



Curriculum Handbook
Key Stage 1 and Key Stage 2
English

Curriculum Statement

Intent - Reading

We understand that reading is a fundamental skill which underpins all other learning, and at Eynsham Community Primary School we want our children to become fluent, passionate, lifelong readers. Our curriculum is designed to promote curiosity, as well as confidence. Pupils will be exposed to a vast range of both picture and chapter books, including those from diverse cultures and backgrounds. Starting with a comprehensive reading scheme in early years, children will be immersed in texts which inspire their imaginations, whilst their reading comprehension is challenged through high-quality questioning. This is built upon in KS1 with written evidence of the children's understanding being used to record their thoughts and emotive reactions to texts. In KS2, children are taught a range of skills including: retrieval, inference, prediction, summarising, author and vocabulary choice, through the use of high-quality texts which complement their written work. The books we learn from have been carefully chosen to engage even the most reluctant reader and allow access for those with the highest level of SEND. We are conscious that children respond differently to different authors and key characters. Therefore, our curriculum has incorporated authors and protagonists of different genders, races and backgrounds so that all of our children can see a part of themselves in the texts they read. Modern day stories, as well as literary classics, have been included to ensure children are exposed to

varied dialects and a wide range of the English language.

Implementation - Reading

Reading Planet Rocket Phonics is a proven story-based approach, created by literary experts, to ensure a love of reading is at the heart of phonics. Rocket Phonics is a DfE validated SSP programme and is aligned to Letters and Sounds. It is designed to help every child to keep up, and not catch-up, through the use of steady pace and progression, whole-class teaching and consistent daily phonics practice. Rocket Phonics introduces common exception words gradually throughout the programme and are focused on in the Friday lessons. They are drawn from the tricky words suggested in Letters and Sounds (2007) and build up into a bank of words that are vital for children to know in order to meet or exceed expectations for reading. These words are regularly consolidated throughout the programme and are featured in the Flashcards and Friezes. Letter formation is included in the twice-weekly segmenting lessons, as each grapheme is introduced. Capital letters are introduced in conjunction with lower-case letters so that these don't have to be taught as an afterthought later on.

[Key Stage 1 and 2](#)

At Eynsham Community Primary School, we ensure our learners have three distinct opportunities to develop their reading skills:

[Whole Class Reading](#)

On a daily basis, our pupils will be read to by the class teacher or teaching assistant. The text will be different to the class text being used for a writing focus, and will be chosen for pleasure and develop a love of reading and exposure to a variety of genres and authors. Whilst the children are being read to, the children will follow along with a copy of the text. The adult is modelling reading fluency, and by following along, the children hear how punctuation and dialogue effect the flow of the writing. If an unfamiliar word is read aloud, the adult will quickly define it and continue to read, thus not preventing the flow of the reading. The word will then be addressed as part of the starter for the following English lesson and added to each class version of a Vocabulary Vault on the English Working Wall.

[Guided Reading](#)

An extract of text is shared with the children, and then a series of questions are given to them to answer. The questions will test a range of reading skills including: retrieval, inference, prediction, summarising and vocabulary or author choices. The children will read the extract and then work their way through the questions in their books, recording their answers clearly, as they would at the end of key stage assessments. Children in KS1 will answer the questions together and use the texts provided by Rocket Phonics.

Ongoing teacher assessment will determine whether the questions have a single focus (for example, all inference one week, and all retrieval the next) or whether they cover a range of skills each week. Teachers will also address children who need further support to access the reading or need extending

Individual reading

Each week, the children will choose their own reading book and will read it to themselves. During this time, an adult who is working with the class will listen to the children read and will make notes on their reading fluency. This will help to direct guided reading sessions. The aim of individual reading is to allow children to develop their reading for pleasure, enjoy the calm of the activity and promote a passion for a genre, or literature in general. Teachers and TAs can direct children to new authors or genres if they feel that a child's reading diet is particularly restricted, therefore subtly exposing them to a wider range of books.

Reading Records

Every child in the school in KS1 and KS2 will have a reading record. Children are expected to read at home at least 3 times a week and record this in their diary. Teachers and TAs will check these records on a weekly basis, as well as record in them when they hear them read. This allows teachers to track which children need more support in school and which children need to be exposed to different genres. Every class will display the number of reads every child has completed on a weekly basis. This will be tracked and recorded on a whole school document for teachers to monitor. Reading awards will be given in celebration assembly on a weekly basis and classes who have been reading the most will receive a reward.

Intent - Writing

At Eynsham Community Primary School, we intend to create confident writers who develop stamina for writing from the Early Years to Year 6. We aim for all our children to be independent writers, building on a range of skills as they work through each journey of

writing and to develop, and fully invest in, their own unique style. At Eynsham, we have developed a high-quality text-based curriculum which is designed to inspire and motivate. Pupils will be exposed to a broad diet of both picture and chapter books, including those from diverse cultures and religious backgrounds.

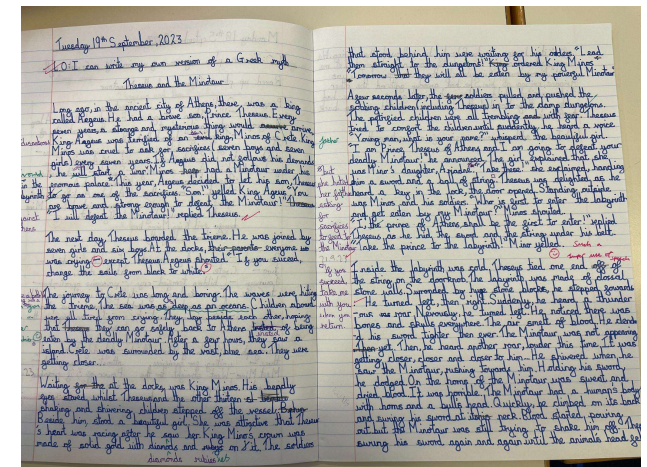
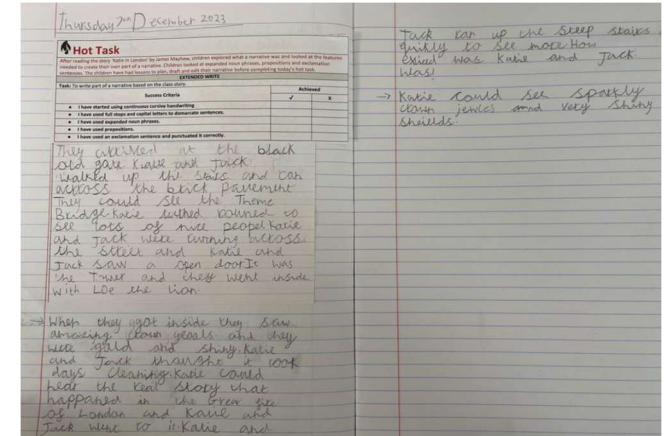
Our curriculum has been specifically tailored to meet the needs of the children in our school. We have considered how children at Eynsham progress with their writing and how they enter our school with differing vocabulary levels. Our books have been carefully chosen to engage even the most reluctant learners and allows access for those with the highest level of SEND. We are conscious that children respond differently to different authors and key characters and our curriculum has incorporated authors and protagonists of different genders. Modern day stories, as well as literary classics have been included to ensure children are exposed to varied language and as a consequence, to enrich their writing. Our learners are challenged and encouraged to take risks and view mistakes as part of the learning process. Pupils are encouraged to set high expectations for themselves where they take pride in all aspects of learning and in everything they produce.

At Eynsham Community Primary School we will:

- Ensure staff have a confident, fluent and coherent understanding of English and the effect this will have on a pupil's progress, both inside and outside of the school environment.
- Ensure staff understand how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life.
- Provide a balanced and broad curriculum, which encompasses writing practice, including: handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensure that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.

- Ensure that all pupils know how to plan, practise, evaluate their work, as well as carry out an effective edit and improve process.
- Ensure that all pupils understand all elements of English, as per the national curriculum.

Writing Examples - Year 2 and Year 6



Impact- Writing

At Eynsham, each unit of writing will consist of learning completed throughout a 2/3-week learning journey and will be completed in one hour lessons daily, from Monday to Friday. Learning journeys will not go beyond 3-weeks as a maximum. This is in order to ensure that the build-up of knowledge and skills is progressive and clear, and curriculum coverage is met. Although the pedagogical process is detailed for each lesson, teachers have the professional scope to make adjustments where they think they are needed. For example, if more than one lesson is needed to embed a skill then this can be done or if an extra lesson is needed for drama/speaking and listening then teachers have the freedom to do so. There is no need for learning journeys to begin on a Monday or to be completed on a Friday. This being said, there is an expectation that each stage of the learning process takes place and is evident through books, learning environment and planning. Learning journeys can be based on texts, videos, real life events, images or lyrics from a song, anything that will get our children engaged and excited about writing.

There must be a hook into the learning journey in order to make the writing engaging and purposeful. These hooks can be small and simple or as extravagant as you want. You may stage a break-in, show the children a letter from the Prime Minister, dig up a time capsule, put forward a request from the Police for the children to write a description of a suspect...be as creative and immersive as you feel appropriate. The hook experience will ensure most, if not all, children are immersed and engaged with the text, leading to a higher quality writing output. Prior to any writing being done for the final piece of published writing, children should have at least one speaking and listening session to help with oracy. Following on from the hook, children should continue to be immersed in the text through the use of dance, drama, creative arts and any other appropriate curricular links, the purpose of this is to provide experiences for the children which they can draw upon when writing.

Following on from the hook lesson, a high-quality model text must be generated which will enable pupils to identify the required grammar features within the genre, including which writing tools are best suited and also focuses on purpose – this shows the children the expectation of what they themselves are aiming to produce by the end of their unit of work. Where possible, the high-quality model text is written by the class teachers, this way, you can easily show the above expectations and model all the skills being taught.

Every English lesson will begin with a fast paced, SPaG warm (SPaG 5) up to recap prior learning (last week, last month or even last year) and to address vocabulary. SPaG starters can also introduce specific features needed for the text type. Keeping the content domain the same for each question daily (each week) will prevent teaching time being lost addressing misconceptions, which can be followed up the next day. It also allows children to become more confident, allowing consolidation throughout the week, and the ability to transfer knowledge into the long-term working memory.

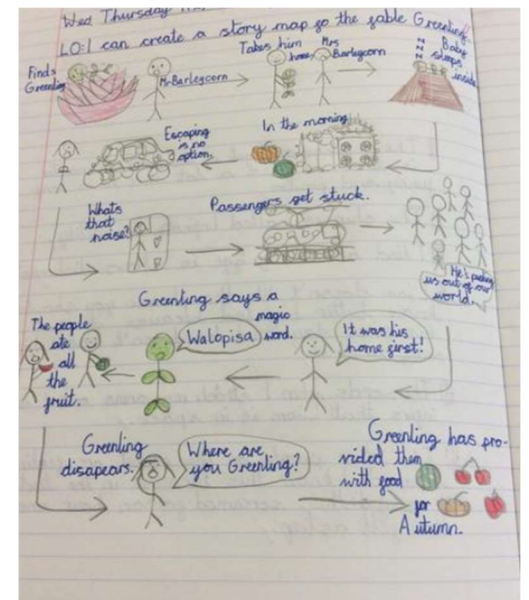
Subsequent lessons throughout the learning journey should address the grammar/spelling/punctuation presented in the model text. Alongside the main SPaG features, the children are taught how to write the main body of the text using a variety of sentence structures and carefully considering the layout. A variety of planning tools, such as: text mapping, story mountains, character profiles, boxing up, flow diagrams or pictures should be used; this enables them to organise their writing effectively and to incorporate the appropriate features learned. Short bursts of writing will be used throughout the learning journey and used to demonstrate the skills learnt and used as a drafting tool to magpie for the final write. Our aim is to build independence and stamina when writing to engage the audience.

ENGLISH TEACHING MODEL

Hook → Model Text → Analyse Language and Structure

Draft Writing ← Short Burst Writing ← SPaG

Extended Writing → Edit → Publish



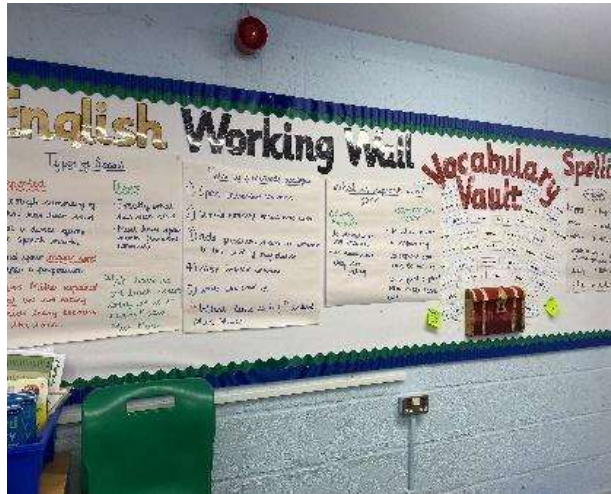
[Vocabulary - Working Walls and New Vocabulary](#)

For each journey, children will be encouraged to expand their vocabulary knowledge, which will in turn aid progression in spelling. Throughout the course of the learning journey, the children should be exposed to a bank of new words which will be recapped upon during the SPaG starter. These words should be relevant to the work being produced within the sequence of lessons and should be made visible to the children through the use of vocabulary vaults on working walls. Words can be displayed with accompanying definitions, synonyms/antonyms and added to contextual sentences (please see below for further information).

[Working Walls](#)

These are an extremely important part of the learning process as they provide children with a form of continuous provision they can keep referring to throughout the journey. These should detail the skills being taught, give explanations and model examples. These should be written clearly, using a cursive handwriting style, and placed where all children can see them. During the process, the working walls should be referred to regularly and often as a way of modelling their use. The children should see that you are using these as a form of continuous provision and use them independently throughout lessons. These should remain on the walls for as long as the children need, and should remain after a learning journey so

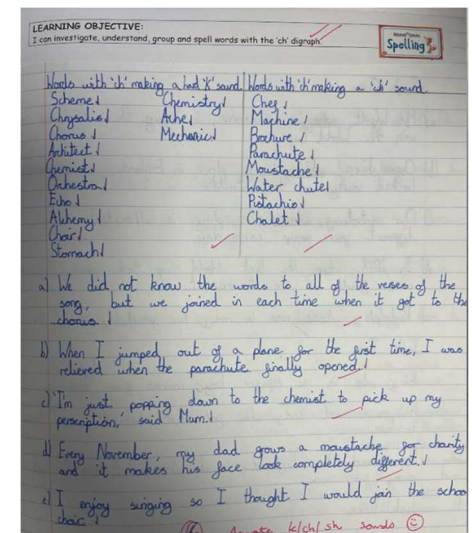
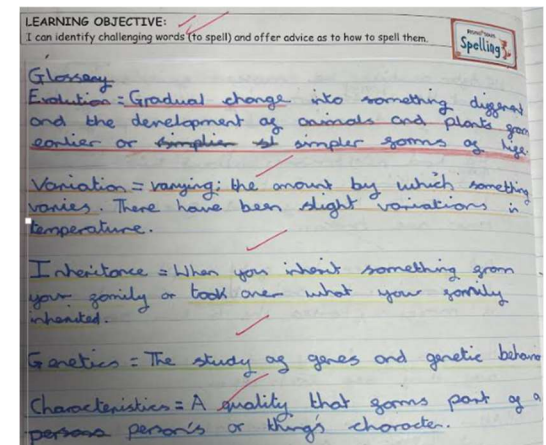
children are reminded and encouraged to use and apply these skills in other writing.



[Spelling](#)

At Eynsham, we use Rising Stars Spellings, created as a progressive scheme continuing on from Rocket Phonics. Use of Rising Stars Spellings ensure high quality teaching of spelling on a weekly basis and coverage is consistent, ensuring all of the National Curriculum content is taught. Each week, children will focus on a spelling rule/pattern based on the curriculum for each year group. Children will stick the spelling rule under the spelling learning objective and complete a 30 minute lesson. Each spelling lesson taught follows a consistent approach of introduce/review, teach, practise, apply and review. A

list of spellings, which will include words from the specified spelling pattern and those from the *Common Exception Words* list, will be given to children to learn each week. These will also be added to Spelling Shed, so children can access a variety of engaging and interactive games to play online at home (as part of weekly homework expectations) to aid with recall. Weekly spelling patterns and rules will be displayed in classes and referred to throughout the week, including on the working wall. Daily cursive handwriting will also take place each week to practise and expose children to the spelling patterns.



Inclusion

Inclusion is such an important aspect of our English curriculum and can be seen in a multitude of ways. Primarily, whole class teaching drives the message that children of all ability levels will be able to achieve in English. To accomplish this, class teachers carefully select model texts, scaffold activities and plan activities that assist the children's ability to access and understand the writing structure. Word banks, sentence structures and model texts are available to all children, promoting a positive ethos in the classroom and ensuring all children feel included.

Furthermore, in the classroom, the children are organised in mixed attainment seating - focusing on personalities and the dynamics of a class, rather than being organised solely on their confidence in reading, writing and spelling. This promotes independence and increases the chance for meaningful conversations that encourage the children to help and learn a wide variety of vocabulary and speaking and listening skills from each other. For those children who are lacking in confidence, they can seek assistance from their peers and the shared examples provided, whereas those with a greater ability to confidently read and write, can share their ideas out loud and develop them alongside other children working above age expectation. However, when the children find a specific reading or writing objective challenging, teachers will use their knowledge of formal assessment to implement 'fluid groupings.' These groups will be formed during lessons to provide additional scaffolding for those

requiring additional support. Fluid groupings can also be used during pre-teaching sessions. These sessions are undertaken either before or after class input, providing opportunities for teachers to prepare children for an upcoming lesson or for consolidation. For example, children might benefit from shared writing in a smaller group before being expected to write independently, challenged to write or learn individualised spellings to catch up with their peers or working in a focused group to develop and secure their greater depth writing skills, beyond their peers.

To further support SEN children and challenge all learners, the design of an English learning journey is pivotal to make sure every child is able to achieve. Firstly, from organising the unit of work to begin with a hook lesson into the text, ensures all children are given the opportunity to engage in the text type, using this memorable learning experience to inspire and stimulate their ideas. Following on from this, teachers will write and use a model text, which not only guides pupils as to what is expected of them, but also inspires and promotes their own work to this standard and even beyond. Teachers will differentiate model texts accordingly and ensure all children can access what is being asked of them.



Moreover, throughout the learning journey, the final writing outcome is broken down into manageable daily learning objectives - covering each aspect of spelling, punctuation and vocabulary, needed for the outcome. Pupils can clearly see the purpose of each lesson and how all of their learning is building up to the final extended writing piece. Teachers ensure all children, no matter what their ability, are able to access the learning. A range of adaptive teaching strategies are used daily by teachers, including: assistive technology (talking tins, ipads for recording, chrome books for typing), scaffolding (including the use of colourful semantics/symbols and pictures for less able learners to still write independently), talk partners, extensions, word banks, stem sentences, modelling, planning tools (adapted for specific learners as necessary) and checklists for guidance.



Cultural Capital

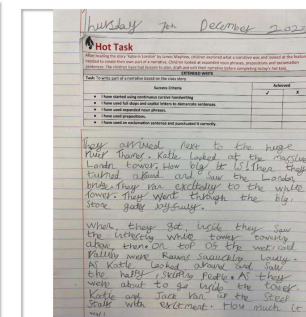
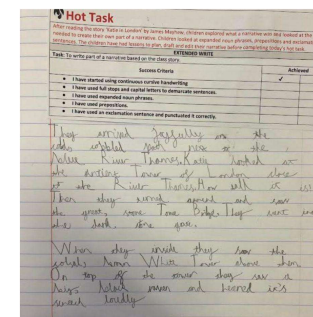
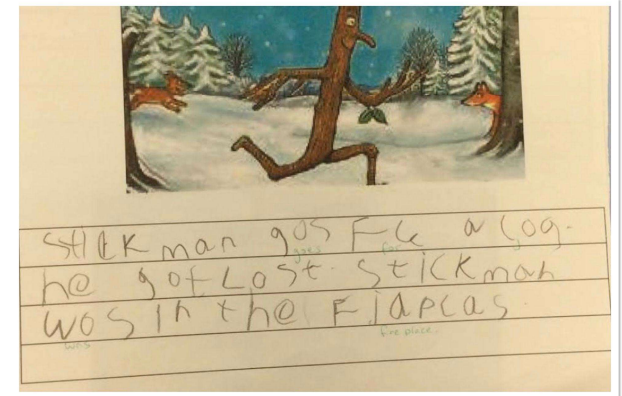
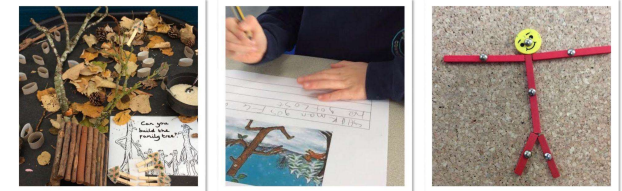
Cultural Capital is the essential knowledge and skills that children need to prepare them for their future successes in the world of work, in relationships forged throughout life and as a valued contributor to society. A good grasp of spoken language and a varied vocabulary are one of children's most valuable social skills. In fact, children who read more and hav a more extensive vocabulary typically do better in the long term in their education. Throughout our curriculum, it is our firm belief that all children are given the chance to understand the importance and relevance of the reading, writing, speaking and listening skills they develop - learning essential knowledge and skills that will prepare them for their lives outside of the classroom and beyond the gates of Eynsham Community Primary School.

From EYFS to year 6, it is clear that many children arrive at school with different and sometimes more limited experiences and use of vocabulary than others. Therefore, by mapping our curriculum based on a wide variety of high-quality texts, we can immerse our children in the English language and build bridges over those gaps. Ultimately, giving each of our children the same opportunities to thrive whilst we inspire and engage all learners.

Knowing the children we teach and the community they live in has greatly helped us to tailor our curriculum to meet their needs better. Due to our rigorous language screening and quality English curriculum starting in EYFS, we are quickly able to gain a greater insight into all of our children's individual cultural needs and potential. Ultimately, we are then able to identify where any gaps are and adapt our

teaching accordingly. We pride ourselves on ensuring our children leave Eynsham being able to mix and talk to others, socialise in diverse groups and present themselves to the best of their ability.

Throughout the curriculum, our teachers ensure projects and lessons they plan on a daily basis allow time for children to use their knowledge to debate, investigate, present and problem-solve. We have ensured that our curriculum includes and makes explicit the social and technical vocabulary for all subjects – which can be seen on our detailed Knowledge Organisers (KCV's) for all subjects. Moreover, we ensure that children have plenty of time for quality talk in all lessons and activities. Encourage debate, group and paired discussion and plenty of opportunities for questioning. Conversations with adults throughout our school are meaningful, and we have a well-established practice of 'time to talk' throughout the whole school. Our PSHE and RE curriculum continue to ensure our children develop these skills further, with continuous time throughout lessons to reflect and share their developing knowledge, understanding and curiosities.



Text Types - Progression Overview

Using the text-based curriculum as a starting point, teachers clearly establish the purposes and audiences for writing at the start of the process of each 'learning journey' or unit of work. Teachers make learning objectives explicit to pupils at the start of every lesson, so they know why they are studying a particular text or text type, the kind of writing activities they will need to undertake and the nature of proposed outcome, which is real and purposeful. The learning journey should be made clear to the children, who are fully involved in the process and clear about the outcome they are working towards throughout the learning journey. In Key Stages One and Two, pupils experience writing in different forms for a variety of audiences. They write for different purposes and are taught to plan, draft, proofread, improve and present their writing on paper and on screen, and to discuss and evaluate their own

writing and that of others. There is an emphasis on using real models for writing, e.g. newspaper reports, advertisements, websites. The links between reading and writing in fiction and non-fiction continue to be made explicit. Pupils use their knowledge of texts they have studied to construct their own writing and have greater control over organisation, language features, vocabulary and spelling.

As well as genre types, it is important to ensure that the text-based curriculum enables the children to develop a clear progression of skills from EYFS – Yr 6, which are closely linked to the book being studied, and are implemented during each learning journey. For each year group, there is also a set of non-negotiables that all pupils must have mastered

by the end of the year, taken directly from the National Curriculum. This involves them using these tools independently and developing the ability to apply these in other areas of the curriculum. It is important that pupils understand the purpose of these tools and how they impact the reader and develop the text type. These are useful to refer to when thinking about the skills coverage for each learning journey.

By the end of Year 6, our children will not only leave the school being able to write for a variety of purposes, but able to write in a real life situation, essential for the next step in their education. There are 4 types of writing that will be covered in the English curriculum: narrative - writing to entertain; and non-fiction - writing to inform, writing to persuade and writing to discuss. Children will also cover a variety of poetry forms, building up a repertoire.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Hook – begin to explore the text	Model text – analyse features (top quality model text)	Explore vocabulary and the structure of the text.	SPaG	Short Burst (using the vocab/SPaG)
Week 2	SPaG	Short Burst (or part of your final piece)	SPaG	Planning	Writing
Week 3	Writing	Editing and Improve	Publish		

Year One

Autumn Term – Witney Blankets	Spring Term - Africa	Summer Term – Seaside Express
Letter Writing	Innovate – Retelling, point of view	Adventure Narrative
Instructions - Blanket Making	Information text – invitation persuade	Non- Chronological – sea creatures.
Listen and discuss – Riddles	Instructions – Making pancakes	Acrostic Poetry - Seaside
Setting description	Character Description	Innovate - sequel
Recount	Newspaper report - article	Persuasive Advert/Beach Recount
List Poetry - 5 Senses	Poetry from other cultures	Acrostic - Seaside theme

Year Two

Autumn Term – Fire! Fire!	Spring Term – Frozen kingdom	Summer Term – Explorers
Persuasive Letter	Explanation Text	Newspaper Report
Non-Chronological Report	Alternative ViewPoint - Narrative	Instructions
Diary Entry	Balanced Argument	Setting Description
Adventure - Narrative	Prequel - Narrative	Innovative - Sequel
List Poem	Radio report	Adventure Narrative
Character Description	Free Verse Poetry	Diamantes - Space Theme

Year Three

Autumn Term – Stone to Iron Age	Spring Term – Rainforests	Summer Term – Romans
Historical Narrative - Incident	Innovate - Extra Chapter	Play scripts
Prequel Narrative - Cliffhangers	Persuasive Letter	Newspaper report
Report - Job description	Limericks	Biography
TV/Radio report	Discussion Text	Adventure Narrative
Setting description	Narrative - Sequel	Character Description
Narrative/Haiku Poetry	Instructions	Shape Poems

Year Four

Autumn Term – Raiders and Invaders	Spring Term – Ancient Egypt	Summer Term – Field to Fork
Alternative Viewpoint	Innovate – Add a dilemma	Narrative - Additional character
Non-Chronological report - Vikings	Explanation Text - Mummification	Discussion text – Fairtrade for farmers
Setting description – Norse Landscape	Kennings	News Report - Deforestation
Myth/Legend	Alternative Viewpoint	Fable
Recount – Diary entry	Biography	Persuasive Leaflet
Tetractys – Norse World/Gods	Discussion – comparison	Free Verse - Environmental

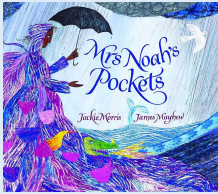
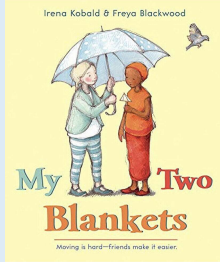
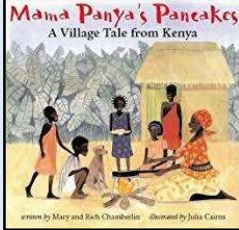
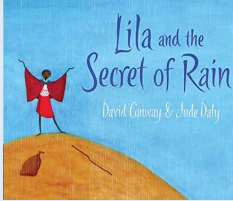
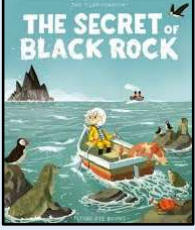
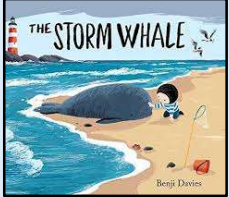
Year Five

Autumn Term – War and Peace	Spring Term – Earth and Space	Summer Term – Oxford
Narrative – Change of perspective	Formal/Informal letters	Cliff-hanger/Suspense
Persuasive Advert	Non chronological Report	Biography - Phillip Pullman
Recount – diary entry	Senyus - Human Nature Poetry	Limerick – clockwork machinery
Innovate - Prequel	Narrative with a moral/message	Setting Description
Viewpoint - Zelda (consolidation)	Balanced Argument	Instructions - Directions
Blackout Poetry/Renga	Adventure Narrative	Persuasive Advert – Oxford Tourism

Year Six

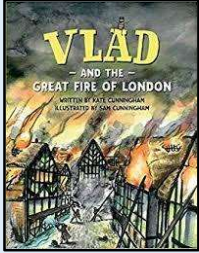

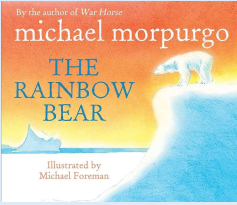


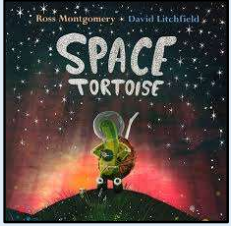
Autumn Term – Legends	Spring Term – Shang Dynasty	Summer Term – Shakespeare’s World
Narrative – Greek Myth	Narrative - Alternative sequel	Suspense Narrative - Meeting the Witches
Balanced Argument	Discussion	Formal and Informal diary entries
Recount – diary entry	Poetry - Ottava Rima	Historical Narrative
Sequel	Persuasive Brochure	Playscript
Biography	Setting description	Recount – Sulgrave Manor visit
Poetry - Legends of War	Innovate – rewrite the narrative.	Non Chronological Report - Shakespeare

Year One English Text Types and Writing Genres

Term	Autumn Term 1/2		Spring Term 3/4		Summer Term 5/6	
Topic Theme:	Witney Blankets		Africa		Seaside Escapes	
Core Text:	<p>Mrs Noah's Pockets</p> 	<p>My Two Blankets</p> 	<p>Mama Panya's Pancakes</p> 	<p>Lila and the Secret of the Rain</p> 	<p>The Secret of Black Rock</p> 	<p>The Storm Whale</p> 
Fiction Mastery:	<p>Setting Description:</p> <p>Mythica Wood or the storm.</p>	<p>Letter Writing:</p> <p>Letter to Mum from Cartwheel about her blankets.</p>	<p>Retelling:</p> <p>From a different character's point of view - Mzee Odolo's perspective.</p>	<p>Character description:</p> <p>Describe Lila in detail</p>	<p>Adventure Narrative:</p> <p>Discovery underwater - Change Black Rock.</p>	<p>Innovate/Sequel:</p> <p>Imagine Noi's next adventure with the Storm Whale when he finally meets his friend again.</p>
Non-Fiction Mastery:	<p>Instructions:</p> <p>How to make a Witney blanket.</p>	<p>Recount:</p> <p>Diary of meeting the girl in the park and comparing her blankets.</p>	<p>Information Text - invitations:</p> <p>Persuade for pancake party</p>	<p>News report/article:</p> <p>Rain falling in the village</p>	<p>Non-Chronoogical Report:</p> <p>On sea creatures, such as jellyfish.</p>	<p>Persuasive Advert:</p> <p>Persuade tourists to visit Bournemouth Beach.</p>

Poetry:	Learning songs, rhymes and riddles. Listen, discuss and repeat.	List poems using senses. Eg. I can see, I can hear, I can smell...	Calligrams	Poems from other cultures	Group performance poem: <i>The Secret of Black Rock</i>	Acrostic - Seaside theme
Consolidation of text types			Instructions: How to make the pancakes	Innovate - Message: To a character in the story	Instructions: How to find black rock/how to make a traditional recipe from the island.	Recount: Diary entry from Noi's point of view
Additional Class Texts:	Stone Soup, The Dark, Hole in the Zoo, The Colour Monster, Teddy's Midnight Adventure		Masai and I, The Big Angry Roar, The Red Tree, The Midnight Panther, A Dark Dark Tail, Katie Morag Island Series		On Sudden Hill, The Storm Whale in Winter, Lost and Found, The Grotlyn, Owl Babies, Tad, Captain Toby	

Year Two English Text Types and Writing Genres

Term	Autumn Term 1/2		Spring Term 3/4		Summer Term 5/6	
Topic Theme:	Fire! Fire!		Frozen Kingdom		Explorers	
Core Text:	Vlad and the Great Fire 	Katie in London 	Rainbow Bear 	The Great Explorer 	Grandma Bird 	Space Tortoise/ The Darkest Dark 
Fiction Mastery:	Diary: Vlad recalling his day.	Adventure Narrative: Fly over different landmarks.	Alternative Viewpoint: Write from the Shaman's point of view granting the polar bear wishes.	Narrative: Prequel - How does Tom's dad end up missing?	Setting Description: Describe the ocean and the rocks/cave.	Narrative - Sequel: Write a sequel for the adventure home.
Non-Fiction Mastery:	Non-Chronological Report: When and how the Great Fire of	Persuasive letter: A letter to the lion to take the characters to a	Explanation text: How to look after the frozen planet/polar bears	Balanced Argument: Should Tom go and save his dad?	Instructions: How to grow a plant.	Newspaper Report: The journey to space.

	London began.	different Landmark.				
Poetry:	Alliterative sentences	Contemporary and classic poetry	Poem with a repeating line from core text.	Free verse poems: Northern Lights.	Jokes/Riddles/nonsense sentences	Diamantes - Space Theme
Consolidation of text types	Character Description: Detailed description of Vlad.	Setting Description: Description of sights flown over - London.	Persuasive Advert: Looking after the planet - pollution in the sea.	Radio Report: Radio report for missing father.	Adventure Story: Noi exploring the rocks.	Recount: Diary entry from Noi's point of view
Additional Class Texts:	Raven Boy, When the Rain Comes, Owl and the Pussy Cat, George's Marvellous Medicine, Claude and the City		Great Adventurers, The Magic Far Away Tree, Grandad's Island, The Bear and the Piano, The Lighthouse Keepers Lunch		Search for the Arctic Jellyfish, Three Little Wolves and the Big, Bad Pig, Sky Song, Shark and the Park, Astro Girl,	

Year Three English Text Types and Writing Genres

Term	Autumn Term 1/2		Spring Term 3/4		Summer Term 5/6	
Topic Theme:	Stone to Iron Age		Rainforests		Romans	
Core Text:	Stone Age Boy 	The Iron Man 	The Great Kapok Tree 	The Promise 	Escape from Pompeii 	The Roman Quests 
Fiction Mastery:	Narrative - historical/ adventure: Add to the story a new adventure with Om, including accurate historical Stone Age	Narrative Prequel: How the Iron Man/Space Bat Angel Dragon came to Earth Mystery	Narrative/ Setting Description: Add a new creature from the rainforest to the story in an extra chapter.	Narrative - Sequel: What happens next?	Playscripts: Writing the main scene from the escape as the volcano erupts.	Narrative - Adventure: Write an adventure story, including suspense, following the life of Juba.

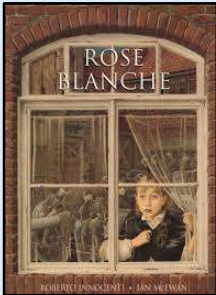
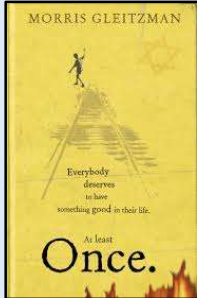


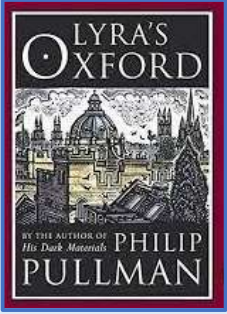
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Non-Fiction Mastery:	Report writing Explanation: Write a job description for an archaeologist.	Report: T.V/Radio article about the appearance of Iron Man.	Persuasive Letter: Write a letter to the company to stop deforestation.	Discussion Text: Is it wrong to cut down trees/green spaces to build new houses?	Newspaper Report: Mount Vesuvius erupting	Biography: Emperor Domitian (short burst) Julius Caesar/Claudius main text.
Poetry:	Haiku - Stone Age/Iron Age	Narrative Poem	Limericks - From the jungle	Clerihews visuals from the city	Performance Poetry	Shape Poems - volcanoes
Consolidation of text types	Setting Description: Detailed of Oms settlement	Explanation text: How to live in the Stone Age/Iron Age	Character Description: Animals in the rainforest and invent their own.	Instructions: How to plant a seed.	Non Chronological Report: Ancient Rome	Recount: Diary entry from Juba's point of view
Additional Class Texts:	The Wild Robot, The Abominables, Nim's Island, Oliver and the Seawigs, VarJak Paw, The boy with the bronze axe		The Great Paper Caper, Cloud Busting, Running Wild, One Plastic Bag, Big Tree, Katie on the Case, Wildsmith.		Meet the Ancient Romans, The Thieves of Ostia, The Butterfly Lion, The Dark, Roman Soldiers Handbook.	

Year Four English Text Types and Writing Genres

Term	Autumn Term 1/2		Spring Term 3/4		Summer Term 5/6	
Topic Theme:	Raiders and Invaders		Ancient Egypt		Field to Fork	
Core Text:	<p style="text-align: center;">How to train your Dragon</p> 	<p style="text-align: center;">Arthur and the Golden Rope</p> 	<p style="text-align: center;">Marcie and the Riddle of the Sphinx</p> 	<p style="text-align: center;">Cinderella of the Nile</p> 	<p style="text-align: center;">Charlie and the Chocolate Factory</p> 	<p style="text-align: center;">The Tin Forest</p> 
Fiction Mastery:	<p>Narrative - Alternative viewpoint: Written from the point of view of Toothless.</p>	<p>Myth/Legend: Create a myth in a similar vein, following the story structure.</p>	<p>Dilemma Narrative: Innovate the story adding a new dilemma.</p>	<p>Narrative - Alternative view point: Written from a different character point of view</p>	<p>Innovation Narrative Additional character: Add a character to the chocolate factory scene.</p>	<p>Fable: Children identify the meaning of the story and create their own fable.</p>

Non-Fiction Mastery:	Non-chronological reports: Vikings Report.	Recount: Diary entry for Arthur.	Explanation Text: Mummification focus.	Biography: A biography about a pharaoh or Howard Carter.	Discussion text: Should all farmers be paid fairly? Focus on cocoa beans.	Persuasive: leaflet to advertise the forest as an adventure holiday destination.
Poetry:	Special effects: similes, personification and metaphor	Tetractys poems: Norse world/gods	Kennings poetry	Riddles relating to Egyptian life/culture	Song lyrics: For a new child - analyse the rhyme and the grammar.	Free verse poetry about environmental issues.
Consolidation of text types	Character Description: Detailed description of the dragons/Vikings	Setting Description: Description of the Norse landscape.	Persuasive Advert: Ancient Egypt as a holiday destination.	Discussion Text: Comparison to the traditional tale.	Instructions: How to make chocolate.	Newspaper Report: Turning into the Tin Forest.
Additional Class Texts:	Beowulf (Michael Morpurgo), Walk Two Moons, The Train to Impossible Places, The Land of Roar.		The Story of Tutankhamun, The Egyptian Cinderella, The Legend of Podkin One-Ear, The Midnight Fox, The Secret Wild.		The Land of Never Believe, Fortunately The Milk, The Seed is Sleepy, The girl who stole an Elephant, Brand New Boy.	

Year Five English Text Types and Writing Genres

Term	Autumn Term 1/2		Spring Term 3/4		Summer Term 5/6	
Topic Theme:	War and Peace		Earth and Space		On Our Doorstep: Oxford	
Core Text:	Rose Blanche 	Once 	A Rovers Story 	Greenling 	Clockwork 	Lyra's Oxford 
Fiction Mastery:	View Point: describe the events of the story from the boy in the van – suspense narrative.	Prequel Narrative: 'Before' - how did Felix end up in the orphanage before his	Adventure Narrative: Describe Res landing on Mars and the challenges her	Moral Narrative: The Summer the Greenling Came. Retell the arrival, impact Greenling had and how	Cliff-hanger Suspense: choose a significant part of the narrative (Fritz's Story) to build tension/dialogue	Setting Description: Setting description of the city of Oxford after visiting and reading text.

		parents were taken away?	faces/discoveries he makes.	things have changed since.		
Non-Fiction Mastery:	Persuasive: advertise the Land Army.	Recount: diary entry from Felix's point of view	Non-Chronological Report - Mars Rovers.	Discussion writing: Is nature always better than technology?	Biography: Philip Pullman.	Instructions: Directions for your Daemon.
Poetry:	Renga - WWII collaboration poems	Blackout poetry	Calligrams and Shape poems - space themed.	Senryus - Human Nature and emotions poetry.	Limerick - Clockwork Machinery	List Poetry - 5 senses in the city
Consolidation of text types	Recount: diary entry from Rose's point of view	View point: Zelda's point of view of the events from a chapter in the story	Formal writing - a letter to NASA to propose a future Rover.	Setting Description - the arrival of Greenling.	Character description - Describe Prince Otto	Persuasive Advert - Why is Oxford the best city to live in?
Additional Class Texts:	Goodnight Mr Tom, Varmints, War Horse, Carrie's War, The Boy in the Striped Pyjamas, Peter in Peril.		The Explorer, Pig-Heart Boy, Cogheart, Cosmic, Curiosity, The Sky, Beetle Boy, The Ghost of Thomas Kemp, Could Soup.		Coraline, The HighwayMan, The Nowhere Emporium, The Wolf Wilder, Diala Ghost, Indiana Bones, Dragon Rider.	

Year Six English Text Types and Writing Genres

Term	Autumn Term 1/2		Spring Term 3/4		Summer Term 5/6	
Topic Theme:	Legends		Swept Away		Shakespeare's World: Literary Classics	
Core Text:	Myths and Legends 	Ali's Story 	Kensuke's Kingdom 	The Island 	Oliver Twist: Charles Dickens 	Macbeth: William Shakespeare 
Fiction Mastery:	Narrative - Greek Myth: write your own version of a Greek Myth, adapting the original.	Narrative Sequel: Will Ali be reunited with his family?	Alternative view point: Write part of the narrative from a character's point of view.	Innovate Narrative: rewrite the story when a stranger arrives on an inclusive island.	Historical Narrative: Contrasting fortunes with victorian references	Suspense Narrative: Setting and character description of the heathland, witches appearance.
Non-Fiction Mastery:	Discussion Text: History - Alexander the 'Great'?	Biography (linked to Black History month)	Balanced Argument: Should an inexperienced	Persuasive Writing: Holiday brochure for the Island.	Formal recount: Re-tell the days events,	Recount - Review: Review the educational visit to Sulgrave Manor.

	English - Should Animals be kept in zoos?	Harriet Tubman (inspirational figure)	family sail around the world?		contrasting formal and informal tone.	
Poetry:	Free Verse - Ancient Greek Poetry	Legends of War: Dulce Et Decorum Est Wildfred Owen	The Sea - James Reeves	Ottava Rima	Victorian Period Poetry - Jabberwocky Tennyson	Iambic Pentameter - Romeo and Juliet
Consolidation of text types	Recount: diary from Theseus' point of view.	Writing for a purpose: Narrative for a specific audience.	Instructions/Guide: Tourist instructions to travel around the world/Kensuke's Kingdom	Narrative: Setting description of the island.	Playscripts: Rewrite the scene when Oliver meets Dodger and returns to meet Fagin.	Non-chronological report: William Shakespeare.
Additional Class Texts:	Who Let the Gods Out?, Wonder, The Girl of Ink and Stars, Santa is coming to the Cotswolds, Sulwe.		Running on the Roof of the World, The Island at the End of Everything, Out of the ashes, The fastest boy, In the world.		The Boy at the Back of the Class, Twelfth Night, A Midsummer Night's Dream, Chasing the Stars, Street Child	

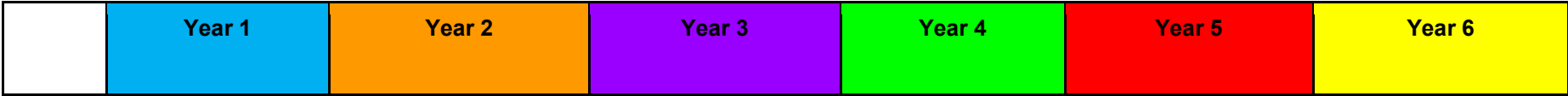
Progression of Writing Skills in text types:

Narrative:

Purpose of writing to entertain (narrative): The purpose of narrative can be defined simply as to tell a story. However, that does not convey the many purposes of stories and the way that they work at different levels. The purpose of a narrator is to make the listener or reader respond in a particular way. Stories are written or told to entertain and enthral an audience. Stories can make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the things around us and take us beyond our own experience. From the earliest times, stories have been a part of the way that people have explained their world, passed on their beliefs and memories and entertained one another. Narrative is central to learning, especially for young children who develop their understanding through making up stories about what has happened and what might happen. Children use narrative to organise their ideas, structure their thinking and, ultimately, their writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p style="text-align: center;">Writing to entertain – generic text structure</p>	<ul style="list-style-type: none"> ● simple narratives and retellings are told/ written in first or third person ● simple narratives are told/ written in past tense ● events are sequenced to create texts that make sense ● main participants are human or animal ● simple narratives use typical characters, settings and events whether imagined or real ● ‘story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing 	<p>As Year 1, plus:</p> <ul style="list-style-type: none"> ● they are simply developed as either good or bad characters ● language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc. 	<ul style="list-style-type: none"> ● narratives and retellings written in first or third person ● narratives and retellings written in past tense, and occasionally in the present tense ● events sequenced to create chronological plots through the use of adverbials and prepositions ● descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... ● dialogue begins to be used to convey characters’ thoughts and to move the narrative forward ● language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc. 	<p>As Year 3, plus:</p> <ul style="list-style-type: none"> ● dialogue is used to convey characters’ thoughts and to move the narrative forward ● language choices help create realistic sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language etc. 	<p>As Year 4, plus:</p> <ul style="list-style-type: none"> ● narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions. ● descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. 	<p>As Year 5, plus:</p> <ul style="list-style-type: none"> ● assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this
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<p style="text-align: center;">Writing to entertain – stories, including re-telling; character description; setting description</p>	<p>Retell and invent narrative:</p> <ul style="list-style-type: none"> ● concept of a sentence ● basic sequencing of sentences ● capital letters and end marks ● correct past tense form ● written in the third person ● conjunctions to join ideas 	<p>Simple narrative and description:</p> <ul style="list-style-type: none"> ● past tense and introduction to progressive past tense ● adverbs of time to sequence events ● adverbs for additional detail ● basic noun phrases ● singular possessive apostrophe ● apostrophe for contraction ● simple coordinating and subordinating conjunctions ● exclamation sentences ● comparable adjectives ● commas to separate items in a list ● verbs chosen for effect 	<p>Developed narrative with focus on paragraphing:</p> <ul style="list-style-type: none"> ● 5 clear sections (T4W boxing up format) ● conjunctions, adverbs and prepositions to sequence events or to mark changes in setting ● dialogue including direct speech ● past perfect tense ● prepositional phrases for settings ● noun phrases ● verbs and adverbs chosen for effect ● cohesion created, and repetition avoided through the use of nouns and pronouns 	<p>Developed narrative with focus on sequence:</p> <ul style="list-style-type: none"> ● sequence organised into paragraphs using fronted adverbials to indicate changes in time or place ● different orders of sequences ● fronted adverbials as single words, phrases and clauses to create cohesion ● expanded noun phrases ● dialogue including direct speech to show character ● develop characters through dialogue and action ● standard forms of verb inflections used instead of local spoken forms ● apostrophes for plural possession ● past progressive and present perfect 	<p>Developed narrative with focus on cohesion</p> <ul style="list-style-type: none"> ● cohesion through a variety of devices ● links within and between paragraphs with adverbials ● past perfect tense to link events ● action, dialogue and description used to move events forward ● relative clauses with commas and dashes used for additional detail including omitted relative pronouns ● modal verbs to suggest degrees of possibility ● adverbs of possibility 	<p>Developed narrative with focus on atmosphere and shifts</p> <ul style="list-style-type: none"> ● cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis) ● sustained register with well-rounded ending ● atmosphere and mood created through effective word choice, sentence structure and literary devices ● shifts in formality ● past perfect tense to link events, including past perfect progressive ● action, dialogue and description used to move events forward ● subjunctive form to hypothesise ● colons, semi-colons and dashes used to separate and link ideas
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Writing to inform - Reports:

Purpose of reports: To provide detailed information about the way things are or were and to help readers/listeners understand what is being described by organising or categorising information.

General text structure:

- orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)
- an account of the events that took place, often in chronological order (The first person to arrive was ...)
- some additional detail about each event (He was surprised to see me)
- reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun)

Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to Inform - Reports	<p>Recount of event</p> <ul style="list-style-type: none"> • concept of a sentence • capital letters and end marks • word choices • correct past tense form • written in the first person 	<p>Simple recount</p> <ul style="list-style-type: none"> • past tense • progressive forms of verbs • exclamatory sentences to make personal comments • subordinating and coordinating conjunctions to join information and give reasons • use of noun phrases • adverbs of time to sequence events 	<p>Sectioned recount</p> <ul style="list-style-type: none"> • planned in sections using conjunctions, adverbs and prepositions to sequence events • word choices and developed sentence structures to match recount texts • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Inverted commas can be used to punctuate direct speech, if appropriate 	<p>Developed recount with paragraphs</p> <ul style="list-style-type: none"> • developed sequential language organised into paragraphs • adverbs, adverbials and prepositions to sequence events • word choices and developed sentence structures to match recount texts • expanded noun phrases 	<p>Journalistic writing</p> <ul style="list-style-type: none"> • focusing on journalistic vocab and sentence structures • cohesion through choice of techniques within and across paragraphs • structural features included in newspaper reports • shifts in formality as writing extension • use of the past perfect • modal verbs can be used to indicate degrees of possibility 	<p>Developed journalistic writing</p> <ul style="list-style-type: none"> • cohesion through a wider variety of devices • passive voice • shifts in formality • control of vocabulary choices to match the language used in journalistic writing • use of semi-colons, colons and dashes to mark boundaries between independent clauses • structural features included in newspaper reports • past perfect progressive form of verbs

Writing to inform - Instructions:

Purpose of instructions / procedural texts: To ensure something is done effectively and/or correctly with a successful outcome for the participant/s.

Generic text structure:

Begin by defining the goal or desired outcome e.g. How to make a board game

- an introductory sentence or paragraph
- list any material or equipment needed, in order
- provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal
- diagrams or illustrations are often integral and may even take the place of some text (Diagram B shows you how to connect the wires.)
- a final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to Inform - Instructions	<p>Simple instructions</p> <ul style="list-style-type: none"> • concept of a sentence • basic sequencing of sentences • capital letters and end marks • word choices • correct past tense form • labels and captions 	<p>Developed instructions</p> <ul style="list-style-type: none"> • developed sequencing with subordinating and coordinating conjunctions to join information and give reasons • adverbs of time to sequence and to add detail • commas to separate items in a list 	<p>5 part instructions</p> <ul style="list-style-type: none"> • commas to separate items in a list • sequenced parts – title; opening paragraph to introduce instructions; equipment list; method; closing paragraph with ‘top tip’ • headings and subheadings to aid presentation • time, place and cause expressed using conjunctions, adverbs or prepositions 	<p>Developed 5 part instructions</p> <ul style="list-style-type: none"> • 5 clearly sequenced parts • cohesion through the use of nouns and pronouns • fronted adverbials 	<p>Complex 5 part instructions</p> <ul style="list-style-type: none"> • 5 clearly sequenced parts • parenthesis can be used to add additional advice • relative clauses to add further information • modal verbs to suggest degrees of possibility • layout devices to provide additional information and guide the reader 	

Writing to inform - Explanations:

Purpose of explanation texts: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain a process, such as how a car is made.

Generic text structure:

- A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate.
- The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.
- Specific features that include written in the present tense, text arranged into numbered points, time conjunctions, diagrams with labels and pictures with captions

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to Inform - Explanations	<ul style="list-style-type: none"> • s 	<p>Basic explanation</p> <ul style="list-style-type: none"> • consistent use of present tense • questions used to form titles • question marks used to denote questions (Y1) • conjunctions e.g. so...because to explain 	<p>Sectioned explanation</p> <ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • consistent use of present tense • express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • heading and subheadings used to aid presentation 	<p>Explanation text with paragraphs</p> <ul style="list-style-type: none"> • fronted adverbials • paragraphs to organise ideas • cohesion through the use of nouns and pronouns 	<p>Developed explanation text</p> <ul style="list-style-type: none"> • indicate degrees of possibility using adverbs and modal verbs • layout devices to provide additional information and guide the reader • cohesion within paragraphs using adverbials • relative clauses used to add further information • parenthesis to add to the clarification of technical words 	<p>Scientific writing/report</p> <ul style="list-style-type: none"> • cohesion through a wider variety of devices • passive voice • appropriate levels of formality demonstrated • features of explanation texts where appropriate • advanced sequential and causal language

Writing to Persuade:

Purpose of persuasive texts: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

Generic text structure:

- An opening statement (thesis) that sums up the viewpoint being presented: Greentrees Hotel is the best in the world. School uniform is a good idea
- Strategically organised information presents and then elaborates on the desired viewpoint: Vote for me because I am very experienced. I have been a school councillor three times and I have ...
- A closing statement repeats and reinforces the original thesis: All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to Persuade - Adverts/Letters/Posters		<p>Basic persuasive text</p> <ul style="list-style-type: none"> •written in present tense •rhetorical questions •effective use of noun phrases 	<p>Sectioned persuasive text</p> <ul style="list-style-type: none"> • introduction to paragraphs as a way to group related material • express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • use of present perfect form of verbs 	<p>Persuasive text with paragraphs</p> <ul style="list-style-type: none"> • cohesion through choice of pronouns or nouns within and across sentences, avoiding repetition • expanded noun phrases • persuasive writing features (e.g. details to support evidence, opinions presented as facts) • modal verbs to indicate degrees of possibility 	<p>Developed persuasive text: evaluating the contrast between formal and informal persuasive texts</p> <ul style="list-style-type: none"> • cohesion through choice of techniques e.g cause and effect conjunctions • expanded noun phrases • persuasive writing features e.g. emotive adjectives • modal verbs and adverbs to position the argument • structured paragraphs linked with adverbials • commas to avoid ambiguity 	<p>Advanced persuasive text</p> <ul style="list-style-type: none"> • adapting degrees of formality and informality, inc. vocabulary choices, to suit the form of the text • passive voice • subjunctive form to hypothesise • cohesion across paragraphs using a wider range of cohesive devices including conjunctive adverbs • persuasive writing features (e.g elaboration and exaggeration) • hyphens to avoid ambiguity

Writing to Discuss:

Purpose of discussion texts: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.

Generic text structure:

- The most common structure includes:
- a statement of the issues involved and a preview of the main arguments
- arguments for, with supporting evidence/examples
- arguments against or alternative views, with supporting evidence/examples
- Another common structure presents the arguments 'for' and 'against' alternatively.
- Discussion texts usually end with a summary and a statement of recommendation or conclusion.
- The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to Discuss - Balanced Arguments				<p>Basic discussion text</p> <ul style="list-style-type: none"> • consistent use of present tense – recap from Y2 • present perfect form of verbs – recap from Y3 • effective use of noun phrases • paragraphs to organise ideas • adverbials e.g. therefore, however... • heading and subheadings used to aid presentation – recap from Y3 	<p>Advanced discussion text</p> <ul style="list-style-type: none"> • cohesion within paragraphs using adverbials • layout devices to provide additional information and guide the reader • modal verbs to indicate degrees of possibility 	<p>Complex discussion text</p> <ul style="list-style-type: none"> • cohesion through a wider variety of devices • adverbials for cohesion • modal verbs and adverbs to position the arguments • advanced language chosen to represent both arguments • appropriate levels of formality applied • well-structured arguments (point evidence and explain) • language involved with evaluation and viewpoints included • use of semicolons and colons to control sentence structure • passive voice • subjunctive form to hypothesise

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry	<p>Acrostics</p> <ul style="list-style-type: none"> The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word The acrostic links to a given theme. Lines usually end with commas <p>Shape poems / calligrams</p> <ul style="list-style-type: none"> The poem usually describes an object Presented in the shape of the object which it is describing Layout - words inside a shape or around the outline of a shape <p>Riddles</p> <ul style="list-style-type: none"> The poem describes a noun, usually an object, but does not name it, e.g. it might describe a tiger as striped and furry The last line usually directly addresses the reader and uses a question: What is it? 	<p>Diamantes</p> <ul style="list-style-type: none"> The poem is presented in the shape of a diamond The line structure is as follows: Line 1: Beginning subject Line 2: Two adjectives about line 1 Line 3: Three verbs or words ending ‘-ing’ about line 1 Line 4: A short phrase about line 1, a short phrase about line 7 Line 5: Three verbs or words ending ‘-ing’ about line 7 Line 6: Two adjectives about line 7 Line 7: End subject Precise verbs and adjectives are used in the relevant lines indicated above Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines <p>Haikus</p> <ul style="list-style-type: none"> The mood of a haiku is 	<p>Clerihews</p> <ul style="list-style-type: none"> A clerihew is four lines in length, and includes rhyming couplets (AABB) The subject of the poem is typically a character who is named on one of the lines The mood of this type of poem is comic <p>Mr Smith wears a wig, But for his head it’s rather big, In windy weather he was careless, Now Mr Smith’s head is hairless.</p> <p>Limericks</p> <ul style="list-style-type: none"> The poem is five lines in length and follows the rhyme scheme AABBA The line structure is as follows: Line 1: 7-10 syllables Line 2: 7-10 syllables Line 3: 5-7 syllables Line 4: 5-7 syllables Line 5: 7-10 syllables The first line usually begins with ‘There was a...’ and ends with the name of a person or 	<p> kennings</p> <ul style="list-style-type: none"> A kenning is a two word phrase which describes an object Kenning poems are type of riddle Each line consists of one kenning. <p>There is no set number of lines in each verse, although 8 lines and 1 verse is expected for this age group</p> <ul style="list-style-type: none"> The kennings should be ordered within the poem with consideration of the impact on the reader <p>Ball catcher Muddy scrambler Fast diver Long kicker Expert thrower Ace defender Goal saver Game winner</p> <p>Tetractys</p> <ul style="list-style-type: none"> The poem is five lines in length The line structure is as follows: Line 1: 1 syllable Line 	<p>Senryus</p> <ul style="list-style-type: none"> The structure is identical to that of a haiku (see Y2) Each line starts with a capital letter and ends with appropriate punctuation Senryus are about human nature or emotions They can be serious or cynical <p>First day, new school year, Backpack harbours a fossil: Last June’s cheese sandwich.</p> <p>The death of a friend Can leave one devastated. Fate is often cruel.</p> <p>Renga</p> <ul style="list-style-type: none"> Renga poems are written by more than one poet Poet A would write three lines following the structure below. Poet B would then write the last two lines 	<p>Ottava Rima</p> <ul style="list-style-type: none"> An Italian style of poetry It is eight lines in length; each line consists of eleven syllables The rhyme scheme is ABABABC Each line opens with a capital letter It is optional whether lines end with commas or not A poem may consist of several verses following the structure above, although one verse is sufficient for this age group The last line of the poem may end with a question mark or a full stop <p>Quickly did the tiger begin his fast run, Over hilly ground you see him fly and leap, The passive prey laying grazing in the sun, Suddenly its life that it wanted to keep, Tiger pounces, quickly getting the job done,</p>

	<p>or Who am I? <ul style="list-style-type: none"> The mood of the poem is light hearted </p>	<p>generally serious and is usually about nature</p> <ul style="list-style-type: none"> There is no rhyming structure The line structure is as follows: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables Each line starts with a capital letter <p>Free verse</p> <ul style="list-style-type: none"> Free verse does not follow a set syllable pattern or rhyme scheme It may be written on a range of themes. Refer to the KS1 key objectives and writing curriculum content for Year 2 	<p>place</p> <ul style="list-style-type: none"> The last line should be rather unusual or far-fetched Each line starts with a capital letter Lines often end with a comma The mood of this type of poem is comic, and it can even be nonsense <p>An ambitious young fellow named Matt, Tried to parachute using his hat, Folks below looked so small, As he started to fall, Then got bigger and bigger and SPLAT!</p>	<p>2: 2 syllables Line 3: 3 syllables Line 4: 4 syllables Line 5: 10 syllables</p> <ul style="list-style-type: none"> There is no set rhyme scheme Each line starts with a capital letter and only the last line ends with a full stop <p style="text-align: center;">I Am four And I go To big school where I learn to read and write and spell my name.</p> <p>Free verse</p> <ul style="list-style-type: none"> Free verse does not follow a set syllable pattern or rhyme scheme It may be written on a range of themes Refer to the KS2 key objectives and writing curriculum content for Year 4 	<p>of the verse following the given structure. This is repeated within a pair or small group until the poem is complete</p> <ul style="list-style-type: none"> The line structure is as follows: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables Line 4: 7 syllables There is no set rhyme scheme The themes within a verse need to be consistent Each line starts with a capital letter and the last line of each verse ends with a full stop <p style="text-align: center;">The final leaf falls The tree branches are so bare Autumn has arrived Remember summer's warm kiss So gentle, it will be missed.</p>	<p>The prey collapsing in a really big heap, Tiger sleeps as night takes over from the day, Will we ever see the hunter become prey?</p> <p>Iambic Pentameter</p> <ul style="list-style-type: none"> Unlike other taught styles, iambic pentameter refers to the way in which individual lines are constructed There are no particular rules about verse length It is a sequence of ten alternately unstressed and stressed syllables Children should be encouraged to hear the effect of lines being constructed in this style <p style="text-align: center;">Two households, both alike in dignity, In fair Verona, where we lay our scene, From ancient grudge break to new mutiny, Where civil blood makes civil hands unclean. From forth the fatal loins of these two foes A pair of star-cross'd lovers take their life.</p>
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Year 1

Reading objectives
Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading.
- discussing the significance of the title and the events
- making inferences on the basis of what is being said and what is being done
- predicting what might happen next on the basis of what has been read so far
- Participate in discussion about what is being read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is being read to them.

Word Reading

Children should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Writing objectives
Composition

Children should be taught to:

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting

Children should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Transcription

Children should be taught to:

spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

name the letters of the alphabet:

- name the letters of the alphabet in order
- use letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words

Apply simple spelling rules and guidance
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Grammar and Punctuation Objectives

Pupils should be taught to:

- understand how spoken language can be represented in writing by learning to use the elements below.
- use and understand the grammatical terminology below in discussing their writing.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>) including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of the root word.</p> <p>(e.g. <i>helping/helped,/helper or quicker/quickest</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names (of people, places, the days of the week) and for the personal pronoun I</p>	<p>letter, capital letter, word, singular, plural sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p> <p>NB. All terms in bold should be understood (see Glossary for meanings)</p>

Text Structure - Narrative	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Introduce Fiction: Planning Tools: Story map / story mountain</p> <p>Telling stories/Drama: Retell stories including main events in sequence. Use story language, sentence patterns and sequencing words to organise events. Act out stories and portray characters and their motives.</p> <p>Character: Recognise main characters and typical characteristics. Identify the goal or motive of the main character.</p> <p>Dialogue: Recognise how dialogue is presented in text. Use different voices for particular characters when reading dialogue out loud.</p> <p>Settings: Can be familiar or unfamiliar, real or fantasy. Describe imaginary settings.</p> <p>Story structure: Plan openings around character(s), setting, time of day and type of weather.</p> <p>Identify the beginning /middle /end to a story. Make predictions about story endings. Recall the main events.</p>	<p>Form complete sentences which contain a subject and a verb.</p> <p>Introduce: Types of sentences: Statements Questions Exclamations</p> <p>Simple range of Conjunctions/Adverbials: and or but so because so that then that while when where</p> <p>Also as openers: While... When... Where...</p> <p>-‘ly’ openers Fortunately,...Unfortunately, Sadly,...</p> <p>Simple sentences e.g. I went to the park. The castle is haunted.</p>	<p>Introduce: Prepositions: inside outside towards across under</p> <p>Determiners: the a my your an this that his her their some all lots of many more those these</p> <p>Adjectives to describe e.g. The old house... The huge elephant...</p> <p>Alliteration e.g. dangerous dragon slimy snake</p> <p>Similes using as....as... e.g. as tall as a house as red as a radish</p> <p>Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash...</p>	<p>Introduce: Capital Letters: Capital letter for names</p> <p>Capital letter for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Consolidate:</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p> <p>Introduce: Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p> <p>Adjective</p>

<p>Understanding - 5 parts to a story:</p> <p>Opening Once upon a time...</p> <p>Build-up One day...</p> <p>Problem / Dilemma</p> <p>Suddenly,.. / Unfortunately,...</p> <p>Resolution Fortunately,...</p> <p>Ending Finally,....</p> <p>Write complete stories with a simple structure.</p> <p>Non-fiction:</p> <p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s)</p> <p>Simple factual sentences around a theme</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending</p> <p>Concluding sentence</p>	<p>Embellished simple sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p>Compound sentences using conjunctions (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.</p> <p>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.</p> <p>'Run' - Repetition for rhythm e.g. He walked and he walked and he walked.</p> <p>Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>	<p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>		<p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – 'as'</p>
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Year 2

Reading objectives
Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading.
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen next on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their own understanding of books, poems and other material, both those that they listen and those that they read for themselves.

Word Reading

Children should be taught to:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

Writing objectives
Composition

Children should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events, writing poetry, writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
- writing down ideas and/or keywords, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Handwriting

Children should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write 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.

Transcription

Children should be taught to:

spell:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- 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
- learning to spell common exception words

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

- learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly**
Apply spelling rules and guidance (English Appendix 1)
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Grammar and Punctuation Objectives

Pupils should be taught to:

- understand how spoken language can be represented in writing by learning to use the elements below.
- use and understand the grammatical terminology below in discussing their writing.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
<p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er and est to form adjectives and adverbs.</p>	<p>Subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>Sentences with different forms and how grammatical patterns indicate it's function as a statement, questions, exclamation and command</p>	<p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling</p> <p>Comma after –ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Introduce Inverted commas for direct speech</p>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix, adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p> <p><i>NB. All terms in bold should be understood (see Glossary for meanings)</i></p>

Text Structure - Narrative	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Year 1 list Introduce: Secure use of planning tools: Story map, story mountain, 'Boxing-up' grid.</p> <p>Telling stories/Drama: Retell familiar stories using narrative structure and dialogue. Tell real and imagined stories. Explore character' feelings and situations. Dramatise parts of own or familiar stories and perform to class or group.</p> <p>Character: Understand that we know what characters are like from what they do and say as well as their appearance. Make predictions about how characters may behave. Notice that characters can change during the course of the story. Create characters e.g. by adapting ideas about typical story characters.</p> <p>Dialogue: Understand that the way characters speak reflects their personality. Understand the verbs used for dialogue tell us how a character is feeling e.g. sighed, shouted, joked.</p> <p>Settings: Settings are created using descriptive words and phrases. Particular types</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-'ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill.</p> <p>Secure use of multiclaue sentences using Coordination: and/ or / but / so (coordinating conjunctions) And subordination: what/while/when/where/ because/ then/so that/ if/to/until (subordinating conjunctions) e.g. While the animals were munching breakfast, two visitors arrived...</p> <p>During the Autumn, when the</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: behind above along before between after</p> <p>Alliteration e.g. wicked witch slimy slugs</p> <p>Similes using...like... e.g. ... like sizzling sausages ...hot like a fire</p> <p>Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails.</p> <p>Adverbs for description e.g. Snow fell gently and covered the cottage in the wood.</p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray.</p> <p>The river quickly flooded the</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Demarcate sentences: Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after –ly opener e.g. Fortunately,....Slowly,.... Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. don't, can't</p> <p>Apostrophes to mark singular possession e.g. the cat's name</p>	<p>Consolidate: Punctuation Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points</p> <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile – 'as' / 'like'</p> <p>Introduce: Apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>'Speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p>

<p>of story can have typical settings – use this to predict the events of a story based on the setting described in the story opening.</p> <p>Story Structure: Plan opening around character(s), setting, time of day and type of weather.</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away.... One cold but bright morning....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i> Story endings should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. Write familiar stories by borrowing and adapting structures. Write complete stories with a sustained, logical sequence of events. Use past tense and third person consistently.</p> <p>Viewpoint: Begin to understand elements of an author’s style e.g. look at books about the same character or common themes.</p> <p>Non-Fiction Introduce: Secure use of planning tools: Text map / washing line / ‘Boxing –up’ grid</p> <p>Introduction: Heading</p>	<p>weather is cold, the leaves fall off the trees.</p> <p>Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. lots of people, plenty of food</p> <p>List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.</p>	<p>town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives</p> <p>using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>		<p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p>
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