <p>Write in the style of a particular author to complete the section of a story<br/> Add dialogue or a new chapter<br/> Experiment with the order of sections or paragraphs to achieve different effects</p>  |  |  |

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|  | <p><u>Write in the style of an author</u><br/> Using model purposefully to mimic style rather than copied<br/> Apply a range of descriptive techniques<br/> Begin to justifying choices e.g. word choice, structure</p>   |
| <p><b>Recounts/personal experience</b></p> | <p>In addition to KS1 and lower KS2 outcomes, ensure pupils can:<br/> Plan and write using five paragraphs: introductory paragraph, three main paragraphs to organise events and a final reflective summary paragraph.<br/> Use reported speech.<br/> Write historical, scientific or personal recounts linked to topics of study<br/> Recount is sequenced and show cohesion using several techniques<br/> The purpose of the recount is clear within the orientation<br/> Use of senses, detailed description and emotive language appeals to the reader<br/> The reader is through sentence variation e.g. questions and possibly the use of second person Recounts are of appropriate formality<br/> Language is fitting to the time<br/> Recount is cohesive and well-structured<br/> Word choices and structure is chosen to engage and appeal to the reader<br/> Formality and language is fitting to the time period / audience</p> |
| <p><b>Persuasive writing</b></p>           | <p><b>Persuasion</b><br/> In addition to Y2 and lower KS2 outcomes, ensure pupils can:<br/> Plan and write using a five-paragraph structure.<br/> Move from the general to the specific within the opening of each paragraph with sentences to expand the idea.<br/> Sustain the viewpoint throughout whether personal or befitting of character role -<br/> Support opinions with facts and other side of argument is mentioned and used with affect<br/> Sentence and overall structure is appropriate to the time period / formality and intended audience - Formality is consistent<br/> Possible use of mixed genre</p>  |

## Year 5 Sentence Types

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

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|  |  | Bravely I looked behind me (but I was deeply worried). | bracket. If it is <b>not complete</b> , the full stop goes <b>outside</b> . |  |
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## Year 5

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

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

### **NC 2014 Sentence, text and Punctuation**

**Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun

Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]

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

Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before] **(see text specific content)**

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

### **Terminology**

modal verb, relative pronoun relative clause

parenthesis, bracket, dash cohesion, ambiguity

## Year 6

|             | Transcriptional – Phonics application, Handwriting, spelling  | Knowledge components – grammar and punctuation  | Composition (disciplinary knowledge)   |
|-------------|---|---|--|
| Terminology | subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points   |   |  |
| Stage 1     | <p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>Writing is legible and fluent and quality is usually maintained at speed</p> <p>Revise year 5/6 common exception word spellings</p> <p><b>Spelling:</b><br/>           Spelling focus 1: Suffixes – ing, -est, -er, -ed<br/>           Spelling focus 2: Words that contain the letter string -ough<br/>           Spelling focus 3: Suffixes – ing, -ed, -y, -ant, -tion<br/>           Spelling focus 4: Homophones and words that are easily confused – principal/principle, bridal/bridle, proceed/precede, weary/wary<br/>           Spelling focus 5: Suffixes – ing, -ed, -en<br/>           Spelling focus 6: Suffixes –er, -ous, -ness, -ing, -ful</p> | <p><b>Variety of sentence types:</b><br/>           Revisit: Statements, Commands, Exclamations Questions. (Rhetorical questions)</p> <p><b>Main clauses :</b> <u>We will go to the fair.</u><br/> <b>Subordinate clause :</b> We will go to the fair, <u>whenever you feel like it.</u></p> <p>All taught punctuation used correctly.</p> <p><b>Cohesive devices for cohesion in a paragraph:</b><br/>           1. Connecting adverbials are mobile eg The brown bear looks cuddly. <u>However</u>, he is not a friendly animal.<br/>           The brown bear looks cuddly. He is not, <u>however</u>, a friendly animal.<br/>           2. Commas are often used to mark off connecting adverbs/adverbials eg First of all, I want to welcome you to the meeting.</p> | <ul style="list-style-type: none"> <li>- Pupils should be taught to:</li> <li>- plan their writing by:</li> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> <li>- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>- draft and write by:</li> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- précising longer passages</li> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>- using further organisational and presentational devices to structure text</li> </ul> |
| Stage 2     | <p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p>  | <p><b>Variety of sentence lengths</b></p> <p><b>Sentences with two or more subordinate clauses.</b></p> <p>All taught punctuation used correctly.</p>   |  |

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|                       | <p>Writing is legible and fluent and quality is maintained when writing at a sustained, efficient speed.</p> <p>Correct choices are made about whether to join handwriting or print letters etc.. and handwriting is adapted according to purpose eg: when labelling a diagram; showing emphasis in dialogue etc...</p> <p>Revise Y5/6 common exception word spellings with most spelt accurately.</p> <p><b>Spelling:</b><br/> <b>Spelling focus 7: The sh sound spelt ti or ci</b><br/>         Spelling focus 8: Homophones and words that are easily confused morning/mourning, compliment/complement, assent/ascent, draft/draught<br/> <b>Spelling focus 9: The sh sound spelt si or ssi</b><br/> <b>Spelling focus 10: Silent letters</b><br/>         Spelling focus 11: The spellings ei and ie<br/>         Spelling focus 12: Hyphens</p> | <p><b>Subjunctive forms:</b> If I were chosen, I would do my best.<br/>         It is essential that the game begin at once.</p> <p><b>Cohesive devices for cohesion across a paragraph:</b></p> <ol style="list-style-type: none"> <li>1. Repeating a key word or phrase</li> <li>2. <b>Adverbials</b></li> <li>3. Order and relevance</li> </ol> | <p>and to guide the reader [for example, headings, bullet points, underlining]</p> <ul style="list-style-type: none"> <li>- evaluate and edit by:</li> <li>- assessing the effectiveness of their own and others' writing</li> <li>- <b>proposing changes to vocabulary,</b> grammar and punctuation to enhance effects and clarify meaning</li> <li>- <b>ensuring the consistent and correct use of tense throughout a piece of writing</b></li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- <b>proof-read for spelling and punctuation errors</b></li> </ul> |
| <p><b>Stage 3</b></p> | <p>Handwriting to be taught x3 weekly and linked to the handwriting policy and spelling patterns being taught.</p> <p>To adapted handwriting according to purpose eg: when labelling a diagram; showing emphasis in dialogue etc...</p> <p>Spell all Y5/5 common exception words accurately in all writing.</p> <p><b>Spelling:</b><br/>         Spelling focus 13: Words ending in -ible and -able</p>  | <p>Recap all of the above</p>  |   |

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|  | <p>Spelling focus 14: Common mistakes whose/who's, its/it's, your/you're, theirs/there's,</p> <p>Spelling focus 15: Plural nouns (if a word ends in -s, -ss, -x, -sh, -tch, -ch add es)</p> <p>Spelling focus 16: Plural nouns (if ends in o add -es, if ends in f or fe, swap for a v before -es)</p> <p>Spelling focus 17: Homophones and words that are easily confused - advice/advise/ advised, device/devise/devised, licence/ license/ licensed, practice, practise, practised</p>   |  |  |
| <p><b>Text type</b><br/><b>Narrative</b></p> | <p><b>Narrative examples:</b></p> <p><u>Fantasy Stories</u><br/>         Agree basic plot: children have freedom to make changes<br/>         Use a range of devices to create tension<br/>         Leave clues to the reader whilst showing cohesion<br/>         Use dialogue for effect to show character and advance action</p> <p><u>Thriller/Ghost Stories</u><br/>         Explore and use a range of techniques to build suspense.<br/>         Lengthy description throughout - Show not tell - Apply techniques figurative language</p> <p><u>Stories with a twist ending</u><br/>         Agree basic plot—children have freedom to make changes<br/>         Develop devices to create tension<br/>         Begin to leave clues to the reader (hinting at the twist ending)<br/>         Begin to show cohesion<br/>         Use dialogue for effect (to show character/begin to advance action)</p> |  |  |
| <p><b>Authors and text</b></p>               | <p><u>Write in the style of an author</u><br/>         Using model purposefully to mimic style rather than copied<br/>         Apply a range of descriptive techniques<br/>         Begin to justifying choices e.g. word choice, structure</p>   |  |  |

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| <b>Short stories with flashback</b> | <p><u>Stories with a flashback</u></p> <p>Clear paragraph for the change</p> <p>Range of cohesive devices</p> <p>Potential change in person</p> <p>Clear change in setting and mood described with a range of techniques</p> <p>Use dialogue to advance action and show character</p>   |
| <b>Discussion</b>                   | <p>Create a piece with balanced information include both view points to inform and persuade.</p> <p>Organised logically with the audience in mind</p> <p>Use concise, well-chosen language correctly</p> <p>Support opinions with facts and other side of argument and use with effect.</p> <p>Plan and write using five paragraphs – introduction (one or two sentences to briefly state two points of view... e.g. some people), each main paragraph stating arguments for and against, summary – possibly with a recommendation.</p> <p>Reason using conditionals: if, when (complex sentences)</p> <p>Use appropriate connectives for text cohesion. Opposition – although, however, nevertheless, on the other hand, but, instead, in contrast, looking at it another way. Logical – this shows, however, because.</p> <p>Use facts to support each side of the argument.</p> <p>Move from the general to the specific within the opening of each paragraph with sentences to expand the idea.</p> |
| <b>Persuasion</b>                   | <p>Sustain the viewpoint throughout whether personal or befitting of character role -</p> <p>Support opinions with facts and other side of argument is mentioned and used with affect</p> <p>Sentence and overall structure is appropriate to the time period / formality and intended audience - Formality is consistent</p> <p>Possible use of mixed genre</p>  |
| <b>Journalistic</b>                 | <p>Historical / Scientific or modern setting with appropriate language use.</p> <p>Word choice and sentence structure selected to inform reader with use of devices to write with a biased view—using fact and opinion effectively / consciously</p> <p>Range of chronological devices - Reported and direct</p>  |
| <b>Letter writing</b>               | Letter writing (formal/informal)  |

|  |   |
|--|---|
|  | <p>Letter is sequenced and show cohesion using several techniques</p> <p>The purpose of the recount is clear within the orientation</p> <p>Use of senses, detailed description and emotive language appeals to the reader</p> <p>The reader is through sentence variation e.g. questions and possibly the use of second person Recounts are of appropriate formality</p> <p>Language is fitting to the time</p>   |
| <p><b>Biography/<br/>autobiography/Recount</b></p> | <p>Write historical, scientific or personal recounts linked to topics of study</p> <p>Recount is sequenced and show cohesion using several techniques</p> <p>The purpose of the recount is clear within the orientation</p> <p>Use of senses, detailed description and emotive language appeals to the reader</p> <p>The reader is through sentence variation e.g. questions and possibly the use of second person Recounts are of appropriate formality</p> <p>Language is fitting to the time</p><br><p>Recount is cohesive and well-structured</p> <p>Word choices and structure is chosen to engage and appeal to the reader</p> <p>Formality and language is fitting to the time period / audience</p> <p>Biography and Autobiography are explored</p> |

## Year 6 Sentence Types

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

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

| Genre Area                   | Year 1   | Year 2  | Year 3  | Year 4   | Year 5  | Year 6  |
|------------------------------|--|---|---|--|---|---|
| <b>Narrative: Term 1</b>     | Stories with familiar settings   | Stories with familiar settings  | Stories with familiar settings                            | Stories with historical setting  | Novels and stories with significant authors                               | Fiction genres  |
| <b>Narrative: Term 2</b>     | Stories with predictable and patterned language<br><br>Traditional and fairy tales | Traditional Stories, including those from other cultures                              | Myths and Legends   | Stories set in imagined worlds   | Traditional stories, fables, myths and legends                            | Extending narrative                                   |
| <b>Narrative: Term 3</b>     | Stories about fantasy worlds   | Different stories by the same author<br><br>Extended stories from significant authors | Adventures and mystery stories<br><br>Authors and letters | Stories from other cultures<br><br>Stories which raise dilemma / issue | Stories from other cultures<br><br>Older Literature<br><br>Film Narrative | Authors and Text<br><br>Short stories with flashbacks |
|                              |  |   |   |  |   |   |
| <b>Non-Fiction: Term 1</b>   | Labels, lists and captions   | Instructions  | Instructions  | Recounts: Newspaper / Magazine   | Recounts: Personal experience (Chronological sequence E.G Sports report)  | Persuasion  |
| <b>Non – Fiction: Term 1</b> | Labels for diagrams or pictures  | Information Text (Non-Chronological report)   | Information Text (Non-Chronological report)               | Information Text (Non-Chronological report with more sophistication)   | Information Text (Non-Chronological report with more sophistication)      | Journalistic Writing                                  |
| <b>Non-Fiction: Term 2</b>   | Recount dictionary   | Alphabetical ordered text structure   | Reports (Note-taking techniques)                          | Explanation Text   | Discussion text   | Discussion text<br>Biography / autobiography          |
| <b>Non-Fiction: Term 3</b>   |  | Persuasion (poster/leaflet)   |   | Persuasive Structure   | Letter: Persuasive writing or formal structure                            | Letter: Argument / persuasion or recount structure    |
|                              |  |   |   |  |   |   |

|                      |   |   |   |  |  |  |
|----------------------|---|---|---|--|--|--|
| <p><b>Poetry</b></p> | <p>Using sense<br/>Pattern and rhyme<br/>Poems on a theme</p> | <p>Patterns on a page<br/>(Rhyming couplet)<br/>Really Looking<br/>(Descriptive prose<br/>based on closely<br/>observed experience)</p> | <p>Poems to perform<br/>Shape poetry and<br/>calligrams<br/>Language play<br/>(play with language)<br/>Puns, riddles,<br/>nonsense verse, pace<br/>&amp; expression</p> | <p>Creating images<br/>Exploring form –<br/>performance /<br/>techniques<br/>Haiku, Cinquain,<br/>shape poems,<br/>Alphabetic &amp;<br/>numbered poems</p> | <p>Poetic style – word<br/>play, metaphor and<br/>word choice<br/><br/>Classic narrative<br/>poems<br/><br/>Choral and<br/>performance</p> | <p>The power of<br/>imaginary<br/><br/>Finding a voice</p> |
|----------------------|---|---|---|--|--|--|