

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

• 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.

					E	English Units /	Year 1/ 202	3-2024						
	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	a fami The (Yea	-Stories with liar setting Comet r 1 Unit) Weeks)	We're Going on a h Bear Hunt (EYFS unit)			Rosie's Walk (EYFS unit)			Firework Poetry (Year 1 Unit)		The Snail and the Whale (EYFS unit)		nale	
Spring	How to Catch a Star (Year 1 Unit)			Non-Fi informat Seas (4we	tion text sons	When I a	oem m By Myself weeks)	Narrati	ve-Little Re (3 weel	Red Riding Hood reeks)				
Summer	Fiction-	Narrati ction- The Queen's Hat (4weeks)		e- All Aboard EYFS u (2 wee	nit	Bus		- Travel Jou n Safari weeks)	urnal	N	rm Whale Iarrative 3 Weeks)			

					En	glish Units	/Years 2 and 3/ 202	23-2024						
	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	George and the dragon (4 weeks) Year 2 Unit		i-Fiction- nological r Big Cats (4 weeks Year 2 Un	reports	Poetry- I asked the Little boy who can not see. (3 weeks) Year 3 Unit			ot	Film Narrative- My Christmas Star (4 weeks) Year 2 Unit					
Spring	Poetry The Colour Collector (3 weeks) Year 3 Unit		No	on- fiction My Stror (3 We Year 3	eeks)	ľ	Narrative – Familiar Settings Stardust (4 weeks) Year 2 Unit							
Summer	Stone Age boy (4 weeks) Diary of an Illic (3		Non-Fictio f an Illiona (3 We Year 3	Young Slave Girl eeks)	(A Story of H Narrative (3 weeks) ear 3 Unit	Hope I	(4 v	ological re nquakes weeks)	port				

	English Units /Years 4, 5 and 6 / 2023-2024													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week	Week	Week	Week	Week	Week	Week
								8	9	10	11	12	13	14
Autumn	Year 4 Unit (2 additional days to publish and				Fiction- Biogi 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	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				Narrat Gori (4 wee Year 5	lla eks)			Non-Fiction Postcard from prison (2 Weeks) Year 6 Unit					
Summer	Narrative- Greek Myths Adapted from Arthur and the golden rope (3 weeks+ 1 week to publish) (Year 4)				n-Fiction- Exp d Timeline o (4 wee Year 6	n Ancient (eks)			Poetry- Thinkers Rap (3 Weeks) Year 6				Extra-	

Year 1 Narrative-Stories with a familiar setting The Comet

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

Year 1 We're Going on A Bear Hunt

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

Year 1 Poetry Fireworks

Sentence	Useful Vocabulary	Word Class	Punctuation
		11014 01400	i dilotdation
Adverbial phrase 'On	Colour words:	Verbs	Capital letters to begin each stanza
Firework Night' to begin and end the poem	gold, silver, copper, yellow, sunlight, fire,	Words ending in 'ing'	
	multicolour.	groups of people	
	Movement words:	Plural nouns – adding s or es	
	circles, star bursts, waterfalls, spirals, mountains, patterns, volcanoes, dragon, somersaults, cartwheels, fountains, comets.		
	'ing' verbs whooshing, whirring, blasting, booming,		
	fizzing, hissing, whizzing, banging.		
	zipping, popping,		
F	irework Night' to begin	gold, silver, copper, yellow, sunlight, fire, jewels, chariots, rubies, kaleidoscope, multicolour. Movement words: circles, star bursts, waterfalls, spirals, mountains, patterns, volcanoes, dragon, somersaults, cartwheels, fountains, comets. 'ing' verbs whooshing, whirring, blasting, booming, fizzing, hissing, whizzing, banging,	gold, silver, copper, yellow, sunlight, fire, jewels, chariots, rubies, kaleidoscope, multicolour. Movement words: Circles, star bursts, waterfalls, spirals, mountains, patterns, volcanoes, dragon, somersaults, cartwheels, fountains, comets. 'ing' verbs whooshing, whirring, blasting, booming, fizzing, hissing, whizzing, banging, zipping, popping,

	whistling, screeching, squealing, screaming, ringing.	

Year 1 Rosie's Walk

Year 1 The Snail and The Whale

Tout atmost up	Cantanas	Lie of al Managhariam.	Morel Class	Dunatuation
Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Beginning or end of	Simple sentences,	Range of colour		Use spaces to separate
narrative signalled, e.g.	starting with a pronoun	adjectives used, e.g.	<u>Verbs</u>	words.
one day.	and a verb, e.g. He went	red, blue	Third person, first person	
	home.		singular.	Begin to use full stops.
Ideas grouped together		Range of size adjectives	Ending added to verbs	
for similarity.	Simple connectives are	used, e.g. big, small	where there is a change	Begin to use
	used to construct simple		to root.	exclamation marks.
Attempts at third person	sentences, e.g. and,	Range of emotion words	Simple past tense 'ed'.	
writing.	but, then, so.	used, e.g. sad, angry,		Capital letters for the
e.g. The wolf was		cross	Connectives/conjunctions	start of sentence,
hiding.			Join words and	names, personal
		Conjunctions: and,	sentences using	pronouns.
		but, then, or, this	and/then.	
		Once the stimes are	Tanaa	
		Once upon a time, one	Tense	
		day, happily ever after	Simple past tense 'ed'.	
		Prepositions: up, down,		
		in, into, out, to, onto		
		111, 1110, 001, 10, 0110		

Year 1 How to Catch A Star

Tout atmost up	Cantanas	Lie of al Managhariam.	Morel Class	Dunatuation
Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Beginning or end of	Simple sentences,	Range of colour		Use spaces to separate
narrative signalled, e.g.	starting with a pronoun	adjectives used, e.g.	<u>Verbs</u>	words.
one day.	and a verb, e.g. He went	red, blue	Third person, first person	
	home.		singular.	Begin to use full stops.
Ideas grouped together		Range of size adjectives	Ending added to verbs	
for similarity.	Simple connectives are	used, e.g. big, small	where there is a change	Begin to use
	used to construct simple		to root.	exclamation marks.
Attempts at third person	sentences, e.g. and,	Range of emotion words	Simple past tense 'ed'.	
writing.	but, then, so.	used, e.g. sad, angry,		Capital letters for the
e.g. The wolf was		cross	Connectives/conjunctions	start of sentence,
hiding.			Join words and	names, personal
		Conjunctions: and,	sentences using	pronouns.
		but, then, or, this	and/then.	
		Once the stimes are	Tanaa	
		Once upon a time, one	Tense	
		day, happily ever after	Simple past tense 'ed'.	
		Prepositions: up, down,		
		in, into, out, to, onto		
		111, 1110, 001, 10, 0110		

Year 1 Information Text Seasons

Sentence	Useful Vocabulary	Word Class	Punctuation
Simple connectives are	are	Noun	Begin to use questions
-			marks if the title
_	is		contains a question.
out, then, so		'er'.	
	Did you know?	<u>Verbs</u>	Use spaces to separate
		Ending added to verbs	words.
	Have you ever	where there is a change	
	wondered how?	to the root.	Use full stops.
		Simple past tense 'ed'	
	There are	when appropriate.	Begin to use
			exclamation marks.
	This is an example of	<u>Adjectives</u>	
		Add 'er' and 'est' to	Capital letters for the
		adjectives where no	start of sentence,
		change is needed to root	names, personal
			pronouns.
		Expanded noun phrases	
		are beginning to be used	
		to add more detail.	
		Connectives/conjunctions	
		The coordinating	
		conjunction 'and' is used	
		to link two ideas together.	
		E.g. Turtles have a hard	
		shell and tigers have long	
		claws.	
3 3	simple connectives are sed to construct simple entences, e.g. and,	simple connectives are sed to construct simple entences, e.g. and, ut, then, so Did you know? Have you ever wondered how? There are	simple connectives are sed to construct simple entences, e.g. and, ut, then, so ———————————————————————————————————

Year 1 Poetry When I am by Myself

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

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

Year 1 Little Red Riding Hood

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

Year 1 Narrative – Adventure The Queen's Hat

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

Year 1 All Aboard the London Bus

Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Beginning or end of	Simple sentences,	Range of size adjectives	<u>Noun</u>	Use spaces to separate
narrative signalled,	starting with a pronoun	used, e.g. big, small	What a noun is.	words.
e.g. one day.	and a verb, e.g. He went		Regular plural nouns with	
	home.	Range of colour	'er'.	Begin to use full stops.
Ideas grouped		adjectives used, e.g.		
together for similarity.	Simple connectives are	red, blue	<u>Verbs</u>	Begin to use
	used to construct simple		Third person, first person	exclamation marks.
Attempts at third	sentences, e.g. and,	Range of emotion words	singular. Ending added	
person writing.	but, then, so.	used, e.g. sad, angry,	to verbs where there is a	Capital letters for the
e.g. The wolf was		cross	change to root. Simple	start of sentence,
hiding.			past tense 'ed'.	names, personal
		Pronouns: I, she, he,		pronouns.
Written in the		they	Adjectives	5
appropriate tense,			Add 'er' and 'est' to	Read words with
(mainly consistent)		Conjunctions: and,	adjectives where no	contractions.
e.g. Goldilocks was		but, then, or, this	change is needed to the	
Jack is		Drangaitiana, un daven	root word.	
		Prepositions: up, down,	Connectives/seniunctions	
		in, into, out, to, onto	Connectives/conjunctions Join words and	
		Time connectives: first,	sentences using	
		then, next	and/then.	
		uicii, liext		
		Once upon a time, one	Tense	
		day, happily ever after	Simple past tense 'ed'.	

Year 1 Travel Journal On Safari

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

Year 2/3 Narrative- Legend George and the dragon

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

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

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

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

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

Year 2/3 Poetry I Asked the Little Boy Who Cannot See

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

Year 2/3 Film Narrative My Christmas Star

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

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

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

Year 2/3 Instructions My Strong Mind

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

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

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

Year 2/3 Poetry The Colour Collector

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

Year 2/3 Narrative – Familiar Settings Stardust

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

		Coordination – or, and, but. Tense Correct and consistent use of past and present tense.	Possessive apostrophes for singular nouns. Commas to
		Adverbs 'ly' added to adjective to form adverb.	separate items in lists.

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

Year 2/3 Narrative Stone Age Boy

	Text structure	Sentence	Useful	Word Class	Punctuation
			Vocabulary		
Year 2	Sentences	Subject/verb	Year 2 ambitious	<u>Noun</u>	Use spaces
	organised	sentences, e.g. He	vocabulary used	Form nouns using	that reflect the
	chronologically	was They were		suffixes and	size of the
	indicated by time	It happened	Time connectives:	compounding.	letters.
	related words, e.g.		after, after that, at	Expanded noun phrases	
	finally.	Simple connectives	that moment, by	for description. Add 'es'	Use full stops
		and, but, then, so,	next morning, in the	to nouns.	correctly.
	Divisions in narrative	when link clauses.	end, one day, next		
	may be marked by		morning, soon, as	<u>Verbs</u>	Use question
	sections/paragraphs.	Speech-like	soon as, until,	Progressive form of	marks
		expressions in	when, while, later,	verbs in the past and	correctly.
	Connections	dialogue, e.g. Chill	soon, never, now,	present tense.	11
	between sentences	out!	tomorrow, finally, in	Add 'es', 'ed' and 'ing' to	Use
	make reference to	Llas simple adverbe	the end, in	verbs.	exclamation
	characters, e.g.	Use simple adverbs,	conclusion,	Adicativos	marks
	Peter and Jane/they.	e.g. quickly, slowly.	ultimately, to conclude, to	Adjectives Add 'er' and 'est' to	correctly.
	Connections	Use simple noun	summarise	adjectives where no	Use capital
	between sentences	phrases, e.g.	Summanse	change is needed to root	letters
	indicate extra	massive field.	Conjunctions: who,	word.	correctly.
	information, e.g. but	massive neid.	because	word.	Correctly.
	they got bored or			Connectives/conjunctions	Apostrophes
	indicate concurrent		Adverbs: suddenly,	Subordination – when, if,	for
	events, e.g. as they		quickly, slowly,	that, because.	contractions.
	were waiting.		carefully, nervously,		

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

Year 2/3 Diary of an Iliona Young Slave Girl

	<u> </u>				
	Text structure	Sentence	Useful	Word Class	Punctuation
			Vocabulary		
Year 2	Brief introduction and	Subject/verb	Afterwards After	<u>Noun</u>	Use spaces
	conclusion. Written in	sentences, e.g. He	that When	Form nouns using	that reflect the
	the past tense, e.g. I	was They were	Suddenly Just	suffixes and	size of the
	went, I saw Main	It happened Some	then Next Much	compounding. Expanded	letters.
	ideas organized in	modal verbs	later I found it	noun phrases for	Use full stops
	groups. Ideas	introduced, e.g.	interesting When I	description. Add 'es' to	correctly.
	organised in	would, could, should.	found it boring	nouns.	Use question
	chronological order	Use simple adverbs,	when I didn't	<u>Verbs</u>	marks
	using connectives that	e.g. quickly, slowly.	expect	Progressive form of	correctly.
	signal time.	Use simple noun		verbs in the past and	Use
		phrases, e.g. large		present tense. Add 'es',	exclamation
		tiger.		'ed' and 'ing' to verbs.	marks
				Adjectives	correctly.
				Add 'er' and 'est' to	Use capital
				adjectives where no	letters
				change is needed to root	correctly.
				word.	Apostrophes
				Connectives/conjunctions	for
				Subordination – when, if,	contractions.
				that, because.	Possessive
				Coordination – or, and, but.	apostrophes
				Tense	for singular nouns.
				Correct and consistent	Commas to
				use of past and present tense.	separate items in lists.
				lense.	111 11515.

		Adverbs 'ly' added to adjective to form adverb.	

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

Year 2/3 Narrative – Wisp – A Story of Hope

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

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

Year 2/3 Non-Chronological Report Earthquakes

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

		Adverbs 'ly' added to adjective to form adverb	

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

Year 4/5/6 Narrative-Float

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

phrase is. Fronted adverbials Comma after front adverbials.	

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

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

Year 6	The story is well	Viewpoint is well	Year 6 ambitious	Noun	Use a wide
	constructed and	controlled and	vocabulary used	Expanded noun phrases	range of
	raises intrigue.	precise,		to convey complicated	punctuation
		e.g. Maggie stared		information concisely.	throughout the
	Dialogue is used to	dejectedly at the floor;			writing
	move the action on	her last chance had		<u>Verbs</u>	
	to heighten empathy	slipped from her		Use modal verbs.	
	for central character.	grasp.		Prefixes for verbs; dis,	
				de, mis, over, ise, ify.	
	Deliberate ambiguity	Modifiers are used to		Convert adjectives into	
	is set up in the mind	intensify or qualify,		verbs using suffixes; ate,	
	of the reader until	e.g. insignificant		ise, ify.	
	later in the text.	amount,			
		exceptionally.		<u>Adjectives</u>	
				Choose appropriate	
		Sentence length and		adjectives.	
		type varied according		Connectives/conjunctions	
		to purpose.		Use a wide range of	
				connectives.	
		Fronted adverbials		_	
		used to clarify writer's		<u>Tense</u>	
		position,		Change tense according	
		e.g. As a		to features of the genre.	
		consequence of his		A 1 - 1 -	
		selfish actions		Adverbs	
		Et a set a la company		Link ideas across a text	
		Figurative language		using cohesive devices,	
		used to build up		such as adverbials.	
		description, e.g.			
		everyone charged like			
1		a deer pack under			
		threat.			

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

Year 4/5/6 Biography Nikola Tesla

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

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

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

	Adverbials of time, place and number.	

Year 6	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.	Verb forms are controlled and precise, e.g. It would be understandable if the exciting times came to an end. Modifiers are used to intensify or qualify, e.g. insignificant amount, aggressively. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As an effect of the weather Complex noun phrases used to add detail, e.g. The	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	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre.	Consolidate all previous learning. Brackets Dashes Colons Semi-colons
		Complex noun phrases used to add		Change tense according	

e.g. In the result of an earthquake		

Year 4/5/6 Poetry Malfeasance

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

	slipped, manoeuvred.	

Year 4/5/6 Traditional Tales Hansel and Gretel

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

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

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

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

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

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

Year 4/5/6 Balanced Argument Screen Use

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

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

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

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

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

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

Year 4/5/6 Narrative Gorilla

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

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

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

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

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

Year 4/5/6 Letter Postcard From Prison

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

phrase is. Fronted adverbials Comma after front adverbials.	

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

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

fire	a a	

Year 4/5/6

from one id		Sentence	Useful Vocabulary	Word Class	Punctuation
l illiough us	ween s help to the reader idea to the contrasts in other, ened Jack. I shs d correctly p to key	Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher, Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives. Connectives/conjunctions	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.
different se structures ellipsis.		continuous action, e.g. will be thinking.		Use a wide range of connectives.	

phrase Fronted	d adverbials. a after fronted

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

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

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

	a deer pack under threat. Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.		
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Year 4/5/6 Explanation Text Detailed Timeline of Ancient Greece

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 4	Revisit the use of formal and technical vocabulary. Introductory paragraph outlines what is going to be explained. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly into key ideas. Subheadings are used to organise information. E.g. sections of	Variation in sentence structures, e.g. While the eggs hatch, female penguins Written in third person. Use embedded/relative clauses e.g. Dinosaurs, which are very strong, Include adverbs to show how often, e.g. daily, regularly, rarely. Sentences build from a general idea to more specific. Use technical vocabulary to show the reader the writer's expertise.	Oseful Vocabulary	Noun 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'. Verbs Standard English forms for verbs. Connectives/conjunctions Use a wide range of connectives. Tense Correct and consistent use of past and present tense. Adverbs Use a range of fronted adverbial for both time and manner.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.

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

Year 5	A clear and well	Sentence length	Nou	<u>un</u>	Punctuation for
	crafted title.	varied, e.g.	Loc	cate and identify	parentheses is
		short/long.	exp	anded noun phrases.	used to show
	Revisit the use of		<u>Ver</u>	<u>bs</u>	additional
	formal and	Written in third		e modal verbs.	information.
	technical	person.		fixes for verbs; dis,	
	vocabulary.			mis, over, ise, ify.	
		Wide range of		nvert adjectives into	
	Introductory	subordinate		bs using suffixes; ate,	
	paragraph outlines	connectives, e.g.	l ·	, ify.	
	clearly what is	whilst, until, despite.	l ————	<u>ectives</u>	
	going to be			oose appropriate	
	explained.			ectives.	
				nnectives/conjunctions	
	Description of the			e a wide range of	
	phenomenon is			nectives.	
	technical and			ative clauses are	
	accurate.			ed to embed extra	
				ormation.	
	Generalised		Ten		
	sentences are			ange tense according	
	used to categorise			eatures of the genre.	
	and sort			<u>/erbs</u>	
	information for the			njunctive adverbs for	
	reader.			ise and effect are	
	Diversion of the desire			ed to link connective	
	Purpose of the text		poir	nts.	
	is to inform the				
	reader.				

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

Year 4/5/6 Poetry Thinker's Rap

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