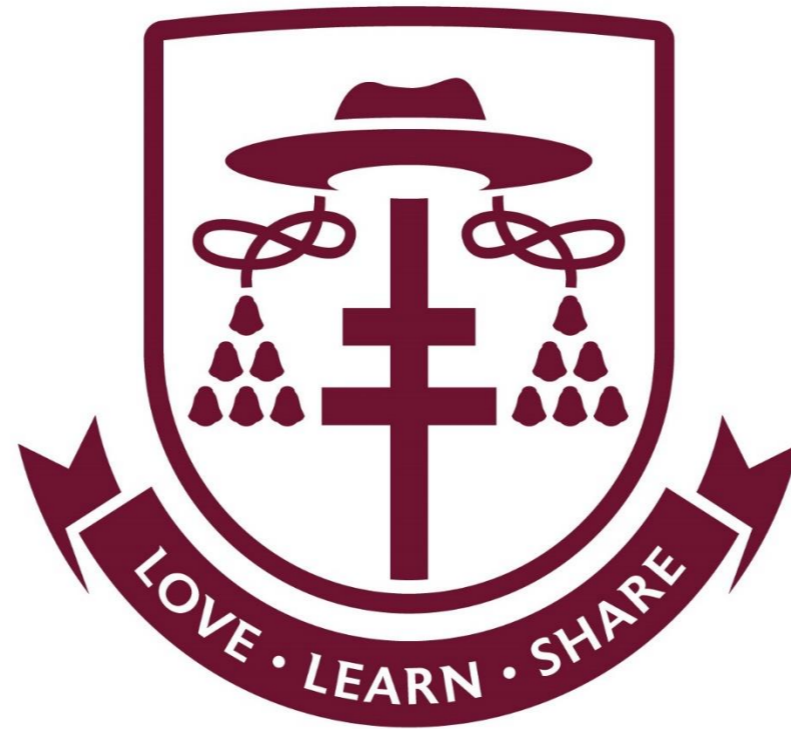


St Charles' VC Academy



ST CHARLES'
VC ACADEMY

Writing Long Term Plan

St Charles' VC Academy
Long Term Writing Plan



Foundation Stage Year 1

Autumn 1 - Families	Autumn 2-Animals and their young	Spring 1- In to the woods	Spring 2- Dinosaurs	Summer 1-Minibeasts	Summer 2-On the Farm
Poetry – Nursery Rhymes	Poetry - Nursery Rhymes	Poetry - Nursery Rhymes	Poetry - Nursery Rhymes	Poetry - Nursery Rhymes	Poetry - Nursery Rhymes
Text – Brown Bear, Brown Bear What do you see?	Text – Owl Babies	Text – The Gruffalo	Text – Dinosaurs love underpants	Text – Superworm	Text – What the ladybird head
CAL- Saying key words from the story	CAL- Answering what questions	CAL- Talk about the characters	CAL- Talk about the settings	CAL- Talk about the main events	CAL- Answer questions about the text
L:R/ W-	L:R/ W-	L:R/ W-	L:R/ W-	L:R/ W-	L:R/ W-
Join in with repeated refrain	Identify and write initial sounds	Attempt to write words	reads and understands short simple sentences when reading	Reads and understands more sentences.	Reads and understands more sentences.
Give meaning to marks made	Retell the story	Sequence the story Write labels	writes phonetically plausible simple phrases	Writes simple sentences.	Writes multiple simple sentences.
Begin forming recognisable letters	Begin to recreate parts of the story map	describes main events, characters and facts	writes some high frequency words	Writes more high frequency words	Writes more high frequency words
Write own name	Write own name	beginning to read simple sentences	Attempt to write meaningful captions which can be read by themselves and others	Uses phonetically plausible attempts when writing new words.	Uses phonetically plausible attempts when writing new words and beginning to make spelling choices
can segment and blend accurately		can segment and blend accurately			Brings a narrative aspect to the writing.
links sounds to letters					
Cross Curricular Writing – My family	Cross Curricular Writing – Animal labelling	Cross Curricular Writing – Instructions	Cross Curricular Writing – Signs and posters	Cross Curricular Writing – Fact sheets	Cross Curricular Writing – Recount

Foundation Stage Year 2

Autumn 1 - Families	Autumn 2-Under the Sea	Spring 1- Space	Spring 2- Our World	Summer 1-Minibeasts	Summer 2-where does our food come from?
Poetry – Nursery Rhymes	Poetry - Nursery Rhymes	Poetry - Nursery Rhymes	Poetry - Nursery Rhymes	Poetry - Nursery Rhymes	Poetry - Nursery Rhymes
Fiction	Fiction	Fiction	Fiction	Fiction	Fiction
Text – We're going on a bear hunt	Text – The snail and the whale	Text – Aliens love underpants	Text – Handa's Surprise	Text – The Hungry Caterpillar	Text – Supertato
CAL- Saying key words from the story	CAL- Answering what questions	CAL- Talk about the characters	CAL- Talk about the settings	CAL- Talk about the main events	CAL- Answer questions about the text
L:R/ W-	L:R/ W-	L:R/ W-	L:R/ W-	L:R/ W-	L:R/ W-
Join in with repeated refrain	Identify and write initial sounds	Attempt to write words	reads and understands short simple sentences when reading	Reads and understands more sentences.	Reads and understands more sentences.
Give meaning to marks made	Retell the story	Sequence the story Write labels	writes phonetically plausible simple phrases	Writes simple sentences.	Writes multiple simple sentences.
Begin forming recognisable letters	Begin to recreate parts of the story map	describes main events, characters and facts	writes some high frequency words	Writes more high frequency words	Writes more high frequency words
Write own name	Write own name	beginning to read simple sentences	Attempt to write meaningful captions which can be read by themselves and others	Uses phonetically plausible attempts when writing new words.	Uses phonetically plausible attempts when writing new words and beginning to make spelling choices
can segment and blend accurately		can segment and blend accurately			Brings a narrative aspect to the writing.
links sounds to letters					
Cross Curricular Writing – My family	Cross Curricular Writing – Recycling posters	Cross Curricular Writing – Instructions	Cross Curricular Writing – Signs and posters	Cross Curricular Writing – Fact sheets	Cross Curricular Writing – Recount

Year 1

Autumn 1		Autumn 2-		Spring 1		Spring 2		Summer 1		Summer 2	
Poetry - Recite familiar poems by heart				Poetry - List Poems				Poetry - Free verse poems - based on experiences/objects/ places/feelings/curriculum links/senses etc.			
Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction
Text Owl Babies	Text Toys (Staff T4W folder)	Text Can't you sleep little bear	Text Signs of Autumn (adapt PowerPoint in staff shared)	Text Peter and the Wolf (pg 52 Bumper Book KS1)	Text All about pigs (staff shared)	Text The Three Bears (Pie Corbett Bumper book p. 59)	Text Making Porridge (Adapt recipe cards-pan from staff folder)	Text Tadpole Promise	Text Zoo (Staff T4W folder)	Text Rumpelstiltskin (Pie Corbett Bumper book p. 73)	Text How does a sunflower grow?
Genre Stories with predictable phrasing	Genre Information Text	Genre Stories with predictable phrasing	Genre Report	Genre Warning Tale	Genre Non Chronological Report	Genre Traditional tale	Genre Instructions	Genre transformation	Genre Recount	Genre Traditional tale	Genre Explanations
Focus Punctuation and grammar (capital letters and full stops, question / exclamation marks)	Focus Labels, Lists, Captions	Focus description	Focus	Focus Character description	Focus Structure of a non-chronological report	Focus Setting Description	Focus Numbers to order	Focus Dialogue	Focus conjunctions	Focus Opening and ending toolkit (pg 87 Storytellers)	Focus
Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome
Innovation - Write speech bubbles for the characters	Innovation - Labels and sentences for their own toy.	Innovation - Simple recount / sequence of story.	Innovation - Signs of Spring/Summer/Winter	Innovation - Change character	Innovation - Another animal - wolf	Innovation - Change main character	Innovation - Recipe for Jam sandwiches	Innovation - Retell story	Innovation - Write a simple recount of the school day.	Innovation - New setting	Innovation - How does a bean grow?
Independent - Write simple sentences using, words and phrases taken from familiar stories	Independent - Write labels and sentences for an in-class exhibition/museum display linked to wider curriculum	Independent - Own story with new setting instead of Cave	Independent - Signs of Spring/Summer/Winter - A simple nonchronological report with themes grouped together e.g. changes to trees, changes in weather,	Independent - Write a warning story - New character and creature.	Independent - Own choice animal - A simple nonchronological report with a factual opening statement, headings with factual statements underneath, a diagram with labels (wolf), factual closing statement ...	Independent - Write a re-telling of a traditional story. -Change main character and 3 bears	Independent - Following a practical experience, write up the instructions for a simple recipe	Independent - Own version with new character for the butterfly. (moth)	Independent - Write simple first person recounts based on personal experience (go on a walk in the local area)	Independent - Own version of the story.	Independent - Draw pictures to illustrate a simple process and prepare several sentences to support the explanation (plant some cress - How does cress grow)
Hook suggestions Look at pictures of owls / make owl masks	Hook suggestions Children to bring in their favourite toy to share with the class in circle time.	Hook suggestions Look at different lights / lamps and how much light they give off.	Hook suggestions Go on an autumn hunt around the playground - how do we know it is Autumn?	Hook suggestions What is a wolf? Is it the same as a dog or cat? Look at images.	Hook suggestions Look at a range on non-fiction texts.	Hook suggestions Make finger / spoon puppets to help retell the story.	Hook suggestions Make porridge	Hook suggestions Look at tadpoles changing to frogs and caterpillars to butterflies.	Hook suggestions Look at images from a zoo / visit a zoo / farm	Hook suggestions Look at a range of traditional tales.	Hook suggestions Plant sunflowers

Year 2

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Poetry – Vocabulary building (list poems) – Sound Collector				Poetry – 2 Little ladybirds – Descriptive Poems				Poetry – Nonsense Poem- Quangle Wangle's Hat (Staff T4W folder)			
Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction
Text – Elves and the shoe makers	Text – How to make a traditional story (pg 65 Year 3 writing models)	Text – The magic brush (bumper book)	Text – How to trap a troll (Stone Giant) (Staff T4W folder)	Text – The papaya that spoke (bumper book)	Text – Talking Papaya for sale (Staff T4W folder)	Text – How the Tortoise got his shell	Text – Dragons	Text – Jack and the Beanstalk (Staff T4W folder)	Text – How honey is made (Staff T4W folder)	Text – Cat, Bramble and Heron	Text –
Genre – Wishing story	Genre – Instructions	Genre – Good vs Evil	Genre – Instructions	Genre – Stories with recurring literary language	Genre – Persuasion	Genre – Fable	Genre – Information Text	Genre – Tradition tales / Fairy Tales (beat the monster)	Genre – Explanations	Genre – Tradition tales / Fairy Tales	Genre – Letters
Focus – Opening and ending toolkit (pg 87 Storytellers)	Focus – Titles, subheadings, list of equipment/ ingredients, numbers/ and or time conjunctions, pictures/ diagrams	Focus – Dialogue (Pg 83 Storytellers)	Focus – Conjunctions, including numbers.	Focus – Language repetition for description	Focus –	Focus – Description toolkit (pg 85 Storytellers)	Focus – Headings, statements	Focus – Setting toolkit (pg 77 Storytellers)	Focus – Appropriate use of tense	Focus – Plugging gaps / Secure end of year objectives	Focus – Plugging gaps / Secure end of year objectives
Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome
Innovation – Write own version of Elves and the Shoemaker (toymaker) Independent - Different shop. Different characters. Different wish.	Innovation – Write instructions for a simple craft activity Independent - Write instructions for a simple recipe.	Innovation – What else could Mai Ling want and how could he use it to help? Independent - *** and the magic *** What does he do for good? Threat-instead of an emperor.	Innovation – How to trap ...an emperor Independent - How to trap ...own creature	Innovation – Substitution of food that spoke linked to Geography country study Independent - The ---- that spoke – own choice	Innovation – Talking --- for sale (fruit from previous innovation) Independent - Talking --- for sale – own choice	Innovation – Sequence events and rewrite Independent - How the ----- got its -----	Innovation – Information text about Hull ridgeback dragon Independent - Information text about lions	Innovation – Change elements of story – beans/treasure... Independent - Own beat the monster tale	Innovation – How Beanstalks grow Independent - Produce a flowchart, ensuring content is clearly sequenced	Innovation – Change animals – mind map together Independent - Own losing Tale	Innovation – ... Independent - Letters to new teachers
Hook suggestions What are your wishes and hopes for the year? What would you wish for if you had magic?	Hook suggestions Read a range of traditional stories	Hook suggestions Objects from story – can you Predict what the story will be about using the items?	Hook suggestions Troll loose in school	Hook suggestions Sample exotic fruits – pineapple, papayas, mango, kiwi etc	Hook suggestions ...	Hook suggestions Images of tortoises / tortoise in the classroom	Hook suggestions Trail of dragon clues around school	Hook suggestions Plant Beans / Beanstalks	Hook suggestions Taste Honey	Hook suggestions Have you ever lost something and never found it?...	Hook suggestions ...

Year 3

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Poetry - Structure - Calligrams				Poetry Sense Poem (I Remember ... - Year 3 model texts) (link to Christmas holidays)				Poetry - Structure - Kennings			
Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction
Text - Lazy Jack (Pie Corbett Bumper book)	Text - Tree Giants (T4W website)	Text - Kassim and the Dragon (T4W website)	Text - How to catch a dragon (teachwire.net)	Text Staying Out (Pie Corbett on Teachprimary.com)	Text Tornado Destroys Local houses (Year 4 model texts)	Text Alien Landing (Pie Corbett on Teachprimary.com)	Text Make play stations available in schools (Writing models Y4 Pie Corbett)	Text Elf Road - Pie Corbett	Text Should Children Do Housework? (Writing models Y4 Pie Corbett)	Text The Mystery of the Hare and the Moon (Pie Corbett bumper book)	Text My Iceland (Pie Corbett on teachprimary.com)
Genre - Losing Tale	Genre - Information Text	Genre - Warning Tale	Genre - Instructions	Genre Suspense story	Genre Newspaper Report	Genre Flash Forwards	Genre Persuasion	Genre Portal Story	Genre Discussion	Genre Folk Tale	Genre Recount Imaginary World
Focus - Writing a narrative with a clear structure	Focus - Paragraphing and structure (heading etc)	Focus - Description of character - (toolkit- p81- creating storytellers)	Focus - Conjunctions, imperative verbs, adverbs	Focus Building Suspense (pg 79 Storytellers)	Focus Direct Speech (dialogue toolkit pg 83 Storytellers)	Focus express time, place and cause by using conjunctions, adverbs and prepositions (progression document)	Focus Varying sentence structures	Focus Dialogue focus - balance of Dialogue and action (dialogue toolkit pg 83 Storytellers)	Focus Vocab - conjunctions	Focus Description of character - (toolkit- p81- creating storytellers)	Focus Description of setting
Writing Outcomes	Writing Outcome	Writing Outcome	Writing Outcome	Writing outcome	Writing outcome	Writing outcome	Writing outcome	Writing outcome	Writing outcome	Writing outcome	Writing outcome
Innovation - Change elements of what Jack 'should have done' -advice from mother	Innovation - Change elements of what Jack 'should have done' -advice from mother	Innovation - Change creature Independent - New warning tale	Innovation - How to catch a dinosaur Independent - Instruction for how to catch a beast from warning tale	Innovation - Change the setting Independent - New suspense story about going near a volcano/earthquake	Innovation - Newspaper report about tornado in school Independent - Newspaper report about a disaster that has happened.	Innovation - New setting Independent - Write own flash forward story with new setting and memento	Innovation - Make swimming pools available in schools Independent - Make (own choice) available in school.	Innovation - Change to first person - include MC reaction to the feast Independent - Write own portal tale	Innovation - Re-write text using question: Should children do homework? Independent - Should we live like they did in X times? (link to History)	Innovation - Change characters Independent - New folk tale	Innovation - Write a description/recount of their own imaginary world. (Day/night) Independent - Write a description/recount of their own imaginary world (could explore their imaginary world's seasons.)
Independent - New Lazy Jack story	Independent - Information text on chosen mystical animal										Independent - Write a description/recount of their own imaginary world (could explore their imaginary world's seasons.)
Hook suggestions Bring in favourite story to school.	Hook suggestions Report/sighting of a tree which uprooted and walked around the playground. Walk around playground looking at trees and searching for 'faces' in them.	Hook suggestions Some shiny treasure - How did it get here? Who's is it?	Hook suggestions Dragon loose in the school? Foot prints/things thrown off shelves etc	Hook suggestions Discuss how sometime things sound like something they are not. Play a sound guessing game... whats the sound?	Hook suggestions Tornado in school (an easy to clean up mess in the hall) video/quote/interview a member of staff about the mess.	Hook suggestions Alien landing spot in school	Hook suggestions Letter from Mrs Siedle to say that they can choose a toy to bring the school.	Hook suggestions Discuss a 'dream' you had about going to another world/planet and your adventures.. do you ever wish you go escape to another world?	Hook suggestions Debate - title to the text before reading the text	Hook suggestions Talk about traditional stories and folktale you heard as a child - are they the same in different countries?	Hook suggestions Starting with a discussion about daydreams and secret worlds that we all create.

Year 4

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Poetry – Narrative Poems / Special effects: similes, metaphors, personification etc.				Poetry – Structure- Conversation poems				Poetry – Free Verse			
Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction
Text – Hamelin (Pie Corbett Bumper book)	Text – How a giant spider traps its prey (Writing models Y4 Pie Corbett)	Text – The Canal (Pie Corbett Bumper book p.70)	Text – Bean Plant Cut Down (Writing models Y4 Pie Corbett p.64)	Text – The Magician's Shop (Writing models Y4 Pie Corbett pg 42/43)	Text – Persuasive letters (Writing models Y5 Pie Corbett – adapt models pg90/91)	Text – Lost Property by Pie Corbett (teachwire.net)	Text – A Simple Card Trick (Writing models Y5 Pie Corbett)	Text – Twist on a Fairy Tale (Bumper book Pie Corbett pg 46)	Text – Werewolves (staff shared)	Text – The King of the Birds (Pie Corbett Bumper book pg 53)	Text – Should Boys learn cookery? (Writing Models Y4 Pie Corbett pg80)
Genre – Folk Tale	Genre – Explanation	Genre – Suspense / Warning tale	Genre – Newspapers (recount)	Genre – Fantasy	Genre – Persuasion	Genre – Losing tale	Genre – Instructions	Genre – Change tale	Genre – Information	Genre – Wishing tale	Genre – Discussion
Focus – Opening and ending toolkit (pg 87 Storytellers)	Focus – Paragraphing with linked sentences	Focus – Building Suspense (pg 79 Storytellers)	Focus – Structure	Focus – Setting toolkit (pg 77 Storytellers)	Focus – Vocab	Focus – Description of character – (toolkit- p81- creating storytellers)	Focus – Using organisational devices	Focus – Writing a narrative with a clear structure (See progression document)	Focus – Description toolkit (pg 85)	Focus – Dialogue (dialogue toolkit pg 83 Storytellers)	Focus – Paragraphing with linked sentences
Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome
Innovation – New setting	Innovation – How the Snake Traps its Prey (can be varied according to interests of the class)	Innovation – Innovate Setting	Innovation – Report about an event in school	Innovation – Change elements of the setting – what else may we find there?	Innovation – Letter to Mrs. Siedle asking for something at school.	Innovation – Change character and item.	Innovation – Make something as a class and write instructions for it	Innovation Write the story from the perspective of the wolf	Innovation – Information text based on wolves-including features in progression document (staff shared)	Innovation – What else could Yann wish for?	Innovation – Should boys looking after a baby
Independent - New folk tale (new setting and new problem)	Independent - How to make a circuit/light a bulb	Independent - New warning tale	Independent - Newspaper report based on The Canal	Independent - Invent and describe own setting	Independent - Persuasive letter based on The Magician's shop - to persuade someone to come to your fantasy setting	Independent - New Losing tale	Independent - How to .. Link to wider curriculum	Independent - Write own Twisted Fairy Tale 3 pigs as villians? Bo Beep as sheep rustler?	Independent - Information text about another animal (selection chosen by teacher)	Independent - Wishing tale	Independent - Should all wishes come true?
Hook suggestions Look at images of rats – What would we do if our classroom was full of them?	Hook suggestions Play Simon says and instructional games – can the children follow instructions?	Hook suggestions Have you ever done something when your grown has told you not to? What happened? Should you have listened?	Hook suggestions Explore a range of newspaper reports about a recent event	Hook suggestions Watch a magic trick being performed	Hook suggestions Mrs. Siedle is asking about ideas for the playground What would we like?	Hook suggestions How do you feel when you lose something?	Hook suggestions Re-watch magic trick form earlier in the year – How did they do it?	Hook suggestions Watch clip of Hoodwinked DVD	Hook suggestions Discussion - What are your favourite animals and how much do you know about them?	Hook suggestions IF you would wish for anything what would it be?.	Hook suggestions Debate – should boys and girls do the same jobs?

Year 5

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Poetry – Structure – Haiku (Winters Tale- T4W staff shared area)				Poetry – Ballad - The Highway Man – Alfred Noyes				Poetry – Model Verb Poems (If only ...)			
Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction
Text – Axe Soup (Pie Corbett Writing Models Y5 p46/47)	Text – How to hide a Pirate’s Treasure (Pie Corbett Writing Models Y5 p87/88)	Text – The Cobbler of Krakow (Pie Corbett bumper book Y6 story pg75)	Text – Yes – UFOs Do Exist (Pie Corbett Writing Models Y6)	Text – Icarus (Pie Corbett bumper book pg65)	Text – Famous Buccaneer Pirates (Pie Corbett Writing Models Y5 pg86)	Text – Kidnapped (Bumper Book pg.74 – Staff area)	Text – Highwayman Newspaper	Text – Beowulf (Pie Corbett Bumper book p.62)	Text – Biographical account Chris Hadfield Biography (Staff folder for T4W)	Text – The Tunnel by Anthony Browne	Text – All models from Y5
Genre – Traditional Tale	Genre – Explanation	Genre – Beat the monster story	Genre – One sided argument	Genre – Warning	Genre – Non- Chronological Report	Genre – Adventure	Genre – Recount / Newspaper	Genre – Myth	Genre – Biographical Account	Genre – Change story	Genre – Variety of genres
Focus – Opening and ending toolkit (pg 87 Storytellers)	Focus – Precise vocab	Focus – Integrate dialogue to convey character (dialogue toolkit pg 83 Storytellers) (Fiction writing at KS2 pg.26)	Focus – Vocab for effect on audience (Fiction writing at KS2 pg.43-44)	Focus – Description – setting (pg 77 Storytellers)	Focus – Cohesion	Focus – Flashback – tense, literacy effects (progression document) (Fiction writing at KS2 pg.41)	Focus – Cohesion	Focus – Suspense/action Building Suspense (pg 79 Storytellers)	Focus – Cohesion (Securing use of paragraphs – Progression document)	Focus – Using & applying all focuses	Focus – Securing end of year objectives
Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome
Innovation – Change ingredients Independent - New version of the traditional tale – conclusions reflects opening to start new story	Innovation – How to make Axe soup Independent - How to ...linked to topic	Innovation – Change some Elements (main character/creature) Independent - Write own ‘Beat the Monster Tale’	Innovation – One sided argument – All snacks should be allowed at break time Independent - One sided argument based on The cobbler of Krakow – The king was right to offer his daughters hand in marriage.	Innovation – Change location Independent - New warning tale	Innovation – Non- Chronological report about themselves Independent - Report about Icarus	Innovation – Location of kidnap Independent - Own flashback adventure story	Innovation – Newspaper report to recount event from school / city. Independent - Newspaper report to recount Kidnapped	Innovation – Change elements of the characterisation – how can we change the hero and villain? Change perspective – Grendel is being hunted. Independent - Sequel to Beowulf	Innovation – Biography of Pie Corbett Independent - Biography of own choice...	Innovation – Change characters/ setting/what might sister find? Independent - New change story – character, setting and finding.	Innovation – ... Independent - Free choice non-fiction write based on favourite topic studied in Y5
Hook suggestions Role play asking the children to make you something and then add extra to improve it.	Hook suggestions Follow some instruction to make something	Hook suggestions Show the children a dragons egg and talk about what it could be.	Hook suggestions	Hook suggestions Explore some Greek Myths	Hook suggestions Video clip of pirates (age appropriate)	Hook suggestions Discuss the title – taking into account personal experience of the children	Hook suggestions Read Poem and discuss it’s narrative/plot	Hook suggestions Historical play - Beowulf	Hook suggestions What is an astronaut? How do we know about them? Look at videos of Tim Peake etc.	Hook suggestions Look at the strange textures and images on the illustrations of the tree trunks. What can you see on them?	Hook suggestions

Year 6

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Poetry – Blackout poems				Poetry – Structure - monologues				Poetry – Structure - haiku, Cinquain, tanka			
Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction
Text – The Nightmare Man (teachprimary.com Pie Corbett)	Text – How to Catch a House Goblin (Pie Corbett modelled texts Y6 book)	Text – Jack O'Lantern (Pie Corbett modelled texts Y6 book)	Text – Amazing Animals (Pie Corbett modelled texts Y6 book)	Text – The Tunnel (teachwire.net Pie Corbett – Staff area)	Text – Rationing (Pie Corbett modelled texts Y6 pg94)	Revision of grammar, punctuation, spelling and reading skills to prepare for SAT tests	Daily short burst writing linked to grammar revision	Text – Zelda Claw and the Rain Cat (Storyteller pg.112)	Text – How was the Indus Valley discovered? (Staff folder)	Text – The Caravan (teachprimary.com Pie Corbett)	Text – Secondary school preparation – Letters to new school/teacher Reflections on primary school Information about selves
Genre – Spooky/Horror	Genre – Instructional/humour	Genre – Fantasy	Genre – Information	Genre – Overcoming fears	Genre – Persuade and inform			Genre – Suspense	Genre – Explanation	Genre – Warning story	Genre – Variety of genres
Focus – Create atmosphere (Fiction writing at KS2 pg.30)	Focus – Style / vocab	Focus – Effective description of character/setting	Focus – Cohesion (progression document)	Focus – Characterisation (toolkit- p81- creating storytellers)	Focus – Formal writing			Focus – Building suspense (Suspense toolkit pg.79)	Focus – Cohesion (progression document)	Focus – Integrating dialogue to convey character & advance action	Focus – Securing end of year objectives
Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome			Writing Outcome	Writing Outcome	Writing Outcome	Writing Outcome
Innovation – Change the fear for the Main character	Innovation – How to trap a nightmare man (from previous text)	Innovation – Change setting/character	Innovation – Restructure text and add additional details	Innovation – Develop character of Henry / Miss Hill	Innovation – Persuasive writing about evacuation			Innovation – Rewrite story from Zelda's POV	Innovation – Explanation linked to Science	Innovation – Change some Elements (main character/setting/danger)	Innovation – ...
Independent - Write own spooky/suspense story about their own fear.	Independent - How to trap a ...own fear from previous independent write	Independent - Fantasy story with effective description	Independent - Ogres Information text linked to Jack O'Lantern	Independent - Why was Henry afraid of the dark?	Independent - Own persuasive text			Independent - Write a sequel to story	Independent - Explanation linked to history / Geography	Independent - Warning Story with Effective dialogue	Independent - ...
Hook suggestions Mind map loves and hates – play would you rather with fear ... would you rather touch a spider or a snake?	Hook suggestions Win Lose or Draw – Name a creature 30 seconds to draw it	Hook suggestions	Hook suggestions Watch some clips of a Wildlife documentary	Hook suggestions Explore WW2 through video clips and previous history lessons.	Hook suggestions Look at sources/evidence/info about rationing			Hook suggestions Pictures of Mills from around Blackburn	Hook suggestions Images of Mayans and non fiction texts	Hook suggestions Spot the Danger – Various pictures	Hook suggestions

Pie Corbett's Talk for Writing teaching guide for progression in writing year by year



Talk4Writing

Reception

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Introduce: Planning Tool –Story map /story mountain</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell simple 5-part story: Once upon a time First / Then / Next But So Finally,.....happily ever after</p> <p>Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message</p>	<p>Introduce: Simple sentences Simple Connectives: <i>and</i> <i>who</i> <i>until</i> <i>but</i> Say a sentence, write and read it back to check it makes sense. Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> -‘ly’ openers <i>Luckily / Unfortunately,</i> ‘Run’ - Repetition for rhythm: e.g. <i>He walked and he walked</i> Repetition in description e.g. <i>a lean cat, a mean cat</i></p>	<p>Introduce: Determiners <i>the / a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i> Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i> Adjectives e.g. <i>old, little, big, small, quiet</i> Adverbs e.g. <i>luckily, unfortunately, fortunately</i> Similes – using ‘like’</p>	<p>Introduce: Finger spaces Full stops Capital letters</p>	<p>Introduce: Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’</p>



Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Reception list Introduce:</p> <p>Fiction: Planning Tools: Story map / story mountain (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Understanding - beginning /middle /end to a story Understanding - 5 parts to a story: Opening <i>Once upon a time...</i> Build-up <i>One day...</i> Problem / Dilemma <i>Suddenly,.../ Unfortunately,...</i> Resolution <i>Fortunately,...</i> Ending <i>Finally,....</i></p> <p>Non-fiction: Planning tools: text map / washing line Heading Introduction Opening factual statement Middle section(s) Simple factual sentences around a <i>them</i> Bullet points for instructions Labelled diagrams Ending Concluding sentence</p>	<p>Consolidate Reception list (See Connectives and Sentence Signposts doc.) Introduce:</p> <p>Types of sentences: Statements Questions Exclamations</p> <p>Simple Connectives: <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i> <i>while</i> <i>when</i> <i>where</i></p> <p>Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i></p> <p>-‘ly’ openers <i>Fortunately,...Unfortunately, Sadly,...</i></p> <p>Simple sentences e.g. <i>I went to the park. The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using connectives (coordinating conjunctions) <i>and/or/ but/so</i> e.g. <i>The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</i></p> <p>Complex sentences: Use of ‘who’ (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</i></p> <p>‘Run’ - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat. a green dragon, a fiery dragon</i></p>	<p>Consolidate Reception list Introduce: Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p>Determiners: <i>the a my your an this that his her their some</i> <i>all lots of many more those these</i></p> <p>Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i></p> <p>Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p>Similes using as...as... e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p>Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i> Regular plural noun suffixes <i>-s or -es</i> (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (<i>negation, e.g. unkind, or undoing, e.g. untie the boat</i>)</p>	<p>Consolidate Reception list</p> <p>Introduce: Capital Letters: <i>Capital letter for names</i></p> <p><i>Capital letter for the personal pronoun I</i></p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Consolidate: Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p> <p>Introduce: Punctuation</p> <p>Question mark</p> <p>Exclamation mark*</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p> <p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – ‘as’</p>

Year 2

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
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<p>Consolidate Year 1 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Non-Fiction Introduce: Secure use of planning tools: Text map / washing line / 'Boxing -up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists - what is needed / lists of steps to be taken Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc.)</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-ly' starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. <i>While the animals were munching breakfast, two visitors arrived</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Demarcate sentences:</p> <p>Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after -ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Speech bubbles /speech marks for direct speech <i>Implicitly understand how to change from indirect speech to direct speech</i></p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i></p> <p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark* • Speech bubble • Bullet points <p>Singular/ plural Adjective Verb Connective Alliteration Simile - 'as' / 'like'</p> <p>Introduce: Apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>'Speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement</p> <p>question</p> <p>exclamation</p> <p>Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p> <p><i>Subordinating conjunctions</i></p>
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Year 3

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
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<p>Consolidate Year 2 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map / story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts:</p> <p>Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. Non-Fiction Introduce: Secure use of planning tools: e.g. Text map, washing line, 'Boxing -up' grid, story grids</p> <p>Paragraphs to organise ideas around a theme</p> <p>Introduction Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....? Why....? When....? How....?</i> Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs. Lists of steps to be taken Bullet points for facts. Flow diagram Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i> Use of present perfect instead of simple past. <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind.</i></p>	<p>Consolidate Year 2 list Introduce:</p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can.... Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i> Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for / nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of subordinating conjunctions (See Connectives and Sentence Signposts doc.) - 'ing' clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p>Drop in a relative clause using: who/whom/which/whose/that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i> Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i> Dialogue –powerful speech verb e.g. <i>"Hello," she whispered.</i></p>	<p>Consolidate Year 2 list Introduce:</p> <p>Prepositions <i>Next to by the side of</i> <i>In front of during through throughout because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from prefixes e.g. <i>auto... super...anti...</i></p> <p>Word Families based on common words e.g. <i>teacher –teach,</i> <i>beauty – beautiful</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>	<p>Consolidate Year 2 list Introduce:</p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Consolidate: Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Bossy verbs Tense (past, present future) Connective Generalisers Alliteration Simile – 'as' / 'like' <p>Introduce:</p> <ul style="list-style-type: none"> • Word family • Conjunction • <i>Coordinating conjunction</i> • <i>Subordinating conjunction</i> • Clause • Subordinate clause • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative • Colon for instructions
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Year 4

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
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<p>Consolidate Year 3 list</p> <p>Introduce:</p> <p>Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction</p> <p>Secure use of planning tools: Text map/ washing line/ 'Boxing -up' grid</p> <p>Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p>Introduction Middle section(s) Ending Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p>Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions. (See Connectives and Sentence Signposts doc.)</p> <p>'ed' clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded -'ing' clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in -'ing' clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tomado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - <i>"Hello," she whispered, shyly.</i> Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p>	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <p>Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest</i> <i>good...better...best</i></p> <p>Proper nouns- refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <p>Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p>Consolidate: Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description, action • Colon - instructions <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Relative clause Relative pronoun <i>Coordinating conjunction</i> <i>Subordinating conjunction</i> Alliteration Simile - 'as' / 'like' Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe - plural possession
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Year 5

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 4 list</p> <p>Introduce:</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p>	<p>Consolidate Year 4 list</p>	<p>Consolidate Year 4 list</p>	<p>Consolidate: Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word

<p>Secure independent use of planning tools Story mountain / grids/flow diagrams (Refer to Story Types grids)</p> <p>Plan opening using: Description / action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action / description -character or setting / dialogue Build-up –develop suspense techniques Problem / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p>Non-Fiction</p> <p>Introduce:</p> <p>Independent planning across all genres and application Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader</p>	<p>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Expanded -ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in -'ed' clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>	<p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. - ate; - ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	<p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<ul style="list-style-type: none"> • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action • Colon – instructions • Parenthesis / bracket / dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial Alliteration Simile – 'as' / 'like' Synonyms <p>Introduce:</p> <ul style="list-style-type: none"> • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket- dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question • Tense: <i>present and past progressive;</i>
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Year 6

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 5 list</p> <p>Secure independent planning across story types using 5 part story structure.</p> <p>Include suspense, cliff hangers, flashbacks/forwards,</p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences:</p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors.</p>	<p>Consolidate Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce</p>	<p>Punctuation</p> <ul style="list-style-type: none"> • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark

<p>time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and elision. Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>(Subordination) Main and subordinate clauses with full range of conjunctions:</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there</i>, or <i>the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i></p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p>a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<ul style="list-style-type: none"> • 'Speech marks' • Direct speech • Indirect speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action, views/opinions, facts • Colon – instructions • Parenthesis • Bracket- dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question <i>Present and past progressive</i> <i>present perfect; past perfect</i> Cohesion Ambiguity Alliteration Simile – 'as'/ 'like' Synonyms Metaphor Personification Onomatopoeia Introduce: • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis • Subjunctive
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