

## The Ribblesdale Federation of Schools

## English Curriculum Handbook

(Updated for 2023 - 2024 Curriculum)







## **Intent**

For English to be inclusive, with all pupils developing and improving their skills.

For pupils to be able to read, write, spell, speak and listen at age appropriate levels and following age related expectations.

• For pupils to be exposed to a variety of literature, genres and authors.

• For pupils to write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required.

• For pupils to read and write daily; English skills being reinforced through the delivery of a broad and balanced curriculum.

• For pupils to be confident when writing and reading easily, fluently and with good understanding, and with enjoyment of both.

• For pupils to develop an understanding of grammar, punctuation, spelling and linguistic conventions and word origins, and to acquire a wide vocabulary and to use these appropriately.

For pupils to develop a love of reading for pleasure, as well as for information, by reading widely and often. To become enthusiastic and critical readers.

• Through the study of English, pupils will develop imagination, inventiveness and creativity.

• For pupils to acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading) and to acquire the strategies to allow them to self monitor and correct.

• For pupils to enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, give presentations and participate in debates.

• For pupils to listen to others, respond appropriately and ask suitable questions to extend their understanding.

• Pupils to take pride in their handwriting and presentation, and present their work to a high standard.

## **Implementation**

Whole class reads shared daily, staff & pupil recommendations, author visits and a reading events calendar.

- Working Walls all classes to have a Sentence Stacking display in line with the Jane Considine The Write Stuff scheme.
- All classrooms to have a stimulating reading area with books that reflect the interests and abilities of pupils.
- All classrooms display current class read.

• Vocabulary – displays in class with all curriculum areas to have vocabulary displayed. Classes to encourage a wider use of vocabulary by having a 'word of the week'. Thesauruses and dictionaries to be easily accessible for pupils to use.

- Units of work to be planned using the Jane Considine planning units.
- Short writing opportunities to be planned for as well as a scaffolded outcome within each unit and an independent writing task.
- Independent writing tasks within other curriculum areas are also planned for.

• Teachers and TAs to support ALL pupils on a regular basis; providing intervention, support and challenge that individuals require to advance their learning in all areas of English.

- Grammar and Punctuation is to be taught discretely each week.
- Teachers and TAs model reading, planning writing, writing and handwriting.
- Teachers read aloud quality texts regularly to their class and share their love for reading.
- Editing and proofreading skills are modelled by adults and used by the children.

• Marking and feedback in English should be at the point of learning and where possible, given verbally. Independent writing opportunities are to be quality marked inline with the Ribblesdale Federation marking policy and 'Next Steps' are given.

• Pupils to have individual English targets for reading and writing which are reviewed and amended regularly.

Handwriting- Letter formation to be taught in line with Little Wandle to Reception and Year 1.

Cursive Script to be taught weekly and practised in short sessions throughout the week from Year 2 onwards.

Impact

Pupils enjoy reading regularly, for information and for enjoyment/pleasure.

- Pupils discuss books with excitement and interest.
- Pupils enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences.
- Pupils are proud of their writing.
- Pupils know that others value their writing; they see it on display and used on the class sentence stack.
- Skills progress (grammar and punctuation) throughout the school is evident in children's books.
- Pupils develop and demonstrate the strategies and skills needed to be independent readers and writers.
- Pupils are being adventurous with vocabulary choices.

Writing across the curriculum is the same standard as in English books.

• There is evidence of a clear teaching sequence in books; Three writing chunks per session which are teacher modelled and then attempted independently by the children, culminating in an extended independent write which is then edited and redrafted, before being focussed marked according to the Ribblesdale Federation marking policy.

• A range of genres are taught across the school (progressing in difficulty) resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts.

• Regular verbal feedback and 'Next steps' marking provides positive support and directs the pupil on their next steps to improve their writing.

- Pupils respond to feedback.
- Pupils use classroom resources to support their learning.
- Pupils presentation is of a high standard through following the school's handwriting policy.

• Teachers moderate pupils work across the three schools and in cluster meetings with other schools to ensure accurate assessments are made.

• Teachers track pupils' progress each in Reading, Writing, Spelling

Punctuation and Grammar through the use of formative and summative assessment. Analysis of these assessments informs planning and any intervention needed.

• Pupil progress meetings with SLT and teachers each term ensure group and individual progress is monitored and interventions organised to support progress.

• Subject leader provides an action plan for the subject and addresses areas for development and improvement annually. This is updated termly

• Standards being met at the end of EYFS, Phonics Screening Check, KS1 and KS2 are broadly in line with local and national averages. Each year data is analysed and any areas for improvement identified and addressed. These are often included on the School Improvement Plan and English Action Plan.

	English Units /Year 1/ 2023-2024													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	setting		bear			ative Walk eeks)	/alk Firework f		Poetry Narratives- Science		me			
Spring	Non-Fiction- information text Seasons (4weeks)		Poem Song c		of the Sea Trip into		Trip into	on- Recoun the woods veeks)						
Summer	Narrative- Adventure Biog The Queen's hat Eli			Non-Fict Biograph Elizabet (Adapted ur	y on th I			Traditiona nocchio weeks)	al Tale		ion- Travel On Safari (3 Weeks)	Journal		

(2weeks)		

	English Units /Years 2 and 3/ 2023-2024													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Narrative- LegendNon-Fiction- Non- Chronological reportsGeorge and the dragon (4 weeks including 2 days to re-write and publish)Big Cats (4 weeks)Year 2 UnitYear 2 Unit		Poetry- I asked the Little boy who can not see. (3 weeks) Year 3 Unit				Film Narrative- My Christmas Star (4 weeks) Year 2 Unit							
Spring	Non- fiction Instructions My Strong Mind (3 Weeks) Year 3 Unit			Poetry olour Coll (3 weeks) ′ear 3 Uni1	(4 weeks)		Settings	Non-Fictic Explanatic Forces/Ma (2 Weeks) Adapted u	on agnetism					
Summer	(3 weeks) Skara Bi (3 Wee Year 3 Unit		ction- Pers Brochure Skara Brae (3 Weeks) Year 3 unit	uasive Narrative- Traditional Tale The Happy Prince (4 weeks) Year 3 Unit			Non-fiction- Letter The gardener (3 weeks) Year 3 Unit							

					Englis	h Units /Yea	irs 4, 5 and	6 / 2023-	2024					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week	Week	Week	Week	Week	Week	Week
								8	9	10	11	12	13	14
Autumn	Narrative- Float ( 4 weeks) Year 4 Unit (2 additional days to publish and swap with Federation classes)		Non-Fiction- Biography Nikola Tesla (3 Weeks) Year 4 Unit				Poetry- 1alfeasan (4 weeks Year 5 Un	ce )	Narrative- Traditional Tales Hansel and Gretel (2 weeks) Year 6 Unit					
Spring	Non-Fiction- Balance Argument Screen use (4 weeks- 2 days to prepare and present arguments via				Narrative- Gorilla (4 weeks) Year 5 Units			Non-Fiction Postcard from prison (2 Weeks) Year 6 Unit						
Summer	Narrative- Greek Myths Adapted from Arthur and the golden rope (3 weeks+ 1 week to publish) (Year 4)			n-Fiction- Exp d Timeline o (4 wea Year 6	n Ancient ( eks)		Poetry- Thinkers Rap (3 Weeks) Year 6				Extra-			

Year 1 Narrative-Stories with a familiar setting The Comet									
Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation					
Beginning or end of narrative signalled, e.g. one day. Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense, (mainly consistent) e.g. Goldilocks	Simple sentences, starting with a pronoun and a verb, e.g. He went home.		Ending added to verbs where there is not a change to root wording	Use spaces to separate words. Begin to use full stops. Capital letters for the start of sentence, names, personal pronouns					

Year 1 Non-fiction report Toys From the Past										
Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation						
Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest Dinosaurs were	Simple connectives are used to construct simple sentences, e.g. and, but, then, so.	are is They are The different This is a There are These can be grouped	NounWhat a noun is.Regular plural nouns with'er'.VerbsThird person, first personsingular.Ending added to verbswhere there is a changeto the root. Simple pasttense 'ed'.AdjectivesAdd 'er' and 'est' toadjectives where nochange is needed to rootword.Connectives/conjunctionsJoin words andsentences usingand/then.TenseSimple past tense 'ed'.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Capital letters for the start of sentence, names, personal pronouns. Read words with contractions.						

Year 1 Poetry Fireworks									
Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation					
Write in 3 line stanzas	Adverbial phrase 'On Firework Night' to begin and end the poem	Colour words: gold, silver, copper, yellow, sunlight, fire, jewels, chariots, rubies, kaleidoscope, multicolour. Movement words: circles, star bursts, waterfalls, spirals, mountains, patterns, volcanoes, dragon, somersaults, cartwheels, fountains, comets. 'ing' verbs whooshing, whirring, blasting, booming, fizzing, hissing, whizzing, banging, zipping, popping, crackling, cracking,	Verbs Words ending in 'ing' Nouns Collective nouns for groups of people Plural nouns – adding s or es	Capital letters to begin each stanza					

	whistling, screeching, squealing, screaming, ringing.	

Year 1 Narrative The Way Back Home									
Text structure Beginning or end of narrative signalled, e.g. one day. Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding.	Sentence Simple sentences, starting with a pronoun and a verb, e.g. He went home. Simple connectives are used to construct simple sentences, e.g. and, but, then, so.	Useful Vocabulary Range of colour adjectives used, e.g. red, blue Range of size adjectives used, e.g. big, small Range of emotion words used, e.g. sad, angry, cross Conjunctions: and, but, then, or, this Once upon a time, one day, happily ever after Prepositions: up, down, in, into, out, to, onto	Word Class           Verbs           Third person, first person           singular.           Ending added to verbs           where there is a change           to root.           Simple past tense 'ed'.           Connectives/conjunctions           Join words and           sentences using           and/then.           Tense           Simple past tense 'ed'.	Punctuation Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Capital letters for the start of sentence, names, personal pronouns.					

Year 1 Information Text Seasons										
Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation						
Ideas grouped together for similarity. Written in the present	Simple connectives are used to construct simple sentences, e.g. and, but, then, so	are is	<u>Noun</u> What a noun is. Regular plural nouns with 'er'.	Begin to use questions marks if the title contains a question.						
tense. Begin to use formal and		Did you know? Have you ever	<u>Verbs</u> Ending added to verbs where there is a change	Use spaces to separate words.						
technical vocabulary.		wondered how ?	to the root. Simple past tense 'ed'	Use full stops.						
		There are	when appropriate.	Begin to use exclamation marks.						
		This is an example of	Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Expanded noun phrases are beginning to be used to add more detail.	Capital letters for the start of sentence, names, personal pronouns.						
			Connectives/conjunctions The coordinating conjunction 'and' is used to link two ideas together. E.g. Turtles have a hard shell and tigers have long claws.							

Year 1 Poetry When I am by Myself									
Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation					
13 line poem 1 stanza Rhyming couplets	Adverbial phrase 'When I am by myself'	Sound words: gurgle, splash, splish, splosh, bubble, burble, ripple. Action words: zooming, speeding, hurtling, racing. billowing, blowing. flying, winging, gliding, floating. shooting, flashing, darting, whizzing. sprinting, jogging, running. whirring, spinning, turning, twirling, circling, rotating. lazing, stretching, yawning. leaping, hopping, bouncing, springing. snuffling, foraging, nosing.	Nouns Create noun phrases by adding adjectives Adjectives Prepositions	Capital letters to begin each line Full stop at the end of the poem Apostrophe for contraction in the word I'm					

	fluttering, hovering, winging, buzzing. roaring, bobbing, sweeping, churning, frothing, foaming. waving, swaying.	

Year 1 Narrative Irish Myth Song of the Sea						
Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Beginning or end of narrative signalled, e.g. one day.	Simple sentences, starting with a pronoun and a verb, e.g. He went	Range of size adjectives used, e.g. big, small	<u>Noun</u> What a noun is. Regular plural nouns with	Use spaces to separate words.		
Ideas grouped together	home.	Range of colour adjectives used, e.g.	ʻer'.	Begin to use full stops.		
for similarity. Attempts at third person	Simple connectives are used to construct simple sentences, e.g. and,	red, blue Range of emotion words	<u>Verbs</u> Third person, first person singular. Ending added	Begin to use exclamation marks.		
e.g. The wolf was hiding.	but, then, so.	used, e.g. sad, angry, cross	to verbs where there is a change to root. Simple past tense 'ed'.	Capital letters for the start of sentence, names, personal		
Written in the		Pronouns: I, she, he, they	Adjectives	pronouns.		
appropriate tense, (mainly consistent) e.g. Goldilocks was Jack is		Conjunctions: and, but, then, or, this	Add 'er' and 'est' to adjectives where no change is needed to the root word.	Read words with contractions		
		Prepositions: up, down, in, into, out, to, onto	Connectives/conjunctions			
		Time connectives: first, then, next	sentences using and/then. Tense			
		Once upon a time, one day, happily ever after	Simple past tense 'ed'.			

Year 1 Recount Trip into the Woods						
Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Ideas grouped together in time sequence.	Simple connectives are used to construct simple sentences, e.g. and,	First Next After	Noun What a noun is. Regular plural nouns with	Use spaces to separate words.		
Written in first person.	but, then, so.	Finally The best part was	'er'.	Begin to use full stops. Begin to use		
Written in the past tense.		The worst part was I liked I didn't like	Verbs Third person, first person singular.	exclamation marks. Capital letters for the		
Focused on individual or group participants, e.g. I, we.			Ending added to verbs where there is a change to the root. Simple past tense 'ed'.	start of sentence, names, personal pronouns.		
			Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.	Read words with contractions.		
			Connectives/conjunctions Join words and sentences using and/then.			
			<u>Tense</u> Simple past tense 'ed'.			

Year 1 Narrative – Adventure The Queen's Hat							
Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation			
Beginning or end of narrative signalled, e.g. one day.	Simple sentences, starting with a pronoun and a verb, e.g. He went home.	Range of size adjectives used, e.g. big, small Range of colour	<u>Noun</u> What a noun is. Regular plural nouns with 'er'.	Use spaces to separate words. Begin to use full stops.			
Ideas grouped together for similarity.	Simple connectives are used to construct simple	adjectives used, e.g. red, blue	<u>Verbs</u> Third person, first person	Begin to use exclamation marks.			
Attempts at third person writing. e.g. The wolf was	sentences, e.g. and, but, then, so.	Range of emotion words used, e.g. sad, angry, cross	singular. Ending added to verbs where there is a change to root. Simple past tense 'ed'.	Capital letters for the start of sentence, names, personal			
hiding. Written in the appropriate tense,		Pronouns: I, she, he, they	<u>Adjectives</u> Add 'er' and 'est' to	pronouns. Read words with			
(mainly consistent) e.g. Goldilocks was Jack is		Conjunctions: and, but, then, or, this	adjectives where no change is needed to the root word.	contractions.			
		Prepositions: up, down, in, into, out, to, onto	Connectives/conjunctions Join words and				
		Time connectives: first, then, next	sentences using and/then.				
		Once upon a time, one day, happily ever after	<u>Tense</u> Simple past tense 'ed'.				

Year 1 Biography Elizabeth II (Adapted unit)						
Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Ideas grouped together in time sequence.	Simple connectives are used to construct simple sentences, e.g. and,	First Next After	Noun What a noun is. Regular plural nouns with	Use spaces to separate words.		
Written in first person.	but, then, so.	Finally When he/she was	'er'.	Begin to use full stops.		
Written in the past tense.		born When he/she was five years old	<u>Verbs</u> Third person, first person singular.	Begin to use exclamation marks.		
Focused on individual or group participants, e.g. I, we.		An interesting thing about A fact about He/she will be remembered for	Ending added to verbs where there is a change to the root. Simple past tense 'ed'.	Capital letters for the start of sentence, names, personal pronouns.		
			<u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.	Read words with contractions.		
			Connectives/conjunctions Join words and sentences using and/then.			
			<u>Tense</u> Simple past tense 'ed'.			

	Year 1 Narrative – Traditional Tale Pinocchio						
Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation			
Beginning or end of narrative signalled, e.g. one day.	Simple sentences, starting with a pronoun and a verb, e.g. He went	Range of size adjectives used, e.g. big, small	Noun What a noun is. Regular plural nouns with	Use spaces to separate words.			
Ideas grouped	home.	Range of colour adjectives used, e.g.	'er'.	Begin to use full stops.			
together for similarity.	Simple connectives are used to construct simple	red, blue	<u>Verbs</u> Third person, first person	Begin to use exclamation marks.			
Attempts at third person writing. e.g. The wolf was hiding.	sentences, e.g. and, but, then, so.	Range of emotion words used, e.g. sad, angry, cross	singular. Ending added to verbs where there is a change to root. Simple past tense 'ed'.	Capital letters for the start of sentence, names, personal			
Written in the		Pronouns: I, she, he, they	Adjectives	pronouns.			
appropriate tense, (mainly consistent) e.g. Goldilocks was Jack is		Conjunctions: and, but, then, or, this	Add 'er' and 'est' to adjectives where no change is needed to the root word.	Read words with contractions.			
		Prepositions: up, down, in, into, out, to, onto	Connectives/conjunctions Join words and				
		Time connectives: first, then, next	sentences using and/then.				
		Once upon a time, one day, happily ever after	<u>Tense</u> Simple past tense 'ed'.				

	Year 1 Travel Journal On Safari						
Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation			
Ideas grouped together in time sequence.	Simple connectives are used to construct simple sentences, e.g. and,	First Next After	Noun What a noun is. Regular plural nouns with	Use spaces to separate words.			
Written in first person.	but, then, so.	Finally The best part was	'er'.	Begin to use full stops.			
Written in the past tense.		The worst part was I liked I didn't like	<u>Verbs</u> Third person, first person singular.	Begin to use exclamation marks.			
Focused on individual or group participants, e.g. I, we.			Ending added to verbs where there is a change to the root. Simple past tense 'ed'.	Capital letters for the start of sentence, names, personal pronouns.			
			<u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.	Read words with contractions.			
			Connectives/conjunctions Join words and sentences using and/then.				
			<u>Tense</u> Simple past tense 'ed'.				

	Year 2/3 Narrative- Legend George and the dragon							
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation			
Year 2	Sentences organised chronologically indicated by time related words, e.g. finally.	Subject/verb sentences, e.g. He was They were It happened Simple connectives and, but, then, so, when link clauses.	Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, finally, in the end,	Noun Form nouns using suffixes and compounding. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Coordination – or, and, but.	Use spaces that reflect the size of the letters. Use full stops correctly. Use capital letters correctly.			

Year 3	Time and place are referenced to guide the reader through the text, e.g. in the morning.	Simple sentences with extra description. Some complex sentences using because, which, where etc. Verbs used are specific for action, e.g. rushed, shoved, pushed.	Adverbs: very, rather, slightly	Nouns and pronouns used to avoid repetition. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).	Introduce inverted commas.
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	Year 2/3 Non-Chronological Report Big Cats						
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Year 2	Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest Dinosaurs were Main ideas organised in groups.	Subject/verb sentences e.g. He was They were It happened Some modal verbs introduced e.g. would, could, should. Use simple adverbs, e.g. loudly, gently. Use simple noun phrases, e.g. giant dinosaur.	They like to They can It can Like many I am going to There are two sorts of They live in The have but the have	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly.		

		Coordination – or, and, but.	
		Tense Correct and consistent use of past and present tense.	
		Adverbs 'ly' added to adjective to form adverb.	

Year 3	Clear introduction.	Simple sentences	The following	Noun	Introduce
		with extra description.	report	Form nouns using	possessive
	Organised into			prefixes.	apostrophes
	paragraphs shaped	Some complex	They don't		for plural
	around a key topic	sentences using		Nouns and pronouns	nouns.
	sentence.	when, if, as etc.	It doesn't	used to avoid repetition.	
					Introduce
	Use of subheadings.	Tense consistent,	Sometimes	<u>Verbs</u>	inverted
		e.g. modal verbs		Present perfect forms of	commas.
		can/will.	Often	verbs instead of 'the'.	
		Adverbials,	Most	Adjectives	
		e.g. When the	10051	Choose appropriate	
		caterpillar makes a		adjectives.	
		cocoon			
				Connectives/conjunctions	
				Express time and cause	
				(when, so, before, after,	
				while, because).	
				while, because).	
				Tense	
				Correct and consistent	
				use of past and present	
				tense.	
				<u>Adverbs</u>	
				Introduce/revise adverbs.	
				Express time and cause:	
				then, next, soon.	

Year 2/3 Poetry I Asked the Little Boy Who Cannot See						
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation	
Year 2	11 line poem 1 verse Rhyming couplets	Question Use simple noun phrases, e.g. giant dinosaur.	gentle, tender, delicate, fragile, ethereal, flutter, tip- toe, faint, lavender: fragrant, aroma, sleepy, drowsy, scent, floral. lavender: fragrant, aroma, sleepy, drowsy, scent, floral. zing, citrus, tangy, zesty, delicious, tantalising, juicy, fruity	Verbs         Present perfect         forms of verbs         instead of 'the'.         Adjectives         Choose         appropriate         adjectives.         Tense         Correct and         consistent use of         past and present         tense.	Speech marks Question mark Commas to mark clauses	

	Year 2/3 Film Narrative My Christmas Star							
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation			
Year 2	Sentences organised chronologically indicated by time related words, e.g. finally. Connections between sentences make reference to characters, e.g. Peter and Jane/they. Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting.	Subject/verb sentences, e.g. He was They were It happened Simple connectives and, but, then, so, when link clauses. Speech-like expressions in dialogue, e.g. Chill out! Use simple adverbs, e.g. quickly, slowly. Use simple noun phrases, e.g. massive field.	Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, finally, in the end, Conjunctions: who, because Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly.			

		Coordination – or, and, but.	
		Tense Correct and consistent use of past and present tense.	
		Adverbs 'ly' added to adjective to form adverb.	

Year 3	Time and place are	Simple sentences	Year 3 ambitious	Noun	Introduce
	referenced to guide	with extra	vocabulary used	Form nouns using	possessive
	the reader through	description.		prefixes.	apostrophes
	the text, e.g. in the		Connectives: also,	Nouns and pronouns	for plural
	morning.	Some complex	however, therefore,	used to avoid repetition.	nouns.
		sentences using	after the, just then,		
	Organised into	because, which,	furthermore,	Verbs	Introduce
	paragraphs, e.g.	where etc.	nevertheless, on the	Present perfect forms of	inverted
	When she arrived at		other hand,	verbs instead of 'the'.	commas.
	the bear's house.	Tense consistent,	consequently,		
		e.g. typically past	immediately, as	Adjectives	
	Cohesion is	tense for narration,	soon as	Choose appropriate	
	strengthened through	present tense in		adjectives.	
	relationships	dialogue.	Adverbs: very,		
	between characters,	_	rather, slightly	Connectives/conjunctions	
	e.g. Jack, his, his	Verbs used are		Express time and cause	
	mother, her.	specific for action,		(when, so, before, after,	
		e.g. rushed, shoved, pushed.		while, because).	
				Tense	
		Adverbials,		Correct and consistent	
		e.g. When she		use of past and present	
		reached		tense.	
		home			
				Adverbs	
		Expanded noun		Introduce/revise adverbs.	
		phrases		Express time and cause:	
				then, next, soon.	

	Year 2/3 Instructions My Strong Mind						
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Year 2	A goal is outlined – a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clearer.	Imperative verbs are used to begin sentences. Use simple adverbs, e.g. slowly, quickly. Use simple noun phrases, e.g. long stick.	First of all To start with Firstly Lastly Finally Carefully Gently Slowly Softly	NounForm nouns using suffixes and compounding.Expanded noun phrases for description. Add 'es' to nouns.VerbsProgressive form of verbs in the past and present tense.Add 'es', 'ed' and 'ing' to verbs.Add 'es', 'ed' and 'ing' to verbs.Add 'er' and 'est' to adjectives where no change is needed to root word.Connectives/conjunctions Subordination – when, if, that, because. Coordination – or, and,	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly.		

		<u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.	

Year 3	A set of ingredients	Simple sentences	Afterwards	Noun	Introduce
	and equipment	with extra		Form nouns using	possessive
	needed are outlined	description.	After that	prefixes.	apostrophes
	clearly.			Nouns and pronouns	for plural
		Some complex	To begin with	used to avoid repetition.	nouns.
	Organised into clear	sentences using			
	points denoted by	when, if, as etc.	Begin by	Verbs	Introduce
	time.			Present perfect forms of	inverted
		Adverbials, e.g.	Secondly	verbs, e.g. after you have	commas.
		When the glue dries,		soaked overnight (for	
		attach the paperclip.	The next step is to	more formal direct	
				address instructions).	
			With a slow		
			movement	<u>Adjectives</u>	
				Choose appropriate	
			With a quick pull	adjectives.	
			Try to		
				Connectives/conjunctions	
				Express time and cause	
				(when, so, before, after,	
				while, because).	
				<u>Tense</u>	
				Correct and consistent	
				use of past and present	
				tense.	
				Adverbs	
				Introduce/revise adverbs.	
				Express time and cause:	
				then, next, soon.	

## Year 2/3 Poetry The Colour Collector

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	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 3	7 verse poem 4 lines per verse	Simple sentences with extra description.	Shade, tinge, pigment, tone, stain, hue.	Verbs Present perfect forms of verbs,	Apostrophe for contraction
	Rhyming pattern ABCB	Adverbials, e.g. When she reached home	Carried, moved, transferred, shifted, carted, transported, lugged. Carried, moved, transferred, shifted, carted, transported, lugged. diving, nosing, jumping, flying, descending, swooping, plunging onomatopoeia words: buzzing, humming, fizzing, droning, whiring, fuzzing, hissing.	<u>Conjunctions</u> Subordination e.g. When you spread the marmalade	Capital letters to begin each line

	Year 2/3 Narrative – Familiar Settings Stardust						
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Year 2	Sentences organised chronologically indicated by time related words, e.g. finally. Divisions in narrative	Sentences organised chronologically indicated by time related words, e.g. finally. Divisions in narrative	Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.	Use spaces that reflect the size of the letters. Use full stops correctly.		
	may be marked by sections/paragraphs. Connections between sentences make	may be marked by sections/paragraphs. Connections between sentences make	end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now,	<u>Verbs</u> Progressive form of verbs in the past and present tense.	Use question marks correctly.		
	reference to characters, e.g. Peter and Jane/they.	reference to characters, e.g. Peter and Jane/they.	tomorrow, finally, in the end, Conjunctions: who,	Add 'es', 'ed' and 'ing' to verbs.	Use exclamation marks correctly.		
	Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting.	Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting.	Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Connectives/conjunctions</u> Subordination – when, if, that, because.	Use capital letters correctly. Apostrophes for contractions.		

	Coordination – or, and, but. Tense Correct and consistent use of past and present tense.Possessive apostrophes for singular nouns.Adverbs 'ly' added to adjective to form adverb.Commas to separate items in lists.
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Year 3	Time and place are	Simple sentences with	Year 3 ambitious	Noun	Introduce
_	referenced to guide	extra description.	vocabulary used	Form nouns using	possessive
	the reader through			prefixes.	apostrophes
	the text, e.g. in the	Some complex	Connectives: also,		for plural
	morning.	sentences using	however, therefore,	Nouns and pronouns	nouns.
		because, which,	after the, just then,	used to avoid repetition.	
	Organised into	where etc.	furthermore,		Introduce
	paragraphs, e.g.		nevertheless, on	<u>Verbs</u>	inverted
	When she arrived at	Tense consistent, e.g.	the other hand,	Present perfect forms of	commas.
	the bear's house.	typically past tense for narration, present	consequently, immediately, as	verbs instead of 'the'.	
	Cohesion is	tense in dialogue.	soon as	Adjectives	
	strengthened through			Choose appropriate	
	relationships	Dialogue is realistic	Adverbs: very,	adjectives.	
	between characters,	and conversational in	rather, slightly		
	e.g. Jack, his, his	style, e.g. Well, I		Connectives/conjunctions	
	mother, her.	suppose		Express time and cause	
				(when, so, before, after,	
		Verbs used are		while, because).	
		specific for action, e.g.		-	
		rushed, shoved,		Tense	
		pushed.		Correct and consistent	
		A du combine la		use of past and present	
		Adverbials,		tense.	
		e.g. When she		Advorba	
		reached		Adverbs Introduce/revise adverbs.	
		home			
		Expanded pour		Express time and cause:	
		Expanded noun		then, next, soon.	
		phrases, e.g. two horrible hours.			

## Year 2/3 Explanation Forces and Magnetism (adapted unit)

	Text structure	Sentence	Useful	Word Class	Punctuation
			Vocabulary		
Year 2	Brief introduction	Confidently use	Force	Noun	Use spaces
	and conclusion.	simple sentences	Push	Form nouns using	that reflect the
		with extra	Pull	suffixes and	size of the
	Written in the	description.	Magnetic	compounding.	letters.
	appropriate tense.		Attract	Expanded noun phrases	
		Statements are used	Repel	for description.	Use full stops
	Main ideas organised in	to showcase facts.	Magnetic poles North and South	Add 'es' to nouns.	correctly.
	groups.	Questions are used		Verbs	Use question
		to hook the reader.		Progressive form of	marks
				verbs in the past and	correctly.
		Begin to use		present tense. Add 'es'	
		complex sentences		and 'ing' to verbs.	Use
		using when, if, as			exclamation
		etc.		<u>Adjectives</u>	marks
				Add 'er' and 'est' to	correctly.
		Aware of present		adjectives where no	
		tense suffixes.		change is needed to root	Use capital
				word.	letters
		Adverbials, e.g.			correctly.
		When the caterpillar		Expanded noun phrases	
		makes a cocoon		are to be used to add	Apostrophes to
				more detail.	show
					possession of
					a noun.

		Connectives/conjunctio Subordination to expan- upon independent clauses – when, if, that, because. Coordination to link idea – or, and, but. Correct and consistent use of the present tense <u>Adverbs</u> 'ly' added to adjective to form adverb.	d lists. as
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Year 3	Clear title and	Simple sentences	Force	Noun	Introduce
	introduction.	with extra	Push	Form nouns using	possessive
	Organised into	description.	Pull	prefixes.	apostrophes
	paragraphs shaped		Magnetic	Nouns and pronouns	for plural
	around a key topic	Some complex	Attract	used to avoid repetition.	nouns.
	sentence.	sentences using	Repel		
	Use formal and	when, if, as etc.	Magnetic poles	<u>Verbs</u>	Introduce
	technical vocabulary.		North and South	Present perfect forms of	inverted
		Tense consistent		verbs instead of 'the'.	commas.
		Adverbials of time		Adjectives	Apostrophes
		and manner are used		Choose appropriate	for possession.
		to add additional		adjectives and expanded	
		information.		noun phrases.	Commas in a
					list.
				Connectives/conjunctions	
				Express time and cause	
				(when, so, before, after,	
				while, because).	
				Correct and consistent	
				use of past and present	
				tense.	
				Subordination to expand	
				upon independent	
				clauses – when, as,	
				before, since and	
				although. Coordination to link ideas	
				– and, but, so and for	
				<u>Adverbs</u>	
				Introduce/revise adverbs.	

		Express time and cause: following that, soon after, moments later. Explore adverbs ending in '-ly'.	

	Year 2/3 Narrative Stone Age Boy						
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Year 2	Sentences organised chronologically indicated by time related words, e.g. finally. Divisions in narrative	Subject/verb sentences, e.g. He was They were It happened Simple connectives and, but, then, so, when link clauses.	Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the end, one day, next	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.	Use spaces that reflect the size of the letters. Use full stops correctly.		
	may be marked by sections/paragraphs. Connections between sentences	Speech-like expressions in dialogue, e.g. Chill out!	morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in	<u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to	Use question marks correctly. Use exclamation		
	make reference to characters, e.g. Peter and Jane/they. Connections between sentences	Use simple adverbs, e.g. quickly, slowly. Use simple noun phrases, e.g.	the end, in conclusion, ultimately, to conclude, to summarise	verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root	use capital letters		
	indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting.	massive field.	Conjunctions: who, because Adverbs: suddenly, quickly, slowly, carefully, nervously,	word. <u>Connectives/conjunctions</u> Subordination – when, if, that, because.	correctly. Apostrophes for contractions.		

	excitedly, happily, lazily, angrily, slowly, truthfully	Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.	Possessive apostrophes for singular nouns. Commas to separate items in lists.
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Year 3	Time and place are	Simple sentences	Year 3 ambitious	Noun	Introduce
	referenced to guide	with extra	vocabulary used	Form nouns using	possessive
	the reader through	description.		prefixes.	apostrophes
	the text, e.g. in the		Connectives: also,	Nouns and pronouns	for plural
	morning.	Some complex	however, therefore,	used to avoid repetition.	nouns.
		sentences using	after the, just then,		
	Organised into	because, which,	furthermore,	<u>Verbs</u>	Introduce
	paragraphs, e.g. When	where etc.	nevertheless, on the	Present perfect forms of	inverted
	she arrived at the		other hand,	verbs instead of 'the'.	commas.
	bear's house.	Tense consistent,	consequently,		
		e.g. typically past	immediately, as	<u>Adjectives</u>	
	Cohesion is	tense for narration,	soon as	Choose appropriate	
	strengthened through	present tense in		adjectives.	
	relationships	dialogue.	Adverbs: very,		
	between characters,		rather, slightly	Connectives/conjunctions	
	e.g. Jack, his, his	Dialogue is realistic		Express time and cause	
	mother, her.	and conversational		(when, so, before, after,	
		in style, e.g. Well, I suppose…		while, because).	
				Tense	
		Verbs used are		Correct and consistent	
		specific for action,		use of past and present	
		e.g. rushed, shoved,		tense.	
		pushed.			
				<u>Adverbs</u>	
		Adverbials,		Introduce/revise adverbs.	
		e.g. When she		Express time and cause:	
		reached		then, next, soon.	
l		home			

	Expanded noun phrases, e.g. two horrible hours.		

	Year 2/3 Persuasive Brochure Skara Brae						
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Year 2	Brief introduction and conclusion. Written in the present tense. Main ideas organised in groups.	Subject/verb sentences, e.g. He was They were It happened Some modal verbs introduced, e.g. would, could, should. Use simple adverbs, e.g. soon, now. Use simple noun phrases, e.g. red busses. Use rhetorical questions. Use ambitious adjectives to grab the reader's attention.	The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable	Noun Form nouns using suffixes and compounding.Expanded noun phrases for description. Add 'es' to nouns.Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.Connectives/conjunctions Subordination – when, if, that, because.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions.		

but. Tense Correct and consulate of past and pittense. Adverbs 'ly' added to adjet form adverb.	present Commas to separate items in lists.
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Year 3	Clear introduction.	Simple sentences	Surely	Noun	Introduce
		with extra	Obviously	Form nouns using	possessive
	Points about	description.	Clearly	prefixes.	apostrophes
	subject/issue.		Don't you think	Nouns and pronouns	for plural
		Some complex	Firstly	used to avoid repetition.	nouns.
	Organised into	sentences using	Secondly		
	paragraphs.	when, if, as etc.	Thirdly	<u>Verbs</u>	Introduce
			My own view is	Present perfect forms of	inverted
	Subheading used to	Tense consistent,	My last point is	verbs instead of 'the'.	commas.
	organise texts.	e.g. modal verbs	My final point is		
		can/will.	Imagine	Adjectives	
			Consider	Choose appropriate	
		Adverbials,	Enjoy	adjectives.	
		e.g. When they have		Connectives/conjunctions	
		a problem, go		Express time and cause	
		outside until dark.		(when, so, before, after,	
		It felt better by the		while, because).	
		train station.			
				Tense	
		Start sentences with		Correct and consistent	
		verbs, e.g. imagine,		use of past and present	
		consider, enjoy.		tense.	
				Adverbs	
				Introduce/revise adverbs.	
				Express time and cause:	
				then, next, soon.	

	Year 2/3 Narrative – Traditional Tale The Happy Prince						
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Year 2	Sentences organised chronologically indicated by time related words, e.g. finally. Divisions in narrative	Subject/verb sentences, e.g. He was They were It happened Simple connectives and, but, then, so,	Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the	<u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es'	Use spaces that reflect the size of the letters. Use full stops		
	<ul> <li>may be marked by sections/paragraphs.</li> <li>Connections between sentences make reference to characters, e.g. Peter and Jane/they.</li> <li>Connections between sentences indicate extra information, e.g. but they got bored or</li> </ul>	<ul> <li>when link clauses.</li> <li>Speech-like expressions in dialogue, e.g. Chill out!</li> <li>Use simple adverbs, e.g. quickly, slowly.</li> <li>Use simple noun phrases, e.g. massive field.</li> </ul>	end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise Conjunctions: who,	to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root	correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters		
	indicate concurrent events, e.g. as they were waiting.		because Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily,	word. <u>Connectives/conjunctions</u> Subordination – when, if, that, because.	correctly. Apostrophes for contractions.		

			lazily, angrily, slowly, truthfully	Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.	Possessive apostrophes for singular nouns. Commas to separate items in lists.
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Year 3	Time and place are	Simple sentences	Year 3 ambitious	Noun	Introduce
	referenced to guide	with extra	vocabulary used	Form nouns using	possessive
	the reader through	description.		prefixes.	apostrophes
	the text, e.g. in the		Connectives: also,		for plural
	morning.	Some complex	however, therefore,	Nouns and pronouns	nouns.
		sentences using	after the, just then,	used to avoid repetition.	
	Organised into	because, which,	furthermore,		Introduce
	paragraphs, e.g. When	where etc.	nevertheless, on the		inverted
	she arrived at the		other hand,	Present perfect forms of	commas.
	bear's house.	Tense consistent,	consequently,	verbs instead of 'the'.	
		e.g. typically past	immediately, as		
	Cohesion is	tense for narration,	soon as	<u>Adjectives</u>	
	strengthened through	present tense in		Choose appropriate	
	relationships	dialogue.	Adverbs: very,	adjectives.	
	between characters,		rather, slightly	Connectives/conjunctions	
	e.g. Jack, his, his	Dialogue is realistic		Express time and cause	
	mother, her.	and conversational		(when, so, before, after,	
		in style, e.g. Well, I suppose…		while, because).	
				Tense	
		Verbs used are		Correct and consistent	
		specific for action,		use of past and present	
		e.g. rushed, shoved,		tense.	
		pushed.			
				Adverbs	
		Adverbials,		Introduce/revise adverbs.	
		e.g. When she		Express time and cause:	
		reached		then, next, soon.	
		home			

	Expanded noun phrases, e.g. two horrible hours.		

	Year 2/3 Letter							
	The Gardener							
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation			
Year 2	Brief introduction and conclusion. Written in the past tense.	Subject/verb sentences, e.g. I think We want Some modal verbs	And, then, but, so, when Dear Mr/Mrs	Noun Form nouns using suffixes and compounding. Expanded noun phrases	Use spaces that reflect the size of the letters. Use full stops			
	Main ideas organised	introduced, e.g. would, could,	Dear Sir/Madam	for description. Add 'es' to nouns.	correctly. Use question			
	in groups.	should.	Yours sincerely	Verbs	marks correctly.			
	Using sequencing techniques – time related words.	Use simple adverbs, e.g. yesterday, today.	Yours faithfully	Progressive form of verbs in the past and present tense.	Use exclamation marks			
		Use simple noun	Later	Add 'es', 'ed' and 'ing' to verbs.	correctly. Use capital			
		phrases, e.g. red shoes.	Afterwards	Adjectives	letters correctly.			
			After that	Add 'er' and 'est' to adjectives where no	Apostrophes for			
			Eventually	change is needed to root word.	contractions. Possessive			
			I would like to	Connectives/conjunctions	apostrophes for singular			
			We felt	Subordination – when, if, that, because.	nouns. Commas to			
				Coordination – or, and, but.	separate items in lists.			

		<u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.	

Year 3	Clear introduction.	Simple sentences	While, if, as, when	Noun	Introduce
		with extra	I would like to	Form nouns using	possessive
	Points about the	description.	inform you that	prefixes.	apostrophes
	visit/issue.		It has come to my	Nouns and pronouns	for plural
		Some complex	attention that	used to avoid repetition.	nouns.
	Organised into	sentences using	Thank you for		Introduce
	paragraphs denoted	when, if, as etc.	I hope that	Verbs	inverted
	by time/place.			Present perfect forms of	commas.
		Tense consistent,		verbs instead of 'the'.	
	Topic sentences.	e.g. modal verbs			
		can/will.		<u>Adjectives</u>	
	Some letter layout			Choose appropriate	
	features included.	Adverbials,		adjectives.	
		e.g. When they have			
		a problem, we		Connectives/conjunctions	
		played after tea.		Express time and cause	
		It was scary in the		(when, so, before, after,	
		tunnel.		while, because).	
				, , ,	
				Tense	
				Correct and consistent	
				use of past and present	
				tense.	
				Adverbs	
				Introduce/revise adverbs.	
				Express time and cause:	
				then, next, soon.	

Year 4/5/6 Narrative- Float						
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation	
Year 4	Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.	Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher, Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking.	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.	

		<u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	

Year 5	Sequence of plot	Sentence length	Year 5 ambitious	Noun	Consolidate all
	may be disrupted for	varied, e.g. short/long.	vocabulary used	Locate and identify	previous
	effect,			expanded noun phrases.	learning.
	e.g. flashback.	Active and passive			Brackets
		voice used		<u>Verbs</u>	Dashes
	Opening and	deliberately to		Use modal verbs.	Colons
	resolution shape the	heighten		Prefixes for verbs; dis,	Semi-colons
	story.	engagement.		de, mis, over, ise, ify.	
		e.g. the ring was		Convert adjectives into	
	Structural features of	removed from the		verbs using suffixes; ate,	
	narrative are included,	drawer.		ise, ify.	
	e.g. repetition for	Wide range of		Adjectives	
	effect.	subordinate		Choose appropriate	
		connectives,		adjectives.	
	Paragraphs varied in	e.g. whilst, until,			
	length and structure.	despite.		Connectives/conjunctions	
				Use a wide range of	
	Pronouns used to	Embedded		connectives.	
	hide the doer of the	subordinate clauses			
	action, e.g. it crept	are used for economy		<u>Tense</u>	
	into the	or emphasis.		Change tense according	
	woods.			to features of the genre.	
		Figurative language			
		used to build		Adverbs	
		description		Know what an adverbial	
		(sometimes clichéd),		phrase is.	
		e.g. the crowd			
		charged like bulls.		Fronted adverbials.	
				Comma after fronted	
		Repetition is used for		adverbials.	
L		effect, e.g. the boys			

	ran and ran until they could run no more.	Adverbials of time, place and number.	

Year 6	The story is well	Viewpoint is well	Year 6 ambitious	Noun	Use a wide
	constructed and	controlled and	vocabulary used	Expanded noun phrases	range of
	raises intrigue.	precise,		to convey complicated	punctuation
		e.g. Maggie stared		information concisely.	throughout the
	Dialogue is used to	dejectedly at the floor;			writing
	move the action on	her last chance had		Verbs	
	to heighten empathy	slipped from her		Use modal verbs.	
	for central character.	grasp.		Prefixes for verbs; dis,	
				de, mis, over, ise, ify.	
	Deliberate ambiguity	Modifiers are used to		Convert adjectives into	
	is set up in the mind	intensify or qualify,		verbs using suffixes; ate,	
	of the reader until	e.g. insignificant		ise, ify.	
	later in the text.	amount,			
		exceptionally.		Adjectives	
				Choose appropriate	
		Sentence length and		adjectives.	
		type varied according		Connectives/conjunctions	
		to purpose.		Use a wide range of	
				connectives.	
		Fronted adverbials			
		used to clarify writer's		Tense	
		position,		Change tense according	
		e.g. As a		to features of the genre.	
		consequence of his			
		selfish actions		Adverbs	
				Link ideas across a text	
		Figurative language		using cohesive devices,	
		used to build up		such as adverbials.	
		description, e.g.			
		everyone charged like			
		a deer pack under			
		threat.			

Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.		

	Year 4/5/6 Biography Nikola Tesla							
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation			
Year 4	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to reveal the writer's emotions and responses.	Variation in sentence structures, e.g. While we watched the movie Use embedded/relative clauses, e.g. Camels, which are very grumpy. Include adverbs to show how often, e.g. daily, frequently, often. Sentences build from a general idea to more specific. Use emotive language to show personal response, e.g. that wonderfully encouraged me to	In his /her early years By the time he/she had In his/ her final years What is clear is that Even though he/she was not popular at the time Although feelings ran high in the community In many ways, it wasn't until He/She might have been	Noun Nouns and pronouns used for clarity and cohesion.Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.Verbs Standard English forms for verbs.Adjectives Choose appropriate adjectives.Connectives/conjunctions Use a wide range of connectives.Tense Correct use of past and present tense.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech			

	His/Her one regret was that	<u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	

Year 5	Developed	Sentence length	In (insert year) at	Noun	Use a wide
	introduction and	varied, e.g. short/long.	the age of	Locate and identify	range of
	conclusion including			expanded noun phrases.	punctuation
	elaborated personal	Active and passive	he/she		throughout the
	response.	voice used		<u>Verbs</u>	writing.
		deliberately to	The time came for	Use modal verbs.	
	Description of events	heighten		Prefixes for verbs; dis,	
	are detailed and	engagement.	In his/her later	de, mis, over, ise, ify.	
	engaging.		years		
		e.g. Monkeys left the		Convert adjectives into	
	The information is organised	tree.	Once he/she had	verbs using suffixes; ate, ise, ify.	
	chronologically with	Wide range of	Nobody is sure		
	clear signals to the	subordinate	why	<u>Adjectives</u>	
	reader about time,			Choose appropriate	
	place and personal	Connectives,	In spite of	adjectives.	
	response.	e.g. whilst, until,			
		despite.	His/Her lasting	Connectives/conjunctions	
	Purpose of the		legacy is that	Use a wide range of	
	recount is an			connectives.	
	experience revealing				
	the writer's			Tense	
	perspective.			Change tense according	
				to features of the genre.	
				<u>Adverbs</u>	
				Know what an adverbial	
				phrase is.	
				Fronted adverbials.	
				Comma after fronted	
				adverbials.	

		Adverbials of time, place and number.	

Year 6	The report is well	Verb forms are	They are	Noun	Consolidate
	constructed and	controlled and	unusually	Expanded noun phrases	all previous
	answers the reader's	precise, e.g. It would	They are rarely	to convey complicated	learning.
	questions.	be understandable if	They are never	information concisely.	Brackets
		the exciting times	They are very		Dashes
	The writer	came to an end.	Generally	<u>Verbs</u>	Colons
	understands the		Be careful if you	Use modal verbs.	Semi-colons
	impact and thinks	Modifiers are used to	Frequently they	Prefixes for verbs; dis,	
	about the response.	intensify or qualify,	I will attempt to	de, mis, over, ise, ify.	
		e.g. insignificant	This article will	Convert adjectives into	
	Information is	amount, aggressively.	frame	verbs using suffixes; ate,	
	prioritised according		It can be difficult	ise, ify.	
	to importance and a	Sentence length and	to		
	frame of response	type varied according	Each paragraph	Adjectives	
	set up for the reply.	to purpose.	More than half	Choose appropriate	
			Less than half	adjectives.	
		Fronted adverbials			
		used to clarify writer's		Connectives/conjunctions	
		position,		Use a wide range of	
		e.g. As an effect of the weather		connectives.	
				Tense	
		Complex noun		Change tense according	
		phrases used to add		to features of the genre.	
		detail, e.g. The			
		extravagant cake are		<u>Adverbs</u>	
		carefully removed		Link ideas across a text	
		from the large van		using cohesive devices,	
		-		such as adverbials.	
		Prepositional phrases			
		used cleverly.			

	e.g. In the result of an earthquake		

	Year 4/5/6 Poetry Malfeasance							
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation			
Year 5	10 verse poem 4 lines per verse Rhyming pattern ABCB	Subordination e.g. As the friendliness grew firmer Questions	dreary, stern, unbending, black, foreboding, raw, moonless, threatening, bitter, grim, impenetrable uncurl, flex, unwrap, unravel, unfurl, rouse, stir, uncover. Turn into the past tense. malevolent, vicious, ungainly, unsightly, monstrous, hideous, vulgar, virulent, vitriolic, ophidian, unseemly raced, sprinted, staggered, slid, slithered, lolloped, shuffled, sidled, sped, stalked,	Adjectives Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense.	Capital letters to begin every line Commas on the 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> lines Full stop at the end of every 4 <sup>th</sup> line Brackets for parenthesis Semi-colon			

	slipped, manoeuvred.	

	Year 4/5/6 Traditional Tales Hansel and Gretel							
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation			
Year 4	Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.	Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher, Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking.	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.			

		Adverbs Know what an adverbial phrase is. <u>Fronted adverbials.</u> Comma after fronted adverbials.	

Year 5	Sequence of plot	Sentence length	Year 5 ambitious	Noun	Consolidate all
	may be disrupted for	varied, e.g. short/long.	vocabulary used	Locate and identify	previous
	effect,			expanded noun phrases.	learning.
	e.g. flashback.	Active and passive			Brackets
		voice used		<u>Verbs</u>	Dashes
	Opening and	deliberately to		Use modal verbs.	Colons
	resolution shape the	heighten		Prefixes for verbs; dis,	Semi-colons
	story.	engagement.		de, mis, over, ise, ify.	
		e.g. the ring was		Convert adjectives into	
	Structural features of	removed from the		verbs using suffixes; ate,	
	narrative are included,	drawer.		ise, ify.	
	e.g. repetition for	Wide range of		Adjectives	
	effect.	subordinate		Choose appropriate	
		connectives,		adjectives.	
	Paragraphs varied in	e.g. whilst, until,			
	length and structure.	despite.		Connectives/conjunctions	
				Use a wide range of	
	Pronouns used to	Embedded		connectives.	
	hide the doer of the	subordinate clauses			
	action, e.g. it crept	are used for economy		<u>Tense</u>	
	into the	or emphasis.		Change tense according	
	woods.			to features of the genre.	
		Figurative language			
		used to build		<u>Adverbs</u>	
		description		Know what an adverbial	
		(sometimes clichéd),		phrase is.	
		e.g. the crowd			
		charged like bulls.		Fronted adverbials.	
				Comma after fronted	
		Repetition is used for		adverbials.	
		effect, e.g. the boys			

	ran and ran until they could run no more.	Adverbials of time, place and number.	

Year 6	The story is well	Viewpoint is well	Year 6 ambitious	Noun	Use a wide
	constructed and	controlled and	vocabulary used	Expanded noun phrases	range of
	raises intrigue.	precise,		to convey complicated	punctuation
		e.g. Maggie stared		information concisely.	throughout the
	Dialogue is used to	dejectedly at the floor;			writing.
	move the action on	her last chance had		Verbs	-
	to heighten empathy	slipped from her		Use modal verbs.	
	for central character.	grasp.		Prefixes for verbs; dis,	
				de, mis, over, ise, ify.	
	Deliberate ambiguity	Modifiers are used to		Convert adjectives into	
	is set up in the mind	intensify or qualify,		verbs using suffixes; ate,	
	of the reader until	e.g. insignificant		ise, ify.	
	later in the text.	amount,			
		exceptionally.		Adjectives	
				Choose appropriate	
		Sentence length and		adjectives.	
		type varied according			
		to purpose.		Connectives/conjunctions	
				Use a wide range of	
		Fronted adverbials		connectives.	
		used to clarify writer's			
		position,		Tense	
		e.g. As a		Change tense according	
		consequence of his		to features of the genre.	
		selfish actions			
				Adverbs	
		Figurative language		Link ideas across a text	
		used to build up		using cohesive devices,	
		description, e.g.		such as adverbials.	
		everyone charged like			
		a deer pack under			
		threat.			

	Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.		
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	Year 4/5/6 Balanced Argument Screen Use							
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation			
Year 4	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences	Variation in sentence structures, e.g. While we made the cake As we departed Use embedded/relative clauses, e.g. The Headteacher, who was very angry The angry mob, who had broken the barricade Include adverbs to show how often, e.g. monthly, constantly, rarely.	This piece of writing will feel convinced I intend to On the other hand In addition It is surprising that On balance Finally, I would like to add My next point concerns	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u>	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.			
		More complicated rhetorical questions,	Furthermore Having looked at both sides, I	Know what an adverbial phrase is. <u>Fronted adverbials</u> .				

	e.g. Have you ever considered the impact of?	think because Having considered the arguments for and against Whilst	Comma after fronted adverbials.	

Year 5	Developed	Sentence length	It strikes me that	Noun	Consolidate all
	introduction and	varied, e.g. short/long.		Locate and identify	previous
	conclusion using all		My intention is to	expanded noun phrases.	learning.
	the argument or	Active and passive			Brackets
	leaflet layout	voice used	To do this I will	<u>Verbs</u>	Dashes
	features.	deliberately to		Use modal verbs.	Colons
		heighten	As I see it	Prefixes for verbs; dis,	Semi-colons
	Paragraphs	engagement.		de, mis, over, ise, ify.	
	developed with	e.g. the dogs were	It appears to me	Convert adjectives into	
	prioritised	missing.		verbs using suffixes; ate,	
	information.		Naturally	ise, ify.	
		Wide range of			
	Both viewpoints are	subordinate	It is precisely	<u>Adjectives</u>	
	transparent for	connectives,	because	Choose appropriate	
	reader.	e.g. whilst, until,		adjectives.	
		despite.	Subsequently		
	Emotive language			Connectives/conjunctions	
	used throughout to	Complex sentences	Doubtless	Use a wide range of	
	engage the reader.	that use well known		connectives.	
		economic expression.	Nevertheless		
				<u>Tense</u>	
		e.g. Because of their	In stark contrast	Change tense according	
		enormous energy, the		to features of the genre.	
		treehouse was built,	Contrary to this		
		which	position	<u>Adverbs</u>	
		was nothing short of a		Know what an adverbial	
		miracle.	It would seem	phrase is.	
			logical		
		Persuasive		Fronted adverbials.	
		statements are used	Let us consider the	Comma after fronted	
		to change the	impact	adverbials. Adverbials of	
		reader's opinion. E.g.		time, place and number.	

you will never need to…	In conclusion The evidence presented leads me to conclude	

Year 6	Arguments are well	Verb forms are	I will present	Noun	Use a wide
	constructed that	controlled and	Following that, I	Expanded noun phrases	range of
	answer the reader's	precise, e.g. It will be	will	to convey complicated	punctuation
	questions.	a global disaster if		information concisely.	throughout the
		people do not make a	One argument for	<u>Verbs</u>	writing
	The writer	change now	this is that	Use modal verbs.	
	understands the			Prefixes for verbs; dis,	
	impact or the	Modifiers are used to	fundamentally	de, mis, over, ise, ify.	
	emotive language	intensify or qualify,	flawed	Convert adjectives into	
	and thinks about the	e.g. insignificant		verbs using suffixes; ate,	
	response.	amount,	an easy answer	ise, ify.	
		exceptionally.	that avoids	<u>Adjectives</u>	
	Information is			Choose appropriate	
	prioritised according	Sentence length and	I would counter this	adjectives.	
	to the writer's point of	type varied according	view	Connectives/conjunctions	
	view.	to purpose.		Use a wide range of	
			It seems plausible	connectives.	
		Fronted adverbials	to	Tense	
		used to clarify writer's		Change tense according	
		position,	Moreover	to features of the genre.	
		e.g. As a result of the	In point of fact	<u>Adverbs</u>	
		discussion		Link ideas across a text	
			The evidence I	using cohesive devices,	
		Complex noun	would use to	such as adverbials.	
		phrases used to add	support this is		
		detail, e.g. the			
		phenomenal impact of	It surprises me		
		using reusable	that		
		bags			
			It is my conviction		
		Prepositional phrases			
		used cleverly.			

	e.g. In the event of a snowstorm	Finally, I would like to add Even though there has been a long history of activists	

	Year 4/5/6 Narrative Gorilla						
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Year 4	Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.	Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher, Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking.	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.		

Year 5	Sequence of plot	Sentence length	Year 5 ambitious	Noun	Consolidate all
	may be disrupted for	varied, e.g. short/long.	vocabulary used	Locate and identify	previous
	effect,			expanded noun phrases.	learning.
	e.g. flashback.	Active and passive			Brackets
		voice used		<u>Verbs</u>	Dashes
	Opening and	deliberately to		Use modal verbs.	Colons
	resolution shape the	heighten		Prefixes for verbs; dis,	Semi-colons
	story.	engagement.		de, mis, over, ise, ify.	
		e.g. the ring was		Convert adjectives into	
	Structural features of	removed from the		verbs using suffixes; ate,	
	narrative are included,	drawer.		ise, ify.	
	e.g. repetition for	Wide range of		Adjectives	
	effect.	subordinate		Choose appropriate	
		connectives,		adjectives.	
	Paragraphs varied in	e.g. whilst, until,			
	length and structure.	despite.		Connectives/conjunctions	
				Use a wide range of	
	Pronouns used to	Embedded		connectives.	
	hide the doer of the	subordinate clauses			
	action, e.g. it crept	are used for economy		<u>Tense</u>	
	into the woods.	or emphasis.		Change tense according to features of the genre.	
		Figurative language			
		used to build		Adverbs	
		description		Know what an adverbial	
		(sometimes clichéd),		phrase is.	
		e.g. the crowd			
		charged like bulls.		Fronted adverbials.	
				Comma after fronted	
		Repetition is used for		adverbials.	
		effect, e.g. the boys			

	ran and ran until they could run no more.	Adverbials of time, place and number.	

Year 6	The story is well	Viewpoint is well	Year 6 ambitious	Noun	Use a wide
	constructed and	controlled and	vocabulary used	Expanded noun phrases	range of
	raises intrigue.	precise,		to convey complicated	punctuation
		e.g. Maggie stared		information concisely.	throughout the
	Dialogue is used to	dejectedly at the floor;			writing
	move the action on	her last chance had		Verbs	-
	to heighten empathy	slipped from her		Use modal verbs.	
	for central character.	grasp.		Prefixes for verbs; dis,	
				de, mis, over, ise, ify.	
	Deliberate ambiguity	Modifiers are used to		Convert adjectives into	
	is set up in the mind	intensify or qualify,		verbs using suffixes; ate,	
	of the reader until	e.g. insignificant		ise, ify.	
	later in the text.	amount,			
		exceptionally.		Adjectives	
				Choose appropriate	
		Sentence length and		adjectives.	
		type varied according		2	
		to purpose.		Connectives/conjunctions	
				Use a wide range of	
		Fronted adverbials		connectives.	
		used to clarify writer's			
		position,		Tense	
		e.g. As a		Change tense according	
		consequence of his		to features of the genre.	
		selfish actions		5	
				Adverbs	
		Figurative language		Link ideas across a text	
		used to build up		using cohesive devices,	
		description, e.g.		such as adverbials.	
		everyone charged like			
		a deer pack under			
		threat.			

	Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.		
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	Year 4/5/6 Letter Postcard From Prison						
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Year 4	Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. All letter layout features included.	Variation in sentence structures, e.g. While we were at the park As we arrived Use embedded/relative clauses, e.g. Mrs Holt, who was very angry The tiger, that was pacing Include adverbs to show how often, e.g. regularly, weekly, annually.	As I stated earlier Referring to This is an unfortunate It is with regret I would be grateful if It is with regret that I look forward to hearing from you in due course	Noun Nouns and pronouns used for clarity and cohesion.Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.Verbs Standard English forms for verbs.Adjectives Choose appropriate adjectives.Connectives/conjunctions Use a wide range of connectives.Tense Correct use of past and present tense.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.		

		<u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	

Year 5	Developed	Sentence length	I appreciate	Noun	Consolidate all
	introduction and	varied, e.g. short/long.		Locate and identify	previous
	conclusion using all		Whilst we were	expanded noun phrases.	learning.
	the letter layout	Active and passive	waiting	Verbs	Brackets
	features.	voice used		Use modal verbs.	Dashes
		deliberately to	Your concern	Prefixes for verbs; dis,	Colons
	Paragraphs	heighten		de, mis, over, ise, ify.	Semi-colons
	developed with	engagement.	Until this is	Convert adjectives into	
	prioritised		resolved	verbs using suffixes; ate,	
	information.	e.g. The café chairs		ise, ify.	
		were broken.	Despite speaking	Adjectives	
	Purpose of letter is		to the duty	Choose appropriate	
	clear and transparent	Wide range of	manager	adjectives.	
	for reader.	subordinate		Connectives/conjunctions	
		connectives,	This is a disgrace	Use a wide range of	
	Formal language	e.g. whilst, until,		connectives.	
	used throughout to	despite.	Unfortunately	Tense	
	engage the reader.			Change tense according	
		Complex sentences	Many other people	to features of the genre.	
		that use well known	also	Adverbs	
		economic expression.		Know what an adverbial	
		e.g. Because of their	I am delighted to	phrase is.	
		courageous efforts, all	inform you that	Fronted adverbials.	
		the passengers were	-	Comma after fronted	
		saved, which was		adverbials.	
		nothing short of a		Adverbials of time, place	
		miracle.		and number.	

Year 6	Letter well	Verb forms are	Please do not	Noun	Use a wide
	constructed that	controlled and	hesitate to contact	Expanded noun phrases	range of
	answers the reader's	precise,	me	to convey complicated	punctuation
	questions.	e.g. It would be	An early response	information concisely.	throughout the
		helpful if you could let	would be greatly		writing
	The writer	me know, as this will	appreciated	Verbs	
	understands the	enable us to take	Please accept my	Use modal verbs.	
	impact and thinks	further action.	I wish to express	Prefixes for verbs; dis,	
	about the response.		The impact of	de, mis, over, ise, ify.	
		Modifiers are used to	Despite continued	Convert adjectives into	
	Information is	intensify or qualify,	efforts	verbs using suffixes; ate,	
	prioritised according	e.g. insignificant	Subsequently	ise, ify.	
	to importance and a	amount,			
	frame of response	exceptionally.		<u>Adjectives</u>	
	set up for the reply.			Choose appropriate	
		Sentence length and		adjectives.	
		type varied according		Connectives/conjunctions	
		to purpose. Fronted		Use a wide range of	
		adverbials used to		connectives.	
		clarify writer's			
		position,		Tense	
		e.g. As a		Change tense according	
		consequence of your		to features of the genre.	
		actions			
				Adverbs	
		Complex noun		Link ideas across a text	
		phrases used to add		using cohesive devices,	
		detail, e.g. the		such as adverbials.	
		dilapidated fencing			
		around the enclosure			
		was extremely			
		dangerous.	1	1	

	Prepositional phrases used cleverly. e.g. In the event of a fire		

	Year 4/5/6					
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation	
Year 4	<ul> <li>Link between opening and resolution.</li> <li>Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack.</li> <li>Paragraphs organised correctly to build up to key event.</li> <li>Repetition avoided through using different sentence structures and ellipsis.</li> </ul>	Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher, Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking.	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	Noun Nouns and pronouns used for clarity and cohesion.Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.Verbs Standard English forms for verbs.Adjectives Choose appropriate adjectives.Connectives/conjunctions Use a wide range of connectives.Tense Correct use of past and present tense.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.	

		Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	

Year 5	Sequence of plot	Sentence length	Year 5 ambitious	Noun	Consolidate all
	may be disrupted for	varied, e.g. short/long.	vocabulary used	Locate and identify	previous
	effect,			expanded noun phrases.	learning.
	e.g. flashback.	Active and passive			Brackets
		voice used		<u>Verbs</u>	Dashes
	Opening and	deliberately to		Use modal verbs.	Colons
	resolution shape the	heighten		Prefixes for verbs; dis,	Semi-colons
	story.	engagement.		de, mis, over, ise, ify.	
		e.g. the ring was		Convert adjectives into	
	Structural features of	removed from the		verbs using suffixes; ate,	
	narrative are included,	drawer.		ise, ify.	
	e.g. repetition for	Wide range of		Adjectives	
	effect.	subordinate		Choose appropriate	
		connectives,		adjectives.	
	Paragraphs varied in	e.g. whilst, until,			
	length and structure.	despite.		Connectives/conjunctions	
				Use a wide range of	
	Pronouns used to	Embedded		connectives.	
	hide the doer of the	subordinate clauses			
	action, e.g. it crept	are used for economy		<u>Tense</u>	
	into the	or emphasis.		Change tense according	
	woods.			to features of the genre.	
		Figurative language			
		used to build		Adverbs	
		description		Know what an adverbial	
		(sometimes clichéd),		phrase is.	
		e.g. the crowd			
		charged like bulls.		Fronted adverbials.	
				Comma after fronted	
		Repetition is used for		adverbials.	
L		effect, e.g. the boys			

	ran and ran until they could run no more.	Adverbials of time, place and number.	

Year 6	The story is well	Viewpoint is well	Year 6 ambitious	Noun	Use a wide
	constructed and	controlled and	vocabulary used	Expanded noun phrases	range of
	raises intrigue.	precise,		to convey complicated	punctuation
				information concisely.	throughout the
	Dialogue is used to	e.g. Maggie stared			writing.
	move the action on	dejectedly at the floor;		<u>Verbs</u>	
	to heighten empathy	her last chance had		Use modal verbs.	
	for central character.	slipped from her		Prefixes for verbs; dis,	
		grasp.		de, mis, over, ise, ify.	
	Deliberate ambiguity			Convert adjectives into	
	is set up in the mind	Modifiers are used to		verbs using suffixes; ate,	
	of the reader until	intensify or qualify,		ise, ify.	
	later in the text.	e.g. insignificant			
		amount,		<u>Adjectives</u>	
		exceptionally.		Choose appropriate	
				adjectives.	
		Sentence length and			
		type varied according		Connectives/conjunctions	
		to purpose.		Use a wide range of	
				connectives.	
		Fronted adverbials			
		used to clarify writer's		<u>Tense</u>	
		position,		Change tense according	
		e.g. As a		to features of the genre.	
		consequence of his			
		selfish actions		<u>Adverbs</u>	
				Link ideas across a text	
		Figurative language		using cohesive devices,	
		used to build up		such as adverbials.	
		description, e.g.			
		everyone charged like			

a deer pack u threat. Complex nour phrases used detail, e.g. Th distinctive sap ring is slowly n from her slend hand. Prepositional used cleverly. e.g. In the me scramble for t	add hire moved r hrases
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	Year 4/5/6 Explanation Text Detailed Timeline of Ancient Greece						
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Year 4	Revisit the use of formal and technical vocabulary.Introductory 	Variation in sentence structures, e.g. While the eggs hatch, female penguins Written in third person. Use embedded/relative clauses e.g. Dinosaurs, which are very strong, Include adverbs to show how often, e.g. daily, regularly, rarely. Sentences build from a general idea to more specific. Use technical vocabulary to show the reader the writer's expertise.		Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Consideration of nouns ending in '-tion'. <u>Verbs</u> Standard English forms for verbs. Connectives/conjunctions Use a wide range of connectives. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Use a range of fronted adverbial for both time and manner.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.		
	the river, body	-					

parts, layers of earth.		Fronted adverbials are used correctly (comma after a fronted adverbial).	

Year 5	A clear and well	Sentence length	Noun	Punctuation for
	crafted title.	varied, e.g.	Locate and identify	parentheses is
		short/long.	expanded noun phrases.	used to show
	Revisit the use of		<u>Verbs</u>	additional
	formal and	Written in third	Use modal verbs.	information.
	technical	person.	Prefixes for verbs; dis,	
	vocabulary.		de, mis, over, ise, ify.	
		Wide range of	Convert adjectives into	
	Introductory	subordinate	verbs using suffixes; ate,	
	paragraph outlines	connectives, e.g.	ise, ify.	
	clearly what is	whilst, until, despite.	<u>Adjectives</u>	
	going to be		Choose appropriate	
	explained.		adjectives.	
			Connectives/conjunctions	
	Description of the		Use a wide range of	
	phenomenon is		connectives.	
	technical and		Relative clauses are	
	accurate.		used to embed extra	
			information.	
	Generalised		<u>Tense</u>	
	sentences are		Change tense according	
	used to categorise		to features of the genre.	
	and sort		Adverbs	
	information for the		Conjunctive adverbs for	
	reader.		cause and effect are	
			used to link connective	
	Purpose of the text		points.	
	is to inform the			
	reader.			

Year 6	Revisit the use of	Verb forms are	Noun	Consolidate all
	formal and	controlled and	Expanded noun phrases	previous
	technical	precise.	to convey complicated	learning.
	vocabulary.		information concisely.	
		Written in third	Verbs	Punctuation for
	The overall	person.	Use modal verbs.	parentheses is
	explanation of the		Prefixes for verbs; dis,	used to show
	chosen topic is	Modifiers are used to	de, mis, over, ise, ify.	additional
	well constructed	intensify or qualify,	Convert adjectives into	information.
	and answers the	e.g. insignificant	verbs using suffixes; ate,	
	reader's	amount,	ise, ify.	Punctuation
	questions.	exceptionally.	Connectives/conjunctions	such as
			Use a wide range of	dashes, colons
	The writer	Sentence length and	connectives.	and semi-
	understands the	type varied according	Tense	colons are
	impact and thinks	to purpose.	Change tense according	used correctly.
	about further		to features of the genre.	
	questions that this	Complex noun	Adverbs	
	explanation text	phrases used to add	Link ideas across a text	
	may raise.	detail, e.g. The	using cohesive devices,	
		delicate flowers are	such as adverbials.	
	Information is	slowly removed from	Use of evaluative	
	prioritised	the large walled	adverbs – incredibly,	
	according to	garden.	amazingly, etc.	
	importance and			
	captivates the	Prepositional phrases		
	reader.	used cleverly. e.g. In		
		the event of		

Year 4/5/6 Poetry Thinker's Rap					
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 4/5/6	25 line poem Rhyming pattern ABCB Alternating between 6 and 5 beats per line	Verb forms are controlled and precise. Perfect present form of verbs Written in first person	contractions: don't, can't, didn't, wouldn't, e.g. wouldn't wanna cause a stir, don't wanna attract. rapping, reciting, poetic, rhyme, rhythmic, fast or slow, high and low, a word-smith, lyrical, singing.	Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. Connectives/conjunctions Use a wide range of connectives. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Use a range of fronted adverbial for both time and manner.	Full stop at the end of every fourth line Commas to create pauses and rhythm Apostrophes for contraction Commas in a list Exclamation mark Capital letter to begin every fourth line Capital letters for proper nouns