



The Ribblesdale Federation of Schools

English Curriculum Handbook

(Updated for 2023 -2024 Curriculum)



Intent

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

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

- For pupils to be exposed to a variety of literature, genres and authors.
- For pupils to write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required.
- For pupils to read and write daily; English skills being reinforced through the delivery of a broad and balanced curriculum.
- For pupils to be confident when writing and reading easily, fluently and with good understanding, and with enjoyment of both.
 - For pupils to develop an understanding of grammar, punctuation, spelling and linguistic conventions and word origins, and to acquire a wide vocabulary and to use these appropriately.

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

- Through the study of English, pupils will develop imagination, inventiveness and creativity.
- For pupils to acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading) and to acquire the strategies to allow them to self monitor and correct.
- For pupils to enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, give presentations and participate in debates.
- For pupils to listen to others, respond appropriately and ask suitable questions to extend their understanding.
- Pupils to take pride in their handwriting and presentation, and present their work to a high standard.

Implementation

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

- Working Walls – all classes to have a Sentence Stacking display in line with the Jane Considine The Write Stuff scheme.
- All classrooms to have a stimulating reading area with books that reflect the interests and abilities of pupils.
- All classrooms display current class read.
- Vocabulary – displays in class with all curriculum areas to have vocabulary displayed. Classes to encourage a wider use of vocabulary by having a ‘word of the week’. Thesauruses and dictionaries to be easily accessible for pupils to use.
- Units of work to be planned using the Jane Considine planning units.
- Short writing opportunities to be planned for as well as a scaffolded outcome within each unit and an independent writing task.
- Independent writing tasks within other curriculum areas are also planned for.
- Teachers and TAs to support ALL pupils on a regular basis; providing intervention, support and challenge that individuals require to advance their learning in all areas of English.
- Grammar and Punctuation is to be taught discretely each week.
- Teachers and TAs model reading, planning writing, writing and handwriting.
- Teachers read aloud quality texts regularly to their class and share their love for reading.
- Editing and proofreading skills are modelled by adults and used by the children.
- Marking and feedback in English should be at the point of learning and where possible, given verbally. Independent writing opportunities are to be quality marked inline with the Ribblesdale Federation marking policy and ‘Next Steps’ are given.
- Pupils to have individual English targets for reading and writing which are reviewed and amended regularly.

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

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

Impact

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

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

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

- There is evidence of a clear teaching sequence in books; Three writing chunks per session which are teacher modelled and then attempted independently by the children, culminating in an extended independent write which is then edited and redrafted, before being focussed marked according to the Ribblesdale Federation marking policy.
- A range of genres are taught across the school (progressing in difficulty) resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts.
- Regular verbal feedback and 'Next steps' marking provides positive support and directs the pupil on their next steps to improve their writing.
- Pupils respond to feedback.
- Pupils use classroom resources to support their learning.
- Pupils presentation is of a high standard through following the school's handwriting policy.
- Teachers moderate pupils work across the three schools and in cluster meetings with other schools to ensure accurate assessments are made.
- Teachers track pupils' progress each in Reading, Writing, Spelling

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

- Pupil progress meetings with SLT and teachers each term ensure group and individual progress is monitored and interventions organised to support progress.
- Subject leader provides an action plan for the subject and addresses areas for development and improvement annually. This is updated termly

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

English Units /EYFS and Year 1/ 2024-202

<p>Autumn</p>	<p>Wombat Goes Walkabout Year 1 (4 weeks)</p>	<p>Pigs Might Fly EYFS (2 weeks)</p>	<p>Poetry Fireworks (2 weeks)</p>	<p>Poppies CBeebies Animation EYFS (1 Week)</p>	<p>Non-Fiction- I want a Pet Dog EYFS (2 weeks)</p>
<p>Spring</p>	<p>Non-Fiction Report If Sharks Disappeared EYFS (2 weeks)</p>	<p>Non -Fiction Report Penguins EYFS (2 Weeks)</p>	<p>Jack and the Jellybean Stalk Narrative EYFS (2 weeks)</p>	<p>Narrative- Adventure The Last Stop on Market Street Year 1 (4 weeks)</p>	
<p>Summer</p>	<p>Non-Fiction Chocolate Mug Cake EYFS 2 weeks</p>	<p>Narrative- The Bear and the Piano Year 1 (4 weeks)</p>	<p>Narrative-Katie and the Sunflowers EYFS (2 weeks)</p>	<p>Narrative- Grandad's Island Year 1 (4 weeks)</p>	

English Units /Years 2 and 3/ 2024-2025

<p>Autumn</p>	<p>Narrative- Little Red Reading Hood (4 weeks) Year 2 Unit</p>	<p>Non-Fiction- Persuasive Letter – The Day the Crayons Quit (4 weeks) Year 2 Unit</p>	<p>Poetry- Autumn is Here (3 weeks) Year 3 Unit</p>	<p>Narrative- Star in the Jar (4 weeks) Year 3 Unit</p>
<p>Spring</p>	<p>Non- fiction Diary The Great Fire of London (3 Weeks) Year 2 Unit</p>	<p>Poetry Strange (3 weeks) Year 2 Unit</p>	<p>Narrative- The Secret of the Black Rock (3 weeks) Year 3 Unit</p>	<p>Non-Fiction- Explanation How a Robot Dog Works (2 Weeks) Year 3</p>
<p>Summer</p>	<p>Narrative- The Friendship Bench (3 weeks) Year 2 Unit</p>	<p>Non-Fiction- Biography Grace Darling (3 Weeks) Year 3 unit</p>	<p>Narrative- George’s Marvellous Medicine (4 weeks) Year 3 Unit</p>	<p>Non-fiction- Non-Chronological report Skeletons and Muscles (3 weeks) Year 3 Unit</p>

English Units /Years 4, 5 and 6 / 2024-2025

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

Year 1 Wombat Goes Walkabout

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

		<p>to, onto</p> <p>Time connectives: first, then, next</p> <p>Once upon a time, one day, happily ever after</p>	<p>and/then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p>	
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Year 1 Narrative

Pigs Might Fly

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

		<p>to, onto</p> <p>Time connectives: first, then, next</p> <p>Once upon a time, one day, happily ever after</p>	<p>and/then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p>	
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Year 1 Poetry Fireworks

Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Write in 3 line stanzas	Adverbial phrase 'On Firework Night' to begin and end the poem	<p>Colour words:</p> <p>gold, silver, copper, yellow, sunlight, fire, jewels, chariots, rubies, kaleidoscope, multicolour.</p> <p>Movement words:</p> <p>circles, star bursts, waterfalls, spirals, mountains, patterns, volcanoes, dragon, somersaults, cartwheels, fountains, comets.</p> <p>'ing' verbs</p>	<p>Verbs</p> <p>Words ending in 'ing'</p> <p>Nouns</p> <p>Collective nouns for groups of people</p> <p>Plural nouns – adding s or es</p>	Capital letters to begin each stanza

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

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

		<p>to, onto</p> <p>Time connectives: first, then, next</p> <p>Once upon a time, one day, happily ever after</p>	<p>and/then.</p> <p><u>Tense</u> Simple past tense 'ed'.</p>	
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Year 1 Non-Fiction I Want A Pet Dog

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

Year 1 Non-Fiction Report If Sharks Disappeared

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

Year 1 Non-Fiction Report Penguins

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

Year 1 Narrative

Jack and the Jellybean Stalk

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

		Once upon a time, one day, happily ever after	Simple past tense 'ed'.	
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Year 1 Narrative

Last Stop on Market Street

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

		Once upon a time, one day, happily ever after		
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Year 1 Instructions

How to Make a Chocolate Mug Cake

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

Year 1 Narrative

The Bear and the Piano

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

		<p>Time connectives: first, then, next</p> <p>Once upon a time, one day, happily ever after</p>	<p><u>Tense</u> Simple past tense 'ed'.</p>	
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Year 1 Narrative

Katie and the Sunflowers

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

		<p>then, next</p> <p>Once upon a time, one day, happily ever after</p>	<p>Simple past tense 'ed'.</p>	
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Year 1 Narrative Grandad's Island

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

		Once upon a time, one day, happily ever after		
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Year 2/3 Narrative Little Red Reading Hood

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

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

		<p>Adverbials, e.g. When she reached home...</p> <p>Expanded noun phrases, e.g. two horrible hours.</p>		<p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	
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Year 2/3 Persuasive Letter The Day the Crayons Quit

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

				<u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.	Commas to separate items in lists.
Year 3	Clear introduction. Points about subject/issue. Organised into paragraphs. Subheading used to organise texts.	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, e.g. imagine,	Surely... Obviously... Clearly... Don't you think... Firstly... Secondly... Thirdly... My own view is... My last point is... My final point is...	<u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition. <u>Verbs</u> Present perfect forms of verbs instead of 'the'. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because). <u>Tense</u> Correct and consistent use of past and present tense.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

		consider, enjoy.	Imagine... Consider... Enjoy...	<u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.	
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Year 2/3 Poetry Autumn is Here

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

			<p>umber, yellow, warm orange, smoke berry, copper, terracotta, golden brown, warm apricot, raspberry, pumpkin</p> <p>words for smell: scent, aroma, her perfume, her fragrance.</p>	<p>'ly' adverbs to describe the verb</p> <p><u>Nouns</u> Expanded noun phrases for description</p>	
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Year 2/3 Narrative The Star in the Jar

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

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

		<p>Adverbials, e.g. When she reached home...</p> <p>Expanded noun phrases, e.g. two horrible hours.</p>		<p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	
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Year 2/3 Non Fiction

Diary of the Great Fire of London

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

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

				<p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	
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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

Year 3	<p>5 stanzas</p> <p>4 lines per stanza</p> <p>Rhyming pattern ABCB</p> <p>About 7 beats per line</p>	Present tense	<p>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.</p>	<p>Nouns – food names/ items</p> <p>Adjectives to describe texture, taste, smell or look of food</p>	<p>Capital letters to begin each line</p> <p>Full stop to end each stanza</p> <p>Commas in a list</p> <p>Commas to separate clauses</p> <p>Exclamation marks</p>
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Year 2/3 Narrative

The Secret of Black Rock

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

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

		<p>Adverbials, e.g. When she reached home...</p> <p>Expanded noun phrases, e.g. two horrible hours.</p>		<p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	
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Year 2/3 Explanation How a Robot Dog Works

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

				<p>– or, and, but.</p> <p>Correct and consistent use of the present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	
Year 3	<p>Clear title and introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use formal and technical vocabulary.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent</p> <p>Adverbials of time and manner are used to add additional information.</p>		<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'.</p> <p>Adjectives Choose appropriate adjectives and expanded noun phrases.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because).</p> <p>Correct and consistent use of past and present tense.</p> <p>Subordination to expand upon</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

				<p>independent clauses – when, as, before, since and although.</p> <p>Coordination to link ideas – and, but, so and for</p> <p>Adverbs</p> <p>Introduce/revise adverbs.</p> <p>Express time and cause: following that, soon after, moments later.</p> <p>Explore adverbs ending in ‘-ly’.</p>	
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Year 2/3 Narrative The Friendship Bench

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

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

		<p>Adverbials, e.g. When she reached home...</p> <p>Expanded noun phrases, e.g. two horrible hours.</p>		<p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	
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Year 2/3 Biography Grace Darling

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

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

				<u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.	
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Year 2/3 Narrative George's Marvellous Medicine

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

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

		<p>Adverbials, e.g. When she reached home...</p> <p>Expanded noun phrases, e.g. two horrible hours.</p>		<p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	
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Year 2/3 Non-Chronological Report Skeletons and Muscles

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

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

				<u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.	
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Year 4/5/6 Narrative Iron Man

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

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

	woods.	<p>Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls.</p> <p>Repetition is used for effect, e.g. the boys ran and ran until they could run no more.</p>		<p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.</p>	
Year 6	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on to heighten empathy for central character.</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text.</p>	<p>Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p>	Year 6 ambitious vocabulary used	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p>	Use a wide range of punctuation throughout the writing.

		<p>Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description, e.g. everyone charged like a deer pack under threat.</p> <p>Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.</p>		<p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.</p>	
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Year 4/5/6 Biography

David Attenborough

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

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

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

		<p>weather...</p> <p>Complex noun phrases used to add detail, e.g. The extravagant cake are carefully removed from the large van</p> <p>Prepositional phrases used cleverly. e.g. In the result of an earthquake ...</p>	<p>Be careful if you...</p> <p>Frequently they... I will attempt to...</p> <p>This article will frame... It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half...</p> <p>Less than half...</p>	<p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.</p>	
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Year 4/5/6 Poetry If by Rudyard Kipling

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

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

			decimate. Defensive, irritable, annoyed, indignant. wreaking, chastising, criticising, berating. uphold, stand by, show compassion, turn towards.		Apostrophes for possession Semi-colons to separate lines
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Year 4/5/6 Narrative Kensuke's Kingdom

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

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

	woods.	<p>Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls.</p> <p>Repetition is used for effect, e.g. the boys ran and ran until they could run no more.</p>		<p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.</p>	
Year 6	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on to heighten empathy for central character.</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text.</p>	<p>Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p>	Year 6 ambitious vocabulary used	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p>	Use a wide range of punctuation throughout the writing.

		<p>Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description, e.g. everyone charged like a deer pack under threat.</p> <p>Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.</p>		<p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.</p>	
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Year 4/5/6 Playscript

The Plague

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 4	<p>Scene introduced by number</p> <p>Setting description written in past tense, short concise sentences</p> <p>Speakers introduced by their name and then a colon</p> <p>New line for every new speaker</p> <p>Spoken words in present tense</p> <p>Stage directions written in present tense in brackets</p>	<p>First person pronouns for spoken words</p> <p>Third person pronouns for stage directions</p> <p>Informal and chatty for dialogue (Ow! Ow! I'm not sure I can stand!)</p> <p>Contracted forms for spoken words</p>	<p>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 temperature vicious instructs</p>	<p>Adjectives Expanded noun phrases</p> <p>Adverbs For stage directions to say how a character should say a line</p> <p>Verbs Present tense form for stage directions</p>	<p>Speakers introduced by their name and then a colon</p> <p>Stage directions written in present tense in brackets</p> <p>Contracted forms for spoken words</p> <p>Exclamation marks</p> <p>Question marks</p> <p>Dashes for parenthesis</p> <p>Commas in lists</p> <p>Rhetorical Questions</p> <p>Ellipsis</p>

			Reverend Mompesson monstrous Action demands		
Year 5	<p>Scene introduced by number</p> <p>Setting description written in past tense, short concise sentences</p> <p>Speakers introduced by their name and then a colon</p> <p>New line for every new speaker</p> <p>Spoken words in present tense</p> <p>Stage directions written in present tense in brackets</p>	<p>First person pronouns for spoken words</p> <p>Third person pronouns for stage directions</p> <p>Informal and chatty for dialogue (Ow! Ow! I'm not sure I can stand!)</p> <p>Contracted forms for spoken words</p>	<p>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</p>	<p>Adjectives Expanded noun phrases</p> <p>Adverbs For stage directions to say how a character should say a line</p> <p>Verbs Present tense form for stage directions</p>	<p>Speakers introduced by their name and then a colon</p> <p>Stage directions written in present tense in brackets</p> <p>Contracted forms for spoken words</p> <p>Exclamation marks</p> <p>Question marks</p> <p>Dashes for parenthesis</p> <p>Commas in lists</p> <p>Rhetorical Questions</p>

			<p>temperature vicious instructs</p> <p>Reverend Mompesson monstrous Action demands</p>		Ellipsis
Year 6	<p>Scene introduced by number</p> <p>Setting description written in past tense, short concise sentences</p> <p>Speakers introduced by their name and then a colon</p> <p>New line for every new speaker</p> <p>Spoken words in present tense</p> <p>Stage directions written in present tense in brackets</p>	<p>First person pronouns for spoken words</p> <p>Third person pronouns for stage directions</p> <p>Informal and chatty for dialogue (Ow! Ow! I'm not sure I can stand!)</p> <p>Contracted forms for spoken words</p>	<p>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</p>	<p>Adjectives Expanded noun phrases</p> <p>Adverbs For stage directions to say how a character should say a line</p> <p>Verbs Present tense form for stage directions</p>	<p>Speakers introduced by their name and then a colon</p> <p>Stage directions written in present tense in brackets</p> <p>Contracted forms for spoken words</p> <p>Exclamation marks</p> <p>Question marks</p> <p>Dashes for parenthesis</p> <p>Commas in lists</p> <p>Rhetorical Questions</p>

			temperature vicious instructs Reverend Mompesson monstrous Action demands		Ellipsis
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Year 4/5/6 Narrative

The Nowhere Emporium

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

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

	woods.	<p>Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls.</p> <p>Repetition is used for effect, e.g. the boys ran and ran until they could run no more.</p>		<p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.</p>	
Year 6	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on to heighten empathy for central character.</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text.</p>	<p>Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p>	Year 6 ambitious vocabulary used	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p>	Use a wide range of punctuation throughout the writing.

		<p>Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description, e.g. everyone charged like a deer pack under threat.</p> <p>Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.</p>		<p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.</p>	
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Year 4/5/6 Non-Chronological Report Everest

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

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

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

		<p>Complex noun phrases used to add detail, e.g. The delicate flowers are slowly removed from the large walled garden.</p> <p>Prepositional phrases used cleverly. e.g. In the event of an accident...</p>	<p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half...</p> <p>Less than half...</p>	<p>Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.</p>	
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Year 4/5/6 Narrative

The boy, The Mole, The Fox and The Horse

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

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

	woods.	<p>Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls.</p> <p>Repetition is used for effect, e.g. the boys ran and ran until they could run no more.</p>		<p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.</p>	
Year 6	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on to heighten empathy for central character.</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text.</p>	<p>Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p>	Year 6 ambitious vocabulary used	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p>	Use a wide range of punctuation throughout the writing.

		<p>Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description, e.g. everyone charged like a deer pack under threat.</p> <p>Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.</p>		<p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.</p>	
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Year 4/5/6 Journal Mars Transmission

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 4	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Variation in sentence structures, e.g. While we watched the sea lion show...</p> <p>Use embedded/relative clauses, e.g. Penguins, which are very agile.</p> <p>Include adverbs to show how often, e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use emotive language to show personal response,</p>	<p>Later on...</p> <p>Before long...</p> <p>At that very moment...</p> <p>At precisely...</p> <p>When this was complete...</p> <p>I was gripped by...</p> <p>I felt overwhelmed when...</p> <p>I was personally affected by...</p> <p>This has changed how I feel about...</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English forms for verbs.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Use a wide range of connectives.</p> <p><u>Tense</u> Correct use of past and present tense.</p> <p><u>Adverbs</u></p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>

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

	the writer's perspective.		The experience overall...	<u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.	
Year 6	<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise, e.g. It would be regrettable if the wildlife funds come to an end.</p> <p>Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position, e.g. As a consequence of their actions...</p>	<p>They are rarely...</p> <p>They are never...</p> <p>They are very...</p> <p>Generally...</p> <p>Be careful if you...</p> <p>Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half...</p>	<u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes: ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u>	Use a wide range of punctuation throughout the writing.

		<p>Complex noun phrases used to add detail, e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>	<p>Less than half...</p>	<p>Change tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.</p>	
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Year 4/5/6 Poetry

The Most Dangerous Animal in the World

	Text structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Year 4	5 Stanza poem 4 lines per stanza Rhyming pattern AABB 9-11 beats per line	Present tense Modal verbs should, would, could, you'd Talking to the reader – “You'd think, You can squash before she bites you” Pronouns – You, she	world - curled, furred, whirled, hurled vexing - perplexing annoying - enjoying, destroying, cloying mad - sad, bad prowling - howling, growling, yowling frown - let down, drown, renown, down gnawing - clawing pecking - checking, necking, wrecking singing - 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 -	Nouns Animal names Adjectives To describe animals Verbs Use modal verbs	Capital letters to begin each line Commas to separate lines Full stop or exclamation mark to end stanza Apostrophes for contraction and possession Commas in lists

<p>Year 5</p>	<p>5 Stanza poem</p> <p>4 lines per stanza</p> <p>Rhyming pattern AABB</p> <p>9-11 beats per line</p>	<p>Present tense</p> <p>Modal verbs should, would, could, you'd</p> <p>Talking to the reader – “You'd think, You can squash before she bites you”</p> <p>Pronouns – You, she</p>	<p>world - curled, furred, whirled, hurled vexing - perplexing annoying - enjoying, destroying, cloying mad - sad, bad prowling - howling, growling, yowling frown - let down, drown, renown, down gnawing - clawing pecking - checking, necking, wrecking singing - 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 -</p>	<p>Nouns Animal names</p> <p>Adjectives To describe animals</p> <p>Verbs Use modal verbs</p>	<p>Capital letters to begin each line</p> <p>Commas to separate lines</p> <p>Full stop or exclamation mark to end stanza</p> <p>Apostrophes for contraction and possession</p> <p>Commas in lists</p>
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