



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	Narrative-Stories with a familiar setting The Comet (Year 1 Unit) (4 Weeks)		We're Going on a Bear Hunt (EYFS unit)	Rosie's Walk (EYFS unit)			Firework Poetry (Year 1 Unit)			The Snail and the Whale (EYFS unit)				
Spring	How to Catch a Star (Year 1 Unit)				Non-Fiction-information text Seasons (4weeks)		Poem When I am By Myself (2 weeks)		Narrative-Little Red Riding Hood (3 weeks)					
Summer	Fiction- The Queen's Hat (4weeks)		Narrative- All Aboard the London Bus EYFS unit (2 weeks)				Non-Fiction- Travel Journal On Safari (3 weeks)			Storm Whale Narrative (3 Weeks)				

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- Legend George and the dragon (4 weeks) Year 2 Unit			Non-Fiction- Non- Chronological reports Big Cats (4 weeks) Year 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	Poetry The Colour Collector (3 weeks) Year 3 Unit				Non- fiction Instructions My Strong Mind (3 Weeks) Year 3 Unit				Narrative – Familiar Settings Stardust (4 weeks) Year 2 Unit					
Summer	Narrative- Historical Stone Age boy (4 weeks) Year 3 Unit			Non-Fiction- Journal Diary of an Illiona Young Slave Girl (3 Weeks) Year 3 unit			Wisp A Story of Hope Narrative (3 weeks) Year 3 Unit			Non-chronological report Earthquakes (4 weeks) Year 3 Unit				

English Units /Years 4, 5 and 6 / 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- 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- Malfeasance (4 weeks) Year 5 Unit			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 Teams/Zoom to other Federation classes) Year 5				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)				Non-Fiction- Explanation text Detailed Timeline on Ancient Greece (4 weeks) Year 6 Unit			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
<p>Beginning or end of narrative signalled, e.g. one day.</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The wolf was hiding.</p> <p>Written in the appropriate tense, (mainly consistent) e.g. Goldilocks</p>	<p>Simple sentences, starting with a pronoun and a verb, e.g. He went home.</p>		<p>Ending added to verbs where there is not a change to root word. -ing</p>	<p>Use spaces to separate words. Begin to use full stops.</p> <p>Capital letters for the start of sentence, names, personal pronouns</p>

Year 1 We're Going on A Bear Hunt

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

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	<p>Colour words:</p> <p>gold, silver, copper, yellow, sunlight, fire, jewels, chariots, rubies, kaleidoscope, multicolour.</p> <p>Movement words:</p> <p>circles, star bursts, waterfalls, spirals, mountains, patterns, volcanoes, dragon, somersaults, cartwheels, fountains, comets.</p> <p>'ing' verbs whooshing, whirring, blasting, booming, fizzing, hissing, whizzing, banging, zipping, popping, crackling, cracking,</p>	<p>Verbs</p> <p>Words ending in 'ing'</p> <p>Nouns Collective nouns for groups of people</p> <p>Plural nouns – adding s or es</p>	Capital letters to begin each stanza

		whistling, screeching, squealing, screaming, ringing.		
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Year 1 Rosie's Walk

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

Year 1 The Snail and The Whale

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

Year 1 How to Catch A Star

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

Year 1 Information Text Seasons

Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
<p>Ideas grouped together for similarity.</p> <p>Written in the present tense.</p> <p>Begin to use formal and technical vocabulary.</p>	<p>Simple connectives are used to construct simple sentences, e.g. and, but, then, so</p>	<p>___ are ...</p> <p>___ is</p> <p>Did you know ...?</p> <p>Have you ever wondered how... ?</p> <p>There are ...</p> <p>This is an example of ...</p>	<p><u>Noun</u> What a noun is. Regular plural nouns with 'er'.</p> <p><u>Verbs</u> Ending added to verbs where there is a change to the root. Simple past tense 'ed' when appropriate.</p> <p><u>Adjectives</u> 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.</p> <p><u>Connectives/conjunctions</u> The coordinating conjunction 'and' is used to link two ideas together. E.g. Turtles have a hard shell and tigers have long claws.</p>	<p>Begin to use questions marks if the title contains a question.</p> <p>Use spaces to separate words.</p> <p>Use full stops.</p> <p>Begin to use exclamation marks.</p> <p>Capital letters for the start of sentence, names, personal pronouns.</p>

Year 1 Poetry

When I am by Myself

Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
<p>13 line poem</p> <p>1 stanza</p> <p>Rhyming couplets</p>	<p>Adverbial phrase 'When I am by myself'</p>	<p>Sound words: gurgle, splash, splish, splosh, bubble, burble, ripple.</p> <p>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.</p>	<p>Nouns Create noun phrases by adding adjectives</p> <p>Adjectives</p> <p>Prepositions</p>	<p>Capital letters to begin each line</p> <p>Full stop at the end of the poem</p> <p>Apostrophe for contraction in the word I'm</p>

		fluttering, hovering, winging, buzzing. roaring, bobbing, sweeping, churning, frothing, foaming. waving, swaying.		
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Year 1 Little Red Riding Hood

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

Year 1 Narrative – Adventure

The Queen’s Hat

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

Year 1 All Aboard the London Bus

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

Year 1 Travel Journal On Safari

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

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.	<p>Subject/verb sentences, e.g. He was... They were... It happened...</p> <p>Simple connectives and, but, then, so, when link clauses.</p>	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,	<p><u>Noun</u> Form nouns using suffixes and compounding.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Coordination – or, and, but.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use capital letters correctly.</p>

<p>Year 3</p>	<p>Time and place are referenced to guide the reader through the text, e.g. in the morning.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Verbs used are specific for action, e.g. rushed, shoved, pushed.</p>	<p>Adverbs: very, rather, slightly</p>	<p><u>Noun</u> Nouns and pronouns used to avoid repetition.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).</p>	<p>Introduce inverted commas.</p>
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Year 2/3 Non-Chronological Report Big Cats

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 2	<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p> <p>Main ideas organised in groups.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs, e.g. loudly, gently.</p> <p>Use simple noun phrases, e.g. giant dinosaur.</p>	<p>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 ___</p>	<p>Noun Form nouns using suffixes and compounding.</p> <p>Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p>

				<p>Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	
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<p>Year 3</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of subheadings.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent, e.g. modal verbs can/will.</p> <p>Adverbials, e.g. When the caterpillar makes a cocoon...</p>	<p>The following report...</p> <p>They don't...</p> <p>It doesn't...</p> <p>Sometimes...</p> <p>Often...</p> <p>Most...</p>	<p>Noun Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>
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Year 2/3 Poetry

I Asked the Little Boy Who Cannot See

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 2	<p>11 line poem</p> <p>1 verse</p> <p>Rhyming couplets</p>	<p>Question</p> <p>Use simple noun phrases, e.g. giant dinosaur.</p>	<p>gentle, tender, delicate, fragile, ethereal, flutter, tip-toe, faint,</p> <p>lavender: fragrant, aroma, sleepy, drowsy, scent, floral.</p> <p>lavender: fragrant, aroma, sleepy, drowsy, scent, floral.</p> <p>zing, citrus, tangy, zesty, delicious, tantalising, juicy, fruity</p>	<p><u>Verbs</u> Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p>	<p>Speech marks</p> <p>Question mark</p> <p>Commas to mark clauses</p>

Year 2/3 Film Narrative My Christmas Star

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 2	<p>Sentences organised chronologically indicated by time related words, e.g. finally.</p> <p>Connections between sentences make reference to characters, e.g. Peter and Jane/they.</p> <p>Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting.</p>	<p>Subject/verb sentences, e.g. He was... They were... It happened...</p> <p>Simple connectives and, but, then, so, when link clauses.</p> <p>Speech-like expressions in dialogue, e.g. Chill out!</p> <p>Use simple adverbs, e.g. quickly, slowly.</p> <p>Use simple noun phrases, e.g. massive field.</p>	<p>Year 2 ambitious vocabulary used</p> <p>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,</p> <p>Conjunctions: who, because</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p>

				<p>Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	
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<p>Year 3</p>	<p>Time and place are referenced to guide the reader through the text, e.g. in the morning.</p> <p>Organised into paragraphs, e.g. When she arrived at the bear's house.</p> <p>Cohesion is strengthened through relationships between characters, e.g. Jack, his, his mother, her.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent, e.g. typically past tense for narration, present tense in dialogue.</p> <p>Verbs used are specific for action, e.g. rushed, shoved, pushed.</p> <p>Adverbials, e.g. When she reached home...</p> <p>Expanded noun phrases</p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>
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Year 2/3 Instructions My Strong Mind

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

				<p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	
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<p>Year 3</p>	<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Organised into clear points denoted by time.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Adverbials, e.g. When the glue dries, attach the paperclip.</p>	<p>Afterwards...</p> <p>After that...</p> <p>To begin with..</p> <p>. Begin by...</p> <p>Secondly...</p> <p>The next step is to...</p> <p>With a slow movement...</p> <p>With a quick pull...</p> <p>Try to...</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs, e.g. after you have soaked overnight (for more formal direct address instructions).</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>
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Year 2/3 Poetry The Colour Collector

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

Year 2/3 Narrative – Familiar Settings Stardust

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 2	<p>Sentences organised chronologically indicated by time related words, e.g. finally.</p> <p>Divisions in narrative may be marked by sections/paragraphs.</p> <p>Connections between sentences make reference to characters, e.g. Peter and Jane/they.</p> <p>Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting.</p>	<p>Sentences organised chronologically indicated by time related words, e.g. finally.</p> <p>Divisions in narrative may be marked by sections/paragraphs.</p> <p>Connections between sentences make reference to characters, e.g. Peter and Jane/they.</p> <p>Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting.</p>	<p>Year 2 ambitious vocabulary used</p> <p>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, tomorrow, finally, in the end,</p> <p>Conjunctions: who, because</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p>

				<p>Coordination – or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	<p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
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<p>Year 3</p>	<p>Time and place are referenced to guide the reader through the text, e.g. in the morning.</p> <p>Organised into paragraphs, e.g. When she arrived at the bear's house.</p> <p>Cohesion is strengthened through relationships between characters, e.g. Jack, his, his mother, her.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent, e.g. typically past tense for narration, present tense in dialogue.</p> <p>Dialogue is realistic and conversational in style, e.g. Well, I suppose...</p> <p>Verbs used are specific for action, e.g. rushed, shoved, pushed.</p> <p>Adverbials, e.g. When she reached home...</p> <p>Expanded noun phrases, e.g. two horrible hours.</p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p><u>Noun</u> Form nouns using prefixes.</p> <p><u>Nouns and pronouns</u> used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>
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Year 2/3 Narrative Stone Age Boy

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 2	<p>Sentences organised chronologically indicated by time related words, e.g. finally.</p> <p>Divisions in narrative may be marked by sections/paragraphs.</p> <p>Connections between sentences make reference to characters, e.g. Peter and Jane/they.</p> <p>Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting.</p>	<p>Subject/verb sentences, e.g. He was... They were... It happened...</p> <p>Simple connectives and, but, then, so, when link clauses.</p> <p>Speech-like expressions in dialogue, e.g. Chill out!</p> <p>Use simple adverbs, e.g. quickly, slowly.</p> <p>Use simple noun phrases, e.g. massive field.</p>	<p>Year 2 ambitious vocabulary used</p> <p>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, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise</p> <p>Conjunctions: who, because</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously,</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p>

			<p>excitedly, happily, lazily, angrily, slowly, truthfully</p>	<p>Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> 'ly' added to adjective to form adverb.</p>	<p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
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<p>Year 3</p>	<p>Time and place are referenced to guide the reader through the text, e.g. in the morning.</p> <p>Organised into paragraphs, e.g. When she arrived at the bear's house.</p> <p>Cohesion is strengthened through relationships between characters, e.g. Jack, his, his mother, her.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent, e.g. typically past tense for narration, present tense in dialogue.</p> <p>Dialogue is realistic and conversational in style, e.g. Well, I suppose...</p> <p>Verbs used are specific for action, e.g. rushed, shoved, pushed.</p> <p>Adverbials, e.g. When she reached home...</p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>
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		Expanded noun phrases, e.g. two horrible hours.			
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Year 2/3 Diary of an Iliona Young Slave Girl

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 2	Brief introduction and conclusion. Written in the past tense, e.g. I went..., I saw... Main ideas organized in groups. Ideas organised in chronological order using connectives that signal time.	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. quickly, slowly. Use simple noun phrases, e.g. large tiger.	Afterwards... After that... When... Suddenly... Just then... Next... Much later... I found it interesting When... I found it boring when... I didn't expect...	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because. Coordination – or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p>	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. Possessive apostrophes for singular nouns. Commas to separate items in lists.

				<u>Adverbs</u> 'ly' added to adjective to form adverb.	
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<p>Year 3</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent, e.g. modal verbs can/will.</p> <p>Adverbials, e.g. When we arrived, the tour guide gave us a chocolate bar.</p>	<p>Last week... During our school trip... Soon... Meanwhile... To begin with... I was pleased that... I didn't expect that... It was difficult to...</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'.</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because).</p> <p>Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>
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Year 2/3 Narrative – Wisp – A Story of Hope

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 2	<p>Sentences organised chronologically indicated by time related words, e.g. finally.</p> <p>Divisions in narrative may be marked by sections/paragraphs.</p> <p>Connections between sentences make reference to characters, e.g. Peter and Jane/they.</p> <p>Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting.</p>	<p>Subject/verb sentences, e.g. He was... They were... It happened...</p> <p>Simple connectives and, but, then, so, when link clauses.</p> <p>Speech-like expressions in dialogue, e.g. Chill out!</p> <p>Use simple adverbs, e.g. quickly, slowly.</p> <p>Use simple noun phrases, e.g. massive field.</p>	<p>Year 2 ambitious vocabulary used</p> <p>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, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise</p> <p>Conjunctions: who, because</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily,</p>	<p><u>Noun</u> Form nouns using suffixes and compounding.</p> <p>Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p>

			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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<p>Year 3</p>	<p>Time and place are referenced to guide the reader through the text, e.g. in the morning.</p> <p>Organised into paragraphs, e.g. When she arrived at the bear's house.</p> <p>Cohesion is strengthened through relationships between characters, e.g. Jack, his, his mother, her.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent, e.g. typically past tense for narration, present tense in dialogue.</p> <p>Dialogue is realistic and conversational in style, e.g. Well, I suppose...</p> <p>Verbs used are specific for action, e.g. rushed, shoved, pushed.</p> <p>Adverbials, e.g. When she reached home...</p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p><u>Noun</u> Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u> Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because).</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>
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		Expanded noun phrases, e.g. two horrible hours.			
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Year 2/3 Non-Chronological Report Earthquakes

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 2	<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest...</p> <p>Dinosaurs were...</p> <p>Main ideas organised in groups.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs, e.g. loudly, gently.</p> <p>Use simple noun phrases, e.g. giant dinosaur.</p>	<p>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 ___</p>	<p><u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p><u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p><u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p><u>Connectives/conjunctions</u> Subordination – when, if, that, because. Coordination – or, and, but.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>

				<u>Adverbs</u> 'ly' added to adjective to form adverb	
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<p>Year 3</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of subheadings.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent, e.g. modal verbs can/will.</p> <p>Adverbials, e.g. When the caterpillar makes a cocoon...</p>	<p>The following report... They don't... It doesn't... Sometimes... Often... Most..</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).</p> <p><u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>
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Year 4/5/6 Narrative-Float

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

				<p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.</p>	
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<p>Year 5</p>	<p>Sequence of plot may be disrupted for effect, e.g. flashback.</p> <p>Opening and resolution shape the story.</p> <p>Structural features of narrative are included, e.g. repetition for effect.</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action, e.g. it crept into the woods.</p>	<p>Sentence length varied, e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer.</p> <p>Wide range of subordinate connectives, e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis.</p> <p>Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls.</p> <p>Repetition is used for effect, e.g. the boys</p>	<p>Year 5 ambitious vocabulary used</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is.</p> <p><u>Fronted adverbials.</u> Comma after fronted adverbials.</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi-colons</p>
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		ran and ran until they could run no more.		Adverbials of time, place and number.	
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<p>Year 6</p>	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on to heighten empathy for central character.</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text.</p>	<p>Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description, e.g. everyone charged like a deer pack under threat.</p>	<p>Year 6 ambitious vocabulary used</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing</p>
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		<p>Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.</p>			
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Year 4/5/6 Biography Nikola Tesla

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

			His/Her one regret was that...	<u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	
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<p>Year 5</p>	<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount is an experience revealing the writer's perspective.</p>	<p>Sentence length varied, e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>e.g. Monkeys left the tree.</p> <p>Wide range of subordinate</p> <p>Connectives, e.g. whilst, until, despite.</p>	<p>In (insert year) at the age of...</p> <p>he/she...</p> <p>The time came for...</p> <p>In his/her later years...</p> <p>Once he/she had...</p> <p>Nobody is sure why...</p> <p>In spite of...</p> <p>His/Her lasting legacy is that...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is.</p> <p><u>Fronted adverbials.</u> Comma after fronted adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>
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				Adverbials of time, place and number.	
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<p>Year 6</p>	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise, e.g. It would be understandable if the exciting times came to an end.</p> <p>Modifiers are used to intensify or qualify, e.g. insignificant amount, aggressively.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position, e.g. As an effect of the weather...</p> <p>Complex noun phrases used to add detail, e.g. The extravagant cake are carefully removed from the large van</p> <p>Prepositional phrases used cleverly.</p>	<p>They are unusually... They are rarely... They are never... They are very... Generally... Be careful if you... Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half... Less than half...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi-colons</p>
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		e.g. In the result of an earthquake ...			
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Year 4/5/6 Poetry Malfeasance

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

			slipped, manoeuvred.		
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Year 4/5/6 Traditional Tales

Hansel and Gretel

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

				<p><u>Adverbs</u> Know what an adverbial phrase is.</p> <p><u>Fronted adverbials.</u> Comma after fronted adverbials.</p>	
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<p>Year 5</p>	<p>Sequence of plot may be disrupted for effect, e.g. flashback.</p> <p>Opening and resolution shape the story.</p> <p>Structural features of narrative are included, e.g. repetition for effect.</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action, e.g. it crept into the woods.</p>	<p>Sentence length varied, e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer.</p> <p>Wide range of subordinate connectives, e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis.</p> <p>Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls.</p> <p>Repetition is used for effect, e.g. the boys</p>	<p>Year 5 ambitious vocabulary used</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is.</p> <p><u>Fronted adverbials.</u> Comma after fronted adverbials.</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi-colons</p>
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		ran and ran until they could run no more.		Adverbials of time, place and number.	
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<p>Year 6</p>	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on to heighten empathy for central character.</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text.</p>	<p>Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description, e.g. everyone charged like a deer pack under threat.</p>	<p>Year 6 ambitious vocabulary used</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>
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		<p>Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.</p>			
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Year 4/5/6 Balanced Argument Screen Use

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

		e.g. Have you ever considered the impact of...?	think... because... Having considered the arguments for and against... Whilst...	Comma after fronted adverbials.	
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<p>Year 5</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Both viewpoints are transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Sentence length varied, e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the dogs were missing.</p> <p>Wide range of subordinate connectives, e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g. Because of their enormous energy, the treehouse was built, which was nothing short of a miracle.</p> <p>Persuasive statements are used to change the reader's opinion. E.g.</p>	<p>It strikes me that...</p> <p>My intention is to...</p> <p>To do this I will...</p> <p>As I see it...</p> <p>It appears to me...</p> <p>Naturally...</p> <p>It is precisely because...</p> <p>Subsequently...</p> <p>Doubtless...</p> <p>Nevertheless...</p> <p>In stark contrast...</p> <p>Contrary to this position...</p> <p>It would seem logical...</p> <p>Let us consider the impact...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is.</p> <p><u>Fronted adverbials.</u> Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi-colons</p>
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		you will never need to...	In conclusion... The evidence presented leads me to conclude...		
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<p>Year 6</p>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>Verb forms are controlled and precise, e.g. It will be a global disaster if people do not make a change now...</p> <p>Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position, e.g. As a result of the discussion...</p> <p>Complex noun phrases used to add detail, e.g. the phenomenal impact of using reusable bags...</p> <p>Prepositional phrases used cleverly.</p>	<p>I will present... Following that, I will...</p> <p>One argument for this is that...</p> <p>fundamentally flawed...</p> <p>...an easy answer that avoids...</p> <p>I would counter this view...</p> <p>It seems plausible to...</p> <p>Moreover... In point of fact...</p> <p>The evidence I would use to support this is...</p> <p>It surprises me that...</p> <p>It is my conviction...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing</p>
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		e.g. In the event of a snowstorm...	Finally, I would like to add... Even though there has been a long history of activists...		
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Year 4/5/6 Narrative Gorilla

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

<p>Year 5</p>	<p>Sequence of plot may be disrupted for effect, e.g. flashback.</p> <p>Opening and resolution shape the story.</p> <p>Structural features of narrative are included, e.g. repetition for effect.</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action, e.g. it crept into the woods.</p>	<p>Sentence length varied, e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer.</p> <p>Wide range of subordinate connectives, e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis.</p> <p>Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls.</p> <p>Repetition is used for effect, e.g. the boys</p>	<p>Year 5 ambitious vocabulary used</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is.</p> <p><u>Fronted adverbials.</u> Comma after fronted adverbials.</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi-colons</p>
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		ran and ran until they could run no more.		Adverbials of time, place and number.	
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<p>Year 6</p>	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on to heighten empathy for central character.</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text.</p>	<p>Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description, e.g. everyone charged like a deer pack under threat.</p>	<p>Year 6 ambitious vocabulary used</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing</p>
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		<p>Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.</p>			
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Year 4/5/6 Letter Postcard From Prison

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 4	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All letter layout features included.</p>	<p>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...</p> <p>Include adverbs to show how often, e.g. regularly, weekly, annually.</p>	<p>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...</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>

				<p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.</p>	
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<p>Year 5</p>	<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Purpose of letter is clear and transparent for reader.</p> <p>Formal language used throughout to engage the reader.</p>	<p>Sentence length varied, e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>e.g. The café chairs were broken.</p> <p>Wide range of subordinate connectives, e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>	<p>I appreciate...</p> <p>Whilst we were waiting...</p> <p>Your concern...</p> <p>Until this is resolved...</p> <p>Despite speaking to the duty manager...</p> <p>This is a disgrace...</p> <p>Unfortunately...</p> <p>Many other people also...</p> <p>I am delighted to inform you that...</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is.</p> <p><u>Fronted adverbials.</u> Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi-colons</p>
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<p>Year 6</p>	<p>Letter well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise, e.g. It would be helpful if you could let me know, as this will enable us to take further action.</p> <p>Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail, e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p>	<p>Please do not hesitate to contact me...</p> <p>An early response would be greatly appreciated...</p> <p>Please accept my... I wish to express...</p> <p>The impact of... Despite continued efforts... Subsequently...</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing</p>
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		<p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>			
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Year 4/5/6

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

				<p>Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.</p>	
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<p>Year 5</p>	<p>Sequence of plot may be disrupted for effect, e.g. flashback.</p> <p>Opening and resolution shape the story.</p> <p>Structural features of narrative are included, e.g. repetition for effect.</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action, e.g. it crept into the woods.</p>	<p>Sentence length varied, e.g. short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer.</p> <p>Wide range of subordinate connectives, e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis.</p> <p>Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls.</p> <p>Repetition is used for effect, e.g. the boys</p>	<p>Year 5 ambitious vocabulary used</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Know what an adverbial phrase is.</p> <p><u>Fronted adverbials.</u> Comma after fronted adverbials.</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi-colons</p>
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		ran and ran until they could run no more.		Adverbials of time, place and number.	
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<p>Year 6</p>	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on to heighten empathy for central character.</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text.</p>	<p>Viewpoint is well controlled and precise,</p> <p>e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description, e.g. everyone charged like</p>	<p>Year 6 ambitious vocabulary used</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>
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		<p>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.</p>			
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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	<p>Revisit the use of formal and technical vocabulary.</p> <p>Introductory paragraph outlines what is going to be explained.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheadings are used to organise information.</p> <p>E.g. sections of the river, body</p>	<p>Variation in sentence structures, e.g. While the eggs hatch, female penguins ...</p> <p>Written in third person.</p> <p>Use embedded/relative clauses e.g. Dinosaurs, which are very strong,</p> <p>Include adverbs to show how often, e.g. daily, regularly, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use technical vocabulary to show the reader the writer's expertise.</p>		<p><u>Noun</u> 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'.</p> <p><u>Verbs</u> Standard English forms for verbs. Connectives/conjunctions Use a wide range of connectives.</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Use a range of fronted adverbial for both time and manner.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>

	parts, layers of earth.			Fronted adverbials are used correctly (comma after a fronted adverbial).	
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<p>Year 5</p>	<p>A clear and well crafted title.</p> <p>Revisit the use of formal and technical vocabulary.</p> <p>Introductory paragraph outlines clearly what is going to be explained.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalised sentences are used to categorise and sort information for the reader.</p> <p>Purpose of the text is to inform the reader.</p>	<p>Sentence length varied, e.g. short/long.</p> <p>Written in third person.</p> <p>Wide range of subordinate connectives, e.g. whilst, until, despite.</p>		<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives. Relative clauses are used to embed extra information.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Conjunctive adverbs for cause and effect are used to link connective points.</p>	<p>Punctuation for parentheses is used to show additional information.</p>
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<p>Year 6</p>	<p>Revisit the use of formal and technical vocabulary.</p> <p>The overall explanation of the chosen topic is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about further questions that this explanation text may raise.</p> <p>Information is prioritised according to importance and captivates the reader.</p>	<p>Verb forms are controlled and precise.</p> <p>Written in third person.</p> <p>Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Complex noun phrases used to add detail, e.g. The delicate flowers are slowly removed from the large walled garden.</p> <p>Prepositional phrases used cleverly. e.g. In the event of</p>		<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials. Use of evaluative adverbs – incredibly, amazingly, etc.</p>	<p>Consolidate all previous learning.</p> <p>Punctuation for parentheses is used to show additional information.</p> <p>Punctuation such as dashes, colons and semi-colons are used correctly.</p>
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Year 4/5/6 Poetry Thinker's Rap

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