

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Phonics and whole word spelling	<ul style="list-style-type: none"> words containing each of the 40+ phonemes taught common exception words the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> spell further homophones 	<ul style="list-style-type: none"> spell further homophones 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically 		
Vocabulary	<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using "and" 	<ul style="list-style-type: none"> expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility 		
Discussion Texts	<p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> All the W's BOYS <p>Use of present tense and 'because'</p>	<p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> All the W's BOYS <p>Use of third person and present tense</p> <p>Use of formal tone and connectives because and whereas</p>	<p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> All the W's BOYS Some; other HANDS De:de <p>Use of third person and present tense</p> <p>Use of formal tone and additive connectives (also, too)</p>			<p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> All the W's BOYS Some; other HANDS De:de <p>Use of third person and present tense</p> <p>Use of formal tone and additive connectives (also, too, moreover, additionally)</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explanation Texts	<ul style="list-style-type: none"> Use of sub headings, bullet points and numbers in order to organize ideas Diagrams and charts to explain cycles (e.g. cycle of a frog) 	<ul style="list-style-type: none"> Use of sub headings, bullet points and numbers in order to organize ideas. Diagrams and charts to explain cycles (e.g. cycle of a frog) 	<ul style="list-style-type: none"> Diagrams and charts to explain cycles (e.g. cycle of a frog) Use of Present tense verbs Third Person Tense (he, she, it, they) Use sub headings, bullet points, numbering to organise your key points Use technical vocabulary 		<ul style="list-style-type: none"> Diagrams and charts to explain cycles (e.g. cycle of a frog) Use of present tense verbs Third person Tense (he, she, it, they) Use sub headings, bullet points, numbering to organise your key points Use technical vocabulary Use time connectives and casual connectives (as a result of, because, as a consequence of) Use explaining connectives (besides, for example, for instance, in other words, in that, that is to say) 	
Persuasion	<ul style="list-style-type: none"> 1st person Use of "because" 	<ul style="list-style-type: none"> 1st person Use of "because" within a sentence. Use of new paragraph for each new idea 	<ul style="list-style-type: none"> 1st person Use of "because" in a sentence. Use of new paragraph for each new idea 	<ul style="list-style-type: none"> 1st person Use of "because" in a sentence. Use of new paragraph for each new idea Use of a range of connectives Use of questions and correct punctuation 	<ul style="list-style-type: none"> 1st person Use of "because" in a sentence. Use of new paragraph for each new idea Use of a range of connectives Use of questions and correct punctuation (?) Use of 2 Bind sentence (no, no, yes) 	
Recount	<p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> BOYS 1A and 2A <p>Bottoms on a rugby post Capital letters and full stops</p>	<p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> BOYS 1A and 2A <p>Bottoms on a rugby post Capital letters and full stops. Include feelings</p>	<p>Use of Alan Peat sentence types:</p> <ul style="list-style-type: none"> BOYS 2A <p>Bottoms on a rugby post</p> <p>Use of past tense, powerful verbs and descriptive adjectives.</p> <p>Capital letters and full stops.</p> <p>Short sentences for effect and new paragraph for each event.</p> <p>Use a range of connectives</p> <p>Include feelings</p>		<p>Use of Alan Peat sentence types:</p> <ul style="list-style-type: none"> BOYS 2A All the Ws <p>Bottoms on a rugby post</p> <p>Use of past tense, powerful verbs and descriptive adjectives.</p> <p>Capital letters and full stops</p> <p>Short sentences for effect and new paragraph for each event and discuss preparation or planning before the visit</p> <p>Use a range of connectives and quotations.</p> <p>Include feelings</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instructions	<ul style="list-style-type: none"> • Use of subheadings, bullet points or numbers. • Bossy verbs (place, take...) • Time order words (first, next...) 	<ul style="list-style-type: none"> • Use of subheadings, bullet points or numbers. • Bossy verbs (place, take...) • Time order words (first, next...) 	<ul style="list-style-type: none"> • Use of subheadings, bullet points or numbers. • Imperative (place, take...) • Time order words (first, next...) • Ask a question to reader and use of correct punctuation (?) • Precise verbs (boil, roast, grill) • Use of adverbs (-ly) • Technical language and measurements (pour 500ml...) • Write in the 2nd person • Include a diagram. 	<ul style="list-style-type: none"> • Use of subheadings, bullet points or numbers. • Imperative verbs (place, take...) • Time order words (first, next...) • Ask a question to reader and use of correct punctuation (?) • Precise verbs (boil, roast, grill) • Use of adverbs (-ly) • Technical language and measurements (pour 500ml...) • Write in the 2nd person • Include a diagram. 	<ul style="list-style-type: none"> • Use of subheadings (with use of a colon), bullet points or numbers. • Imperative verbs (place, take...) • Time order words (first, next...) • Ask a question to reader and use of correct punctuation (?) • Precise verbs (boil, roast, grill) • Use of adverbs (-ly) • Technical language and measurements (pour 500ml...) • Write in the 2nd person • Include a diagram. 	
Newspaper Articles	<p>Use of speech and speech marks</p> <p>Range of Features of a newspaper including</p> <ul style="list-style-type: none"> • Headline • Byline • Lead • Body • Sources • Illustration and Caption <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> • 2A sentences • BOYS sentences • Alliteration 	<p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> • 2A sentences • BOYS sentences • Alliteration • All the W's • De:de <p>Use of speech and speech marks</p> <p>Range of Features of a newspaper including:</p> <ul style="list-style-type: none"> • Headline (Rhyme, alliteration) • Byline • Lead • Body • Sources • Illustration and Caption 	<p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> • 2A sentences • BOYS sentences • Alliteration • All the W's • De:de • Noun, who/ which/ where <p>Use of speech and speech marks</p> <p>Direct and reported speech</p> <p>Range of Features of a newspaper including:</p> <ul style="list-style-type: none"> • Headline (Rhyme, alliteration) • Byline (plus job title and geographical location) • Lead • Body • Sources • Illustration and Caption 	<p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> • 2A sentences • BOYS sentences • Alliteration • All the W's • De:de • Noun, who/ which/ where • irony <p>Use of speech and speech marks</p> <p>Direct and reported speech</p> <p>Range of Features of a newspaper including:</p> <ul style="list-style-type: none"> • Headline (Rhyme, alliteration) • Byline (plus job title and geographical location) • Lead • Body • Sources <p>Illustration and Caption</p>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Myths and Legends	<ul style="list-style-type: none"> Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events. Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator. Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud. Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension. 	<ul style="list-style-type: none"> Identify the sequence: opening – something happens – events to sort it out – ending. Identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. Begin to understand elements of an author's style, e.g. books about the same character or common themes. Understand that settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening. 	<ul style="list-style-type: none"> Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Identify examples of a character telling the story in the 1st person; make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story; identify examples of stereotypical characters; make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem. Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension. <p>Use of Alan Peat Sentence types:</p> <ul style="list-style-type: none"> 2A Sentences BOYS Sentences Alliteration De:de Similes metaphors 	<ul style="list-style-type: none"> Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth. Develop awareness that the author sets up dilemmas in the story and devises a solution. Identify the use of figurative and expressive language to build a fuller picture of a character. look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; explore the relationship between what characters say and what they do – do they always reveal what they are thinking? Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. Look for evidence of the way that characters behave in different settings. 	<ul style="list-style-type: none"> Recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Look for evidence of characters changing during a story and discuss possible reasons, e.g. in response to particular experiences or over time, what it shows about the character and whether the change met or challenged the reader's expectations; recognise that characters may have different perspectives on events in the story. Different types of story can have typical settings. Real-life stories can be based in different. 	<ul style="list-style-type: none"> Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made; make judgments in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily. Look at elements of an author's style to identify common elements and then make comparisons between books; consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change and be manipulated.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<ul style="list-style-type: none"> Extended narrative traditional story openings and endings; explore dilemmas using drama. Plan and tell own versions of stories; tell effectively, e.g. using gestures, Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more. introduce or connect paragraphs, (e.g.) Some time later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop. Settings using adjectives and figurative language to evoke time, place and mood. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration De:de Similes metaphors 	<ul style="list-style-type: none"> Plan and tell stories to explore narrative viewpoint, (e.g.) re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener into several paragraph units relating to story structure. Plan and write complete stories; organise more complex chronological narratives. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration De:de Noun, who/ which/ where Similes Metaphors 	<ul style="list-style-type: none"> Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation. Select dialogue at key points to move the story on or reveal new information. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration De:de Noun, who/ which/ where Similes Metaphors O(i)

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Fantasy	<ul style="list-style-type: none"> Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events. Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator. Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud. Settings can be familiar or unfamiliar and based on fantasy. Respond by making links with own experience and identify 'story language' used to describe imaginary settings. Use of 2A sentences when describing settings 	<ul style="list-style-type: none"> Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. Begin to understand elements of an author's style, e.g. books about the same character or common themes. Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked. Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening. 	<ul style="list-style-type: none"> Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language to set scenes, build tension, and create suspense. Identify examples of a character telling the story in the 1st person; make deductions about. Characters' feelings, behaviour and relationships based on descriptions and their actions in the story; identify examples of stereotypical characters; make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem. Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension. Effective settings created through use of a range of linguistic techniques including use of adjectives, similes and metaphors. 	<ul style="list-style-type: none"> Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth. Develop awareness that the author sets up dilemmas in the story and devises a solution. Identify the use of figurative and expressive language to build a fuller picture of a character. Look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; explore the relationship between what characters say and what they do – do they always reveal what they are thinking? Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. Look for evidence of the way that characters behave in different settings. 	<ul style="list-style-type: none"> Recognise that story structure can vary in different types of story and that plots can have high and low points. Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) in response to particular experiences or over time, what it shows about the character and whether the change met or challenged the reader's expectations. Different types of story can have typical settings. Demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour. Use spoken language imaginatively to entertain and engage the listener. 	<ul style="list-style-type: none"> Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made; make judgments in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily. Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience.

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		<ul style="list-style-type: none"> Use of 2A sentences when describing settings. 	<p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences de:de Similes Metaphors Some; others 	<ul style="list-style-type: none"> Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. Complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Some time later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration de:de Similes Metaphors Some; others 	<ul style="list-style-type: none"> Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration de:de Noun, who/ which/ where Similes Metaphors O(i) Some; others 	<ul style="list-style-type: none"> Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds. Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration de:de Noun, who/ which/ where Similes Metaphors o(i) Some; others

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Traditional/ Fairytale	<ul style="list-style-type: none"> Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events. Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator. Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud. Use of 2A sentences when describing settings. 	<ul style="list-style-type: none"> Identify the sequence: opening – something happens – events to sort it out – ending. Identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. Begin to understand elements of an author's style, e.g. books about the same character or common themes. Understand that settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening. Use of 2A sentences when describing settings. 	<ul style="list-style-type: none"> Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Identify examples of a character telling the story in the 1st person; make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story; identify examples of stereotypical characters; make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue. Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration de:de Similes 	<ul style="list-style-type: none"> Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth. Develop awareness that the author sets up dilemmas in the story and devises a solution. Identify the use of figurative and expressive language to build a fuller picture of a character. Look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; explore the relationship between what characters say and what they do – do they always reveal what they are thinking? Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. Look for evidence of the way that characters behave in different settings. 	<ul style="list-style-type: none"> Recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) in response to particular experiences or over time, what it shows about the character and whether the change met or challenged the reader's expectations; recognise that characters may have different perspectives on events in the story; look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact in older literature. Different types of story can have typical settings. Real- 	<ul style="list-style-type: none"> Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made; make judgments in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily. Look at elements of an author's style to identify common elements and then make comparisons between books; consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change and be manipulated, (e.g.) a different character takes over the story-telling, the story has 2 narrators talk about the effect that this has on the story and the reader's

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				<ul style="list-style-type: none"> Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. Plan complete stories by identifying stages in the telling; introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Sometime later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration De:de Similes Metaphors Some; others 	<ul style="list-style-type: none"> Plan and tell stories to explore narrative viewpoint, (e.g.) re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure. 	<ul style="list-style-type: none"> Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration de:de Noun, who/ which/ where Similes Metaphors O(i) If, if, if then Some; others

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Science-Fiction	<ul style="list-style-type: none"> Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events. Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator. Recognise main characters and typical characteristics. Identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud. Settings can be familiar or unfamiliar and based on real-life or fantasy. Respond by making links with own experience and identify 'story language' used to describe imaginary settings. Use of 2A sentences when describing settings. 	<ul style="list-style-type: none"> Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. Begin to understand elements of an author's style, e.g. books about the same character or common themes. Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening. Use of 2A sentences when describing settings. 	<ul style="list-style-type: none"> Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language to set scenes, build tension, and create suspense. Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions; notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters. Identify examples of a character telling the story in the 1st person; make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story; identify examples of stereotypical characters; make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main character(s) usually talks and look for 	<ul style="list-style-type: none"> Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run smoothly. Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) do you agree with the way that the problem was solved? Understand that the author or director creates characters to provoke a response in the reader, discuss whether the narrator has a distinctive 'voice' in the story. Identify the use of figurative and expressive language to build a fuller picture of a character; look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; explore the relationship between what characters say and what they do – do they always reveal what they are thinking? Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. 	<ul style="list-style-type: none"> Recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) in response to particular experiences or over time, what it shows about the character and whether the change met or challenged the reader's expectations; recognise that characters may have different perspectives on events in the story; look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact in older literature. Different types of story can have typical settings. Real- 	<ul style="list-style-type: none"> Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made; make judgements in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily. Look at elements of an author's style to identify common elements and then make comparisons between books; consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change. Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration de:de Similes Metaphors Some; others 	<ul style="list-style-type: none"> Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques. Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Sometime later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration de:de Similes Metaphors Some; others 	<ul style="list-style-type: none"> Plan and tell stories to explore narrative viewpoint, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration de:de Noun, who/ which/ where Similes Metaphors O(i) Some; others 	<ul style="list-style-type: none"> Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration de:de Noun, who/ which/ where Similes Metaphors O(i) Some; others

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Adventure	<ul style="list-style-type: none"> Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events. Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator. Recognise main characters and typical characteristics. Identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud. Settings can be familiar or unfamiliar and based on real-life or fantasy. Respond by making links with own experience and identify 'story language' used to describe imaginary settings. Use of 2A sentences when describing settings 	<ul style="list-style-type: none"> Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. Begin to understand elements of an author's style, e.g. books about the same character or common themes. Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked. Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening. Use of 2A sentences when describing settings. 	<ul style="list-style-type: none"> Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language to set scenes, build tension, and create suspense. Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions; notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters. Identify examples of a character telling the story in the 1st person; make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story; identify examples of stereotypical characters; make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main character(s) usually talks and look for 	<ul style="list-style-type: none"> Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run smoothly. Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) do you agree with the way that the problem was solved? Understand that the author or director creates characters to provoke a response in the reader, identify the use of figurative and expressive language to build a fuller picture of a character; look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; explore the relationship between what characters say and what they do – do they always reveal what they are thinking? Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. Look for evidence of the way that characters behave in different settings. 	<ul style="list-style-type: none"> Recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) in response to particular experiences or over time, what it shows about the character and whether the change met or challenged the reader's expectations; recognise that characters may have different perspectives on events in the story; look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact in older literature. Different types of story can have typical settings. Real- 	<ul style="list-style-type: none"> Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made; make judgements in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily. Look at elements of an author's style to identify common elements and then make comparisons between books; consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change and be manipulated. Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience.

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			<ul style="list-style-type: none"> Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration de:de Similes Metaphors Some; others 	<ul style="list-style-type: none"> Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques. Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Sometime later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration de:de Similes Metaphors Some; others 	<ul style="list-style-type: none"> Plan and tell stories to explore narrative viewpoint, (e.g.) re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration de:de Noun, who/ which/ where Similes Metaphors O(i) 3ed 3 bad-dash 	<ul style="list-style-type: none"> Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; Vary narrative structure when writing complete stories. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration de:de Noun, who/ which/ where Similes Metaphors O(i) 3ed 3 bad-dash If, if, if then Many questions Some; others

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language or music or camera angle to set scenes, build tension, and create suspense. Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions; notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters. Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration de:de Similes Metaphors Some; others 	<ul style="list-style-type: none"> Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language or music or camera angle to set scenes, build tension, and create suspense. Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions; notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters. Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration de:de Similes Metaphors Some; others 	<ul style="list-style-type: none"> Author's perspective on events and characters, (e.g.) the consequences of a character's mistakes – do they get a second chance? ; author's perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly; check whether the viewpoint changes at all during the story; explore how the narration relates to events. Different types of story can have typical settings. Real-life stories can be based in different times or places, (e.g.) historical fiction Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. 	<ul style="list-style-type: none"> Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made; make judgements in response to story endings. Look at elements of an author's style to identify common elements and then make comparisons between books; consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change and be manipulated. Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. in parody; recognise that authors can use

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			<ul style="list-style-type: none"> Plan complete stories by identifying stages in the telling; introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Sometime later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. Use of traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. 	<ul style="list-style-type: none"> Plan complete stories by identifying stages in the telling; introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Sometime later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. Use of traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. 	<ul style="list-style-type: none"> Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously (Meanwhile...); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration De:de Noun, who/ which/ where Similes Metaphors O(i) 3ed 3 bad-dash If, if, if then Some:other 	<ul style="list-style-type: none"> Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; vary narrative structure when writing complete stories. Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. <p>Use of Alan Peat Sentence Types:</p> <ul style="list-style-type: none"> 2A sentences BOYS sentences Alliteration De:de Noun, who/ which/ where Similes Metaphors O(i) 3ed 3 bad-dash If, if, if then Some; others

