

Year 1:

	Autumn 1 - Toys	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Model Text	Capital letter	Three Billy Goats Gruff	Dragons	That's not my	Tremendous Trees (Mouse's Wood)	Instructional recipe book
Genre				Narrative	Narrative (second half - 3 week cycle starts)	Recipe Recount
Outcome	Children will write a caption using words with fingers spaces between each word.	Alternate ending to The Three Billy Goats Gruff 1 sentence with a full stop, a capital letter and fingers spaces.	Questions and exclamation sentences about dragons.	Create own book using adjectives to describe their animal.	Create a class book using the months of the year. Children will write a set of sentences to create a narrative focussing on a particular month using suffixes .	Children will write a set of instructions using imperative verbs to create a recipe for making a wrap using prefixes . Children to write a recount about making the wrap.
Children will learn the different features of each genre in the immersion phase by identifying the features.						
	- Form capital letters. - Begin to form lower case letters in correct direction starting and finishing in the right place. - Sit correctly at a table holding a pencil comfortably and correctly. - Understand which letters belong to which handwriting families and practise these. - Compound words	- Becoming familiar with key stories and fairy tales, traditional tales and retelling them based on their particular characters. - Recognising and enjoying predictable phrases.	- Begin to punctuate a sentence with a question mark or exclamation mark. - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which	- Sequencing sentences to form short narratives - To use an adjective in a sentence. - Being encouraged to link what they read or hear read to their own experiences	- Joining clauses using and - Using letter names to distinguish between alternative spellings of the same sound. - Using -ing, -ed, -er and -est where no change is needed in the spelling of root	- Form digits 0-9 - using the prefix un- - Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) - read common exception words, noting unusual correspondences

	• Common Exception Words • Spell the days of the week. • Name the letters of the alphabet in order. • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Leaving spaces between words	• Discussing the significance of the title and events • Making inferences on the basis of what is being said and done • Predicting what might happen on the basis of what has been read so far. • Participate in discussion about what is read to them, taking turns and listening to what others say • Explain clearly their understanding of what is read to them. • Saying out loud what they are going to write about • Composing a sentence orally before writing it.	they can read independently. • Discussing word meanings, linking new meanings to those already known • Learning to appreciate rhymes and poems, and to recite some by heart.	• Drawing on what they already know or on background information and vocabulary provided by the teacher • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher. • joining words using and	words [for example, helping, helped, helper, eating, quicker, quickest] • Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	between spelling and sound and where these occur in the word • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
--	---	--	--	--	---	---

		- Beginning to punctuate sentences using a capital letter and a full stop - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.				
--	--	---	--	--	--	--

Year 2:

	Autumn 1 - Castles	Autumn 2 – Habitats	Spring 1 – Fire! Fire!	Spring 2 – Planet Earth	Summer 1 – Up, Up and Away	Summer 2 – Land Ahoy!
Model Text	The Kiss That Missed The Dark Dark Tale	On The Way Home The Sound Collector	Why we remember The Great Fire of London Vlad and the Great Fire of London	There's A Rangtan In My Bedroom A collection of poems.	Samuel Cody biography Healthy Eating Leaflet	The Thieving Pirate How To Be A Pirate In 10 Easy Stages
Genre	Narrative Poetry	Narrative – Newspaper report Poetry	Non-Chronological Report (NCR) Diary	Letter Poetry	Biography Explanation text	Character Description Instructions

Children will learn the different features of each genre in the immersion phase by identifying the features.

Skills Progression (NC Objectives)	• Learn how to distinguish between homophones and near-homophones • Learn how to use expanded noun phrases to describe and specify • Learning to use both familiar and new punctuation correctly – capital letters and full stops. • Learn how to use commas in a list • Learn to write poetry • Learn to use both familiar and new punctuation correctly – exclamation marks • Learn how to use expanded noun phrases to describe and specify • Learn to participate in discussions about poetry (reading).	• Learn how to use coordination (and, but and so). • Using the past tense correctly and consistently. • Learn how to use sentences with different forms – exclamation. • Writing poetry • Learn how to use both familiar and new punctuation correctly (commas, capital letters and full stops). • Use progressive verbs in the present and past tense • Correct and consistent use of present and past tense.	• Learn to spell common exception words (expected – many, GDS, most). • Learn how to use the past tense correctly and consistently. • Learn how to use subordination (if, when, that, or, because) • Learn how to use sentences with different forms – questions • Writing about real events. • Learn how to use the past tense correctly and consistently. • Learn how to use extended simple sentences to add interest. • <u>Learn to use adverbs to modify verbs</u> • Learn to use expanded noun phrases to expand and specify.	• Learn to use coordinating and subordinating conjunctions. • Learn to use sentences with different forms – imperative verbs with commands • Learn to use both familiar and new punctuation correctly. • Learn to spell words using the contracted form – apostrophes. • Learn to write poetry • Learn to participate in discussions about poetry (reading). • Learn to read aloud what they have written making the intonation clear.	• Learn to use both familiar and new punctuation – commas in a list. • Learn to use the past tense correctly and consistently. • Learn to use sentences with different forms – statement and questions. • Learn to use the possessive apostrophe • Learn to use subordination (when, if because or that). • Learn to use coordination (and, but so). • Learn how to use the present tense correctly and consistently. • Learn to add suffixes to spell longer words (-ful, -ness, -ment, -less, -ly). • Learn to spell words using the contracted form – apostrophes. • Learn to use sentences with different forms – questions. • Learn to use both familiar and new punctuation correctly – question marks.	• Learn to use expanded noun phrases to describe and specify. • <u>Learn to use adverbs to modify verbs.</u> • Learn to use sentences with different forms – statements. • Learn to use sentences with different forms – commands. • Learn how to begin to use imperative verbs. • Learn to use adverbs to modify verbs. • Learn to use subordination (if, when, that or because) • Learn to use the possessive apostrophe •
---------------------------------------	---	---	--	--	---	--

			Learn how to use sentences with different forms – exclamations			
Features to fit the genre TO INCLUDE IN MODEL TEXT AND TEACH EXPLICITLY!	- Expanded noun phrases - Homophones and near homophones - Capital letters and full stops - Words that include silent letters. - Commas in a list. - A title - Expanded noun phrases - Repeating phrase separated by a comma - Capital letter at the start of each line - A new idea on a new line Figurative language - alliteration	- Coordinating conjunctions – (and, but so) - Past tense verbs - Speech with speech marks - Adjectives - Exclamation sentences - A title Nouns and verbs that relate to each other - Use of conjunction – when - Repeating phrase Rhyme (rhyming couplets)	- Sub-heading - Introduction paragraph (5 Ws). - Sub-headings - Images Use of questions – did you know fact boxes. Subordinating conjunctions (if, when, that, or, because) Use of known punctuation – capital letters for proper nouns. - Dates to indicate entries over several days. ‘Dear Diary...’ to start each entry. - Time conjunctions to link events chronologically. (First, then, next, after that, later that day) - Consistent and correct use of past and present tense	- Address of sender in top right corner - Dear/To - Date letter was written - Introduction sentence to express reason for writing. - Rhetorical question Imperative verbs Exclamation sentence - Past tense verb endings Sign off - A title - Capital letter at the start of each line - Use of rhyme - Adjectives to describe Figurative language - alliteration	- Past tense using irregular verbs. - Sentences including statements and questions. - Use of apostrophes to show possession - Capital letters for proper nouns. - Subordinating conjunctions - A title to show what the text is about - Sub-headings List sentences separated by a comma - Top tip to entice the reader in. - Contractions (do not = don’t) - Introduction sentence asking a question (Do you want to know about....?) - Use of past tense	- Title for the name of the description. - Expanded noun phrases Verbs - Adverbs - Sentences which include statements - Use of the past tense - Question to start. - A title to introduce the instructions - Short command sentences - Imperative verbs - Adverbs - Coordinating conjunctions - Subordinating conjunctions - Numbered steps

			with correct verb endings. • First person pronouns. • Adjectives to describe emotions. • Exclamation marks to indicate emotion.			
Pupils should be taught to: • Develop positive attitudes and stamina towards writing • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly (spelling) • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (spelling) Consider what they are going to write before beginning by: • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling, grammar and punctuation • Form lower case letters of the correct size and relative to one another. • Write capital letters and digits of the correct size, orientation and relationship to one another • Use spacing between words that effects the size of the letters.					As left as well as.... • Start using some of the horizontal and diagonal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	

Year 3:

	Autumn 1 – Stone Age	Autumn 2 - Volcanoes	Spring 1 - Romans	Spring 2 - Romans	Summer 1 - Rivers	Summer 2 - Scrumdiddlyumptious
Model Text	How To Wash A Woolley Mammoth Stone Age Boy	Escape To Pompeii Volcanoes and Earthquakes Winter acrostics	Chariot Race Model Text So You Think You've Got It Bad – Ancient Rome	Roman Diary: The Journey of Ilonia – Young Slave. Slowly – James Reeves	The River – An Epic Journey To The Sea Haiku	The Cafe At The Edge Of The Woods Charlie and The Chocolate Factory
Genre	Instructions Narrative	Setting Description Non-Chronological Report Poetry	Narrative Explanation text	Diary Entry Poetry	Newspaper Report Poetry - haiku	Persuasive letter Character Description
Children will learn the different features of each genre in the immersion phase by identifying the features.						
Skills Progression (NC Objectives) Learning intentions for lessons	• Use adverbs to express time and cause. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • In non-narrative material, use simple organisational devices (headings and sub-headings). • Organising paragraphs around a theme.	• Use of the forms a or an according to whether the next word begins with a consonant or a vowel (determiners). • In narratives creating settings. • Use adverbs to express cause. • In non-narrative material, use simple organisational devices (headings and sub-headings). • Indicating possession by using the possessive apostrophe with plural nouns.	• In narratives, create settings, characters and plots. • Begin to use inverted commas to punctuate speech correctly. • Indicating possession by using the possessive apostrophe with plural nouns (different genre to previous units). • Begin to extend a range of sentences with more than one	• Use inverted commas to punctuate direct speech. • Indicating possession by using the possessive apostrophe with plural nouns (different genre to other units). • Continue to spell further homophones • Organise ideas around a theme. • Use of the form a or an according to	• Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • In non-narrative material, use simple organisational devices (headings and sub-headings). • Continue to punctuate direct speech. • Accurately spell verbs with irregular tense changes e.g go/went, fly/flew, grow/grew	• Continue to build on any skills that need developing/consolidating across the curriculum areas. • Indicating possession by using the possessive apostrophe with plural nouns. • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • In narrative create characters.

	• Use simple conjunctions to express time and cause (when, before, after, while, so, because) • Spell further homophones. • Use further prefixes and understand how to add them (super-, anti-, auto-, re-) • Use conjunctions and adverbs to express time and cause. • Begin to use and punctuate direct speech. • Begin to use fronted adverbials to express time. • Use of the present perfect form of verbs instead of the simple past (he has gone out to play contrasted with he went out to play) • <u>Use a range of past tense forms</u>	• Use suffixes and understand how to add them (-tion, -sion, -ssion and -cian) • Spell further homophones • Begin to choose nouns and pronouns appropriately for clarity and cohesion. • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (determiners).	clause by using a wider range of conjunctions. • In non-narrative material, use simple organisational devices (headings and sub-headings). • Use further prefixes and understand how to add them (super-, anti-, auto-, re-) • Begin to choose nouns and pronouns appropriately for clarity and cohesion. • Use adverbs to express time and cause. • Begin to use prepositions to express time and cause. • Organise paragraphs around a theme.	whether the next word begins with a consonant or a vowel (determiners). • Show some consistency with 1st and 3rd person. • Begin to choose nouns and pronouns appropriately for clarity and cohesion • Organise paragraphs around a theme • Use of adverbs to express time and cause. • Describe the effect a poem has and suggest possible interpretations. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • <u>When performing,</u>	• Use subordination to show relationship in time and place e.g. Until he learnt to tie his shoe laces...Following the race... • Use of adverbs to express cause.	• Continue to build on any skills that need developing/consolidating across the curriculum areas.
--	--	---	---	--	---	---

	• <u>for purpose e.g. I was walking, I walked, I had walked.</u>			• <u>perform individually or chorally; vary volume, experimenting with expression and use pauses for effect</u> • <u>When performing, use actions, voices, sound effects and musical patterns to add to a performance.</u>		
Features to fit the genre TO INCLUDE IN MODEL TEXT AND TEACH EXPLICITLY!	• A heading • Sub-headings for different parts of the instructions • Imperative verbs • Adverbs • Command sentences. • Rhetorical question as a starting sentence. • Numbered list/bullet points. • Conjunctions • Chronological order.	• Expanded noun phrases to add detail • Conjunctions to join sentences together. • Variety of punctuation already taught. • Exclamation sentences. • Paragraph to organise ideas around a theme. • Use of adverbs to express cause. • Determiners • A heading	• Development of adjectives into similes. • Wider use of conjunctions to join sentences together. • Paragraphs organised into a theme. • Inverted commas to punctuate speech. • Examples of possessive	• Salutation and sign off. • Different paragraphs focusing on different themes. • Direct speech from others (eyewitnesses /friends). • Use of first person narrative. • Use of second person form – “You wouldn’t	• The name of the newspaper. • A snappy headline. • 5Ws – (What, Where, When, Who and Why) • Paragraphs organised into themes. • Speech marks with direct speech. • Use of subordination. • Follow the haiku structure • An example of an adverb	• Formal/informal tone. • Persuasive language • Rhetorical questions • Dear/To to start. From/Yours sincerely to finish. • Use of exclamation sentences to convey emotion. • Wide range of conjunctions. • Short introductory sentence to explain reason for writing. • Concluding sentence to summarise main points.

	- Adjectives to create expanded noun phrases. - Verb choices using the past tense. - Speech between 2 characters. - Variety of punctuation already taught. - An example of a fronted adverbial to express time. - Perfect present form. - Examples of homophones	- Sub-headings for different parts of the report. - Examples of possessive apostrophes for plural nouns. - Key words in bold. - Images with captions. - Rhetorical questions (but in a different context to previous units – could be a did you know?) - A title to show what the poem is called. - Use of the word WINTER down the left hand side. Alliteration	apostrophes for plural nouns. - A heading - Sub-headings. - Adverbs - Some prepositions. - Rhetorical questions – opening sentence. - Diagrams with labelled parts. - Short introduction paragraph.	believe, you would never guess). - Determiners - Adjectives to demonstrate emotions. - Similes linked to adjectives. - Verb choices using the past tense. - Diary written in chronological order of events. - A title to show what the poem is called. - The same adverb at the start of each line. - AABB rhyming style the first line finishing with a comma, the second with a full stop. 2 stanzas.	- Adjectives to describe - A title for the poem - Use of rhyme.	- Development of adjectives into similes. - Wider use of conjunctions to join sentences together. - Present tense using correct suffixes - Preposition examples. - Examples of possessive apostrophes for plural nouns.
	Pupils should be taught to: Begin to spell words that are often misspelt - Begin to plan writing by discussing writing similar to what which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Plan their writing by: - Begin to discuss and record ideas.					

	- Begin to compose and rehearse sentences orally, progressively building a rich vocabulary and an increasing sense of sentence structure. Edit and evaluate by: - Begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - Begin to read aloud their own writing, to a group or the whole class and controlling the tone and volume so that the meaning is clear. - Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. - Evaluate and edit by proof-reading their work for spelling and punctuation errors. - Begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
--	--

Year 4:

	Autumn 1 – Ancient Greeks	Autumn 2 – Cold (snow and ice)	Spring 1 - Rainforests	Spring 2 - Settlements	Summer 1 – Anglo Saxons	Summer 2 - Vikings
Model Text	Greek Myths Ancient Greece A letter home from Ancient Greece	Everest Everest	Along the Tapajos From My Window Pele	The Wild Robot The River – Valarie Bloom	How To Train Your Dragon Anglo-Saxon Kenning Healthy Eating Advert	Battle of Reading Viking Voyagers
Genre	Narrative Non-Chronological report Letter	Setting Description Narrative Balanced argument (reasons for/against visiting Everest)	NCR (Factfile) Poetry – repeating phrases. Biography	Narrative (traditional tale format) Poetry – rhyming poetry	Instructions Poetry – Kenning Persuasive advert	Newspaper Report Diary entry
Children will learn the different features of each genre in the immersion phase by identifying the features.						
Skills Progression (NC Objectives) Learning intentions for lessons	- Use prefixes and suffixes (-ous and -ation) - Fronted adverbials (inc using commas).	- In narratives, creating settings. - Using noun phrases expanded by the addition of modifying adjectives (create	In non-narrative material, using simple organisational devices (headings and subheadings)	Use of inverted commas and other punctuation to indicate direct speech [for example, a	In non-narrative material, using simple organisational devices (headings and subheadings)	- In non-narrative material, using simple organisational devices (headings and subheadings) - Use of inverted commas and other punctuation

	- Extend range of sentences with more than 1 clause by using a wider range of conjunctions with use of a comma (subordinate clauses). - Using noun phrases expanded by the addition of modifying adjectives – the unhappy orphan changed to The unhappy orphan with curly hair. - Use of paragraphs to organise ideas around a theme. - Continue to spell homophones correctly. - Use of inverted commas and other punctuation to indicate direct speech - In non-narrative material, using simple organisations devices (headings and sub-headings)	similes) - what can be seen. - Using prepositions to express time and cause. - Identify different word classes - Many words are spelt correctly when adding suffixes beginning with vowel letters, to words of more than one syllable e.g. doubling constant letter as in cut/cutting - Fronted adverbials including commas - Use the first two or three letters of a word to check its spelling in a dictionary - Extending the range of sentences with more than one clause by using a wider range of conjunctions (subordinate clause). - Using prepositions to express time and cause. - Using adverbs to express time and cause. - Use a range of adjectives and adverbs across genres.	- Use of paragraphs to organise ideas around a theme. - Use the first two or three letters of a word to check its spelling in a dictionary - Use of rhetorical questions. - Describe poem's impact and explain own thoughts using the poem as reference. - Recognise some different forms of poetry - Use of alliteration as a poetic device. - To use rhyming couplets. - When performing, vary volume, pace and use appropriate expression when performing - When performing, use actions, sound effects, musical patterns and images to enhance a poem's meaning.	comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Extending the range of sentences with more than one clause by using a wider range of conjunctions. - Standard English forms of verb inflections (we were instead of we was). - Organise writing into paragraphs around a theme. - Use a range of adjectives and adverbs across genres. - Organising paragraphs around a theme. - Place the possessive apostrophe accurately in	- Use of paragraphs to organise ideas around a theme. - Use of imperative verbs. - Use of chronological order. - Using fronted adverbials with a comma. - Use of adverbs (Y3 consolidation) - Describe poem's impact and explain own thoughts using the poem as reference. - Discuss the poem's form and suggest the effect on the reader. - Recognise some different forms of poetry <u>Vary volume, pace and use appropriate expression when performing</u> <u>Use actions, sound effects, musical patterns and images to enhance a poem's meaning</u> - In non-narrative material, using simple organisational devices	to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] - Extend range of sentences with more than 1 clause by using a wider range of conjunctions (casual conjunctions and comparative conjunctions). - Continue to build on any skills that need developing/consolidating across the curriculum areas. - Using the present perfect form of verbs in contrast to the past tense (eg - she has been to the shops). - Use an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. - Use of chronological order. - Continue to build on any skills that need
--	--	---	--	--	---	---

	- Extend a range of sentences with more than 1 clause using a wider range of conjunctions (causal conjunctions) - Using noun phrases expanded by the addition of modifying adjectives – the unhappy orphan changed to The unhappy orphan with curly hair. - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. - Extend range of sentences with more than 1 clause by using a wider range of conjunctions with use of a comma (subordinate clause). - Choose nouns or pronouns	- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Use of paragraphs to organise ideas around a theme. - Use the first two or three letters of a word to check its spelling in a dictionary - Use of rhetorical questions.	- Use of chronological order. - Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. - Continue to choose nouns or pronouns appropriately to avoid repetition. - Use prefixes (mis-, in-, dis-)	words with regular plurals and in words with irregular plurals. - Comment on the use of similes and expressive language to create images, sound effects and atmosphere. - When performing, vary volume, pace and use appropriate expression when performing - When performing, use actions, sound effects, musical patterns and images to enhance a poem's meaning.	(headings and subheadings) - Using noun phrases expanded by the addition of modifying adjectives - Organising paragraphs around a theme.	developing/consolidating from diary entry in Autumn 2 or across the curriculum. Use a range of adjectives and adverbs across genres.
--	--	--	---	--	--	---

	- appropriately to avoid repetition. - Standard English forms of verb inflections (we were instead of we was). - Organising paragraphs around a theme.					
Features to fit the genre TO INCLUDE IN MODEL TEXT AND TEACH EXPLICITLY!	- Title to tell the reader what the text is about - Suffixes (-ous and -ation). - Text to include a variety of word classes. - Fronted adverbials with commas (non-fiction). - Subordinate clauses with a comma. - Variety of punctuation already taught. - Speech with punctuation - To use persuasive language - Headings and sub-headings to introduce different topics	- Adjectives for description including synonyms. - Similes - Prepositions - Expanded noun phrases - Variety of punctuation already taught. - Standard English forms of verb inflection (was/were, did/done) - Fronted adverbials (used in a fiction device) - Prepositions - Emotive language through use of adjectives. - Pathetic fallacy (use of weather to create mood). - Range of conjunctions.	- Sub-headings - Introductory paragraph - Paragraphs organised into order of theme. - Title to tell the reader what the text is about. - Rhetorical questions - A free verse poem structure. - A title - Repeated phrases - Use of alliteration - Use of rhyming couplets - Stanzas to indicate the structure of the poem. - Paragraphs to be organised around a theme.	- Personification - Adjectives for description and to create a sense of a particular mood within the narrative. - Adverbs to support development of description. - Range of conjunctions - Inverted commas and other punctuation for direct speech – including use of comma to demarcate reporting clause before, within and after direct speech	- Precise fronted adverbials with a comma - Adverbs to add further description to the tasks. - Imperative verbs. - Commas in a list - Coordinating and subordinating conjunctions - A title to tell the reader what the instructions are for. - Sub-headings (equipment list, method, top tips etc). - An introduction paragraph to introduce the set of instructions. - Title – ambiguous to the reader. - Noun-verb structure	- Headline – short, snappy and catchy - Byline - Detailed introduction paragraph to summarise the focus of the article. - Paragraphs organised around a theme. - Inverted commas and other punctuation for direct speech – including use of comma to demarcate reporting clause before, within and after direct speech - Use of causal conjunctions. - Use of comparative conjunctions (although, however). - Fronted adverbials - Variety of punctuation already taught. - Paragraphs around a theme starting with an

	- Extend range of sentences with more than 1 clause by using a wider range of conjunctions (causal conjunctions) Formal/informal tone. - Dear/To to start. From/Yours sincerely to finish. - Address and sate in the top right corner. - Wide range of conjunctions. Short introductory sentence to explain reason for writing. Concluding sentence to summarise main points.	- An introduction, which includes rhetorical questions, to introduce topic. Sentence starters linked with a balance argument (It could be argued that..., I believe that..) - Clear paragraphs organised around a theme. - A concluding paragraph to summarise the main points of the text.	- Use of different nouns and pronouns to avoid repetition. - Apostrophes for plural possession. - A title to inform the reader what the text is about. A variety of sentence types – exclamations and questions. - Variety of punctuation already taught.	Use of standard English verb inflections. Paragraphs around a theme. Variety of punctuation already taught. Pathetic fallacy - Rhyme Figurative language to represent nouns Use of metaphors. - Stanzas to indicate different themes in the poem. - Rhythm which is easy to follow and demonstrates a pattern.	Noun and verb separated with a hyphen. Rhetorical questions. Use of alliteration. Catchy slogan - Title for the product	opening topic sentence for each paragraph. - Link the beginning of the diary to the conclusion. - Diary to be written over a period of several days with several entries. Use of question tags to draw the reader in. - Fronted adverbials - Facts and opinions are interweaved Use of fronted adverbials to show emotion, (Emotion word – comma – sentence. - Informal language Use of informal techniques: - Contractions - Question tags: ‘...don’t you?’
	Pupils should be taught to: - Continue to spell words that are often misspelt Continue to plan writing by: - Discussing writing similar to what which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.					

	- Continue to discuss and record ideas. Draft and write by: - Continue to compose and rehearse sentences orally, progressively building a rich vocabulary and an increasing sense of sentence structure. Edit and evaluate by: - Continue to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - Continue to read aloud their own writing, to a group or the whole class and controlling the tone and volume so that the meaning is clear. - Continue to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - Begin to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; those lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
--	---

Year 5:

	Autumn 1 - Egyptians	Autumn 2 – Earth and Space	Spring 1 - Tudors	Spring 2 - Tudors	Summer 1 - Oceans	Summer 2 - Deserts
Model Text	The Ancient Egyptian Sleepover Ammit text Ancient Egypt Calligram (could be in the shape of a sarcophagus or an ammit jar etc)	MODEL TEXT NEEDED Speedy Rocket – Joseph Coelho Model text needed – brochure to visit The Alps (Geog link) or Space	Macbeth Exilir of Love	Letter to Rushmoor Borough Council Macbeth Performance	Kensuke’s Kingdom – the shore. Michael’s message in a bottle home.	Camp Green Lake Holes
Genre	Setting Description Non-Chronological Report Poetry - Calligram	Newspaper report Poetry – Classic Rhyming Poem Persuasive brochure	Diary entry Instructions Poetry - Limerick	Persuasive letter - formal Recount Oracy project	Narrative Letter – informal Poetry – hakiu	Non-Chronological Report – Leaflet Narrative Another unit needed
Children will learn the different features of each genre in the immersion phase by identifying the features.						
Skills Progression (NC Objectives)	Use of relative clauses beginning	Expanded noun phrases to convey complicated	Use of relative clauses beginning	Using perfect forms of verbs	Expanded noun phrases to convey	Use brackets to indicate parenthesis.

Learning intentions for lessons	with who, which, where, when, whose and that. - Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Expanded noun phrases to convey complicated information concisely. Using commas to indicate parenthesis. - Use brackets to indicate parenthesis. - Using further organisational and presentational devices (headings, sub-headings, underlining) Discuss poet's possible viewpoint and explain and justify own response and interpretation. - Compare different forms of poetry	information concisely (fits the form). - Using the passive verbs to affect the presentation of information in a sentence (Instead of: Mr Brewer kicked the ball. Use: The ball was kicked by Mr Brewer. - Recognising vocabulary and structures that are appropriate for formal speech and writing. - Use further suffixes and understand the guidance for adding them (-ate, -ise, -ify) - Use further prefixes and understand the guidance for adding them (dis-, de-, mis-, over-, re-) - Able to spell words ending alike e.g. zhun (division, invasion, confusion, decision, collision, television) Expanded noun phrases to convey complicated information concisely (fits the form). Use of relative clauses beginning with who,	with who, which, where, when, whose and that. - Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. - Use adverbs to indicate degrees of possibility (surely, perhaps). - Linking ideas using adverbials of time (firstly, secondly) - Use of brackets to indicate parenthesis. - Use of commas to indicate parenthesis. - Using modal verbs to indicate degrees of possibility. - Using a colon to introduce a list. - Using further organisational and presentational devices (headings, sub-headings, underlining)	to mark relationships of time and cause. - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (vocabulary for persuasion) - Linking ideas across paragraphs using adverbials of time (firstly, secondly) and place (nearby etc) Use further suffixes and understand the guidance for adding them (-ate, -ise, -ify) Use further prefixes and understand	complicated information concisely. - Begin to use a thesaurus Use of brackets to indicate parenthesis. Using passive verbs to affect the presentation of information in a sentence. Spell some words with silent letters. Continue to distinguish between homophones and other words which are often confused. Use a wide range of devices to build cohesion within and across paragraphs (conjunctions, adverbs and adjectives. - Identify purpose of writing by selecting the form. - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Use dashes to indicate parenthesis. - Using further organisational and presentational devices (headings, sub-headings, underlining) - Precising longer paragraphs (introduction) - Continue to build on any skills that need developing/consolidating from diary entry in Autumn 1 or across the curriculum.
---	--	---	--	---	--	--

	and describe impact. • <u>When performing, vary pitch, pace, volume, expression and use pauses to create impact;</u> • <u>When performing, use actions, sound effects, musical patterns, images and dramatic interpretation</u>	which, where, when, whose and that. • Use adverbs to indicate degrees of possibility (surely, perhaps). • Use dashes to indicate parenthesis.	• Precising longer paragraphs (introduction) • Expanded noun phrases to convey complicated information concisely (fits the form) • Discuss poet's possible viewpoint and explain and justify own response and interpretation. • Compare different forms of poetry and describe impact. • <u>When performing, vary pitch, pace, volume, expression and use pauses to create impact;</u> • <u>When performing, use actions, sound effects, musical patterns, images and dramatic interpretation</u>	the guidance for adding them (dis-, de-, mis-, over-, re-) • Recognising vocabulary structures that are appropriate for formal speech • Linking ideas across paragraphs using adverbials of time (firstly, secondly) and place (nearby etc) • Using the passive verbs to affect the presentation of information in a sentence (Instead of: Mr Brewer kicked the ball. Use: The ball was kicked by Mr Brewer.	• Recognising vocabulary and structures that are appropriate for formal speech and writing. • Use of relative clauses beginning with who, which, where, when, whose and that. • Use of passive verbs to affect the presentation of information in a sentence. • Expanded noun phrases to convey complicated information concisely (fits the form) • Discuss poet's possible viewpoint and explain and justify own response and interpretation. • Expanded noun phrases to convey complicated information concisely. •	
--	---	--	---	---	---	--

				• Use of commas to indicate parenthesis.		
Features to fit the genre TO INCLUDE IN MODEL TEXT!	• Beginning, middle and end • Detailed setting description. • Relative clauses including relative pronouns • Adverbs to create degrees of possibilities • Devices to build cohesion (adjectives, adverbs, conjunctions at Y5 appropriate level) • Adverbial phrases (time adverbials). • Examples of direct and indirect speech. • Use of onomatopoeia. • Some sentence variation created e.g. direct speech; simple adverbials; subordinating clauses.	• 5 Ws in introduction paragraph. • Headline • Byline • Date • Written in the past tense using past tense verbs. • Relative clauses including relative pronouns. • Adverbials to link paragraphs. • Examples of direct speech – eye witness accounts • Examples of reported speech. • Use of speech including the subjunctive form. • Expanded noun phrases. • Year 5 statutory spelling words. • Onomatopoeia to reflect the sounds in space. • Use of rhyme • Title of poem • Verbs including suffixes. • Exclamation sentences. • Alliteration (rides/rips)	• Reported speech to explain what someone has said – subjunctive form. • Relative clauses including relative pronouns. • Several entries across several days. • Parenthesis using commas. • Synonyms for lower-level vocabulary (gargantuan instead of big). • Descriptive language to describe feelings and emotions. • Adverbs of time. • Brackets and commas to indicate parenthesis. • Sequenced in chronological order.	• Use of dear and from/yours sincerely. • Address and date in the top right corner • Salutation • Use of perfect form of verbs. • Persuasive vocabulary • Rhetorical question. • Adverbial phrases. • Prefixes and suffixes. • Spell some words correctly including common exception words -Year 5 statutory spelling words. • Present a consistent point of view and link points	• Adjectives for description • Expanded noun phrases. • Suffixes • Rhetorical questions. • Past tense verbs. • Words with silent letters. • Homophones. • Brackets for parenthesis • The date • Dear/from • An appropriate greeting. • Use of the first person. • Each paragraph to fit a theme. • Use of passive verbs • Expanded noun phrases • Exclamation sentences • Spell some words correctly including common exception words _Year 5 statutory spelling words.	• Heading and sub-headings • Colons at the end of subheadings. • Quotations using speech marks. • Dashes to include parenthesis. • Brackets to include parenthesis • Relative clauses to add further details

	• Headings and sub-headings underlined. • Sentences to include brackets, dashes and commas to indicate parenthesis. • <u>Use a variety of subordinate clause construction e.g. when it stops raining; creeping quietly - Subordinating conjunctions.</u> • Relative clauses to add further detail. • Formal vocabulary related to the subject of the text. • <u>Spell some words correctly including common exception words - Year 5 statutory spelling words.</u> • Use of a shape to convey the meaning behind the poem • Metaphors	• Sentences to include brackets, dashes and commas to indicate parenthesis. • Expanded noun phrases to describe • Relative clauses with relative pronouns • A rhetorical question to start introductory paragraph. • Headings and sub-headings underlined.	• Title • Numbered list • Introductory paragraph • Rhetorical questions • Colon to introduce a list • Bullet points • Chronological order • Image to show finished product. • Use of different fonts (bold for headings, underlined/colours for key words) • Expanded noun phrases • <u>Spell some words correctly including common exception words - Year 5 statutory spelling words.</u> • A title • A limerick structure of an AABBA rhyme scheme. • Use of rhyme in poems.	coherently or persuasively. • Chronological order • First person (I, my) • Adverbs of time • Past tense verbs • Passive verbs • Examples of commas for parenthesis.	• Emotive language through adjectives. • Appropriate sign off • A title • A 5/7/5 syllable structure • Expanded noun phrases to describe • Use of powerful verbs to convey meaning.	
--	--	---	--	--	--	--

	Adjectives and nouns to make the poem interesting.					
	Plan their writing by: - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Noting and developing initial ideas, drawing on reading and research where necessary - In writing narratives, begin to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precising longer passages - Begin to use a wide range of devices to build cohesion within and across paragraphs - Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Write legibly, fluently and with increasing speed by: - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - Choosing the writing implement that is best suited for a task			Evaluate and edit by: - Assess the effectiveness of their own and begin to consider this with others' writing - Begin to proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Ensuring the consistent and correct use of tense throughout a piece of writing - Begin to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - Proof-read for spelling and punctuation errors Write legibly, fluently and with increasing speed by: - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - Choosing the writing implement that is best suited for a task		
Purpose/outcome						

Year 6:

	Autumn 1 – WW1	Autumn 2 – The Kingdom of Benin	Spring 1 - Borders	Spring 2 - Borders	Summer 1 – WW2	Summer 2 – Aldershot at War
Model Text	War Game War Game	The Three Brothers [TEACHER TO CHOOSE]	How To Prank The Boy In The Tower	Uniform Spy Gadget	Quest Quest	Residential Recount The Piano

	The Highway Man	Journey	The Boy In The Tower	Spy Gadget	Matilda	The Game Goodnight Mr Tom
Genre	Contrasting setting description Diary Letter	Recount Non-Chronological Report Narrative with speech	Instructions Narrative with speech Non-Chronological Report	Balanced Argument NCR Letter – complaint	Setting description Narrative with speech Recount	Recount Narrative Setting Description Biography
Children will learn the different features of each genre in the immersion phase by identifying the features.						
Skills Progression (NC Objectives) Learning intentions for lessons	- To use conjunctions to extend sentences. - To use fronted adverbials - To use figurative language - To use relative pronouns to create relative clauses. - Use of relative clauses using an omitted relative pronoun. - Use a thesaurus - Use colons to mark the boundary between independent clauses. - Use of passive voice to affect the presentation of information in a sentence.	- Use of passive voice to affect the presentation of information in a sentence. - Use of perfect form of verbs to mark relationship of time and cause. - Use a wide range of devices to build cohesion between paragraphs (adverbials of time and manner) - Use of adverbials to indicate degrees of possibility - Use of dashes to mark boundaries between independent clauses. - Identify how words are related by	- Use of modal verbs to indicate degrees of possibility - Use of bullet points/numbered steps. - Use of headings and sub-headings to support layout. - Continue to distinguish between homophones and other words which are often confused. - Use of colons to introduce a list. - Using dashes for parenthesis (Y5 but suits genre).	Use AFL from previous units to assess which objectives need to be taught.	Use AFL from previous units to assess which objectives need to be taught.	Use AFL from previous units to assess which objectives need to be taught.

	• Use of ellipsis • Use a wide range of devices to build cohesion between paragraphs (adverbial sentence starters) • Using semi-colons to mark boundaries between independent clauses • Use of hyphens to avoid ambiguity. • Use of expanded noun phrases to convey complicated information concisely (suited for the genre)	meaning as synonyms and antonyms • Use of a thesaurus. • Use a range of devices to build cohesion between paragraphs (coordinating and subordinating conjunctions – although, despite, even though, whilst, in order that, rather, since) • Using semi colons to mark boundaries between independent clauses. • Use further organisational and presentational devices to structure text and guide the reader. • Use the difference between vocabulary of formal speech and vocabulary appropriate for formal speech and writing (find out – discover).	• Use of hyphens to avoid ambiguity. • Use of expanded noun phrases to convey information concisely. • Use of a colon to introduce a list (there were: ...) • Use of semi-colons to mark boundaries between independent clauses. • Identify how words are related by meaning as synonyms and antonyms. • Using a wider range of cohesive devices – repetition of a word phrase. • Use of passive voice to affect the presentation of information in a sentence.			
--	--	---	---	--	--	--

		• Spell some words with silent letters • Using and punctuating direct speech (Y4 but revisit for this genre) • Use of dashes to mark boundaries between independent clauses.	• Use of adverbials to indicate degrees of possibility			
Features to fit the genre TO INCLUDE IN MODEL TEXT AND TEACH EXPLICITLY!	• Relative pronouns using omitted relative pronouns. • Independent clauses separated with colons. • Passive voice examples • Use of ellipsis. • Emotions to describe how the character is feelings • Description based on what can be seen/heard/felt/smelt • Events in chronological order. • Subordinating conjunctions (since, although, until, while) • Relative pronouns using omitted relative pronouns.	• First person • Passive voice • Perfect form of verbs. • Adverbials of time and manner to start sentences • Examples of antonyms and synonyms • Exciting adjectives to captivate the readers interests. • Short sentences to create suspense. • Oxymorons (figurative language) • Heading/title • Sub-headings (using a colon to finish and underlined) • Paragraphs to show different sub-heading sections	• Headline • Byline • Short, snappy introduction using orientation (5Ws) • Commas to clarify meaning and ambiguity (Y5) • Adverbs to indicate degrees of possibility • Quotes using speech marks (reported speech/direct speech) • Commas before coordinating conjunctions within sentences. • Pictures with captions	• Title • Sub-headings using a colon to finish and underlined. • Glossary to define key words – dictionary skills (Y4). • Diagrams with captions and labels • Stages written logically and in order. • Adverbials of time and manner. • Spellings to include silent letters • Dashes to show	• Dear diary to start • Use of ellipsis to create suspense between days • Use of contrasting adjectives to show change of mood across the days. • Exclamation sentences - hyperbole. • Paragraphs • Subordinating and coordinating conjunctions • Figurative language – idioms. • An introduction to entice the reader • Use of rhetorical questions • Asides (using dashes) to signal to the reader where they could	• Formal address to Mrs Kennedy • Address of sender in top right-hand corner. • Use of formal language throughout • Opening paragraph to introduce the key points. • Commas for fronted adverbials. • Rhetorical questions to aid persuasion • Emotive adjectives • Formal sign off to end the letter. • Chronological order • Short introduction to summarise the residential. • Sub-headings to summarise the paragraphs/days with a colon to finish • Use of past tense

	- Independent clauses separated with colons. - Passive voice examples - Use of ellipsis. - Emotions to describe how the character is feelings - Description based on what can be seen/heard/felt/smelt - Events in chronological order. Subordinating conjunctions (since, although, until, while) - Independent clauses separated with a semi-colon. - Use of formal address Use of formal language to address recipient (My dearest friend, Claude) - Sender's address in the top right corner (layout feature). - The date the letter was written Adverbial phrases to link paragraphs.	- Subordinating conjunctions - Passive voice - Coordinating conjunctions - Semi-colons to join independent clauses. - Spellings to include silent letters - Dashes to show independent clauses. - Speech marks to show direct speech of an on-going conversation. - Verbs to describe how the person spoke - Adverbs to show how the person spoke. - Fronted adverbials to start the speech sentence (Loudly, he bellowed "...")	- Independent clauses separated with semi colons. Figurative language – similes Figurative language – metaphors - Expanded noun phrases - Colon sentence to interduce a list of descriptive features. Heading/title Sub-headings (using a colon to finish and underlined) - Paragraphs to show different sub-heading sections - Subordinating conjunctions - Passive voice - Coordinating conjunctions - Semi-colons to join independent clauses - Adverbs to indicate degrees of possibility.	independent clauses. - Speech marks to show direct speech of an on-going conversation. - Verbs to describe how the person spoke - Adverbs to show how the person spoke. Fronted adverbials to start the speech sentence (Loudly, he bellowed "...")	modify the instructions. - Hyphens in words to avoid ambiguity - Bullet point list - Recommended top tips – model verbs (you could..., you might...) - Pictures to show the different steps with labels.	- Passive voice - Coordinating and subordinating conjunctions - Adverbials of time and manner
--	---	---	--	--	--	---

	- Adjectives to describe the emotions that the character is feeling. - Hyphens between words to avoid ambiguity					
	Continue to plan their writing by: - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Noting and developing initial ideas, drawing on reading and research where necessary - In writing narratives, begin to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed Continue to draft and write by: - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precising longer passages - Begin to use a wide range of devices to build cohesion within and across paragraphs - Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Continue to write legibly, fluently and with increasing speed by: - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - Choosing the writing implement that is best suited for a task			Continue to evaluate and edit by: - Assess the effectiveness of their own and begin to consider this with others' writing - Begin to proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Ensuring the consistent and correct use of tense throughout a piece of writing - Begin to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - Proof-read for spelling and punctuation errors Continue to write legibly, fluently and with increasing speed by: - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - Choosing the writing implement that is best suited for a task		

