

**I am a writer...**

*I am a writer. I can communicate my ideas for a purpose: to entertain, inform, explain or persuade. My writing skills enable me to transcend subject disciplines, and so I am able to write as storyteller, a poet, geographer, a scientist, a designer, an historian, a mathematician and an engineer. I have been empowered: I understand the technical disciplines of grammar, punctuation, sentence construction and text structure; I know the intent and affect these aspects of writing have on an intended audience. I can use accurate vocabulary. I create and craft ideas for audiences beyond my classroom.*



Key Concepts for Writers

Key Concepts	
<p>What is writing?                      The earliest known writing dates back to around 3,000 BC and is widely believed to have been invented by the Sumerians, living in major cities with centralised economies in what is now southern Iraq. Temple officials needed to keep records of the grain, sheep and cattle entering or leaving their stores and farms and it became impossible to rely on memory. An alternative method was required and the very earliest texts were pictures of the items scribes needed to record (known as pictographs).</p> <p>They began to draw marks in the clay to make up signs, which were standardised, so they could be recognised by many people. A wedge-shaped instrument (usually a cut reed) was used to press the signs into soft clay. This gave the writing system its name, 'cuneiform', meaning wedge-shaped. From these beginnings, cuneiform signs were put together and developed to represent sounds, so they could be used to record spoken language. Once this was achieved, ideas and concepts could be expressed and communicated in writing.</p> <p>Today writing continues to serve purpose: to inform, entertain, explain and persuade.</p>	Writing has four intended purposes: inform, entertain, explain or persuade.
	Writing is presented in a range of formality.
	There are rules and disciplines to writing: These are the spelling of words; the grammatical accuracy of words and these words within sentences and the punctuation devices that help to clarify meaning.
	Vocabulary informs the accuracy of the intended written word.
	Words can be printed or presented in handwritten form

Key Knowledge, Vocabulary and Skills – Writers: Year Reception

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
<p>Introduce:</p> <ul style="list-style-type: none"> <li>Planning Tool –Story map /story mountain</li> <li>Whole class retelling of story</li> <li>Understanding of beginning/ middle / end</li> <li>Retell simple 5-part story: Once upon a time <i>First / Then / Next But So /Finally/ happily ever after</i></li> <li><i>Non-fiction: Factual writing closely linked to a story</i></li> <li>Simple factual sentences based around a theme</li> </ul> <p>Write:</p> <ul style="list-style-type: none"> <li>names, labels captions, lists, diagrams, messages, simple sentences</li> </ul>	<p>Introduce Orally:</p> <ul style="list-style-type: none"> <li>Sentences including simple connectives: <i>and, who, until but</i></li> <li>Compound sentences using connectives (coordinating conjunctions) <i>and / but</i></li> <li><i>'ly' opens Luckily / Unfortunately</i></li> <li><i>Repetition for rhythm: e.g. He walked and he walked</i></li> <li><i>Repetition in description e.g. a lean cat, a mean cat</i></li> </ul> <p>Write:</p> <ul style="list-style-type: none"> <li>Say a sentence, write and read it back to check it makes sense.</li> </ul>	<p>Use in writing:</p> <ul style="list-style-type: none"> <li>Simple determiners e.g. <i>the, a, my, your</i></li> <li>Simple prepositions e.g. <i>up, in, to</i></li> </ul> <p>Introduce</p> <ul style="list-style-type: none"> <li>Adjectives e.g. <i>old, little, big, small, quiet</i></li> <li>Adverbs e.g. <i>luckily, unfortunately, fortunately</i></li> <li>Similes – using 'like'</li> </ul>	<p>Introduce:</p> <ul style="list-style-type: none"> <li>Finger spaces</li> <li>Full stops</li> <li>Capital letters</li> </ul>	<p>Introduce:</p> <ul style="list-style-type: none"> <li>Finger spaces</li> <li>Letter</li> <li>Word</li> <li>Sentence</li> <li>Full stops</li> <li>Capital letter</li> <li><i>Simile – 'like'</i></li> </ul>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p><i>They also write some irregular common words.</i></p> <p>They write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Printing letters &amp; capital letters for starting letter of own name</p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>Writing on the lines</li> <li>Handwriting in line with school scheme</li> <li>Finger spaces</li> <li>Full stops</li> <li>Capital letters to begin sentences.</li> </ul>

**Ready for Year 1 - On entry to Year 1 children should be able to:**

- Use finger spaces
- Use story language in re-telling
- Form most lower case letters correctly and begin to form some upper-case letters correctly
- Show some awareness in their writing of full stops and capital letters
- Confidently spell using single letter sounds and some digraphs
- Write captions, labels and simple phrases/sentences
- Read their own writing aloud

**Range & Context**

Fiction text & story types (Talk4Writing)	Non-Fiction text & text types	Poetry types
Cumulative story (traditional tale) The Little Red Hen	Labels and captions Label/captions for a farm scene	<ul style="list-style-type: none"> <li>Nursery rhymes</li> <li>Rhyming words</li> <li>Short line verse</li> <li>Free verse with rhyming words</li> <li>Onomatopoeic words</li> </ul>
Cumulative story (Author focus) Stickman – Julia Donaldson	Lists Christmas list	
Defeat the monster (Traditional tale) The Three Billy Goats Gruff	Instructions How to trap a troll	
Defeat the monster (Author focus) Supertato – Paul Linnet	Instructions How to trap Evil Pea	
Finding tale (Traditional tale) Jack and the Beanstalk	Recount/information text Recount about Jack defeating the Giant	
Finding tale (Author focus) Lost and found – Oliver Jeffers	Recount/information text Information text about a penguin	

<p><b>Ready for Year 1 - On entry to Year 1 children should be able to:</b></p> <ul style="list-style-type: none"> <li>• Use finger spaces</li> <li>• Use story language in re-telling</li> <li>• Form most lower case letters correctly and begin to form some upper-case letters correctly</li> <li>• Show some awareness in their writing of full stops and capital letters</li> <li>• Confidently spell using single letter sounds and some digraphs</li> <li>• Write captions, labels and simple phrases/sentences</li> <li>• Read their own writing aloud</li> </ul>						
Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
<p>Consolidate Reception list</p> <p>Introduce: Fiction:</p> <ul style="list-style-type: none"> <li>• <b>Planning Tools: Story map / story mountain (Refer to Story-Type grids), oral rehearsal</b></li> <li>• <b>Plan opening around character(s), setting, time of day and type of weather</b></li> <li>• <b>Understanding - beginning /middle /end to a story Understanding ]</b></li> <li>• <b>5 parts to a story:</b> <ul style="list-style-type: none"> <li>○ <b>Opening Once upon a time...</b></li> <li>○ <b>Build-up One day...</b></li> <li>○ <b>Problem / Dilemma Suddenly,.../ Unfortunately,...</b></li> <li>○ <b>Resolution Fortunately,....</b></li> <li>○ <b>Ending Finally,.....</b></li> </ul> </li> </ul> <p><b>Consolidate Non-fiction:</b></p> <ul style="list-style-type: none"> <li>• <b>Planning tools: text map / washing line</b></li> <li>• <b>Heading</b></li> <li>• <b>Introduction Opening factual statement</b></li> <li>• <b>Middle section(s) Simple factual sentences around a them</b></li> <li>• <b>Bullet points for instructions</b></li> <li>• <b>Labelled diagrams</b></li> <li>• <b>Ending Concluding sentence</b></li> <li>• <b>Generally use past and present tense accurately</b></li> <li>• <b>Write effectively for a range of purposes and audiences</b></li> <li>• <b>Manipulate the language and grammar taught within Y1 in a range of independent writing, drawing on their own reading</b></li> </ul>	<p>Consolidate Reception list</p> <ul style="list-style-type: none"> <li>• <b>Introduce: Types of sentences: Statements Questions Exclamations</b></li> <li>• <b>Simple Connectives: and or but so because so that then that while when where</b></li> <li>• <b>Also as openers: While... When... Where... - 'ly' openers Fortunately,...Unfortunately, Sadly,....</b></li> <li>• <b>Simple sentences e.g. I went to the park. The castle is haunted.</b></li> <li>• <b>Embellished simple sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</b></li> <li>• <b>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</b></li> <li>• <b>Complex sentences: Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</b></li> <li>• <b>Sequence of linked sentences</b></li> <li>• <b>'Run' - Repetition for rhythm e.g. He walked and he walked and he walked.</b></li> <li>• <b>Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon</b></li> <li>• <b>Use because and but to join clauses</b></li> </ul>	<p>Consolidate Reception list</p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• <b>Prepositions: inside outside towards across under</b></li> <li>• <b>Determiners: the a my your an this that his her their some all lots of many more those these</b></li> <li>• <b>Adjectives to describe e.g. The old house... The huge elephant...</b></li> <li>• <b>Alliteration e.g. dangerous dragon slimy snake</b></li> <li>• <b>Similes using as...as... e.g. as tall as a house as red as a radish</b></li> <li>• <b>Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash...</b></li> <li>• <b>Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)</b></li> <li>• <b>Suffixes that can be added to verbs (e.g. helping, helped, helper)</b></li> <li>• <b>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</b></li> <li>• <b>Uses simple noun phrases e.g. a huge, scary monster. A brilliant day out.</b></li> <li>• <b>Consistently use vocabulary from across the curriculum in their writing</b></li> </ul>	<p>Consolidate Reception list</p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• <b>Capital Letters: Capital letter for names</b></li> <li>• <b>Capital letter for the personal pronoun I</b></li> <li>• <b>Capital letter for proper nouns</b></li> <li>• <b>Full stops</b></li> <li>• <b>Question marks</b></li> <li>• <b>Exclamation marks</b></li> <li>• <b>Speech bubble</b></li> <li>• <b>Bullet points</b></li> </ul> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• <b>Punctuation</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark*</b></li> <li>• <b>Speech bubble</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Singular/ plural</b></li> </ul>	<p>Consolidate:</p> <ul style="list-style-type: none"> <li>• <b>Finger spaces</b></li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Simile - 'like'</b></li> </ul> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• <b>Punctuation</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark*</b></li> <li>• <b>Speech bubble</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Singular/ plural</b></li> </ul>	<ul style="list-style-type: none"> <li>• spell the Y1 common exception words (appendix 1 in NC)</li> <li>• spell words containing each of the 40+ phonemes already taught</li> <li>• spell days of the week</li> <li>• names the letters of the alphabet in order</li> <li>• use letter sounds to distinguish between alternate spellings of the same sound</li> <li>• spell verbs ending in -ing, -ed and -er</li> <li>• spell words containing the range of Y1 phonemes</li> <li>• spell adjectives ending in -er and -est</li> <li>• spell words using the prefix un-</li> <li>• Can use -s or -es for the third person singular marker for verbs</li> <li>• spell plural nouns by adding -s and -es</li> <li>• spell compound words correctly</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words</li> <li>• <b>Consistently apply Y1 spelling expectations across their writing</b></li> </ul>	<p>Consolidate:</p> <ul style="list-style-type: none"> <li>• Sit correctly at the table, holding a pencil comfortably and correctly</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form all capital letters correctly</li> <li>• Form all digits 0- 9 correctly</li> <li>• Leave spaces between words</li> <li>• Understand which letters belong to which family (e.g. tall letters, long letters).</li> </ul> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• Form correctly sized and orientated lower-case letters, capital letters and digits</li> <li>• <b>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined</b></li> <li>• <b>Use spacing between words that reflects the size of the letters</b></li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>• <b>Consistently use editing and revising strategies to improve the quality and accuracy of their writing</b></li> </ul>
<p><b>Ready for Year 2 - On entry to Year 2 children should be able to:</b></p> <ul style="list-style-type: none"> <li>• compose a sentence orally before writing</li> <li>• begins to punctuate sentences using a capital letter and a full stop</li> <li>• form lower case letters, capital letters and digits 0-9 correctly</li> <li>• spell the Year 1 common exception words</li> <li>• spell words using the Year 1 phonemes</li> <li>• add some suffixes where there is no change in the spelling of the root word</li> <li>• use and to join</li> <li>• add -s, -es to create plurals.</li> <li>• re-read their work to check it makes sense</li> </ul>						

Range & Context		
Fiction text & story types (Talk4Writing)	Non-Fiction text & text types	Poetry types
Journey Story: Three Little Pigs	Instructions	<ul style="list-style-type: none"> <li>• Acrostic</li> <li>• Shape poems</li> <li>• Riddles</li> </ul>
Finding tale: The Magic Pomidge Pot	Persuasion	
Defeat the Monster: The Snow Queen	Recount	
Journey Tale: Monkey See, Monkey Do		
Traditional Tale: Cat Bramble and Heron		
Warning Tale: Little Red Riding Hood		

- **Ready for Year 2 - On entry to Year 2 children should be able to:**
- compose a sentence orally before writing
- begins to punctuate sentences using a capital letter and a full stop
- form lower case letters, capital letters and digits 0-9 correctly
- spell the Year 1 common exception words
- spell words using the Year 1 phonemes
- add some suffixes where there is no change in the spelling of the root word
- use and to join
- add -s, -es to create plurals.
- re-read their work to check it makes sense

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
<ul style="list-style-type: none"> <li>• Consolidate Year 1 list</li> </ul> <p>Fiction</p> <ul style="list-style-type: none"> <li>• <b>Secure use of planning tools:</b> <i>Story map / story mountain / story grids / 'Boxing-up' grid</i></li> <li>• <b>Plan opening around character(s), setting, time of day and type of weather</b></li> <li>• <b>Understanding 5 parts to a story with more complex vocabulary</b> <ul style="list-style-type: none"> <li>○ <b>Opening eg In a land far away</b></li> <li>○ <b>Build-up eg Later that day</b></li> <li>○ <b>Problem / Dilemma To his amazement</b></li> <li>○ <b>Resolution eg As soon as</b></li> <li>○ <b>Ending eg Luckily, Fortunately,</b></li> <li>○ <b>Ending should be a section rather than one final sentence</b></li> </ul> </li> </ul> <p>Non-Fiction</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Secure use of planning tools:</b> <i>Text map / washing line / 'Boxing-up' grid</i></li> <li>• <b>Introduction:</b> <ul style="list-style-type: none"> <li>○ <b>Heading</b></li> <li>○ <b>Hook to engage</b></li> <li>○ <b>Factual statement</b></li> <li>○ <b>Opening question</b></li> </ul> </li> </ul> <p><b>Middle section(s)</b> <i>Group related ideas / facts into sections</i> <i>Sub headings to introduce sentences / sections</i> <i>Use of lists – what is needed / lists of steps to be taken/ Bullet points for facts</i> <i>Diagrams</i> <i>Ending</i> <i>Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</i> <i>The consistent use of present tense versus past tense throughout texts</i></p> <p><i>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</i></p> <ul style="list-style-type: none"> <li>• <b>Write effectively for a range of purposes and audiences</b></li> <li>• <b>Manipulate the language and grammar taught within Y2 in a range of independent writing, drawing on their own reading.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate Year 1 list</li> </ul> <ul style="list-style-type: none"> <li>• Types of sentences: Statements, Questions, Exclamations, Commands</li> <li>• <b>-ly' starters</b> <i>eg Usually, Eventually, Finally, Carefully, Slowly, ...</i></li> <li>• <b>Vary openers to sentences</b></li> <li>• Use adjectives to create expanded noun phrases to describe and specify.</li> <li>• <b>adverbs eg Tom ran quickly down the hill.</b></li> </ul> <ul style="list-style-type: none"> <li>• Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so / yet</i> (coordinating conjunctions)</li> </ul> <ul style="list-style-type: none"> <li>• Complex sentences (subordination) using:</li> <li>• <b>Drop in a relative clause:</b> <i>who/which e.g. Sam, who was lost, sat down and cried.</i></li> <li>• Use subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> <i>eg While the animals were munching breakfast, two visitors arrived.</i></li> <li>• <b>Use long and short sentences:</b></li> <li>• <b>Long sentences to add description or information. Use short sentences for emphasis.</b></li> <li>• <b>List of 3 for description</b> <i>eg He wore old shoes, a dark cloak and a red hat.</i></li> </ul>	<p>Consolidate Year 1 list</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Prepositions:</b> <i>behind above along before between after</i></li> <li>• <b>Alliteration</b> <i>eg wicked witch</i></li> <li>• <b>Similes using ... like ...</b> <i>... like sizzling sausages</i> <i>... hot like a fire</i></li> <li>• <b>Two adjectives to describe the noun</b> <i>The scary, old woman ...</i></li> <li>• <b>Adverbs for description</b> <i>Snow fell gently and covered the cottage in the wood.</i></li> <li>• <b>Adverbs for information</b> <i>Lift the pot carefully onto the tray.</i></li> <li>• <b>Generalisers for information,</b> <i>Most dogs ...</i> <i>Some cats ...</i></li> </ul> <ul style="list-style-type: none"> <li>• Mostly use past and present tense correctly and consistently</li> <li>• <b>Consistently use vocabulary from across the curriculum in their writing</b></li> </ul>	<p>Consolidate Year 1 list</p> <p>Demarcate sentences:</p> <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Question marks</li> <li>• Exclamation marks</li> <li>• Commas to separate items in a list</li> <li>• <b>Comma after –ly opener</b> <i>Fortunately, ... Slowly, ...</i></li> <li>• <b>Speech bubbles /speech marks for direct speech</b></li> <li>• Apostrophes to mark contracted forms in spelling <i>don't, can't</i></li> <li>• Apostrophes to mark singular possession eg <i>the cat's name</i></li> </ul>	<p>Consolidate:</p> <ul style="list-style-type: none"> <li>• Punctuation <ul style="list-style-type: none"> <li>○ Finger spaces</li> <li>○ Sentence</li> <li>○ Full stops</li> <li>○ Capital letter</li> <li>○ Question mark</li> <li>○ Exclamation mark</li> <li>○ Speech bubble</li> <li>○ Bullet points</li> </ul> </li> <li>• Singular/ plural <ul style="list-style-type: none"> <li>○ Adjective</li> <li>○ Verb</li> <li>○ Conjunction</li> <li>○ <b>Connective</b></li> <li>○ <b>Alliteration</b></li> <li>○ <b>Simile – 'as' / 'like'</b></li> </ul> </li> </ul> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• Apostrophe (contractions and singular possession)</li> <li>• <b>Commas for description</b></li> <li>• Commas in a list</li> <li>• <b>Inverted commas</b></li> <li>• Suffix</li> <li>• Verb / adverb</li> <li>• Statement question exclamation</li> <li>• Command (Bossy verbs)</li> <li>• Tense (past, present, future) ie not in bold</li> <li>• Adjective / noun</li> <li>• Noun phrases to describe and specify</li> <li>• <b>Exclamation marks as an indicator to the reader</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can spell <b>most</b> the Y2 common exception words and homophones</li> <li>• Segmenting spoken words into phonemes and representing these by graphemes, spelling many or <b>most</b> correctly</li> <li>• Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• Learning to spell more words with contracted forms</li> <li>• Distinguishing between homophones and near-homophones</li> <li>• Learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• Write from memory simple sentences dictated by the teacher that include words including the GPS, common exception words and punctuation taught so far.</li> <li>• <b>Consistently apply Y2 spelling expectations across writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• Form correctly sized and orientated lower-case letters, capital letters and digits</li> <li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined</li> <li>• Use spacing between words that reflects the size of the letters</li> <li>• <b>Use some joined handwriting most of the time</b></li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>• <b>Begin to use a dictionary</b></li> <li>• Read writing aloud to make intonation clear</li> <li>• Proof-read and edit writing in relation to Y2 grammar and spelling expectations</li> <li>• <b>Consistently use editing and revising strategies to improve the quality and accuracy of their writing</b></li> </ul>

**Ready for Year 3 - On entry to Year 3 children should be able to:**

- Write simple coherent narratives.
- Demarcate most sentences with capital letters and full stops.
- Use question marks correctly when required.
- Spell many words correctly and make phonetically plausible attempts at others.
- Spell many common exception words.
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.

**Range & Context**

Fiction text & story types (Talk4Writing)	Non-Fiction text & text types	Poetry types (Covered through short burst writing/poem of the week)
The 3 Little Pigs (Defeat the Monster)	Advert to sell houses (Persuasion)	
Little Charlie (Journey Story)	Wolves (Information Text)	
Peter and the Wolf (Warning Story)	A Farmer's Diary (Diary)	
At the end of the rainbow (Fast forward story)		
The Papaya that Spoke (Journey Story)		
Kassim and the Dragon (Warning story)		

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- Use spacing between words that reflects the size of the letters.

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
<p>Consolidate Year 2 list</p> <p><i>Introduce:</i> <i>Fiction</i></p> <ul style="list-style-type: none"> <li>• <i>Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)</i></li> <li>• <i>Plan opening around character(s), setting, time of day and type of weather</i></li> <li>• <i>Paragraphs to organise ideas into each story part</i></li> <li>• <i>Extended vocabulary to introduce 5 story parts:</i> <ul style="list-style-type: none"> <li>○ <i>Introduction –should include</i></li> </ul> </li> </ul>	<p><i>Consolidate Year 2 list</i></p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• Vary long and short sentences:</li> <li>• Long sentences to add description or information.</li> <li>• Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.</li> <li>• Embellished simple sentences:</li> <li>• Adverb starters to add detail e.g. <ul style="list-style-type: none"> <li>○ Carefully, she crawled along the floor of the cave....</li> <li>○ Amazingly, small insects can....</li> </ul> </li> <li>• Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials)</li> </ul>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• Prepositions <i>Next to by the side of In front of during through throughout because of</i></li> <li>• Powerful verbs e.g. <i>stare, tremble, slither</i></li> <li>• Use present perfect form of verb e.g. He had left that morning... She has baked cakes for years.. They have moved to France...</li> <li>• <i>Boastful Language e.g. magnificent,</i></li> </ul>	<p>Consolidate Year 2 list Introduce:</p> <ul style="list-style-type: none"> <li>• <i>Colon before a list e.g. What you need:</i></li> <li>• <i>Ellipses to keep the reader hanging on</i></li> <li>• <i>Secure use of inverted commas for direct speech</i></li> <li>• <i>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</i></li> <li>• Secure the use of commas in a list</li> <li>• Secure use of apostrophes for contractions and singular possession</li> <li>• <b>Demarcate speech with all necessary</b></li> </ul>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> <li>○ Finger spaces</li> <li>○ Letter</li> <li>○ Word</li> <li>○ Sentence</li> <li>○ Statement question exclamation</li> <li>○ Command</li> <li>○ Full stops</li> <li>○ Capital letter</li> <li>○ Question mark</li> <li>○ Exclamation mark</li> <li>○ Speech bubble</li> <li>○ 'Speech marks'</li> <li>○ Bullet points</li> <li>○ Apostrophe (contractions)</li> </ul>	<p>Consolidate Year 2 list</p> <p>Refer to Y3 Pathfinders Spelling Bank:</p> <ul style="list-style-type: none"> <li>• Can spell at least half of the Y3/4 common exception words, homophones and words from other origins</li> <li>• Can spell words using some of the Y3/4 prefixes and suffixes</li> <li>• Can use the first 2 letters of a word to check spellings in a dictionary</li> <li>• <b>Consistently apply Y3 spelling expectations across writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate Year 2 expectations</li> <li>• Write in a legible, joined and consistent style</li> </ul>

<p>detailed description of setting or characters</p> <ul style="list-style-type: none"> <li>Build-up –build in some suspense towards the problem or dilemma</li> <li>Problem / Dilemma –include detail of actions / dialogue</li> <li>Resolution - should link with the problem</li> <li>Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</li> </ul> <p>Non-Fiction Introduce:</p> <ul style="list-style-type: none"> <li>Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids</li> <li>Paragraphs to organise ideas around a theme</li> <li>Introduction Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?</li> <li>Middle Section(s)</li> </ul> <p>Group related ideas /facts into paragraphs</p> <p>Sub headings and headings, columns, logical sequencing and captions to introduce sections / paragraphs in fiction and non-fiction writing</p> <ul style="list-style-type: none"> <li>Topic sentences to introduce paragraphs</li> <li>Lists of steps to be taken</li> <li>Bullet points for facts</li> </ul> <p>Flow diagram Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it</p>	<ul style="list-style-type: none"> <li>A few days ago, we discovered a hidden box.</li> <li>At the back of the eye, is the retina.</li> <li>In a strange way, he looked at me.</li> <li>Prepositional phrases to place the action: on the mat; behind the tree, in the air</li> <li>Compound sentences (Coordination)</li> </ul> <p>using connectives: and/ or / but / so / for /nor / yet / although / while / as / because (coordinating conjunctions) <ul style="list-style-type: none"> <li>Develop complex sentences (Subordination) with range of subordinating conjunctions -'ing' clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</li> <li>Drop in a relative clause using: who/whom/which/whose/that e.g. The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</li> </ul> <ul style="list-style-type: none"> <li>Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</li> <li>Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!</li> </ul> </p>	<p>unbelievable, exciting!</p> <ul style="list-style-type: none"> <li>Use a range of adverbs, conjunctions and prepositions for time, place and cause</li> <li>More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof.</li> <li>Nouns formed from prefixes e.g. auto... super...anti...</li> <li>Word Families based on common words e.g. teacher –teach, beauty – beautiful</li> <li>Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box</li> <li>Use pronouns and nouns to aid cohesion with sentences</li> <li>Consistently use vocabulary from across the curriculum in their writing</li> </ul>	<p>punctuation</p>	<p>only)</p> <ul style="list-style-type: none"> <li>Commas for sentence of 3 – description</li> <li>Singular/ plural</li> <li>Suffix</li> <li>Adjective / noun / Noun phrases Verb / adverb</li> <li>Bossy verbs (imperative)</li> <li>Tense (past, present, future)</li> <li>Connective</li> <li>Generalisers</li> <li>Alliteration</li> <li>Simile – 'as' / 'like'</li> </ul> <p>Introduce:</p> <ul style="list-style-type: none"> <li>Word family</li> <li>Conjunction</li> <li>Adverb</li> <li>Preposition</li> <li>Direct speech</li> <li>Inverted commas</li> <li>Prefix</li> <li>Consonant/Vowel</li> <li>Clause</li> <li>Subordinate clause</li> <li>Determiner</li> <li>Synonyms</li> <li>Relative clause</li> <li>Relative pronoun</li> <li>Imperative</li> <li>Colon for instructions</li> <li>Subordinating conjunction</li> <li>Commas in a list</li> </ul>		<p>Editing</p> <ul style="list-style-type: none"> <li>Use a dictionary</li> <li>Evaluate writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations</li> <li>Proof-read and edit own writing</li> <li>Read writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>Consistently use editing and revising strategies to improve the quality and accuracy of their writing</li> <li>Proof-read and edit writing in relation to Y3 grammar and spelling expectations</li> </ul>
<p>down so I can check what it said.</p> <ul style="list-style-type: none"> <li>Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.</li> <li>Secure use of paragraphing</li> <li>Manipulate the language and grammar taught within Y3 in a range of independent writing, drawing on their own reading</li> </ul>	<ul style="list-style-type: none"> <li>Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world.</li> </ul> <p>Dialogue –powerful speech verb e.g. "Hello," she whispered.</p> <ul style="list-style-type: none"> <li>Understand the concept of a main and subordinate clause</li> </ul>					

**Ready for Year 4 - On entry to Year 4 children should be able to:**

- Spell the Year 3 words from the word list
- Use all Year 3 punctuation consistently and accurately
- Use a range of adverbs for time, cause and place
- Consistently use a range of co-ordinating and subordinating conjunctions
- Meet expectations of the Y3 spelling programme
- Use simple paragraphs
- Use simple, progressive and perfect forms of verbs
- Use direct speech, correctly punctuated

Range & Context		
Fiction text & story types (Talk4Writing)	Non-Fiction text & text types	Poetry types
Suspense: The Old Mill	Instructions: How To Make Your Teacher Happy	<ul style="list-style-type: none"> <li>Rhyming couplets</li> <li>Clerihew</li> <li>Raps</li> </ul>
Portal Story: Leon		
Warning Story: A Close Call	Information Report: Trolls	
Losing & Finding Tale: Adventure At Sandy Cove	Recount: Hare and Tortoise	



Defeating The Monster: Charlie's Magical Chalk		
Change Story: The Stone Troll	Persuasion: Link to topic	

Ready for Year 4 - On entry to Year 4 children should be able to:						
<ul style="list-style-type: none"> <li>• Spell the Year 3 words from the word list</li> <li>• Use all Year 3 punctuation consistently and accurately</li> <li>• Use a range of adverbs for time, cause and place</li> <li>• Consistently use a range of co-ordinating and subordinating conjunctions</li> <li>• Meet expectations of the Y3 spelling programme</li> <li>• Use simple paragraphs</li> <li>• Use simple, progressive and perfect forms of verbs</li> <li>• Use direct speech, correctly punctuated</li> </ul>						
Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
<p>Consolidate Year 3 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids</li> <li>• Plan opening using: Description /action</li> <li>• Paragraphs: to organise each part of story to indicate a change in place or jump in time</li> <li>• <i>Build in suspense writing to introduce the dilemma</i></li> <li>• <i>Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters</i></li> <li>• Develop settings linked to genre and intended effect</li> <li>• Develop characters</li> </ul> <p>Non-Fiction</p> <ul style="list-style-type: none"> <li>o Introduce: Secure use of planning tools: <ul style="list-style-type: none"> <li>o <i>Text map/ washing line/ 'Boxing -up' grid</i></li> </ul> </li> <li>o Paragraphs to organise ideas around a theme Logical organisation</li> <li>o Group related paragraphs</li> <li>o Develop use of a topic sentence Link information within paragraphs with a range of conjunctions.</li> <li>o Use of bullet points, diagrams <i>Introduction Middle section(s)</i></li> <li>o <i>Ending: Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</i> Appropriate choice of pronoun or noun across sentences to aid cohesion</li> <li>o <b>Manipulate the language and grammar taught within Y3 in a range of independent writing, drawing on their own reading</b></li> </ul>	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• Standard English for verb inflections instead of local spoken forms</li> <li>• Long and short sentences: Long sentences to enhance description or information</li> <li>• <i>Short sentences to move events on quickly e.g. It was midnight. It's great fun. Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</i></li> <li>• <i>Secure use of simple / embellished simple sentences</i></li> <li>• Secure use of compound sentences (Coordination) using coordinating conjunction and / or /but / so / for / nor / yet (coordinating conjunctions)</li> <li>• Develop complex sentences: (Subordination)</li> <li>• Write complex sentences with the subordinate clause at the start and at the end of the sentence</li> <li>• Main and subordinate clauses with range of subordinating conjunctions.</li> <li>• <i>'-ed' clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</i></li> <li>• <i>Expanded '-ing' clauses as starters e.g. Ginning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</i></li> <li>• <i>Drop in '-ing' clause e.g. Jane, laughing at the teacher, fell off her chair. The torpedo, sweeping across the city, destroyed the houses.</i></li> <li>• <i>Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</i></li> <li>• <i>Repetition to persuade e.g. Find us to find the fun</i></li> <li>• Dialogue - verb + adverb - <i>"Hello," she whispered, shyly.</i></li> <li>• Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</li> <li>• <i>Use noun phrases expanded with modifying adjectives, modifying nouns and prepositional phrases</i></li> <li>• Use fronted adverbial for time, manner and place</li> </ul>	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• Prepositions <i>at underneath since towards beneath beyond</i></li> <li>• <i>Conditionals - could, should, would</i></li> <li>• <i>Comparative and superlative adjectives e.g. small...smaller...smallest good...better...best</i></li> <li>• Proper nouns refers to a particular person or thing e.g. Monday, Jessica, October, England</li> <li>• The grammatical difference between plural and possessives</li> <li>• Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</li> <li>• Possessive pronouns e.g. hers, theirs, ours, yours, mine</li> <li>• <b>Correct verb tense and form</b></li> </ul>	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• Commas to mark clauses and to mark off fronted adverbials</li> <li>• Full punctuation for direct speech e.g Each new speaker on a new line, comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</li> <li>• Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural.</li> <li>• <b>Secure use of commas to separate main and subordinate clauses</b></li> </ul>	<p>Consolidate:</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>o Finger spaces</li> <li>o Letter</li> <li>o Word</li> <li>o Sentence</li> <li>o Statement question exclamation Command</li> <li>o Full stops</li> <li>o Capital letter</li> <li>o Question mark</li> <li>o Exclamation mark</li> <li>o Speech bubble</li> <li>o 'Speech marks'</li> <li>o Direct speech</li> <li>o Inverted commas</li> <li>o Bullet points</li> <li>o Apostrophe (contractions only)</li> <li>o Commas for sentence of 3 – description, action</li> <li>o <b>Colon - instructions</b></li> </ul> <ul style="list-style-type: none"> <li>• Singular/ plural Suffix/ Prefix</li> <li>• Word family Consonant/Vowel</li> <li>• Adjective / noun / noun phrase</li> <li>• Verb / Adverb Bossy verbs - imperative</li> <li>• Tense (past, present, future)</li> <li>• Connective</li> <li>• Conjunction</li> <li>• Preposition</li> <li>• Determiner/ <i>generaliser clause</i></li> <li>• Subordinate clause</li> <li>• <i>Relative clause</i></li> <li>• <i>Relative pronoun</i></li> </ul> <ul style="list-style-type: none"> <li>• Alliteration</li> </ul> <ul style="list-style-type: none"> <li>• Simile – 'as'/ 'like'</li> <li>• Synonyms</li> </ul> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• Pronoun</li> <li>• Possessive pronoun</li> <li>• Adverbial</li> <li>• Fronted adverbial</li> <li>• Apostrophe – plural possession</li> </ul>	<p>Consolidate Year 3 expectations.</p> <p><b>Refer to PFS spelling bank:</b></p> <ul style="list-style-type: none"> <li>• Use prefixes and suffixes from Y3/4 appendix and know how to add them</li> <li>• Spell and use words which are often misspelled from the y3/4 word list</li> <li>• Spell and use homophones and near homophones from the y3/4/ list</li> <li>• Use the suffixes -tion, -ation, -sion, -cian to form nouns</li> <li>• Use and spell the 'in' prefix when it is changed to il, ir, im</li> <li>• Use the suffix -ly to form adverbs</li> <li>• Use the suffix -ous to form adjectives</li> <li>• Spell words with : ou, ch, que, gue, sc from the spelling appendix</li> <li>• Write simple dictated words and sentences that include spelling (and punctuation) taught</li> <li>• Use dictionaries effectively using 1st 3 letters of a word to check spelling.</li> <li>• <b>Consistently apply Y4 spellings across their writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• Increase legibility, consistency, quality of handwriting, e.g. downstrokes parallel and equal</li> <li>• Use joined writing consistently</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>• Use a dictionary</li> <li>• Evaluate writing through discussion and make improvements through revising the grammar, spelling and vocabulary in relation to the Y4 expectations</li> <li>• Proof-read and edit writing</li> <li>• Read writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>• <b>Consistently use editing and revising strategies to improve the quality and accuracy of their writing</b></li> <li>• <b>Consistently use vocabulary from across the curriculum in their writing</b></li> </ul>

- Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs
- **Secure cohesion with paragraphs**
- **Maintain an appropriate level of formality throughout writing**

**Ready for Year 5 - On entry to Year 5 children should be able to:**

- Spell the Year 3/4 words from the word list
- Identify main and subordinate clauses
- Use fronted adverbials, with commas
- Meet expectations of the Y4 spelling programme
- Use all Year 4 punctuation consistently and accurately, including all speech punctuation
- Organise paragraphs around a theme

**Range & Context**

Fiction text & story types (Talk4Writing)	Non-Fiction text & text types	Poetry types
Suspense Story – Zelda Claw	Instructions – How to trap a troll	
Fantasy Story – Elf Road		
Warning Story – The Canal	Explanation text – Magnificent Machines	
Journey/Quest - Journey to the lonely mountain	Discussion – Link to wider curriculum topic	
Defeating the Monster – Smok the Dragon		
Change Story – Cinderella	Persuasion – Class Dog	

**Ready for Year 5 - On entry to Year 5 children should be able to:**

- Spell the Year 3/4 words from the word list
- Identify main and subordinate clauses
- Use fronted adverbials, with commas
- Meet expectations of the Y4 spelling programme
- Use all Year 4 punctuation consistently and accurately, including all speech punctuation
- Organise paragraphs around a theme

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
<p>Consolidate Year 4 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• <i>Secure independent use of planning tools</i></li> <li>• <i>Story mountain / grids/flow diagrams (Refer to Story Types grids)</i></li> <li>• Plan opening using: Description /action/dialogue</li> <li>• Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</li> <li>• Use a range of cohesive devices within and between paragraphs</li> <li>• Develop setting and atmosphere in detail</li> <li>• Develop characterisation by drawing on their reading</li> <li>• Write with appropriate levels formality to fit with audience and purpose</li> <li>• <i>Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks</i> <ul style="list-style-type: none"> <li>○ <i>Introduction –should include action / description - character or setting / dialogue</i></li> <li>○ <i>Build-up –develop suspense techniques</i></li> <li>○ <i>Problem / Dilemma –may be more than one problem to be resolved</i></li> <li>○ <i>Resolution –clear links with dilemma</i></li> <li>○ <i>Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question .</i></li> </ul> </li> </ul> <p>Non-Fiction</p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• Independent planning across all genres and application</li> <li>• Secure use of range of layouts suitable to text.</li> <li>• Structure: Introduction / Middle / Ending</li> <li>• Secure use of paragraphs: <ul style="list-style-type: none"> <li>• <i>Use a variety of ways to open texts and draw reader in and make the purpose clear</i></li> </ul> </li> <li>• Link ideas within and across paragraphs using a full range of connectives and signposts <i>Use rhetorical questions to draw reader in</i></li> <li>• <i>Express own opinions clearly</i></li> <li>• <i>Consistently maintain viewpoint</i></li> <li>• Consistent use of tense</li> </ul>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</li> <li>• <i>Secure use of simple / embellished simple sentences</i></li> <li>• Secure use of compound sentences</li> <li>• Use embedded clauses</li> <li>• Write sentences with subordinate clause at the beginning and end</li> <li>• Use defining and non-defining relative clauses: <ul style="list-style-type: none"> <li>○ Defining: provide essential information, no commas needed</li> <li>○ Non-defining: provide additional information, needs commas</li> </ul> </li> <li>• Develop complex sentences: (Subordination)</li> <li>• Main and subordinate clauses with full range of conjunctions: <ul style="list-style-type: none"> <li>○ Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</i></li> <li>○ Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</i></li> <li>○ Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></li> </ul> </li> <li>• Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</li> <li>• <i>Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly ....through the lonely streets ....at midnight</i></li> <li>• <i>Use of rhetorical questions</i></li> <li>• Dialogue to convey character and advance the action.</li> <li>• Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (<i>perhaps, surely</i>)</li> <li>• <b>Secure use of a range of sentence structures</b></li> </ul>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• Metaphor</li> <li>• Personification</li> <li>• Onomatopoeia</li> <li>• <i>Empty words e.g. someone, somewhere was out to get him</i></li> <li>• Developed use of technical language</li> <li>• Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</li> <li>• Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)</li> <li>• Indicate degrees of possibility using modal verbs e.g. <i>could, should, would, may, might, will</i></li> <li>• Indicate degrees of possibility using adverbs e.g. <i>perhaps, surely, possibly, certainly</i></li> <li>• Relative pronouns e.g. <i>who, which, where, when, that, whose</i></li> <li>• Use a thesaurus effectively</li> <li>• <b>Begin to experiment with using passive voice</b></li> </ul>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• <i>Rhetorical question</i></li> <li>• <i>Dashes for after thoughts</i></li> <li>• Brackets/dashes/commas for parenthesis</li> <li>• Colons</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> <li>• Comma to separate main and subordinate clause</li> <li>• <i>Commas to mark non-defining relative clauses</i></li> <li>• <i>Using a colon to introduce a list</i></li> <li>• <i>Use semi-colons to separate main clauses</i></li> </ul>	<p>Consolidate:</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Letter/ Word</li> <li>• Sentence</li> <li>• Statement question exclamation Command</li> <li>• Full stops/ Capitals</li> <li>• Question mark</li> <li>• Exclamation mark • ‘Speech marks’</li> <li>• Direct speech • Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe contractions/ possession</li> <li>• Commas for sentence of 3 – description, action</li> <li>• <i>Colon – instructions</i></li> <li>• Parenthesis / bracket / dash</li> </ul> <ul style="list-style-type: none"> <li>• Singular/ plural</li> <li>• Suffix/ Prefix</li> <li>• Word family</li> <li>• Consonant/Vowel</li> <li>• Adjective / noun / noun phrase</li> <li>• Verb / Adverb</li> <li>• Bossy verbs - imperative</li> </ul> <ul style="list-style-type: none"> <li>• Tense (past, present, future)</li> <li>• Conjunction / Connective</li> <li>• Preposition Determiner/ generaliser</li> <li>• Pronoun – relative/ possessive</li> <li>• Clause</li> <li>• Subordinate/ relative clause</li> <li>• Adverbial</li> <li>• Fronted adverbial</li> <li>• Alliteration</li> <li>• Simile – ‘as’ / ‘like’</li> <li>• Synonyms</li> </ul> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• Relative clause/ pronoun</li> <li>• Modal verb</li> <li>• Parenthesis</li> <li>• Bracket - dash</li> <li>• Determiner</li> <li>• Cohesion</li> <li>• Ambiguity</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Onomatopoeia</li> <li>• <i>Rhetorical question</i></li> </ul>	<p>Consolidate Year 4 expectations.</p> <ul style="list-style-type: none"> <li>• Spell some words with silent letters</li> <li>• spell words ending in cious or tious</li> <li>• Spell words ending in tial or cial</li> <li>• Spell words with the sound spelt ei after ce (e.g. receive, ceiling)</li> <li>• Convert nouns or adjectives into verbs using suffixes e.g. <i>ise, ify, ate</i></li> <li>• Use and spell verb prefixes, <i>dis-, de-, mis-, over-, re-</i></li> <li>• Use a dictionary to check spelling and meaning</li> <li>• <b>Consistently apply Y5 spelling expectations across their writing</b></li> </ul> <p><b>SEE SPELLING PROGRESSION DOCUMENT FOR MORE DETAIL</b></p>	<ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed</li> <li>• Choose whether or not to join specific letters.</li> <li>• Choose the writing implement best suited to the task.</li> <li>• Use legible, joined writing consistently</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>• Evaluate writing through discussion and make improvements through revising grammar and vocabulary in relation to Y5 expectations</li> <li>• Proof-read and edit writing</li> <li>• Read writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>• <b>Consistently use editing and revising strategies to improve the quality and accuracy of their writing</b></li> </ul>

<ul style="list-style-type: none"> <li>• Summary clear at the end to appeal directly to the reader</li> <li>• <b>Manipulate formality in different types of writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Begin to manipulate clauses for effect</b></li> </ul>					
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**Ready for Year 6 - On entry to Year 6 children should be able to:**

- Spell the Year 5 words from the word
- Use relative and embedded clauses
- Use commas to punctuate clauses
- Use modal verbs and adverbs to express possibility
- Meet expectations of the Y5 spelling programme
- Use all Year 5 punctuation consistently and accurately
- Maintain cohesion within and between paragraphs

Range & Context		
Fiction text & story types (Talk4Writing)	Non-Fiction text & text types	Poetry types
Journey - Journey	Recount – Diary – Riddle of the Sphinx	This is to be done during shortburst writes and any gaps between units.
Suspense - Kidnapped	Newspaper Report – Deadly dragon on the loose	
Flashback – Frozen (Alma)	Information Report – The Truth about Ogres	
Warning - Smaug	Discursive Text – Whether you would like a Darlak as a neighbour	
Portal – Clock Close	Persuasive Text – Dear Mr Wolf	
Fantasy Tale – My Ice Land		

**Ready for Year 6 - On entry to Year 6 children should be able to:**

- Spell the Year 5 words from the word
  - Use relative and embedded clauses
  - Use commas to punctuate clauses
  - Use modal verbs and adverbs to express possibility
  - Meet expectations of the Y5 spelling programme
  - Use all Year 5 punctuation consistently and accurately
- Maintain cohesion within and between paragraphs

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling	Handwriting
<p>Consolidate Year 5 list</p> <ul style="list-style-type: none"> <li>• <i>Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips</i></li> <li>• <i>Start story at any point of the 5 part structure</i></li> <li>• Maintain plot consistently working from plan</li> <li>• Paragraphs -Secure use of linking ideas within and across paragraphs</li> </ul>	<p>Consolidate Year 5 list</p> <ul style="list-style-type: none"> <li>• <i>Secure use of simple / embellished simple sentences</i></li> <li>• Secure use of compound sentences</li> <li>• Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions:</li> <li>• Active and passive verbs to create effect and to affect presentation of information e.g. <i>Active: Tom accidentally</i></li> </ul>	<p>Consolidate Year 5 list</p> <ul style="list-style-type: none"> <li>• Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) How words are related as synonyms and</li> </ul>	<p>Consolidate Year 5 list</p> <ul style="list-style-type: none"> <li>• Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</li> <li>• Use of colon to introduce a list and semi-colons within lists.</li> <li>• Punctuation of bullet points to list information.</li> <li>• How hyphens can be used to avoid ambiguity (<i>e.g. man eating shark versus man-eating shark, or recover versus re-</i></li> </ul>	<p>Consolidate:</p> <ul style="list-style-type: none"> <li>• punctuation</li> <li>• letter/ Word</li> <li>• sentence</li> <li>• statement</li> <li>• question</li> <li>• exclamation</li> <li>• command</li> <li>• Full stops/ Capitals</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Speech marks'</li> <li>• Direct speech</li> <li>• Inverted commas</li> </ul>	<p>Consolidate KS2 expectations.</p> <p>Spelling Bank:</p> <ul style="list-style-type: none"> <li>• spell correctly most words from the year 5 / year 6 spelling list</li> <li>• Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>• Spell most words from Y5/6 list accurately and apply these in writing</li> <li>• <b>Apply Y6 spelling</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use legible and joined writing consistently when writing at speed write legibly, fluently and with increasing speed by:</li> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>

<ul style="list-style-type: none"> <li>Secure development of characterisation</li> <li>Non-fiction:</li> <li>Secure planning across nonfiction genres and application Use a variety of text layouts appropriate to purpose</li> <li>Use range of techniques to involve the reader –comments, questions, observations, <i>rhetorical questions</i></li> <li><i>Express balanced coverage of a topic</i></li> <li><i>Use different techniques to conclude texts</i></li> <li>Use appropriate formal and informal styles of writing</li> <li>Choose or create publishing format to enhance text type and engage the reader</li> <li>Linking ideas across paragraphs using a wider range of cohesive devices : semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision</li> <li>Layout devices, such as headings, sub -headings, columns, bullets, or tables, to structure text</li> <li>Manipulate and control the use of narrative language features e.g. <i>power of 3</i>, repetition, time and pace, passive voice, <i>dialect</i></li> <li>Manipulate and control the use of non-fiction language features e.g. technical vocab, <i>rhetorical questions</i>, passive voice</li> <li>Manipulate and control the use of organisational features</li> <li>Use a range of devices to build cohesion within and between paragraphs e.g. repetition, adverbials, ellipsis, referencing, noun/pronoun chains</li> <li><b>Distinguish between the language of speech and writing</b></li> </ul>	<p><i>dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated.</i></p> <ul style="list-style-type: none"> <li><i>Developed use of rhetorical questions for persuasion</i></li> <li>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you</i> .</li> <li>Use formal and informal question tags e.g. <i>You don't want the forests to die, do you?</i></li> <li>Use dialogue to convey character and advance the action</li> <li>Use a range of simple, complex and compound sentences, moving the position of the subordinate clause</li> </ul>	<p>antonyms e.g. big/ large / little</p> <ul style="list-style-type: none"> <li>Use passive voice to create empathy or suspense</li> <li>Use passive voice to create formal tone</li> <li>Use a range of figurative language –similes, metaphors, personification, allusion, idioms</li> <li>Correct use of dictionary and thesaurus</li> <li><b>Manipulate the language and grammar taught within a range of independent writing, drawing on their own reading</b></li> <li><b>Consistently use vocab from across the curriculum in their writing</b></li> </ul>	<p>cover)</p> <ul style="list-style-type: none"> <li>Use colons to mark independent clauses</li> <li>brackets, dashes or commas to indicate parenthesis</li> <li><b>Use full range of punctuation taught at KS2 appropriately</b></li> <li><b>Use punctuation to avoid ambiguity or enhance meaning e.g. defining and non-defining relative clauses clearly marked, punctuation for emphasis and effect</b></li> </ul>	<ul style="list-style-type: none"> <li>Bullet points</li> <li>Apostrophe contractions/ possession</li> <li><b>Commas for sentence of 3 – description, action, views/opinions, facts</b></li> <li>Colon – instructions</li> <li>Parenthesis</li> <li>bracket- dash</li> <li>Singular/ plural</li> <li>Suffix/ Prefix</li> <li>Word family</li> <li>Consonant/Vowel</li> <li>Adjective / noun / noun phrase</li> </ul>	<p style="text-align: center;"><b>expectations across writing</b></p> <p style="text-align: center;"><b>SEE SPELLING PROGRESSION DOCUMENT FOR MORE DETAIL</b></p>	<p><b>Editing</b></p> <ul style="list-style-type: none"> <li>Evaluate writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 expectations</li> <li>Proof-read and edit writing</li> <li><b>Consistently use editing and revising strategies to improve the quality and accuracy of their writing</b></li> </ul>
<p><b>and choose the appropriate register</b></p> <ul style="list-style-type: none"> <li><b>Demonstrate an assured and conscious levels of control over formality</b></li> </ul>						

**Ready for Year 7 - On entry to Year 7 children should be able to:**

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. 1st person in a diary; direct address in instructions & persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. contracted forms in dialogues; passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.2

**Range & Context**

<b>Fiction text &amp; story types (Talk4Writing)</b>	<b>Non-Fiction text &amp; text types</b>	<b>Poetry types</b>
Warning Story – The Caravan	Recount – Biography – Winston Churchill	This is to be done during shortburst writes and any gaps between units.
Portal Story – The Snow Walker's Son	Explanation Text – The Storm breaker's gadgets	
Flashback Story – The Piano (CT written)	Persuasive Text – Your country needs you	
Mystery Tale – Hetty's unicorn	Discursive Text – Gender Roles	
Journey Story – Ice Forest	Newspaper Report – The Ginamous Burp (CT written)	
Suspense Story – Find Me		