

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.

<u>Impact</u>

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.

			English Units /EYF	FS and Year 1/ 2024-20)2	
Autumn	Wombat Goes Walkabout Year 1 (4 weeks)	Pigs Might Fly EYFS (2 weeks)		Poetry Fireworks (2 weeks)	Poppies CBeebies Animation EYFS (1 Week)	Non-Fiction- I want a Pet Dog EYFS (2 weeks)
Spring	Non-Fiction Re If Sharks Disapp EYFS (2 weeks)	peared	Non -Fiction Report Penguins EYFS (2 Weeks)	Narr E\	Jellybean Stalk rative /FS eeks)	Narrative- Adventure The Last Stop on Market Street Year 1 (4 weeks)
Summer	Chocolate Mug Cake Pia EYFS Ye		e- The Bear and the Piano Year 1 (4 weeks)		nd the Sunflowers /FS eeks)	Narrative- Grandad's Island Year 1 (4 weeks)

	English Units /Years 2 and 3/ 2024-2025							
Autumn	Narrative- Little Red Reading Hood (4 weeks) Year 2 Unit	Lette C	ction- Persuasive r – The Day the rayons Quit (4 weeks) Year 2 Unit	e Day the Autumn is Here s Quit (3 weeks) eks) Year 3 Unit		Narrative- Star in the Jar (4 weeks) Year 3 Unit		
Spring	Non- fiction Diary The Great Fire of Lond (3 Weeks) Year 2 Unit		Poetry Strange (3 weeks) Year 2 Unit		Narrative- The Secret of the Black Rock (3 weeks) Year 3 Unit	Non-Fiction- Explanation How a Robot Dog Works (2 Weeks) Year 3		
Summer	Narrative- The Friendship Bench (3 weeks) Year 2 Unit		Non-Fiction- Biography Grace Darling (3 Weeks) Year 3 unit Narrative- George's Marvellous Medicine (4 weeks) Year 3 Unit			Non-fiction- Non-Chronological report Skeletons and Muscles (3 weeks) Year 3 Unit		

	English Units /Years 4, 5 and 6 / 2024-2025						
Autumn	Narrative- The Iron Man (3 weeks) Year 4 Unit	Non-Fiction- Biography David Attenborough (4 Weeks) Year 5 Unit	Poetry- If by Rudyard Ki (3 weeks) Year 6 Unit		Narrative- Kensuke's Kingdom (3 weeks) Year 6 Unit		
Spring	Non-Fiction- Play Script The Plague (4 weeks) Year 4	Narrative- The Nowhere Emporium (4 weeks) Year 5 Units		Non-Fiction Non-Chronological Report Everest (3 Weeks) Year 6 Unit			
Summer	Narrative- The Boy, The Mole, The Fox and the Horse (3 weeks)	Non-Fiction- Journal Mars Transmission (4 weeks) Year 6 Unit		The	Poetry Most Dangerous Animal in the World (3 weeks) Year 5 Unit		

Year 1 Wombat Goes Walkabout

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

to, onto	and/then.	
Time connectives: first, then, next	<u>Tense</u> Simple past tense 'ed'.	
Once upon a time, one day, happily ever after		

Year 1	Narra	ative
Pigs	Might	Fly

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

to, onto	and/then.	
Time connectives: first, then, next	<u>Tense</u> Simple past tense 'ed'.	
Once upon a time, one day, happily ever after		

Year 1 Poetry Fireworks

Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Write in 3 line	Adverbial phrase 'On	Colour words:	Verbs	Capital letters to
stanzas	Firework Night' to			begin each stanza
	begin and end the poem	gold, silver, copper, yellow, sunlight, fire,	Words ending in 'ing'	
	1	jewels, chariots,	Nouns	
		rubies, kaleidoscope,	Collective nouns for	
		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.		
		Toditalilo, dollioto.		
		'ing' verbs		

		whooshing, whirring, blasting, booming, fizzing, hissing, whizzing, banging, zipping, popping, crackling, crackling, screeching, screeching, squealing, screaming, ringing.		
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Year 1 Narrative CBeebies Poppies Animation

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

to, onto	and/then.	
Time connectives: first, then, next	<u>Tense</u> Simple past tense 'ed'.	
Once upon a time, one day, happily ever after		

Year 1 Non-Fiction I Want A Pet Dog

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Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Ideas are grouped together for similarity.	Simple connectives are used to construct simple	It was	Noun What a noun is.	Use spaces to separate words.
Writes in first person.	sentences, e.g. and, but, then, so.	Brilliant	Regular plural nouns with 'er'.	Begin to use full stops.
		Best	<u>Verbs</u>	Begin to use
		Exciting	Third person, first person singular.	exclamation marks.
		The most	Ending added to verbs where there is a	Capital letters for the start of sentence,
		Super	change to the root. Simple past tense 'ed'.	names, personal pronouns.
		Fantastic	<u>Adjectives</u>	Read words with
		Great	Add 'er' and 'est' to adjectives where no	contractions.
		It will	change is needed to root word.	
		Now you can	Connectives/conjunctions	
		Try	Join words and sentences using and/then.	
			Tense Simple past tense 'ed'.	

Year 1 Non-Fiction Report If Sharks Disappeared

ii Charko Bloappoaroa					
Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation	
Ideas grouped together for similarity.	Simple connectives are used to construct simple sentences, e.g. and, but, then, so.	are is	Noun What a noun is. Regular plural nouns	Use spaces to separate words.	
Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest Dinosaurs were	but, then, so.	They are The different This is a There are These can be grouped	with 'er'. Verbs Third person, first person singular. Ending added to verbs where there is a change to the root. Simple past tense 'ed'. 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	Begin to use exclamation marks. Capital letters for the start of sentence, names, personal pronouns. Read words with contractions.	
			Simple past tense 'ed'.		

Year 1 Non-Fiction Report Penguins

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Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Ideas grouped together for similarity.	Simple connectives are used to construct simple sentences, e.g. and, but, then, so.	are is	Noun What a noun is. Regular plural nouns	Use spaces to separate words.
Attempts at third	but, tileli, so.	They are	with 'er'.	Begin to use full stops.
person writing. e.g. The man was run over.		The different	Verbs Third person, first person singular.	Begin to use exclamation marks.
Written in the		This is a	Ending added to verbs where there is a	Capital letters for the start of sentence,
appropriate tense. e.g. Sparrow's		There are	change to the root. Simple past tense 'ed'.	names, personal pronouns.
nest Dinosaurs were		These can be grouped ———	Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.	Read words with contractions.
			Connectives/conjunctions Join words and sentences using and/then.	
			Tense Simple past tense 'ed'.	

Year 1 Narrative Jack and the Jellybean Stalk

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

Once upon a time, one day, happily ever after	Simple past tense 'ed'.	

Year 1 Narrative Last Stop on Market Street

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

	Once upon a time, one day, happily ever after	

Year 1 Instructions How to Make a Chocolate Mug Cake

Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Ideas grouped in	Simple connectives	1, 2, 3, 4, 5	<u>Noun</u>	Use spaces to		
sentences in time sequence.	are used to construct simple sentences, e.g.	First	What a noun is. Regular plural nouns	separate words.		
Written in the	and, but, then, so.	Next	with 'er'.	Begin to use full stops.		
imperative, e.g., sift the flour.	Imperative verbs start sentences, e.g.,	After	<u>Verbs</u> Third person, first	Begin to use exclamation		
Use of numbers or bullet	spread, slice, cut.	Cut	person singular. Ending added to verbs	marks.		
points to signal order.	Sentences do not include pronouns and	Move	where there is a change to the root.	Capital letters for the start of sentence,		
	are written impersonally.	Fold	Simple past tense 'ed'.	names, personal pronouns.		
		Stir	Adjectives Add 'er' and 'est' to	Read words with		
		Colour	adjectives where no change is needed to	contractions.		
		Paint	root word.			
			Connectives/conjunctions Join words and			
			sentences using and/ then.			
			Tense Simple past tense 'ed'.			

Year 1 Narrative The Bear and the Piano

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

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	Time connectives: first,		
	then, next	Tense	
	•	<u>Tense</u> Simple past tense 'ed'.	
	Once upon a time, one	Campio past terios su .	
	Office upon a time, one		
	day, happily ever after		
			<u> </u>

Year 1 Narrative Katie and the Sunflowers

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Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Beginning or end of narrative signalled, e.g. one day.	Simple sentences, starting with a pronoun and a verb, e.g. He	Year 1 ambitious vocabulary used	Noun What a noun is. Regular plural nouns	Use spaces to separate words.
	went home.	Range of size adjectives	with 'er'.	Begin to use full stops.
Ideas grouped together		used,		
for similarity.	Simple connectives are used to construct simple	e.g. big, small	<u>Verbs</u> Third person, first	Begin to use exclamation marks.
Attempts at third	sentences, e.g. and,	Range of colour	person singular.	exolamation marks.
person writing.	but, then, so.	adjectives used, e.g.	Ending added to	Capital letters for the
e.g. The wolf was		red, blue	verbs where there is	start of sentence,
hiding.			a change to root.	names, personal
		Range of emotion	Simple past	pronouns.
Written in the		words used, e.g. sad,	tense 'ed'.	
appropriate tense,		angry, cross	A 11 11	Read words with
(mainly consistent)			Adjectives	contractions.
e.g. Goldilocks was		Pronouns: I, she, he,	Add 'er' and 'est' to	
Jack is		they	adjectives where no change is needed to the	
		Conjunctions: and,	root word.	
		but, then, or, this		
			Connectives/conjunctions	
		Prepositions: up, down,	Join words and	
		in, into, out, to, onto	sentences using and/then.	
		Time connectives: first,		
			<u>Tense</u>	

	then, next	Simple past tense 'ed'.	
	Once upon a time, one day, happily ever after		

Year 1 Narrative Grandad's Island

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 was Jack is	Simple sentences, starting with a pronoun and a verb, e.g. He went home. Simple connectives are used to construct simple sentences, e.g. and, but, then, so.	Year 1 ambitious vocabulary used Range of size adjectives used, e.g. big, small Range of colour adjectives used, e.g. red, blue Range of emotion words used, e.g. sad, angry, cross Pronouns: I, she, he, they Conjunctions: and, but, then, or, this Prepositions: up, down, in, into, out, to, onto Time connectives: first, then, next	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 root. Simple past tense 'ed'. Adjectives Add 'er' and 'est' to adjectives where no change is needed to the root word. Connectives/conjunctions Join words and sentences using and/then. Tense 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. Read words with contractions.

	Once upon a time, one day, happily ever after	

Year 2	/3 Narrati	ve
Little Red	Reading	Hood

		Little Red	Reading Ho	ood	
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 2	Sentences organised chronologically indicated by time related words, e.g. finally. Divisions in narrative may be marked by sections/paragraphs.	Subject/verb sentences, e.g. He was They were It happened Simple connectives and, but, then, so, when link clauses.	Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the end, one day, next	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks
	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.	Speech-like expressions in dialogue, e.g. Chill out! Use simple adverbs, e.g. quickly, slowly. Use simple noun phrases, e.g. massive field.	morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise Conjunctions: who,because	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. Coordination – or, and, but.	Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns.

			Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Commas to separate items in lists.
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.	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.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

Adverbials, e.g. When she reached home	Adverbs Introduce/revise adverbs. Express time and cause: then, next, soon.	
Expanded noun phrases, e.g. two horrible hours.		

Year 2/3 Persuasive Letter The Day the Crayons Quit

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

Year 3 Clear introduction. Points about subject/issue. Organised into paragraphs. Subheading used to organise texts. Clear introduction. Simple sentences with extra description. Some complex sentences using when, if, as etc. Tenseconsistent, e.g. modal verbs can/will. Adverbials, e.g. When they have a problem, go outside until dark. It felt better by the train station. Start sentences with verbs, Clearly Obviously Clearly Don't you think Firstly Secondly Secondly Thirdly Connectives/conjunctions Express time and cause (when, so, before, after, while, because). My own view is My final point My final point Introduce possessive apostrophes for plural nouns. Introduce possessive apostrophes for 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 paragraph appears to plural nouns.					Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Commas to separate items in lists.
e.g. is or past and present tense.	Year 3	Points about subject/issue. Organised into paragraphs. Subheading used	with extra description. Some complex sentences using when, if, as etc. Tenseconsistent, e.g. modal verbs can/will. Adverbials, e.g. When they have a problem, go outside until dark. It felt better by the train station. Start sentences with verbs,	Obviously Clearly Don't you think Firstly Secondly Thirdly My own view is My last point is My final point	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	possessive apostrophes for plural nouns. Introduce inverted

	consider, enjoy.	Imagine Consider Enjoy	Adverbs Introduce/revise adverbs. Express time and cause: then, next, soon.	

Year 2/3 Poetry Autumn is Here

	/ tatallil is Hold						
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Year 2	9 stanza poem 4 lines per stanza Repeated refrain to begin each stanza Non-rhyming	Present tense Pronouns to personify the season 'her', 'she'	auburn, russet, crimson, amber, syrup, caramel, green, gold, golden, toffee, rust, coffee, chocolate, burnt umber, yellow, warm orange, smoke berry, copper, terracotta, golden brown, warm apricot, raspberry, pumpkin words for smell: scent, aroma, her perfume, her fragrance.	Verbs Present perfect forms of verbs Adjectives Choose appropriate adjectives. Adverbs 'ly' adverbs to describe the verb Nouns Expanded Noun Phrases for description	Capital letters to begin each line		
Year 3	9 stanza poem 4 lines per stanza Repeated refrain to begin each stanza Non-rhyming	Present tense Pronouns to personify the season 'her', 'she'	auburn, russet, crimson, amber, syrup, caramel, green, gold, golden, toffee, rust, coffee, chocolate, burnt	Verbs Present perfect forms of verbs Adjectives Choose appropriate adjectives. Adverbs	Capital letters to begin each line Commas to separate clauses		

umber, yellow, warm orange, smoke berry, copper, terracotta, golden brown, warm apricot, raspberry, pumpkin	<u>'ly'</u> adverbs to describe the verb Nouns Expanded noun phrases for description
words for smell: scent, aroma, her perfume, her fragrance.	

Year 2/3	Narrative
The Star	in the Jar

	The Star in the Jar						
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Year 2	Sentences organised chronologically indicated by time related words, e.g. finally. Divisions in narrative may be marked by sections/paragraphs. Connections between sentences make reference to characters, e.g. Peter and Jane/they. Connections between sentences indicate extra information, e.g.	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	Vocabulary 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, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise	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	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions.		
	but they got bored or indicate concurrent events, e.g. as they were waiting.	field.	Conjunctions: who,because	Subordination – when, if, that, because. Coordination – or, and, but.	Possessive apostrophes for singular nouns.		

			Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Commas to separate items in lists.
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.	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.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

Adverbials, e.g. When she reached home	Adverbs Introduce/revise adverbs. Express time and cause: then, next, soon.	
Expanded noun phrases, e.g. two horrible hours.		

Year 2/3 Non Fiction Diary of the Great Fire of London

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

				of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Commas to separate items in lists.
Year 3	Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent, e.g. modal verbs can/will. Adverbials, e.g. When we arrived, the tour guide gave us a chocolate bar.	Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to	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	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.
		Mui.		use of past and present tense.	

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	Year 2/3 Poetry Strange						
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Year 2	5 stanzas 4 lines per stanza Rhyming pattern ABCB About 7 beats per line	Present tense	dollop, squirt, glob, blob, portion, bit. splurge, splodge, splash, pour, splatter. fizzy, bubbly, gassy, sparkling, effervescent. array, infusion, mixture, mix, blend, combination. delicate, strong, fresh, sweet, eastern, herby, fragrant, fiery, aromatic, distinctive, flavourful.	Nouns – food names/ items Adjectives to describe texture, taste, smell or look of food	Capital letters to begin each line Full stop to end each stanza Commas in a list Exclamation marks		

	5 stanzas	Present	dollop, squirt, glob,	Nouns – food names/ items	Capital letters to
	4 lines per stanza	tense	blob, portion, bit. splurge, splodge,	Adjectives to describe texture,	begin each line
Year 3	Dhi		splash, pour,	taste, smell or look of food	Full stop to end each
	Rhyming pattern ABCB		splatter. fizzy, bubbly, gassy,		stanza
			sparkling,		Commas in a list
	About 7 beats per		effervescent.		
	line		array, infusion,		Commas to separate
			mixture, mix, blend,		clauses
			combination.		
			delicate, strong,		Exclamation marks
			fresh, sweet,		
			eastern, herby,		
			fragrant, fiery,		
			aromatic,		
			distinctive,		
			flavourful.		

Year 2/3 I	Varrative
The Secret of	f Black Rock

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

			Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	
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.	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.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

Adverbials, e.g. When she reached home	Adverbs Introduce/revise adverbs. Express time and cause: then, next, soon.	
Expanded noun phrases, e.g. two horrible hours.		

Year 2/3 Explanation How a Robot Dog Works

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

			 or, and, but. Correct and consistent use of the present tense. Adverbs 'ly' added to adjective to form adverb. 	
Year 3 Org pars shat key sen Use tech	ear title and roduction. ganised into ragraphs aped around a y topic ntence. e formal and chnical cabulary.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent Adverbials of time and manner are used to add additional information.	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 and expanded noun phrases. Connectives/conjunctions Express time and cause (when, so, before, after, while, because). Correct and consistent use of past and present tense. Subordination to expand upon	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

independent clauses – when, as, before, since and although.
Coordination to link ideas
– and, but, so and for
Adverbs
Introduce/revise adverbs.
Express time and cause:
following that, soon after, moments later.
Explore adverbs ending in
'-ly'.

Year 2/3 Narrative	
The Friendship Bench	

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

			Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	
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.	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.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

Adverbials, e.g. When she reached home	Adverbs Introduce/revise adverbs. Express time and cause: then, next, soon.	
Expanded noun phrases, e.g. two horrible hours.		

Year 2/3	Biography
Grace	Darling

	Grace Daning						
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Year 2	Brief introduction and conclusion. Written in the past tense, e.g. He went She	Subject/verb sentences, e.g. He was They were It happened	As a child As teenager At a young	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.		
	travelled Main ideas	Some modal verbs introduced, e.g. would, could,	age	Verbs Progressive form of verbs in	Use question marks correctly.		
	organised in groups. Ideas organised in	should. Use simple adverbs,	Many years later	the past and present tense. Add 'es', 'ed' and 'ing' to verbs.	Use exclamation marks correctly.		
	chronological order using connectives that signal time.	e.g. loudly, badly. Use simple noun phrases, e.g. large	One of the interesting things	Adjectives Add 'er' and 'est' to adjectives where no	Use capital letters correctly.		
		crowd.	aboutwas	change is needed to root word.	Apostrophes for contractions.		
			In my view His/Her life	Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.	Possessive apostrophes for singular nouns.		
			He/She was	Tense Correct and consistent use of past and present tense.	Commas to separate items in lists.		

			He/She became	Adverbs 'ly' added to adjective to form adverb.	
Year 3	Clear introduction. Organised into paragraphs shaped	Simple sentences with extra description. Some complex	During his/her early life	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.	Introduce possessive apostrophes for plural nouns.
	A closing statement to summarise the overall impact.	sentences using when, if, as etc. Tense consistent, e.g. modal verbs can/will.	Soon afterwards	Verbs Present perfect forms of verbs instead of 'the'.	Introduce inverted commas.
	·	Adverbials, e.g. When she arrived	Sometimes he Strangely	Adjectives Choose appropriate adjectives.	
		at the scene, the doctors told her exactly what	One of the most remarkable facts about	Connectives/conjunctions Express time and cause (when, so, before, after, while, because).	
		happened.	His/her greatest achievement was	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
George's Marvellous Medicine

	George's Marvellous Medicine					
	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	Year 2 ambitious vocabulary used Time connectives:	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	
	Divisions in narrative may be marked by sections/paragraphs.	Simple connectives and, but, then, so, when link clauses. Speech-like	after, after that, at that moment, by next morning, in the end, one day, next morning, soon,	Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.	Use question marks correctly. Use exclamation marks correctly.	
	Connections between sentences make reference to characters, e.g. Peter and Jane/they.	expressions in dialogue, e.g. Chill out! Use simple adverbs, e.g. quickly, slowly.	as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in	Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.	Use capital letters correctly. Apostrophes for contractions.	
	Connections between sentences indicate extra information, e.g. but they got bored or indicate concurrent events, e.g. as they were waiting.	Use simple noun phrases, e.g. massive field.	conclusion, ultimately, to conclude, to summarise Conjunctions: who,because	Connectives/conjunctions Subordination – when, if, that, because. Coordination – or, and, but. Tense	Possessive apostrophes for singular nouns. Commas to separate items in lists.	

			Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	
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.	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.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

Adverbials, e.g. When she reached home	Adverbs Introduce/revise adverbs. Express time and cause: then, next, soon.	
Expanded noun phrases, e.g. two horrible hours.		

Year 2/3 Non-Chronological Report Skeletons and Muscles

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

				tense. Adverbs 'ly' added to adjective to form adverb.	
Year 3	Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of subheadings.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent, e.g. modal verbs can/will. Adverbials, e.g. When the caterpillar makes a cocoon	The following report They don't It doesn't Sometimes Often Most	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.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

	Adverbs Introduce/revise adverbs. Express time and cause: then, next, soon.	

Year 4/5/6 Narrative Iron Man

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 4	Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.	Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher, Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking.	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	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. Adverbs Know what an adverbial	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 fronted adverbials.	
Year 5	Sequence of plot may be disrupted for effect, e.g. flashback. Opening and resolution shape the story. Structural features of narrative are included, e.g. repetition for effect. Paragraphs varied in length and structure. Pronouns used to hide the doer of the	Sentence length varied, e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer. Wide range of subordinate connectives, e.g. whilst, until, despite. Embedded subordinate clauses are used for	Year 5 ambitious vocabulary used	Noun Locate and identify expanded noun phrases. 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	Consolidate all previous learning. Brackets Dashes Colons Semicolons
	action, e.g. it crept into the	economy or emphasis.		Change tense according to features of the genre.	

	woods.	Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls. Repetition is used for effect, e.g. the boys ran and ran until they could run no more.		Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.	
Year 6	The story is well constructed and raises intrigue. Dialogue is used to move the action on to heighten empathy for central character. Deliberate ambiguity is set up in the mind of the reader until later in the text.	Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose.	Year 6 ambitious vocabulary used	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.	Use a wide range of punctuation throughout the writing.

Connectives/conjunctions Use a wide range of Fronted adverbials used to clarify connectives. writer's position, e.g. As a consequence Tense of his selfish Change tense according to actions... features of the genre. Figurative language **Adverbs** used to build up Link ideas across a text using description, e.g. cohesive devices, such as everyone charged adverbials. like a deer pack under threat. Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble

for the bag.

Year 4/5/6 Biography David Attenborough

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

		wonderfully encouraged me to	in the community In many ways, it wasn't until He/She might have been His/Her one regret was that	Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	
Year 5	Developed introduction and conclusion including elaborated personal response. Description of events are detailed and	Sentence length varied, e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. Monkeys left the tree.	In (insert year) at the age of he/she The time came	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs	Use a wide range of punctuation throughout the writing
	engaging. The information is organised chronologically with clear signals	Wide range of subordinate Connectives, e.g. whilst, until,	for In his/her later years Once	using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives.	
	to the reader about time, place and	despite.	years Once	Connectives/conjunctions Use a wide range of	

	personal response.		he/she had	connectives.	
	Purpose of the recount is an experience		Nobody is sure	Tense Change tense according to features of the genre.	
	revealing the		why In spite	, and the second	
	writer's perspective.		of	Adverbs Know what an adverbial phrase is. Fronted adverbials.	
			His/Her lasting legacy is that	Comma after fronted adverbials. Adverbials of time, place and number.	
Year 6	The report is well	Verb forms are	They are	Noun	Consolidate all
	constructed and answers the reader's questions.	controlled and precise, e.g. It would be understandable if the	unusually	Expanded noun phrases to convey complicated information concisely.	previous learning.
	The writer	exciting times came to an end.	They are	<u>Verbs</u>	Brackets
	understands the impact and thinks	Modifiers are used to	rarely They	Use modal verbs. Prefixes for verbs; dis, de,	Dashes
	about the response.	intensify or qualify, e.g. insignificant amount, aggressively.	are never	mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.	Colons Semi- colons
	Information is prioritised	Sentence length and type varied according	They are	Adjectives Choose appropriate	
	according to importance and a	to purpose.	very	adjectives.	
	frame of response set up for the reply.	Fronted adverbials used to clarify writer's position,	Generally	Connectives/conjunctions Use a wide range of connectives.	
		e.g. As an effect of the		3311133417331	

weath	ner	Be careful if	<u>Tense</u>	
	olex noun ses used to add	you	Change tense according to features of the genre.	
detail extra	l, e.g. The vagant cake are	Frequently	Adverbs Link ideas across a text using	
	ully removed the large van	they I will	cohesive devices, such as adverbials.	
used	ositional phrases cleverly.	attempt to		
	n the result of an quake	This article will		
		frame It can		
		be difficult to		
		Each		
		paragraph		
		More than		
		half		
		Less than half		

Year 4/5/6 Poetry If by Rudyard Kipling

	Text structure	Sentence	Useful	Word Class	Punctuation
			Vocabulary		
	4 stanzas	Written in the	steadfast,	Precise verbs	Capital letters to
Year		subjunctive mood e.g.	composed, open,		begin each line
4	8 lines per stanza	'If you can'	peaceful,	Adjectives to describe	
			grounded,	emotions	Commas to end
	Rhyming pattern	Hypothetical	unfazed, and		lines
	ABABCDCD	statements written in	collected. raze,		
	1,2,4,4,	the present tense	demolish,		Apostrophes for
	10-11 beats per line		destroy, tear		contractions
			down, wipe out,		
			fell, flatten,		Apostrophes for
			decimate.		possession
			Defensive,		
			irritable, annoyed,		
			indignant. wreaking,		
			chastising,		
			criticising,		
			berating, uphold,		
			stand by, show		
			compassion, turn		
			towards.		

	4 stanzas	Written in the	steadfast,	Precise verbs	Capital letters to
		subjunctive mood e.g.	composed,		begin each line
	8 lines per stanza	'If you can'	open, peaceful,	Adjectives to describe	
Year 5			grounded,	emotions	Commas to end
	Rhyming pattern	Hypothetical	unfazed, and		lines
	ABABCDCD	statements	collected, raze,		
		written in	demolish,		Apostrophes for
	10-11 beats per	the present	destroy, tear		contractions
	line	tense	down, wipe out,		
			fell, flatten,		Apostrophes for
			decimate.		possession
			Defensive,		
			irritable,		Semi-colons to
			annoyed,		separate lines
			indignant.		
			wreaking,		
			chastising,		
			criticising,		
			berating, uphold,		
			stand by, show		
			compassion, turn		
			towards.		
Year 6	4 stanzas	Written in the	steadfast,	Precise verbs	Capital letters to
		subjunctive mood e.g.	composed,		begin each line
	8 lines per stanza	'If you can'	open, peaceful,	Adjectives to describe	
			grounded,	emotions	Commas to end
	Rhyming pattern	Hypothetical	unfazed, and		lines
	ABABCDCD	statements	collected. raze,		
		written in	demolish,		Apostrophes for
	10-11 beats per	the present	destroy, tear		contractions
	line	tense	down, wipe out,		
			fell, flatten,		

decimate.	Apostrophes for
Defensive,	possession
irritable,	
annoyed,	Semi-colons to
indignant.	separate lines
wreaking,	
chastising,	
criticising,	
berating. uphold,	
stand by, show	
compassion, turn	
towards.	

Year 4/5/6 Narrative Kensuke's Kingdom

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 4	Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.	Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher, Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking.	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	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. Adverbs Know what an adverbial	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 fronted adverbials.	
Year 5	Sequence of plot may be disrupted for effect, e.g. flashback. Opening and resolution shape the story. Structural features of narrative are included, e.g. repetition for effect. Paragraphs varied in length and structure. Pronouns used to hide the doer of the	Sentence length varied, e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer. Wide range of subordinate connectives, e.g. whilst, until, despite. Embedded subordinate clauses are used for	Year 5 ambitious vocabulary used	Noun Locate and identify expanded noun phrases. 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	Consolidate all previous learning. Brackets Dashes Colons Semicolons
	action, e.g. it crept into the	economy or emphasis.		Change tense according to features of the genre.	

	woods.	Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls. Repetition is used for effect, e.g. the boys ran and ran until they could run no more.		Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.	
Year 6	The story is well constructed and raises intrigue. Dialogue is used to move the action on to heighten empathy for central character. Deliberate ambiguity is set up in the mind of the reader until later in the text.	Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose.	Year 6 ambitious vocabulary used	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.	Use a wide range of punctuation throughout the writing.

Connectives/conjunctions Use a wide range of Fronted adverbials used to clarify connectives. writer's position, e.g. As a consequence Tense of his selfish Change tense according to actions... features of the genre. Figurative language **Adverbs** used to build up Link ideas across a text using description, e.g. cohesive devices, such as everyone charged adverbials. 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 Playscript The Plague

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 4	Scene introduced by number Setting description written in past tense, short concise sentences Speakers introduced by their name and then a colon New line for every new speaker Spoken words in present tense Stage directions	First person pronouns for spoken words Third person pronouns for stage directions Informal and chatty for dialogue (Ow! Ow! I'm not sure I can stand!) Contracted forms for spoken words	Vocabulary Eyam awful whining reluctant plague horrendous terrified terrified buboes appalling sombre concerned London dreadful cheerfully carefree Black Death tragic jovially uncertain Bubonic plague shocking cheery dread fever drastic angrily tension chills severe nervously faithful shaking vital reluctant vomiting drastic Smelling unwelcome blackening grotesque musty whispers swelling hideous	Adjectives Expanded noun phrases Adverbs For stage directions to say how a character should say a line Verbs Present tense form for stage directions	Speakers introduced by their name and then a colon Stage directions written in present tense in brackets Contracted forms for spoken words Exclamation marks Question marks Dashes for parenthesis
	written in present tense in brackets		putrid commands contagious ferocious rank interrupts infectious fierce		Commas in lists Rhetorical Questions
			rotting shouts temperature vicious instructs		Ellipsis

			Reverend Mompesson monstrous Action demands		
Year 5	Scene introduced by number Setting description	First person pronouns for spoken words Third person pronouns	Eyam awful whining reluctant plague horrendous terrified terrified buboes appalling	Adjectives Expanded noun phrases Adverbs	Speakers introduced by their name and then a colon
	written in past tense, short concise sentences	for stage directions Informal and chatty for dialogue (Ow! Ow! I'm	sombre concerned London dreadful cheerfully carefree Black Death tragic jovially uncertain	For stage directions to say how a character should say a line	Stage directions written in present tense in brackets
	Speakers introduced by their name and	not sure I can stand!)	Bubonic plague	Verbs Present tense form for stage	Contracted forms
	then a colon	Contracted forms for spoken words	shocking cheery dread fever drastic angrily	directions	for spoken words
	New line for every new speaker	openen merue	tension chills severe nervously faithful		Exclamation marks
	Spoken words in		shaking vital reluctant vomiting drastic		Question marks
	present tense		Smelling unwelcome blackening grotesque		Dashes for
	Stage directions		musty whispers		parenthesis
	Stage directions written in present tense in brackets		swelling hideous putrid commands contagious ferocious		Commas in lists
	terise ili bi ackets		rank interrupts infectious fierce rotting shouts		Rhetorical Questions

			temperature vicious instructs Reverend Mompesson monstrous Action demands		Ellipsis
Year 6	Scene introduced by number Setting description written in past tense, short concise sentences Speakers introduced by their name and then a colon New line for every new speaker Spoken words in present tense Stage directions written in present tense in brackets	First person pronouns for spoken words Third person pronouns for stage directions Informal and chatty for dialogue (Ow! Ow! I'm not sure I can stand!) Contracted forms for spoken words	Eyam awful whining reluctant plague horrendous terrified terrified buboes appalling sombre concerned London dreadful cheerfully carefree Black Death tragic jovially uncertain Bubonic plague shocking cheery dread fever drastic angrily tension chills severe nervously faithful shaking vital reluctant vomiting drastic Smelling unwelcome blackening grotesque musty whispers swelling hideous putrid commands contagious ferocious rank interrupts infectious fierce rotting shouts	Adjectives Expanded noun phrases Adverbs For stage directions to say how a character should say a line Verbs Present tense form for stage directions	Speakers introduced by their name and then a colon Stage directions written in present tense in brackets Contracted forms for spoken words Exclamation marks Question marks Dashes for parenthesis Commas in lists Rhetorical Questions

temperature vicious instructs	Ellipsis
Reverend Mompesson	
monstrous Action demands	

Year 4/5/6 Narrative The Nowehere Emporium

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 4	Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event.	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	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.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.
	Repetition avoided through using different sentence structures and ellipsis.	appropriate; verbs may refer to continuous action, e.g. will be thinking.		Tense Correct use of past and present tense. Adverbs Know what an adverbial	

				phrase is. Fronted adverbials. Comma after fronted adverbials.	
Year 5	Sequence of plot may be disrupted for effect, e.g. flashback. Opening and resolution shape the story. Structural features of narrative are included, e.g. repetition for effect. Paragraphs varied in length and structure. Pronouns used to hide the doer of the	Sentence length varied, e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer. Wide range of subordinate connectives, e.g. whilst, until, despite. Embedded subordinate clauses are used for	Year 5 ambitious vocabulary used	Noun Locate and identify expanded noun phrases. 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	Consolidate all previous learning. Brackets Dashes Colons Semicolons
	action, e.g. it crept into the	economy or emphasis.		Change tense according to features of the genre.	

	woods.	Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls. Repetition is used for effect, e.g. the boys ran and ran until they could run no more.		Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.	
Year 6	The story is well constructed and raises intrigue. Dialogue is used to move the action on to heighten empathy for central character. Deliberate ambiguity is set up in the mind of the reader until later in the text.	Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose.	Year 6 ambitious vocabulary used	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.	Use a wide range of punctuation throughout the writing.

Connectives/conjunctions Use a wide range of Fronted adverbials used to clarify connectives. writer's position, e.g. As a consequence Tense of his selfish Change tense according to actions... features of the genre. Figurative language **Adverbs** used to build up Link ideas across a text using description, e.g. cohesive devices, such as everyone charged adverbials. 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 Non-Chronological Report Everest

	<u> </u>				
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
	Clear introduction and conclusion.	Variation in sentence structures, e.g. While	This report will	Noun Nouns and pronouns used	Apostrophe to mark singular and
Year		the eggs hatch	The following	for clarity and cohesion.	plural possession.
4	Links between sentences help	female penguins	information	Noun phrases expanded by the addition of modifying	Commas after
	to navigate the reader from one	Use embedded/relative	Usually	adjectives, nouns and prepositional phrases.	fronted adverbials.
	idea to the next.	clauses	Normally		Use inverted
	Davaguanha	e.g. Dinosaurs, which	F 4h h	Verbs Standard English forms for	commas and other
	Paragraphs organised	are very strong,	Even though	Standard English forms for verbs.	punctuation to indicate direct
	correctly into		Despite the fact		speech.
	key ideas.	Include adverbs to show how often, e.g.	As a rule	Adjectives Choose appropriate	
	Subheadings are used to organise	daily, regularly, rarely.		adjectives.	
	information. E.g. Qualities, body	Sentences build from a general idea to		Connectives/conjunctions Use a wide range of	
	parts, behaviour.	more specific.		connectives.	
		Use technical		<u>Tense</u>	
		vocabulary to show the reader the writer's expertise.		Correct use of past and present tense.	
		олрогизо.		Adverbs Know what an adverbial	

				phrase is. Fronted adverbials. Comma after fronted adverbials.	
Year	Developed introduction and conclusion using all the layout	Sentence length varied, e.g. short/long.	The purpose of this report/article is to The information	Noun Locate and identify expanded noun phrases.	Use a wide range of punctuation throughout the writing.
5	features.	Active and passive	presented	<u>Verbs</u>	withing.
		voice used	will	Use modal verbs.	
	Description of the phenomenon is	deliberately to heighten	Some experts	Prefixes for verbs; dis, de, mis, over, ise, ify. Convert	
	technical and	engagement.	Some expens	adjectives into verbs	
	accurate.	e.g. The eggs were removed	believe This article	using suffixes; ate, ise, ify.	
	Generalised	from the beach.	is designed to Many	<u>Adjectives</u>	
	sentences are	107.1		Choose appropriate	
	used to categorise and	Wide range of subordinate	specialists consider	adjectives.	
	sort information	connectives,	Firstly, I will	Connectives/conjunctions	
	for the reader.	e.g. whilst,		Use a wide range of	
		until,	It can be difficult	connectives.	
	Purpose of the	despite.	will enable you to	Tanas	
	report is to inform the reader		understand	Tense Change tense according to	
	and to describe		3.1.4.5.6td.14.11	features of the genre.	

	the way things		Unlike	Adverbs	
	are.			Know what an adverbial	
			Despite	phrase is. Fronted	
	Formal and technical		Although	adverbials.	
	language used		Aitriougn	Comma after fronted adverbials. Adverbials	
	throughout to		Like many	time, place and number.	
	engage the		Like many	anie, piace ana namber.	
	reader.				
Year	The report is well	Verb forms are	They are	<u>Noun</u>	Consolidate all
6	constructed and	controlled and		Expanded noun	previous
	answers the reader's	precise, e.g. It would	unusually	phrases to convey	learning.
	questions.	be regrettable if the wildlife funds come		complicated information	Brackets
		to an end.	They are rarely	concisely.	Diackers
	The writer	to an ona.		concidery.	Dashes
	understands the	Modifiers are used to	They are never	<u>Verbs</u>	Dasiles
	impact and thinks about the	intensify or qualify,	They are year.	Use modal verbs.	Colons Semi-
	response.	e.g. insignificant	They are very	Prefixes for verbs; dis, de,	colons Semi-
		amount,	Generally	mis, over, ise, ify. Convert adjectives into verbs	0010113
	Information is	exceptionally.	generally in	using suffixes; ate, ise, ify.	
	prioritised	Sentence length and	Be careful if you		
	according to	type varied		<u>Adjectives</u>	
	importance and	according to	Frequently they	Choose appropriate	
	a frame of	purpose.	Lwill attampt to	adjectives.	
	response set up for the reply.	Fronted adverbials	I will attempt to	Connectives/conjunctions	
	.с. ию горгу.	used to clarify	This article will	Use a wide range of	
		writer's position,		connectives.	
		e.g. As a result of	frame		
		their game		<u>Tense</u>	

	It can be difficult	Change tense according to	
Complex noun		features of the genre.	
phrases used to add	to		
detail, e.g. The		<u>Adverbs</u>	
delicate flowers are slowly removed from	Each paragraph	Link ideas across a text using cohesive devices,	
the large walled garden.	More than half	such as adverbials.	
Prepositional phrases used	Less then half		
cleverly. e.g. In the event of an			
accident			

Year 4/5/6 Narrative The boy, The Mole, The Fox and The Horse

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 4	Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event.	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	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.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.
	Repetition avoided through using different sentence structures and ellipsis.	appropriate; verbs may refer to continuous action, e.g. will be thinking.		Tense Correct use of past and present tense. Adverbs Know what an adverbial	

				phrase is. Fronted adverbials. Comma after fronted adverbials.	
Year 5	Sequence of plot may be disrupted for effect, e.g. flashback. Opening and resolution shape the story. Structural features of narrative are included, e.g. repetition for effect. Paragraphs varied in length and structure. Pronouns used to hide the doer of the	Sentence length varied, e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer. Wide range of subordinate connectives, e.g. whilst, until, despite. Embedded subordinate clauses are used for	Year 5 ambitious vocabulary used	Noun Locate and identify expanded noun phrases. 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	Consolidate all previous learning. Brackets Dashes Colons Semicolons
	action, e.g. it crept into the	economy or emphasis.		Change tense according to features of the genre.	

	woods.	Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls. Repetition is used for effect, e.g. the boys ran and ran until they could run no more.		Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.	
Year 6	The story is well constructed and raises intrigue. Dialogue is used to move the action on to heighten empathy for central character. Deliberate ambiguity is set up in the mind of the reader until later in the text.	Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose.	Year 6 ambitious vocabulary used	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.	Use a wide range of punctuation throughout the writing.

Connectives/conjunctions Use a wide range of Fronted adverbials used to clarify connectives. writer's position, e.g. As a consequence Tense of his selfish Change tense according to actions... features of the genre. Figurative language **Adverbs** used to build up Link ideas across a text using description, e.g. cohesive devices, such as everyone charged adverbials. 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 Journal Mars Transmission

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 4	Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly around key events. Elaboration is used to	Variation in sentence structures, e.g. While we watched the sea lion show Use embedded/relative clauses, e.g. Penguins, which are very agile. Include adverbs to show how often, e.g. additionally, frequently, rarely.	· · · · ·	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.
	reveal the writer's emotions and responses.	Sentences build from a general idea to more specific. Use emotive language to show	I was personally affected by This has changed	Use a wide range of connectives. Tense Correct use of past and present tense.	
		personal response,	how I feel about	<u>Adverbs</u>	

		e.g. the fabulous showcase inspired me.		Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	
	Developed introduction and conclusion	Sentence length varied, e.g. short/long.	As it happened As	Noun Locate and identify expanded noun phrases.	Consolidate all previous learning.
Year 5	including		11	i i	
	elaborated	Active and passive	a result of	<u>Verbs</u>	Brackets Dashes
	personal response.	voice used		Use modal verbs.	Colons Semi-
	Description of	deliberately to heighten	Consequently	Prefixes for verbs; dis, de, mis, over, ise, ify.	colons
	events are detailed	engagement.	Subsequently	Convert adjectives into	
	and engaging.	e.g. Giraffes left the		verbs using suffixes; ate,	
	· · · · · ·	enclosure.	Unlike the rest of	ise, ify.	
	The information is organised	Wide range of	the group, I felt	Adjectives	
	chronologically with	subordinate	In a flash	Choose appropriate	
	clear signals to the	connectives,	Presently	adjectives.	
	reader about time,	e.g. whilst,			
	place and personal	until,	Meanwhile	Connectives/conjunctions Use a wide range of	
	response.	despite.	In	connectives.	
	Purpose of the				
	recount is an		conclusion	<u>Tense</u>	
	experience			Change tense according to	
	revealing			features of the genre.	

	the writer's perspective.		The experience overall	Adverbs 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 regrettable if the wildlife funds come to an end. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a consequence of their actions	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	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	Use a wide range of punctuation throughout the writing.

Complex noun phrases used to add detail, e.g. The fragile eggs are slowly removed from the large mother hen.	Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices, such as adverbials.	
Prepositional phrase used cleverly. e.g. In the event of a fire		

Year 4/5/6 Poetry The Most Dangerous Animal in the World

	The Meet Bangereae, till later were						
	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation		
Year	5 Stanza poem	Present tense	world - curled, furled, whirled, hurled	Nouns Animal names	Capital letters to begin each line		
4	4 lines per stanza	Modal verbs should, would, could, you'd	vexing - perplexing annoying - enjoying,	Adjectives	Commas to		
	Rhyming pattern		destroying, cloying	To describe animals	separate lines		
	AABB	Talking to the reader – "You'd think, You can	mad - sad, bad prowling - howling,	Verbs	Full stop or		
	9-11 beats per line	squash before she bites you"	growling, yowling frown - let down, drown, renown,	Use modal verbs	exclamation mark to end stanza		
		Pronouns – You, she	down gnawing - clawing pecking - checking, necking, wrecking singing -		Apostrophes for contraction and possession		
			ringing, springing, stinging, swinging creeping - leaping, sleeping, weeping		Commas in lists		
			sneaking - shrieking, squeaking, creaking				
			snapping - flapping, clapping, slapping,				
			napping bite - might, sight, flight, night,				
			fright, plight poke - stroke, choke, cloak,				
			broke, smoke touch -				

	5 Stanza poem	Present tense	world - curled,	Nouns	Capital letters to
	·		furled, whirled,	Animal names	begin each line
	4 lines per stanza	Modal verbs should,	hurled vexing -		
Year 5		would, could, you'd	perplexing annoying	Adjectives	Commas to
	Rhyming pattern		- enjoying,	To describe animals	separate lines
	AABB	Talking to the reader –	destroying, cloying		
		"You'd think, You can	mad - sad, bad	Verbs	Full stop or
	9-11 beats per line	squash before she	prowling - howling,	Use modal verbs	exclamation mark
		bites you"	growling, yowling	Osc modal verbs	to end stanza
			frown - let down,		
		Pronouns –	drown, renown,		Apostrophes for
		You, she	down gnawing -		contraction and
		,	clawing pecking -		possession
			checking, necking,		
			wrecking singing -		Commas in lists
			ringing, springing,		
			stinging, swinging		
			creeping - leaping,		
			sleeping, weeping		
			sneaking - shrieking,		
			squeaking, creaking		
			snapping - flapping,		
			clapping, slapping,		
			napping bite -		
			might, sight, flight, night, fright, plight		
			poke - stroke,		
			choke, cloak, broke,		
			smoke touch -		

Year 6	5 Stanza poem	Present tense	world - curled,	Nouns	Capital letters to
			furled, whirled,	Animal names	begin each line
	4 lines per stanza	Modal verbs should,	hurled vexing -		
		would, could, you'd	perplexing annoying	Adjectives	Commas to
	Rhyming pattern		- enjoying,	To describe animals	separate lines
	AABB	Talking to the reader –	destroying, cloying		
		"You'd think, You can	mad - sad, bad	Verbs	Full stop or
	9-11 beats per line	squash before she	prowling - howling,	Use modal verbs	exclamation mark
		bites you"	growling, yowling	Coo modal volbe	to end stanza
			frown - let down,		
		Pronouns –	drown, renown,		Apostrophes for
		You, she	down gnawing -		contraction and
		·	clawing pecking -		possession
			checking, necking,		
			wrecking singing -		Commas in lists
			ringing, springing,		
			stinging, swinging		
			creeping - leaping,		
			sleeping, weeping sneaking - shrieking,		
			squeaking, creaking		
			snapping - flapping,		
			clapping, slapping,		
			napping bite -		
			might, sight, flight,		
			night, fright, plight		
			poke - stroke,		
			choke, cloak, broke,		
			smoke touch -		