



# Fishbourne Church of England Primary School

## Progression in Writing Document - Draft 2022



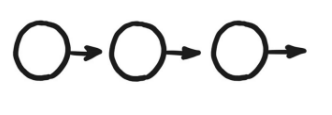
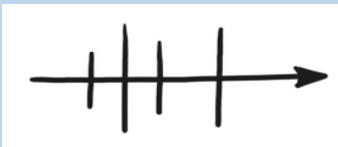

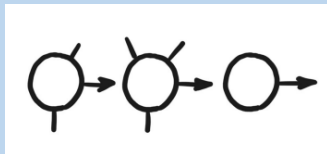

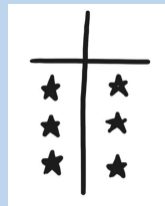
### Our Ultimate End Goal:

### What will our children be able to do when they leave us?

Our ultimate end goal is for our children to leave us as articulate and imaginative communicators. They will leave able to communicate what they know about the world around them and well-equipped with the skills they need to do this effectively. They are inspired by learning from real authors who write for different purposes and especially our own Patron of Reading, Sophy Henn. Our children leave us understanding the process involved in writing effectively: how to plan, to draft and to edit before being ready to publish. Spelling, punctuation and grammar are embedded and effectively applied. Our children leave us passionate about people understanding what it is what it is they want to say and using grammatical devices to help them communicate with clarity. Ultimately they understand that grammar helps them to say what they truly mean and for their writing to be read how they intended. Our children will have a genuine love of language and the written word, writing independently and recognising what a powerful tool writing can be. Children leave having experienced many rich, real-life experiences through which they have written for authentically and have experienced the motivation of writing for pleasure. Ultimately, they know that their writing can be used to make the world a better place to be.

### Different Text Types - Non Fiction

At Fishbourne, our non-core learning is showcased through non-fiction end goals. Teachers select a genre that allows children to demonstrate their knowledge in a purposeful manner. Children regularly publish their writing for a real audience. Across an academic year, text types may be visited more than once, allowing children to deepen their application of different features of a given genre. Teachers have freedom within this framework to carefully plan the highest quality outcomes personalised for their children.

Instructions	Recount	Non Chronological Report	Explanation	Persuasion	Discussion
Purpose: to instruct how something should be done through a series of sequenced steps.	Purpose: A Chronological retelling of events.	Purpose: To describe the way things are/were. A report, not written in time order.	Purpose: A sequential, technical explanation to explain how something works or why something occurs	Purpose: to argue the case for a particular point of view, to persuade others.	Purpose: to present arguments and information from differing viewpoints.
					
Possible end goals could include: Step-by-step guides Recipes How to ... Activity Instructions Science investigations	Possible end goals could include: Diary Experiment Retelling events A biography or autobiography Newspaper article Personal story	Possible end goals could include: Letter Non-fiction book Information leaflet Catalogue Magazine article	Possible end goals could include: Answering a posed question A news or current affairs article Guides and manuals	Possible end goals could include: Adverts Answers to questions Leaflets Brochures Posters	Possible end goals: Answering a posed question. Should school children wear a uniform? Should dogs be kept on a lead in public places?

## Different Text Types - Story

At Fishbourne Primary School, teachers have freedom within our framework to select the texts which allow their children to excel in their writing. We encourage our staff team to enjoy reading children's literature so that they can confidently choose from a wide range of story types, selecting from the highest quality fiction and being mindful to consider variety, pitch and diversity within their provision.

Genres may include, but are not limited to:

### Fairy Tales

Usually told through many generations. Love and magic are common themes.



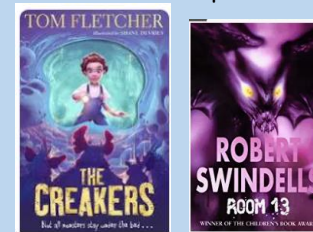
### Sci-Fi

These stories are often set in the future and scientific discoveries are usually the inspiration for the advanced technology that is mentioned in them, e.g. time machine.



### Spooky

Elements of surprise and shock. Detailed descriptions to create atmosphere.



### Fantasy

A story about imagined places and people. Not based on reality in any way.



### Mystery

A story in which a crime is committed and the perpetrator is unknown.



### Historical Fiction

Stories set during a specific period in history in the past, such as the ancient Romans, the ancient Egyptians or the Victorians.



### 1st Person Narrative

In first-person narration, the narrator is a person in the story, telling the story from their own point of view.



### Adventure

Adventure fiction features exciting tales of daring do and risk-filled journeys.



### Poetry

Poetry is an important part of our writing curriculum. Teachers have been given the freedom to explore lots of different types of poetry and revisit it regularly throughout the school year. Children are exposed to a wide range of high quality poetry so that children can read, recite, share and enjoy them before writing their very own. Poetry may include, but is not limited to:

Free Verse	Ballad	Tanka	Acrostic
Sonnet	Cinquain	Shape	kennings
Quatrain - AABB or ABAB	Performance Poetry	Question and Answer	Haiku
Monologues	Limericks		

## Progression by year group

### Curriculum Coverage (NC) What are the most basic requirements from the National Curriculum?

#### Year 1

<b>Spelling</b> Children are taught to spell words containing each of the 40+ phonemes already taught. Children spell common exception words and spell the days of the week. Children are taught to name the letters of the alphabet, naming the letters of the alphabet in order. Children are taught to use letter names to distinguish between alternative spellings of the same sound. Children will be taught to add prefixes and suffixes. Children will apply simple spelling rules and guidance, as listed in English Appendix 1. Children will write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	<b>Handwriting</b> Children are taught to: sit correctly at a table, holding a pencil comfortably and correctly. They begin to form lower-case letters in the correct direction, starting and finishing in the right place. Children form capital letters, form digits 0-9 and understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.	<b>Composition</b> Children are taught to write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives and re-reading what they have written to check that it makes sense. Children discuss what they have written with the teacher or other children, reading aloud their writing clearly enough to be heard by their peers and the teacher.	<b>Grammar and Punctuation</b> Children are be taught to: develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words, joining words and joining clauses using and. They begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. They are taught to use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
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In Year 1, teachers carefully plan a range of purposeful writing opportunities which highly motivate our youngest writers. They choose from a range of genre ensuring a rich breath of study using the highest quality texts to support this. Mastery of writing readiness is of the highest importance: finger strength, pencil grip and letter formation are continually monitored and developed.

Genre Focus	Vocabulary	Grammar and Punctuation	Composition
<b>Instructions</b>	<ul style="list-style-type: none"> <li>First</li> <li>Next</li> <li>After</li> <li>Cut</li> <li>Move</li> <li>Fold</li> <li>Stir</li> <li>Colour</li> <li>Paint</li> </ul>	<ul style="list-style-type: none"> <li>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</li> <li>Imperative verbs start sentences e.g. spread, slice, cut.</li> <li>Sentences do not include pronouns and are written impersonally</li> <li>Use spaces to separate words.</li> <li>Begin to use full stops.</li> <li>Begin to use exclamation marks.</li> <li>Begin to use exclamation marks.</li> <li>Capital letters for start of sentence, names, personal pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas grouped in sentences in time sequence.</li> <li>Written in the imperative e.g. sift the flour.</li> <li>Use of numbers or bullet points to signal order.</li> </ul>
<b>Recount – experiences, diary, reports</b>  <b>Explanation</b>	<ul style="list-style-type: none"> <li>First</li> <li>Next</li> <li>After</li> <li>Finally</li> <li>The best part was</li> <li>The worst part was</li> <li>I liked</li> <li>I didn't like</li> </ul>	<ul style="list-style-type: none"> <li>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</li> <li>Simple past tense 'ed'</li> <li>Add 'er' and 'est' to adjectives where no change is needed to root word.</li> <li>Join words and sentences using and/then.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas grouped together in time sequence.</li> <li>Written in first person.</li> <li>Written in the past tense.</li> <li>Focused on individual or group participants e.g. I, we</li> </ul>

<b>Non Chronological Report</b>	<ul style="list-style-type: none"> <li>• ____ are...</li> <li>• ____ is...</li> <li>• They are...</li> <li>• The different...</li> <li>• This is a ____</li> <li>• There are ____</li> <li>• These can be grouped____</li> </ul>	<ul style="list-style-type: none"> <li>• Simple connectives are used to construct simple sentences e.g and, but, then, so.</li> <li>• Use spaces to separate words.</li> <li>• Begin to use full stops.</li> <li>• Begin to use exclamation marks.</li> <li>• Begin to use exclamation marks.</li> <li>• Capital letters for start of sentence, names, personal pronouns.</li> <li>• Read words with contractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas grouped together for similarity.</li> <li>• Attempts at third person writing. e.g. The man was run over.</li> <li>• Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</li> </ul>
<b>Letters</b>	<ul style="list-style-type: none"> <li>• Dear</li> <li>• From</li> <li>• I like / I went / I saw</li> <li>• It was</li> <li>• My favourite</li> <li>• They were</li> <li>• There was</li> <li>• Next / Then / First / After</li> <li>• And, but, so, when</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences using simple pronouns and connectives</li> <li>• Use spaces to separate words.</li> <li>• Begin to use full stops.</li> <li>• Begin to use exclamation marks.</li> <li>• Begin to use exclamation marks.</li> <li>• Capital letters for start of sentence, names, personal pronouns.</li> <li>• Read words with contractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas grouped in sentences in time sequence.</li> </ul>
<b>Persuasion</b>	<ul style="list-style-type: none"> <li>• It was</li> <li>• Brilliant</li> <li>• Best</li> <li>• Exciting</li> <li>• The most</li> <li>• Super</li> <li>• Fantastic</li> <li>• Great</li> <li>• It will</li> <li>• Now you can</li> <li>• Try</li> </ul>	<ul style="list-style-type: none"> <li>• Simple connectives are used to construct simple sentences e.g. and, but, then, so.</li> <li>• Use spaces to separate words.</li> <li>• Begin to use full stops.</li> <li>• Begin to use exclamation marks.</li> <li>• Begin to use exclamation marks.</li> <li>• Capital letters for start of sentence, names, personal pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are grouped together for similarity.</li> <li>• Writes in first person.</li> </ul>
<b>Balanced Argument</b>	<ul style="list-style-type: none"> <li>• but / because/</li> <li>• some</li> <li>• people like</li> <li>• ... some people feel...</li> <li>• some people believe...</li> <li>• other people like...</li> <li>• other people feel...</li> <li>• other people believe...</li> </ul>	<ul style="list-style-type: none"> <li>• Simple connectives are used to construct simple sentences e.g. and, but, then, so.</li> <li>• Use spaces to separate words.</li> <li>• Begin to use full stops.</li> <li>• Begin to use exclamation marks.</li> <li>• Begin to use exclamation marks.</li> <li>• Capital letters for start of sentence, names, personal pronouns.</li> <li>• Read words with contractions</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are grouped together for similarity.</li> <li>• Writes in first person.</li> </ul>

<b>Story</b>	<ul style="list-style-type: none"> <li>• Range of size adjectives used e.g. big, small</li> <li>• Range of colour adjectives used e.g. red, blue</li> <li>• Range of emotion words used e.g. sad, angry, cross</li> <li>• Pronouns: I, she, he, they</li> <li>• Conjunctions: and, but, then, or, this</li> <li>• Prepositions: up, down, in, into, out, to, onto</li> <li>• Time connectives: first, then, next</li> <li>• Once upon a time, one day, happily ever after</li> </ul>	<ul style="list-style-type: none"> <li>• Recount own experiences orally.</li> <li>• Use simple sentences to recount own experiences in writing</li> <li>• Innovate on patterns from a familiar story orally and in writing</li> <li>• Re-tell a familiar story in sequence and including some story language. Write own version of a familiar story using a series of sentences to sequence events</li> <li>• Writer own story with a linear structure; beginning, middle and end; good and bad characters.</li> <li>• Simple sentences, starting with a pronoun and a verb e.g. He went home</li> <li>• Simple connectives are used to construct simple sentences e.g. and, but, then, so.</li> <li>• Use spaces to separate words.</li> <li>• Begin to use full stops.</li> <li>• Begin to use exclamation marks.</li> <li>• Capital letters for start of sentence, names, personal pronouns.</li> <li>• Read words with contractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity.</li> <li>• Attempts at third person writing. e.g. The wolf was hiding.</li> <li>• Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</li> </ul>
<b>Poetry</b>		<ul style="list-style-type: none"> <li>• Give a personal response to a poem</li> <li>• Identify favourite words or phrases</li> <li>• Notice patterns</li> <li>• Learn poems by heart</li> <li>• Perform in unison</li> <li>• Write lists and phrases using a repeating pattern or line</li> </ul>	<ul style="list-style-type: none"> <li>• Observe details of first hand experiences and senses.</li> </ul>



## Year 2

<b>Spelling</b> Children are taught to spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. They learn 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. Children learn to spell common exception words and learn to spell more words with contracted forms. They are taught to use the possessive apostrophe. Children distinguish between homophones and near-homophones. They add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. apply spelling rules and guidance, as listed in Children write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	<b>Handwriting</b> Children are taught to form lower-case letters of the correct size relative to one another. They start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. They write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. They use spacing between words that reflects the size of the letters.	<b>Composition</b> Children are taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). They are taught to write about real events. They write poetry. They write for different purposes, considering what they are going to write before they do. Children are taught to plan, saying out loud what they are going to write about. They write down ideas and/or key words, including new vocabulary. They encapsulate what they want to say, sentence by sentence. Children 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. They use verbs to indicate time correctly and consistently, including verbs in the continuous form. Children are taught to proof-read to check for errors in spelling, grammar and punctuation. They read aloud what they have written with appropriate intonation to make the meaning clear.	<b>Grammar and Punctuation</b> Children learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive. They learn how to use sentences with different forms: statement, question, exclamation, command. They are taught to use expanded noun phrases to describe and specify. Children learn the present and past tenses correctly and consistently including the progressive form. They are taught how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Children are taught features of written Standard English. They use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
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In Year 2, teachers continue to carefully plan a range of purposeful writing opportunities which highly motivate our young writers. They choose from a range of genres which provide children with rich opportunities to communicate their thoughts and ideas. Children write simple, coherent narratives about personal experiences and those of others. Quality models are used to support this. Teachers recognise that spelling becomes more complex as children encounter a wider range of word choices.

Spelling is taught daily through the use of Read, Write Inc Phonics and Spelling.

Genre Focus	Vocabulary	Grammar and Punctuation	Composition
<b>Instructions</b>	<ul style="list-style-type: none"> <li>First of all</li> <li>To start with</li> <li>Firstly</li> <li>Lastly</li> <li>Finally</li> <li>Carefully</li> <li>Gently</li> <li>Slowly</li> <li>Softly</li> </ul>	<ul style="list-style-type: none"> <li>Imperative verbs are used to begin sentences.</li> <li>Use simple adverbs e.g. slowly, quickly.</li> <li>Use simple noun phrases e.g. long stick.</li> <li>Use spaces that reflect the size of the letters.</li> <li>Use full stops correctly.</li> <li>Use question marks correctly.</li> <li>Use exclamation marks correctly.</li> <li>Use capital letters correctly.</li> <li>Apostrophes for contractions.</li> <li>Possessive apostrophes for singular nouns.</li> <li>Commas to separate items in lists</li> </ul>	<ul style="list-style-type: none"> <li>A goal is outlined - a statement about what is to be achieved.</li> <li>Written in sequenced steps to achieve the goal.</li> <li>Diagrams and illustrations are used to make the process clearer.</li> </ul>

<b>Recount</b>  <b>Explanation</b>	<ul style="list-style-type: none"> <li>• Afterwards</li> <li>• After that</li> <li>• When</li> <li>• Suddenly</li> <li>• Just then</li> <li>• Next</li> <li>• Much later</li> <li>• I found it interesting when</li> <li>• I found it boring when</li> <li>• I didn't expect</li> </ul>	<ul style="list-style-type: none"> <li>• Subject/verb sentences e.g. He was... They were... It happened...</li> <li>• Some modal verbs introduced e.g. would, could, should.</li> <li>• Use simple adverbs e.g. quickly, slowly.</li> <li>• Use simple noun phrases e.g. large tiger.</li> <li>• Use spaces that reflect the size of the letters.</li> <li>• Use full stops correctly.</li> <li>• Use question marks correctly.</li> <li>• Use exclamation marks correctly.</li> <li>• Use capital letters correctly.</li> <li>• Apostrophes for contractions.</li> <li>• Possessive apostrophes for singular nouns.</li> <li>• Commas to separate items in lists.</li> </ul>	<ul style="list-style-type: none"> <li>• Brief introduction and conclusion. Written in the past tense e.g. I went... I saw...</li> <li>• Main ideas organised in groups. Ideas organized in chronological order using connectives that signal time.</li> </ul>
<b>Non Chronological Report</b>	<ul style="list-style-type: none"> <li>• They like to</li> <li>• They can</li> <li>• It can</li> <li>• Like many</li> <li>• I am going to</li> <li>• There are two sorts of</li> <li>• They live in</li> <li>• The ____ have but the ____ have ____</li> </ul>	<ul style="list-style-type: none"> <li>• Subject/verb sentences e.g. He was... They were... It happened...</li> <li>• Some modal verbs introduced e.g. would, could, should.</li> <li>• Use simple adverbs e.g. quickly, slowly.</li> <li>• Use simple noun phrases e.g. large tiger</li> <li>• Use spaces that reflect the size of the letters.</li> <li>• Use full stops correctly.</li> <li>• Use question marks correctly.</li> <li>• Use exclamation marks correctly.</li> <li>• Use capital letters correctly.</li> <li>• Apostrophes for contractions.</li> <li>• Possessive apostrophes for singular nouns.</li> <li>• Commas to separate items in lists.</li> </ul>	<ul style="list-style-type: none"> <li>• Brief introduction and conclusion.</li> <li>• Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</li> <li>• Main ideas organized in groups.</li> </ul>
<b>Letters</b>	<ul style="list-style-type: none"> <li>• And, then, but, so, when.</li> <li>• Dear Mr/Mrs.. Dear Sir/Madam..</li> <li>• Yours Sincerely</li> <li>• Yours faithfully</li> <li>• Later Afterwards</li> <li>• After that</li> <li>• Eventually I would like to...</li> <li>• We felt...</li> </ul>	<ul style="list-style-type: none"> <li>• Subject/verb sentences e.g. I think... We want...</li> <li>• Some modal verbs introduced e.g. would, could, should.</li> <li>• Use simple adverbs e.g. yesterday, today.</li> <li>• Use simple noun phrases e.g. red shoes</li> <li>• Use spaces that reflect the size of the letters.</li> <li>• Use full stops correctly.</li> <li>• Use question marks correctly.</li> <li>• Use exclamation marks correctly.</li> <li>• Use capital letters correctly.</li> <li>• Apostrophes for contractions.</li> <li>• Possessive apostrophes for singular nouns.</li> <li>• Commas to separate items in lists.</li> </ul>	<ul style="list-style-type: none"> <li>• Brief introduction and conclusion.</li> <li>• Written in the past tense.</li> <li>• Main ideas organized in groups. Using sequencing techniques - time related words.</li> </ul>



<b>Persuasion</b>	<ul style="list-style-type: none"> <li>• The biggest</li> <li>• The greatest</li> <li>• The longest</li> <li>• The tallest</li> <li>• I think that</li> <li>• I believe that</li> <li>• Extraordinary</li> <li>• Remarkable</li> </ul>	<ul style="list-style-type: none"> <li>• Subject/verb sentences e.g. He was... They were... It happened...</li> <li>• Some modal verbs introduced e.g. would, could, should.</li> <li>• Use simple adverbs e.g. yesterday, today.</li> <li>• Use simple noun phrases e.g. red shoes</li> <li>• Use rhetorical questions.</li> <li>• Uses ambitious adjectives to grab the reader's attention.</li> <li>• Use spaces that reflect the size of the letters.</li> <li>• Use full stops correctly.</li> <li>• Use question marks correctly.</li> <li>• Use exclamation marks correctly.</li> <li>• Use capital letters correctly.</li> <li>• Apostrophes for contractions.</li> <li>• Possessive apostrophes for singular nouns.</li> <li>• Commas to separate items in lists.</li> </ul>	<ul style="list-style-type: none"> <li>• Brief introduction and conclusion.</li> <li>• Written In the present tense.</li> <li>• Main ideas organised in groups.</li> </ul>
<b>Biography</b>	<ul style="list-style-type: none"> <li>• As a child...</li> <li>• As a teenager...</li> <li>• At a young age...</li> <li>• Many years later...</li> <li>• One of the interesting things about...was...</li> <li>• In my view...</li> <li>• His/Her life was...</li> <li>• I believe...</li> <li>• He/She was</li> <li>• He/She became...</li> </ul>	<ul style="list-style-type: none"> <li>• Subject/verb sentences e.g. He was... They were... It happened...</li> <li>• Some modal verbs introduced e.g. would, could, should.</li> <li>• Use simple adverbs e.g. quickly, slowly.</li> <li>• Use simple noun phrases e.g. large crowd</li> <li>• Use spaces that reflect the size of the letters.</li> <li>• Use full stops correctly.</li> <li>• Use question marks correctly.</li> <li>• Use exclamation marks correctly.</li> <li>• Use capital letters correctly.</li> <li>• Apostrophes for contractions.</li> <li>• Possessive apostrophes for singular nouns.</li> <li>• Commas to separate items in lists.</li> </ul>	<ul style="list-style-type: none"> <li>• Brief introduction and conclusion.</li> <li>• Written in the past tense e.g. He went... She travelled</li> <li>• Main ideas organised in groups.</li> <li>• Ideas organised in chronological order using connectives that signal time.</li> </ul>
<b>Balanced Argument</b>	<ul style="list-style-type: none"> <li>• I am going to...</li> <li>• In fact...</li> <li>• It seems...</li> <li>• To sum this up...</li> <li>• The opposite view of this is...</li> <li>• Not everyone agrees with this...</li> </ul>	<ul style="list-style-type: none"> <li>• Subject/verb sentences e.g. He was... They were... It happened...</li> <li>• Some modal verbs introduced e.g. would, could, should.</li> <li>• Use simple adverbs e.g. yesterday, last week</li> <li>• Use simple noun phrases e.g. angry mum</li> <li>• Uses rhetorical questions.</li> <li>• Uses ambitious adjectives to grab the reader's attention.</li> <li>• Use spaces that reflect the size of the letters.</li> <li>• Use full stops correctly.</li> <li>• Use question marks correctly.</li> <li>• Use exclamation marks correctly.</li> <li>• Use capital letters correctly.</li> <li>• Apostrophes for contractions.</li> <li>• Possessive apostrophes for singular nouns.</li> <li>• Commas to separate items in lists.</li> </ul>	<ul style="list-style-type: none"> <li>• Brief introduction and conclusion.</li> <li>• Written with an impersonal style</li> <li>• Main ideas organised in groups.</li> </ul>

<b>Story</b>	<ul style="list-style-type: none"> <li>Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise</li> <li>Conjunctions: who, because</li> <li>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</li> </ul>	<ul style="list-style-type: none"> <li>Plan and tell a story based on own experience. Write a story based on own experience with a linear structure: beginning, middle and end.</li> <li>Re-tell a familiar story with events in sequence and including some dialogue and formal story language. Write own story in the style of a traditional tale, using typical settings, characters and events. Use past tense and conjunctions.</li> <li>Improvise and rehearse new dialogue between familiar characters. Plan and write own familiar character, using the structure: opening, build up, problem, resolution, ending. Describe characters and include dialogue. Use third person and past tense.</li> <li>Dramatise parts of their own stories for the class. Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Use third person and past tense consistently. Include descriptions of characters and setting and some dialogue.</li> <li>Subject/verb sentences e.g. He was... They were... It happened...</li> <li>Simple connectives and, but, then, so, when link clauses Speech-like expressions in dialogue e.g. Chill out!</li> <li>Use simple adverbs e.g. quickly, slowly.</li> <li>Use simple noun phrases e.g. massive field</li> <li>Use spaces that reflect the size of the letters.</li> <li>Use full stops correctly.</li> <li>Use question marks correctly.</li> <li>Use exclamation marks correctly.</li> <li>Use capital letters correctly.</li> <li>Apostrophes for contractions.</li> <li>Possessive apostrophes for singular nouns.</li> <li>Commas to separate items in lists.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences organised chronologically indicated by time related words e.g. finally</li> <li>Divisions in narrative may be marked by sections/paragraphs</li> <li>Connections between sentences make reference to characters e.g. Peter and Jane/ they</li> <li>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</li> </ul>
<b>Poetry</b>		<ul style="list-style-type: none"> <li>Talk about own views, the subject matter and possible meanings of contemporary and classic poetry.</li> <li>Comment on which words have most effect, noticing alliteration.</li> <li>Discuss simple poetry patterns.</li> <li>Perform individually or together</li> <li>Speak clearly and audibly.</li> <li>Use actions and sound effects to add to the poem's meaning.</li> <li>Learn some poems by heart.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with alliteration to create humorous and surprising combinations.</li> <li>Make adventurous word choices to describe closely observed experiences.</li> <li>Create a pattern or shape on the page; use simple repeating phrases or lines as models</li> </ul>

Year 3			
<b>Spelling</b> Children are taught to use further prefixes and suffixes and understand how to add them. They learn to spell further homophones. They are taught to spell words that are often misspelt. They learn to place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). They learn to use the first 2 or 3 letters of a word to check its spelling in a dictionary. They are taught to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<b>Handwriting</b> Children are taught to Pupils should be taught 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. They are taught to increase the legibility, consistency and quality of their handwriting for example by ensuring that the down-strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	<b>Composition</b> Children are taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas. They are taught to draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. They learn how to organise paragraphs around a theme. Children are taught to write narratives, creating settings, characters and plot. Children learn in non-narrative material, to use simple organisational devices, for example, headings and sub-headings. They are taught to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Children learn to proofread for spelling and punctuation errors. They read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<b>Grammar and Punctuation</b> Children are taught to develop their understanding of the concepts set out in English extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. They are taught to use the present perfect form of verbs in contrast to the past tense. They learn to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Children are taught to use conjunctions, adverbs and prepositions to express time and cause and to use fronted adverbials. They learn the grammar for years 3 and 4 in the NC English appendix. Children learn to indicate grammatical and other features by using commas after fronted adverbials, indicate possession by using the possessive apostrophe with plural nouns, use and punctuate direct speech, use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading.
In Year 3, teachers make careful assessments of children's prior learning in Key Stage 1 and carefully plan a range of purposeful writing opportunities which embed prior learning. The teaching of writing is initially carefully scaffolded to build confidence and allow for key grammatical skills to be taught explicitly. As children gain confidence, they quickly develop independence, planning, drafting and editing their work. Spelling is taught daily through the use of Read, Write Inc Phonics and Spelling.			
Genre Focus	Vocabulary	Grammar and Punctuation	Composition
Instructions	<ul style="list-style-type: none"> <li>Afterwards</li> <li>After that</li> <li>To begin with</li> <li>Begin by</li> <li>Secondly</li> <li>The next step is to</li> <li>With a slow movement</li> </ul>	<ul style="list-style-type: none"> <li>Simple sentences with extra description.</li> <li>Some complex sentences using when, if, as etc.</li> <li>Adverbials e.g. When the glue dries, attach the paperclip.</li> </ul>	<ul style="list-style-type: none"> <li>A set of ingredients and equipment needed are outlined clearly.</li> <li>Organised into clear points denoted by time.</li> </ul>

<b>Recount</b>  <b>Explanation</b>	<ul style="list-style-type: none"> <li>• Last week</li> <li>• During our school trip</li> <li>• Soon</li> <li>• Meanwhile</li> <li>• To begin with</li> <li>• I was pleased that</li> <li>• I didn't expect that</li> <li>• It was difficult to</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentences with extra description.</li> <li>• Some complex sentences using when, if, as etc.</li> <li>• Tense consistent e.g. modal verbs can/will</li> <li>• Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.</li> <li>• Introduce possessive apostrophes for plural nouns.</li> <li>• Introduce inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction.</li> <li>• Organised into paragraphs shaped around key events.</li> <li>• A closing statement to summarise the overall impact.</li> </ul>
<b>Non-Chronological Reports</b>	<ul style="list-style-type: none"> <li>• The following report</li> <li>• They don't</li> <li>• It doesn't</li> <li>• Sometimes</li> <li>• Often</li> <li>• Most</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentences with extra description.</li> <li>• Some complex sentences using when, if, as etc.</li> <li>• Tense consistent e.g. modal verbs can/will</li> <li>• Adverbials e.g. When the caterpillar makes a cocoon...</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction.</li> <li>• Organised into paragraphs shaped around a key topic sentence.</li> <li>• Use of sub-headings.</li> </ul>
<b>Letters</b>	<ul style="list-style-type: none"> <li>• While, if, as, when.</li> <li>• I would like to inform you that...</li> <li>• It has come to my attention that...</li> <li>• Thank you for...</li> <li>• I hope that...</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentences with extra description.</li> <li>• Some complex sentences using when, if, as etc.</li> <li>• Tense consistent e.g. modal verbs can/will</li> <li>• Adverbials e.g. When they have a problem, we played after tea.</li> <li>• It was scary in the tunnel.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction.</li> <li>• Points about the visit/issue</li> <li>• Organised into paragraphs denoted by time/place.</li> <li>• Topic sentences.</li> <li>• Some letter layout features included</li> </ul>
<b>Persuasion</b>	<ul style="list-style-type: none"> <li>• Surely</li> <li>• Obviously</li> <li>• Clearly</li> <li>• Don't you think...</li> <li>• Firstly</li> <li>• Secondly</li> <li>• Thirdly</li> <li>• My own view is</li> <li>• My last point is</li> <li>• My final point is</li> <li>• Imagine Consider</li> <li>• Enjoy</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentences with extra description.</li> <li>• Some complex sentences using when, if, as etc.</li> <li>• Tense consistent e.g. modal verbs can/will</li> <li>• Adverbials e.g. When they have a problem, we played after tea.</li> <li>• It was scary in the tunnel.</li> <li>• Start sentences with verbs e.g. imagine, consider, enjoy.</li> <li>• Introduce possessive apostrophes for plural nouns.</li> <li>• Introduce inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction.</li> <li>• Points about subject/issue</li> <li>• Organised into paragraphs</li> <li>• Sub-heading used to organize texts.</li> </ul>

<b>Biography</b>	<ul style="list-style-type: none"> <li>• During his/her early life...</li> <li>• Soon afterwards...</li> <li>• Sometimes he...</li> <li>• Strangely...</li> <li>• One of the most remarkable facts about...</li> <li>• His/her greatest achievement was...</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentences with extra description.</li> <li>• Some complex sentences using when, if, as etc.</li> <li>• Tense consistent e.g. modal verbs can/will</li> <li>• Adverbials e.g. When she arrived at the scene, the doctors told her exactly what happened.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction.</li> <li>• Organised into paragraphs shaped around key events.</li> <li>• A closing statement to summarise the overall impact.</li> </ul>
<b>Balanced Argument</b>	<ul style="list-style-type: none"> <li>• Surely</li> <li>• Obviously</li> <li>• Clearly</li> <li>• Don't you think...</li> <li>• Firstly</li> <li>• Secondly</li> <li>• Thirdly</li> <li>• My own view is</li> <li>• My last point is</li> <li>• My final point is</li> <li>• Imagine</li> <li>• Consider</li> <li>• Enjoy</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentences with extra description.</li> <li>• Some complex sentences using when, if, as etc.</li> <li>• Tense consistent e.g. modal verbs could/might</li> <li>• Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.</li> <li>• Start sentences with verbs e.g. imagine, consider, enjoy.</li> <li>• Introduce possessive apostrophes for plural nouns.</li> <li>• Introduce inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction.</li> <li>• Points about subject/issue</li> <li>• Organised into paragraphs</li> <li>• Sub-heading used to organise texts.</li> </ul>
<b>Story</b>	<ul style="list-style-type: none"> <li>• Year 3 ambitious vocabulary used</li> <li>• Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</li> <li>• Adverbs: very, rather, slightly</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentences with extra description.</li> <li>• Some complex sentences using because, which, where etc.</li> <li>• Tense consistent e.g. typically past tense for narration, present tense in dialogue</li> <li>• Dialogue is realistic and conversational in style e.g. Well, I suppose...</li> <li>• Verbs used are specific for action e.g. rushed, shoved, pushed</li> <li>• Adverbials e.g. When she reached home...</li> <li>• Expanded noun phrases e.g. two horrible hours</li> <li>• Introduce possessive apostrophes for plural nouns.</li> <li>• Introduce inverted commas.</li> </ul>	<ul style="list-style-type: none"> <li>• Time and place are referenced to guide the reader through the text e.g. in the morning</li> <li>• Organised into paragraphs e.g. When she arrived at the bear's house..</li> <li>• Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</li> </ul>

Poetry		<ul style="list-style-type: none"> <li>• Describe the effect a poem has and suggest possible interpretations.</li> <li>• Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes.</li> <li>• Explain the pattern of different simple forms.</li> <li>• Recognising some different forms of poetry [for example, acrostic, riddle, shape poem and limerick].</li> </ul>	<ul style="list-style-type: none"> <li>• Invent new similes and experiment with word play.</li> <li>• Use powerful nouns, adjectives and verbs</li> <li>• Experiment with alliteration.</li> <li>• Write free verse; borrow or create a repeating pattern.</li> </ul>
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Year 4			
<p><b>Spelling:</b> Children are taught to use further prefixes and suffixes and understand how to add them. They learn to spell further homophones. They are taught to spell words that are often misspelt. They learn to place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). They learn to use the first 2 or 3 letters of a word to check its spelling in a dictionary. They are taught to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><b>Handwriting:</b> Children are taught to Pupils should be taught 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. They are taught to increase the legibility, consistency and quality of their handwriting for example by ensuring that the down-strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p><b>Composition:</b> Children are taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas. They are taught to draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. They learn how to organise paragraphs around a theme. Children are taught to write narratives, creating settings, characters and plot. Children learn in non-narrative material, to use simple organisational devices, for example, headings and sub-headings. They are taught to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Children learn to proofread for spelling and punctuation errors. They read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><b>Grammar and Punctuation</b> Children are taught to develop their understanding of the concepts set out in English extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. They are taught to use the present perfect form of verbs in contrast to the past tense. They learn to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Children are taught to use conjunctions, adverbs and prepositions to express time and cause and to use fronted adverbials. They learn the grammar for years 3 and 4 in the NC English appendix. Children learn to indicate grammatical and other features by using commas after fronted adverbials, indicate possession by using the possessive apostrophe with plural nouns, use and punctuate direct speech, use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading.</p>
<p>In Year 4 children show increasing control and stamina for writing. They write for a range of purposes and audiences, showing a greater awareness of their reader. They work hard to embed key grammatical skills taught throughout lower key stage 2 and use this with greater effect. Spelling is taught daily through the use of Read, Write Inc Phonics and Spelling. Vocabulary is continuously developed through the use of high quality fiction, poetry and non-fictions texts. Children showcase their learning from across the curriculum, communicating their ideas about the world around them. They edit with increasing skill, improving their writing before completing their end goal. They go on to regularly publish their work showing great pride in their achievements.</p>			
Genre Focus	Vocabulary	Grammar and Punctuation	Composition
Instructions	<ul style="list-style-type: none"> <li>Continue by</li> <li>Carry on</li> <li>Do this until</li> <li>Stop when</li> <li>When you have done this</li> <li>Try not to.</li> <li>Avoid</li> </ul>	<ul style="list-style-type: none"> <li>Variation in sentence structures e.g. While the pastry cooks... As the sauce thickens...</li> <li>Include adverbs to show how often e.g. additionally, frequently, rarely.</li> <li>Apostrophe to mark singular and plural possession.</li> <li>Commas after fronted adverbials.</li> <li>Nouns and pronouns used for clarity and cohesion.</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</li> <li>Verbs Standard English forms for verbs.</li> </ul>	<ul style="list-style-type: none"> <li>A set of ingredients and equipment needed are outlined clearly.</li> <li>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</li> <li>Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</li> </ul>

		<ul style="list-style-type: none"> <li>Choose appropriate adjectives.</li> <li>Connectives/conjunctions Use a wide range of connectives.</li> <li>Tense Correct use of past and present tense.</li> <li>Adverbs Know what an adverbial phrase is.</li> <li>Fronted adverbials</li> <li>Comma after fronted adverbials</li> </ul>	
<b>Recount</b>  <b>Explanation</b>	<ul style="list-style-type: none"> <li>Later on...</li> <li>Before long...</li> <li>At that very moment...</li> <li>At precisely...</li> <li>When this was complete...</li> <li>I was gripped by...</li> <li>I felt overwhelmed when...</li> <li>I was personally affected by...</li> <li>This has changed how I feel about...</li> </ul>	<ul style="list-style-type: none"> <li>Variation in sentence structures e.g. While we watched the sea lion show...</li> <li>Use embedded/relative clauses e.g. Penguins, which are very agile,....</li> <li>Include adverbs to show how often e.g. additionally, frequently, rarely.</li> <li>Sentences build from a general idea to more specific.</li> <li>Use emotive language to show personal response e.g. fabulous, showcase inspired me</li> <li>Nouns and pronouns used for clarity and cohesion.</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</li> <li>Verbs Standard English forms for verbs.</li> <li>Choose appropriate adjectives.</li> <li>Use a wide range of connectives.</li> <li>Tense Correct use of past and present tense.</li> <li>Adverbs Know what an adverbial phrase is.</li> <li>Fronted adverbials</li> <li>Comma after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction and conclusion.</li> <li>Links between sentences help to navigate the reader from one idea to the next.</li> <li>Paragraphs organized correctly around key events.</li> <li>Elaboration is used to reveal the writer's emotions and responses.</li> </ul>
<b>Non chronological report</b>	<ul style="list-style-type: none"> <li>This report will</li> <li>The following information</li> <li>Usually</li> <li>Normally</li> <li>Even though</li> <li>Despite the fact</li> <li>As a rule</li> </ul>	<ul style="list-style-type: none"> <li>Variation in sentence structures e.g. While the eggs hatch female penguins ...</li> <li>Use embedded/relative clauses e.g. Penguins, which are very agile, ....</li> <li>Include adverbs to show how often e.g. additionally, frequently, rarely.</li> <li>Sentences build from a general idea to more specific.</li> <li>Use technical vocabulary to show the reader the writer's expertise.</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction and conclusion.</li> <li>Links between sentences help to navigate the reader from one idea to the next.</li> <li>Paragraphs organized correctly into key ideas. Sub-headings are used to organize information. E.g. Qualities, Body Parts, Behaviour.</li> </ul>

<b>Letters</b>	<ul style="list-style-type: none"> <li>• As I stated earlier...</li> <li>• Referring to...</li> <li>• This is an unfortunate...</li> <li>• It is with regret...</li> <li>• I would be grateful if...</li> <li>• It is with regret that...</li> <li>• I look forward to hearing from you in due course.</li> </ul>	<ul style="list-style-type: none"> <li>• Variation in sentence structures e.g. While we were at the park... As we arrived...</li> <li>• Use modal verbs to hint future action or possibilities e.g. should, would, could.</li> <li>• Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing...</li> <li>• Include adverbs to show how often e.g. additionally, frequently, rarely.</li> <li>• Apostrophe to mark singular and plural possession.</li> <li>• Commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction and conclusion.</li> <li>• Links between key ideas in the letter.</li> <li>• Paragraphs organized correctly into key ideas.</li> <li>• All letter layout features included.</li> </ul>
<b>Persuasion</b>	<ul style="list-style-type: none"> <li>• I believe that</li> <li>• It seems to me that</li> <li>• It is clear that</li> <li>• Is it any wonder that</li> <li>• Furthermore</li> <li>• As I see it</li> <li>• Tremendous</li> <li>• Implore you to consider</li> <li>• Extremely significant</li> <li>• Inevitably</li> <li>• Finally</li> <li>• In conclusion</li> <li>• In summary</li> <li>• The evidence presented...</li> <li>• Have you ever thought about...?</li> <li>• Do you think that...?</li> <li>• Fed up with...?</li> </ul>	<ul style="list-style-type: none"> <li>• Variation in sentence structures e.g. While we were at the park... As we arrived...</li> <li>• Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing...</li> <li>• Include adverbs to show how often e.g. additionally, frequently, rarely.</li> <li>• More complicated rhetorical questions e.g. haven't you always longed for a...?</li> <li>• Nouns and pronouns used for clarity and cohesion.</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</li> <li>• Verbs Standard English forms for verbs.</li> <li>• Choose appropriate adjectives.</li> <li>• Use a wide range of connectives.</li> <li>• Tense Correct use of past and present tense.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction and conclusion.</li> <li>• Links between key ideas in the letter.</li> <li>• Paragraphs organised correctly into key ideas.</li> <li>• Subheading Topic sentences</li> </ul>

<b>Biography</b>	<ul style="list-style-type: none"> <li>• In his /her early years...</li> <li>• By the time he/she had...</li> <li>• In his/ her final years...</li> <li>• What is clear is that...</li> <li>• Even though he/she was not popular at the time,</li> <li>• Although feeling ran high in the community,</li> <li>• In many ways it wasn't until...</li> <li>• He/She might have been...</li> <li>• His/Her one regret was that...</li> </ul>	<ul style="list-style-type: none"> <li>• Variation in sentence structures e.g. While we watched the sea lion show...</li> <li>• Use embedded/relative clauses e.g. Penguins, which are very agile, ...</li> <li>• Include adverbs to show how often e.g. additionally, frequently, rarely.</li> <li>• Sentences build from a general idea to more specific.</li> <li>• Use emotive language to show personal response e.g. fabulous, showcase inspired me to....</li> <li>• Nouns and pronouns used for clarity and cohesion.</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</li> <li>• Verbs Standard English forms for verbs.</li> <li>• Choose appropriate adjectives.</li> <li>• Use a wide range of connectives.</li> <li>• Tense Correct use of past and present tense.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction and conclusion.</li> <li>• Links between sentences help to navigate the reader from one idea to the next.</li> <li>• Paragraphs organised correctly around key events.</li> <li>• Elaboration is used to reveal the writer's emotions and responses.</li> </ul>
<b>Balanced Argument</b>	<ul style="list-style-type: none"> <li>• This piece of writing will...</li> <li>• ...feel convinced...</li> <li>• I intend to...</li> <li>• On the other hand...</li> <li>• In addition...</li> <li>• It is surprising that...</li> <li>• On balance...</li> <li>• Finally I would like to add...</li> <li>• My next point concerns...</li> <li>• Furthermore</li> <li>• Having looked at both sides,</li> <li>• I think...because...</li> <li>• Having considered the arguments for and against...</li> <li>• Whilst...</li> </ul>	<ul style="list-style-type: none"> <li>• Variation in sentence structures e.g. While we were at the park... As we arrived...</li> <li>• Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The angry mob, who had broken the barricade...</li> <li>• Include adverbs to show how often e.g. additionally, frequently, rarely.</li> <li>• More complicated rhetorical questions e.g. Have you ever considered the impact of...?</li> <li>• Nouns and pronouns used for clarity and cohesion.</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</li> <li>• Verbs Standard English forms for verbs.</li> <li>• Choose appropriate adjectives.</li> <li>• Use a wide range of connectives.</li> <li>• Tense Correct use of past and present tense.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction and conclusion.</li> <li>• Links between key ideas in the letter.</li> <li>• Paragraphs organised correctly into key ideas.</li> <li>• Subheading topic sentences</li> </ul>

<b>Story</b>	<ul style="list-style-type: none"> <li>• Year 4 ambitious vocabulary used</li> <li>• Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</li> </ul>	<ul style="list-style-type: none"> <li>• Variation in sentence structures e.g. while, although, until</li> <li>• Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher,....</li> <li>• Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</li> <li>• Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking</li> <li>• Apostrophe to mark singular and plural possession. Commas after fronted adverbials.</li> <li>• Use inverted commas and other punctuation to indicate direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Link between opening and resolution</li> <li>• Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack</li> <li>• Paragraphs organised correctly to build up to key event</li> <li>• Repetition avoided through using different sentence structures and ellipsis</li> </ul>
<b>Poetry</b>		<ul style="list-style-type: none"> <li>• Describe poem's impact and explain own interpretation by referring to the poem.</li> <li>• Comment on the use of similes and expressive language to create images, sound effects and atmosphere.</li> <li>• Discuss the poem's form and suggest the effect on the reader.</li> <li>• Recognising some different forms of poetry (for example, haiku, free verse)</li> </ul>	<ul style="list-style-type: none"> <li>• Use language playfully to exaggerate or pretend.</li> <li>• Use similes to build images and identify clichés in own writing.</li> <li>• Write free verse; use a repeating pattern; experiment with simple forms.</li> </ul>

## Year 5

<p><b>Spelling:</b> Children use further prefixes and suffixes and understand the guidance for adding them. They spell some words with 'silent' letters [for example, knight, psalm, solemn]. Children continue to distinguish between homophones and other words which are often confused. They use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. Children use dictionaries to check the spelling and meaning of words. They use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. They use a thesaurus.</p>	<p><b>Handwriting:</b> Children 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. Children choose the writing implement that is best suited for a task.</p>	<p><b>Composition:</b> Children 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. They note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, they consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. They draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, they describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. They use a wide range of devices to build cohesion within and across paragraphs. Children use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. They evaluate and edit by: assessing the effectiveness of their own and others' writing. They propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Children ensure the consistent and correct use of tense throughout a piece of writing. They ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Children proof-read for spelling and punctuation errors. They perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p><b>Grammar and Punctuation:</b> Children develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. They use passive verbs to affect the presentation of information in a sentence. Children use the perfect form of verbs to mark relationships of time and cause. They use expanded noun phrases to convey complicated information concisely. They use modal verbs or adverbs to indicate degrees of possibility. Children use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. They learn the grammar for years 5 and 6 in English Appendix 2. Children indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing, using hyphens to avoid ambiguity, using brackets, dashes or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list, punctuating bullet points consistently and use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
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In Year 5 children write effectively for a range of purposes and audiences selecting language that demonstrates their awareness of the reader. They describe settings, characters and atmosphere with an increasingly wide range of ambitious vocabulary which they magpie from their reading. They work hard to embed more complex grammatical skills and select sentence types for their effect. Children use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Our children take enormous pride in their handwriting and presentation, knowing that their writing is important and has an impact on its reader. They edit with increasing skill, improving their writing before completing their end goal. Spelling continues to be taught daily as part of the Read, Write, Inc Spelling Programme.

Genre Focus	Vocabulary	Grammar and Punctuation	Composition
Instructions	<ul style="list-style-type: none"> <li>Don't forget to...</li> <li>Be careful of...</li> <li>Don't worry about...</li> <li>Concentrate on...</li> </ul>	<ul style="list-style-type: none"> <li>Sentence length varied e.g short/long.</li> <li>Wide range of subordinate connectives e.g. whilst, until, despite.</li> <li>Consolidate all previous learning.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate work from previous learning.</li> <li>Can write accurate instructions for complicated processes.</li> </ul>



	<ul style="list-style-type: none"> <li>At this point...</li> </ul>	<ul style="list-style-type: none"> <li>Brackets</li> <li>Dashes</li> <li>Colons</li> <li>Semi colons</li> </ul>	<ul style="list-style-type: none"> <li>Can write imaginative instructions using flair and humour.</li> </ul>
<b>Recount</b>	<ul style="list-style-type: none"> <li>As it happened</li> <li>As a result of</li> <li>Consequently</li> <li>Subsequently</li> <li>Unlike the rest of the group,</li> <li>I felt...</li> <li>In a flash...</li> <li>Presently</li> <li>Meanwhile</li> <li>In conclusion</li> <li>The experience overall.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence length varied e.g short/long.</li> <li>Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.</li> <li>Wide range of subordinate connectives e.g. whilst, until, despite</li> </ul>	<ul style="list-style-type: none"> <li>Developed introduction and conclusion including elaborated personal response.</li> <li>Description of events are detailed and engaging.</li> <li>The information is organized chronologically with clear signals to the reader about time, place and personal response.</li> <li>Purpose of the recount an experience revealing the writer's perspective.</li> </ul>
<b>Non-Chronological Reports</b>	<ul style="list-style-type: none"> <li>The purpose of this report/article is to..</li> <li>The information presented will...</li> <li>Some experts believe...</li> <li>This article is designed to</li> <li>Many specialists consider</li> <li>Firstly I will...</li> <li>It can be difficult</li> <li>___ will enable you to understand.</li> <li>Unlike</li> <li>Despite</li> <li>Although</li> <li>Like</li> <li>Many</li> </ul>	<ul style="list-style-type: none"> <li>Sentence length varied e.g short/long. A</li> <li>Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach.</li> <li>Wide range of subordinate connectives e.g. whilst, until, despite.</li> </ul>	<ul style="list-style-type: none"> <li>Developed introduction and conclusion using all the layout features.</li> <li>Description of the phenomenon is technical and accurate.</li> <li>Generalized sentences are used to categorise and sort information for the reader</li> <li>Purpose of the report is to inform the reader and to describe the way things are.</li> <li>Formal and technical language used throughout to engage the reader.</li> </ul>

<b>Letters</b>	<ul style="list-style-type: none"> <li>• I appreciate...</li> <li>• Whilst we were waiting...</li> <li>• Your concern...</li> <li>• Until this is resolved...</li> <li>• Despite speaking to the duty manager...</li> <li>• This is a disgrace...</li> <li>• Unfortunately...</li> <li>• Many other people also...</li> <li>• I am delighted to inform you that</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence length varied e.g short/long.</li> <li>• Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</li> <li>• Wide range of subordinate connectives e.g. whilst, until, despite.</li> <li>• Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed introduction and conclusion using all the letter layout features.</li> <li>• Paragraphs developed with prioritized information.</li> <li>• Purpose of letter clear and transparent for reader.</li> <li>• Formal language used throughout to engage the reader.</li> </ul>
<b>Persuasion</b>	<ul style="list-style-type: none"> <li>• It appears that...</li> <li>• There can be no doubt that..</li> <li>• It is critical..</li> <li>• Fundamentally...</li> <li>• How can anyone believe this to be true?</li> <li>• Does anyone really believe that?</li> <li>• As everyone knows I cite, for example...</li> <li>• I would draw your attention to...</li> <li>• I would refer to...</li> <li>• On the basis of the evidence presented...</li> <li>• Phenomenal</li> <li>• Unique</li> <li>• Unmissable</li> <li>• You will be...</li> <li>• Don't..</li> <li>• Take a moment to...</li> <li>• Isn't it time to...?</li> <li>• Worried about...</li> </ul>	<ul style="list-style-type: none"> <li>• Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</li> <li>• Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>• Sentence length and type varied according to purpose.</li> <li>• Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</li> <li>• Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</li> <li>• Prepositional phrases used cleverly. e.g. In the event of a blackout...</li> </ul>	<ul style="list-style-type: none"> <li>• Arguments are well constructed that answer the reader's questions.</li> <li>• The writer understands the impact or the emotive language and thinks about the response.</li> <li>• Information is prioritised according to the writer's point of view</li> </ul>

<b>Biography</b>	<ul style="list-style-type: none"> <li>• In (insert year) at the age of.....</li> <li>• he/she...</li> <li>• The time came for...</li> <li>• In his/her later years...</li> <li>• Once he/she had...</li> <li>• Nobody is sure why...</li> <li>• In spite of...</li> <li>• His/Her lasting legacy is that...</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence length varied e.g short/long.</li> <li>• Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.</li> <li>• Wide range of subordinate connectives e.g. whilst, until, despite.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed introduction and conclusion including elaborated personal response.</li> <li>• Description of events are detailed and engaging.</li> <li>• The information is organised chronologically with clear signals to the reader about time, place and personal response.</li> <li>• Purpose of the recount an experience revealing the writer's perspective.</li> </ul>
<b>Balanced Argument</b>	<ul style="list-style-type: none"> <li>• It strikes me that...</li> <li>• My intention is to...</li> <li>• To do this I will...</li> <li>• As I see it...</li> <li>• It appears to me...</li> <li>• Naturally...</li> <li>• It is precisely because....</li> <li>• Subsequently...</li> <li>• Doubtless...</li> <li>• Nevertheless...</li> <li>• In stark contrast...</li> <li>• Contrary to this position...</li> <li>• It would seem logical...</li> <li>• Let us consider the impact...</li> <li>• In conclusion...</li> <li>• The evidence presented leads me to conclude...</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence length varied e.g short/long.</li> <li>• Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</li> <li>• Wide range of subordinate connectives e.g. whilst, until, despite.</li> <li>• Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</li> <li>• Persuasive statements are used to change the reader's opinion. E.g. you will never need to...</li> </ul>	<ul style="list-style-type: none"> <li>• Developed introduction and conclusion using all the argument or leaflet layout features.</li> <li>• Paragraphs developed with prioritised information.</li> <li>• Both view points are transparent for reader.</li> <li>• Emotive language used throughout to engage the reader.</li> </ul>

<b>Story</b>	<ul style="list-style-type: none"> <li>Year 5 ambitious vocabulary used</li> </ul>	<ul style="list-style-type: none"> <li>Sentence length varied e.g short/long.</li> <li>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer</li> <li>Wide range of subordinate connectives e.g. whilst, until, despite.</li> <li>Embedded subordinate clauses are used for economy or emphasis</li> <li>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</li> <li>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence of plot may be disrupted for effect e.g. flashback</li> <li>Opening and resolution shape the story</li> <li>Structural features of narrative are included e.g. repetition for effect</li> <li>Paragraphs varied in length and structure.</li> <li>Pronouns used to hide the doer of the action e.g. it crept into the woods</li> </ul>
<b>Poetry</b>		<ul style="list-style-type: none"> <li>Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of poetry</li> <li>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> <li>Recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Invent nonsense words and situations and experiment with unexpected word combinations</li> <li>Use carefully observed details and apt images to bring subject matter alive</li> <li>Write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour</li> </ul>

## Year 6

<b>Spelling:</b> Children use further prefixes and suffixes and understand the guidance for adding them. They spell some words with 'silent' letters [for example, knight, psalm, solemn]. Children continue to distinguish between homophones and other words which are often confused. They use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. Children use dictionaries to check the spelling and meaning of words. They use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. They use a thesaurus.	<b>Handwriting:</b> Children 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. Children choose the writing implement that is best suited for a task.	<b>Composition:</b> Children are taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas. They are taught to draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. They learn how to organise paragraphs around a theme. Children are taught to write narratives, creating settings, characters and plot. Children learn in non-narrative material, to use simple organisational devices, for example, headings and sub-headings. They are taught to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Children learn to proofread for spelling and punctuation errors. They read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<b>Grammar and Punctuation:</b> Children develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. They use passive verbs to affect the presentation of information in a sentence. Children use the perfect form of verbs to mark relationships of time and cause. They use expanded noun phrases to convey complicated information concisely. They use modal verbs or adverbs to indicate degrees of possibility. Children use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. They learn the grammar for years 5 and 6 in English Appendix 2. Children indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing, using hyphens to avoid ambiguity, using brackets, dashes or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list, punctuating bullet points consistently and use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
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Our oldest children write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure). They are able to communicate what they know about the world around them and are well-equipped with the skills they need to do this effectively. Our oldest children are taught to refine the process involved in writing effectively: planning, drafting and editing before being ready to publish. Spelling, punctuation and grammar are embedded and effectively applied. Our oldest children are passionate about people understanding what it is what it is they want to say and they use grammatical devices to help them to do this. Our children write with a genuine love of language and the written word. They know what a powerful tool writing can be. They are deeply proud of their finished pieces which they showcase through publication several times a year. They know that their writing can be used to make the world a better place to be.

Genre Focus	Vocabulary	Grammar and Punctuation	Composition
Instructions	<ul style="list-style-type: none"> <li>Whilst that is...</li> <li>Focus on...</li> <li>Try to make sure that...</li> <li>When you do, don't..</li> <li>I would suggest...</li> <li>Many people at this stage...</li> </ul>	<ul style="list-style-type: none"> <li>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</li> <li>Sentence length and type varied according to purpose.</li> <li>Fronted adverbials use to clarify writers position e.g. If the temperature gets too high...</li> <li>Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals.</li> <li>Prepositional phrases used cleverly e.g. In the event of overcooking...</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate work from previous learning.</li> </ul>

<b>Recount</b>	<ul style="list-style-type: none"> <li>• They are unusually</li> <li>• They are rarely</li> <li>• They are never...</li> <li>• They are very...</li> <li>• Generally</li> <li>• Be careful if you</li> <li>• Frequently they...</li> <li>• I will attempt to...</li> <li>• This article will frame...</li> <li>• It can be difficult to...</li> <li>• Each paragraph...</li> <li>• More than half</li> <li>• Less than half...</li> </ul>	<ul style="list-style-type: none"> <li>• Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</li> <li>• Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>• Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...</li> <li>• Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</li> <li>• Prepositional phrases used cleverly. e.g. In the event of a fire...</li> </ul>	<ul style="list-style-type: none"> <li>• The report is well constructed and answers the readers questions.</li> <li>• The writer understands the impact and thinks about the response.</li> <li>• Information is prioritized according to importance and a frame of response set up for the reply.</li> </ul>
<b>Non-Chronological Report</b>	<ul style="list-style-type: none"> <li>• They are unusually</li> <li>• They are rarely</li> <li>• They are never..</li> <li>• They are very...</li> <li>• Generally</li> <li>• Be careful if you</li> <li>• Frequently they...</li> <li>• I will attempt to...</li> <li>• This article will frame...</li> <li>• It can be difficult to...</li> <li>• Each paragraph...</li> <li>• More than half</li> <li>• Less than half...</li> </ul>	<ul style="list-style-type: none"> <li>• Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</li> <li>• Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>• Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...</li> <li>• Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</li> <li>• Prepositional phrases used cleverly. e.g. In the event of a fire...</li> </ul>	<ul style="list-style-type: none"> <li>• The report is well constructed and answers the reader's questions.</li> <li>• The writer understands the impact and thinks about the response.</li> <li>• Information is prioritised according to importance and a frame of response set up for the reply.</li> </ul>
<b>Letters</b>	<ul style="list-style-type: none"> <li>• Please do not hesitate to contact me...</li> <li>• An early response would be greatly appreciated...</li> <li>• Please accept my...</li> <li>• I wish to express...</li> <li>• The impact of...</li> <li>• Despite continued efforts...</li> <li>• Subsequently...</li> </ul>	<ul style="list-style-type: none"> <li>• Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</li> <li>• Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>• Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...</li> <li>• Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</li> <li>• Prepositional phrases used cleverly. e.g. In the event of a fire...</li> </ul>	<ul style="list-style-type: none"> <li>• Letter well constructed that answers the reader's questions.</li> <li>• The writer understands the impact and thinks about the response.</li> <li>• Information is prioritised according to importance and a frame of response set up for the reply.</li> </ul>



<b>Persuasion</b>	<ul style="list-style-type: none"> <li>• It strikes me that</li> <li>• There is no doubt that</li> <li>• I am convinced that</li> <li>• It appears</li> <li>• In my opinion</li> <li>• Surely only a fool would consider</li> <li>• In addition</li> <li>• Furthermore</li> <li>• Moreover</li> <li>• My evidence to support this is</li> <li>• On balance</li> <li>• Just think how...</li> <li>• Now you can...</li> <li>• For the rest of your life...</li> <li>• Unbelievable</li> <li>• Outrageous</li> <li>• Incredible</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence length varied e.g short/long.</li> <li>• Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</li> <li>• Wide range of subordinate connectives e.g. whilst, until, despite.</li> <li>• Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</li> <li>• Persuasive statement are used to change the readers opinion. E.g. you will never need to...</li> <li>• Consolidate all previous learning.</li> <li>• Brackets Dashes Colons Semi colons</li> </ul>	<ul style="list-style-type: none"> <li>• Developed introduction and conclusion using all the argument or leaflet layout features.</li> <li>• Paragraphs developed with prioritised information.</li> <li>• View point is transparent for reader.</li> <li>• Emotive language used throughout to engage the reader.</li> </ul>
<b>Biography</b>	<ul style="list-style-type: none"> <li>• They are unusually</li> <li>• They are rarely</li> <li>• They are never..</li> <li>• They are very...</li> <li>• Generally</li> <li>• Be careful if you</li> <li>• Frequently they...</li> <li>• I will attempt to...</li> <li>• This article will frame...</li> <li>• It can be difficult to...</li> </ul>	<ul style="list-style-type: none"> <li>• Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</li> <li>• Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>• Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...</li> <li>• Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</li> <li>• Prepositional phrases used cleverly. e.g. In the event of a fire...</li> </ul>	<ul style="list-style-type: none"> <li>• The report is well constructed and answers the reader's questions.</li> <li>• The writer understands the impact and thinks about the response.</li> <li>• Information is prioritised according to importance and a frame of response set up for the reply</li> </ul>

<b>Balanced Argument</b>	<ul style="list-style-type: none"> <li>• I will present..</li> <li>• Following that I will...</li> <li>• One argument for this is that...</li> <li>• ...fundamentally</li> <li>• flawed...</li> <li>• ...an easy answer</li> <li>• that avoids...</li> <li>• I would counter this view....</li> <li>• It seems plausible to...</li> <li>• Moreover...</li> <li>• In point of fact...</li> <li>• The evidence I would use to support this is...</li> <li>• It surprises me that...</li> <li>• It is my conviction...</li> <li>• Finally I would like to add...</li> <li>• Even though there has been a long history of activists...</li> </ul>	<ul style="list-style-type: none"> <li>• Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</li> <li>• Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>• Sentence length and type varied according to purpose.</li> <li>• Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</li> <li>• Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</li> <li>• Prepositional phrases used cleverly. e.g. In the event of a blackout...</li> </ul>	<ul style="list-style-type: none"> <li>• Arguments are well constructed that answer the reader's questions.</li> <li>• The writer understands the impact or the emotive language and thinks about the response.</li> <li>• Information is prioritised according to the writer's point of view.</li> </ul>
<b>Story</b>	<ul style="list-style-type: none"> <li>• Year 6 ambitious vocabulary used.</li> </ul>	<ul style="list-style-type: none"> <li>• Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</li> <li>• Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</li> <li>• Sentence length and type varied according to purpose.</li> <li>• Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions...</li> <li>• Figurative language used to build up description e.g. everyone charged like a deer pack under threat</li> <li>• Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.</li> <li>• Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.</li> <li>• Consolidate all previous learning.</li> <li>• Brackets Dashes Colons Semi colons</li> </ul>	<ul style="list-style-type: none"> <li>• The story is well constructed and raises intrigue.</li> <li>• Dialogue is used to move the action on who heighten empathy for central character</li> <li>• Deliberate ambiguity is set up in the mind of the reader until later in the text</li> </ul>

Poetry		<ul style="list-style-type: none"> <li>• Describe poem's impact and explain own interpretation by referring to the poem.</li> <li>• Comment on the use of similes and expressive language to create images, sound effects and atmosphere.</li> <li>• Discuss the poem's form and suggest the effect on the reader.</li> <li>• Recognising some different forms of poetry (for example, haiku, free verse)</li> </ul>	<ul style="list-style-type: none"> <li>• Use language playfully to exaggerate or pretend.</li> <li>• Use similes to build images and identify clichés in own writing.</li> <li>• Write free verse; use a repeating pattern; experiment with simple forms.</li> </ul>
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From KS2 at Fishbourne, we integrate Alan Peat's 'exciting sentences' to ensure that we give children opportunities to explore a variety of sentence structure. We teach sentence structure through high quality modelling of writing where teachers demonstrate how sentence types impact the reader. Each sentence type has a handy name, so that children understand what is meant and recall these as they move through KS2. The sentence types are designed to help children to write exciting, sophisticated pieces of writing that use the right tone for their purpose. Some sentence types are more appropriate to non-fiction, and others, to fiction writing.

Year	Sentence Type	Example	Rule
Year 3	B.O.Y.S. sentences	<ul style="list-style-type: none"> <li>She was happily playing a game, <u>but</u> got upset when she lost.</li> <li>The cookies could be double chocolate chip, <u>or</u> oat and raisin.</li> <li>It was a warm day, <u>yet</u> storm clouds gathered over the distant horizon.</li> </ul>	<ul style="list-style-type: none"> <li>A B.O.Y.S. sentence is a two-part sentence. The first part of the sentence <u>always</u> ends with a comma and the last part <u>always</u> begins with a conjunction.</li> </ul>
	As -ly	<ul style="list-style-type: none"> <li><b>As</b> the rain came down <b>heavily</b>, the children ran for shelter.</li> <li><b>As</b> the wind screamed <b>wildly</b>, the lost giant lumbered along the path.</li> <li><b>As</b> the water heats up <b>quickly</b>, a change of state happens called 'evaporation'.</li> </ul>	<ul style="list-style-type: none"> <li>The first part of the sentence opens with an action description which starts with the word <b>As...</b> and ends with an <b>adverb</b>.</li> <li>The second part of the sentence is a description of a related, and often consequential, action.</li> </ul>
	__ing, __ed	<ul style="list-style-type: none"> <li><b>Dancing</b> in the studio, she <b>watched</b> in the mirror as a ghost appeared.</li> <li><b>Skiping</b> along the street, he <b>stopped</b> abruptly when a car screeched past.</li> <li><b>Running</b> near the beach, he <b>halted</b> as the ground gave way.</li> </ul>	<ul style="list-style-type: none"> <li>The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by a location of the action.</li> <li>Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain <b>where</b> the action is happening.</li> </ul>
	Double -ly ending	<ul style="list-style-type: none"> <li>He swam <b>slowly</b> and <b>falteringly</b>.</li> <li>They laughed <b>loudly</b> and <b>heartily</b>.</li> <li>She tiptoed <b>quietly</b> and <b>carefully</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.</li> </ul>
	List sentences	<ul style="list-style-type: none"> <li>It was a <b>frightful</b>, <b>frosty</b> and <b>freezing</b> night.</li> <li>The boy wore <b>dirty</b>, <b>threadbare</b> and <b>oversized</b> clothes.</li> <li>His hair was <b>long</b>, <b>brown</b> and <b>unwashed</b>.</li> </ul>	<ul style="list-style-type: none"> <li>A list sentence must have 3 or 4 adjectives before the noun.</li> <li>Use <i>and</i> between the final two adjectives.</li> </ul>
	Short sentences	<ul style="list-style-type: none"> <li>Everything failed!</li> <li>The ship exploded!</li> <li>He stopped.</li> <li>Then it happened.</li> </ul>	<ul style="list-style-type: none"> <li>1-3 word sentences, possibly with an exclamation or question mark.</li> </ul>

Year	Sentence Type	Example	Rule
Year 4	2A sentences	<ul style="list-style-type: none"> <li>He was a <b>tall, awkward</b> man with an <b>old, crumpled</b> jacket.</li> <li>It was an <b>overgrown, messy</b> garden with a <b>leafless, lifeless</b> tree.</li> <li>The <b>huge, green</b> tractor ploughed the <b>wet, muddy</b> field.</li> </ul>	<ul style="list-style-type: none"> <li>A 2AD sentence has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun.</li> <li>This sentence creates a clear picture for the reader.</li> </ul>
	Emotion, comma	<ul style="list-style-type: none"> <li><b>Desperate</b>, she screamed for help.</li> <li><b>Terrified</b>, he froze instantly on the spot.</li> <li><b>Anxious</b>, they began to realise they were lost.</li> </ul>	<ul style="list-style-type: none"> <li>Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion.</li> <li>When teaching, provide an A-Z list of emotions the children could use.</li> </ul>
	Verb, person	<ul style="list-style-type: none"> <li><b>Running, Sarah</b> almost tripped over her own feet.</li> <li><b>Tiptoeing, he</b> tried to sneak out without waking anybody up.</li> </ul>	<ul style="list-style-type: none"> <li>A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name/personal pronoun followed by the rest of the sentence.</li> </ul>
	If, if, if, then	<ul style="list-style-type: none"> <li><b>If</b> the alarm had gone off, <b>if</b> the bus had been on time, <b>if</b> the road repairs had been completed, <b>then</b> he might have got to school on time.</li> </ul>	<ul style="list-style-type: none"> <li>Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using a comma after each clause.</li> </ul>
	With a(n) action, more action	<ul style="list-style-type: none"> <li><b>With a smile</b>, Greg <b>waved</b> goodbye.</li> <li><b>With a weary wail</b>, Thor <b>launched</b> his final attack.</li> <li><b>With a deep breath</b>, Neil Armstrong <b>stepped</b> carefully on the moon.</li> </ul>	<ul style="list-style-type: none"> <li>This two-part sentence starts with a subordinate clause which starts with the phrase '<b>With a(n)...</b>' followed by an action and comma. The main clause then describes more action which occurs simultaneously.</li> </ul>
	All the Ws	<ul style="list-style-type: none"> <li><b>Would</b> there ever be another opportunity like this one? <b>Who</b> would take over his role now? <b>What</b> if you had all of the money in the world? <b>Why</b> do zebras have stripes?</li> </ul>	<ul style="list-style-type: none"> <li>Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Was? Will? What if?</li> </ul>
	P.C. sentences (paired conjunctions)	<ul style="list-style-type: none"> <li><b>Neither</b> money <b>nor</b> gifts could make him visit the haunted mansion again.</li> <li>It was <b>both</b> cold <b>and</b> unpleasant for him to work there.</li> </ul>	<ul style="list-style-type: none"> <li>P.C. is short for Paired Conjunctions. This is when some words need a second word in order to make sense.</li> </ul>

Year	Sentence Type	Example	Rule
Year 5	3 _ed	<ul style="list-style-type: none"> <li>• <b>Frightened, terrified, exhausted</b>, they ran from the creature.</li> <li>• <b>Amused, amazed, excited</b>, he left the circus reluctantly.</li> <li>• <b>Confused, troubled, worried</b>, she didn't know what had happened.</li> </ul>	<ul style="list-style-type: none"> <li>• Starts with three adjectives that end in _ed and describe emotions. The _ed words <b>MUST</b> be followed by commas.</li> </ul>
	Noun, which, who, where	<ul style="list-style-type: none"> <li>• <b>Snakes, which</b> scare me, are not always poisonous.</li> <li>• <b>Tom, who</b> was a little shorter than the others, still made it into the team</li> <li>• <b>The beach, where</b> the shipwreck was found, can only be reached by boat.</li> </ul>	<ul style="list-style-type: none"> <li>• Use commas to embed a clause within a sentence.</li> <li>• Add information that links with the sentence topic and start the clause with <b>which, who</b> or <b>where</b>.</li> </ul>
	2 pairs sentences	<ul style="list-style-type: none"> <li>• <b>Exhausted and worried, cold and hungry</b>, they did not know how much further than had to go.</li> <li>• <b>Injured and terrified, numb and fearful</b>, he couldn't believe this was happening to him.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins with two pairs of related adjectives. Each pair is: followed by a comma; separated by <i>and</i>.</li> </ul>
	3 bad – (dash) question?	<ul style="list-style-type: none"> <li>• Cold, dark, airlessness – which would kill the spaceman first?</li> <li>• Greed, jealousy, hatred – which of these is most evil?</li> </ul>	<ul style="list-style-type: none"> <li>• 3 negative adjectives followed by a dash then a question which relates to the 3 adjectives.</li> </ul>
	Name – adjective pair – sentences	<ul style="list-style-type: none"> <li>• Little Tim – <b>happy and generous</b> – was always fun to be around.</li> <li>• Glass – <b>fragile and dangerous</b> – must be handled with care.</li> </ul>	<ul style="list-style-type: none"> <li>• This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes <b>shows</b> what the character was like. The two must be linked.</li> </ul>
	O. (I.) sentences <i>Outside: Inside sentences</i>	<ul style="list-style-type: none"> <li>• Kate ate the cake that was given to her with delight. (Inside however, she wished she had turned it down.)</li> <li>• She smiled at the cheeky boy (At the same time she was hurt by his tricks.)</li> </ul>	<ul style="list-style-type: none"> <li>• They are Outside: Inside sentences made up of two related sentences. The first sentence tells the reader a character's outward action and the second reveals their true feelings.</li> </ul>
	Last word, first word / ad, same ad	<ul style="list-style-type: none"> <li>• Building the new motorway would be <b>disastrous</b>. <b>Disastrous</b> because lots of houses will need to be destroyed.</li> </ul>	<ul style="list-style-type: none"> <li>• Made up of two sentences. The second sentence begins with the word or phrase which the first sentence ends with.</li> </ul>



Year	Sentence Type	Example	Rule
Year 6	De: De sentences (description: details)	<ul style="list-style-type: none"> <li>I was exhausted : I hadn't slept for more than two days.</li> <li>Vampires are dreadful creatures : they kill by sucking the blood of their victims.</li> </ul>	<ul style="list-style-type: none"> <li>Two independent clauses separated by a colon.</li> <li>The first clause is descriptive.</li> <li>The second adds further detail.</li> </ul>
	One word/phrase: definition	<ul style="list-style-type: none"> <li><b>Monday:</b> the longest day of the week.</li> <li><b>World War Two:</b> a time when many people lost their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences begin with one word or phrase followed by a colon.</li> <li>This is then followed by a definition of the word.</li> </ul>
	Some; others	<ul style="list-style-type: none"> <li><b>Some</b> people like football; <b>others</b> hate it.</li> <li><b>Some</b> days are full of enjoyment; <b>others</b> are long and boring.</li> </ul>	<ul style="list-style-type: none"> <li>Some; others sentences are compound sentences which begin with the word <i>some</i> and have a semi-colon to replace the word <i>but</i>.</li> </ul>
	Imagine 3 examples	<ul style="list-style-type: none"> <li>Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence begins with: <ul style="list-style-type: none"> <li>➤ The word 'Imagine'</li> <li>➤ Then describes three parts of something</li> <li>➤ The first two parts are separated by commas</li> <li>➤ The third ends with a colon.</li> </ul> </li> </ul>
	The more, the more	<ul style="list-style-type: none"> <li><b>The more angry</b> he became, <b>the more</b> he hammered his fist on the table.</li> <li><b>The more</b> it rained, <b>the more</b> depressed he became.</li> </ul>	<ul style="list-style-type: none"> <li>This sentence is particularly useful when developing a character trait in a story. The first <b>more</b> should be followed by an <b>emotive</b> word and the second <b>more</b> should be followed by a <b>related action</b>.</li> </ul>
	'Irony' sentences	<ul style="list-style-type: none"> <li>Our 'luxury' hotel turned out to be a farm building.</li> <li>With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a rubbish tip.</li> <li>The 'trip of our dreams' was, in fact, our worst nightmare.</li> </ul>	<ul style="list-style-type: none"> <li>An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'.</li> <li>The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.</li> </ul>
Year 6 (GD)	Emotion – consequence	<ul style="list-style-type: none"> <li>Davis was angry – he threw his toy at the wall.</li> <li>The professor was inconsolable – he wept for days on end.</li> <li>King Henry was furious – he ordered the execution of his wife.</li> </ul>	<ul style="list-style-type: none"> <li>This two part sentence starts with a description of a character's emotion followed by a dash and a description of a consequence of that feeling.</li> </ul>
	Tell: show 3 examples; sentences	<ul style="list-style-type: none"> <li>He was feeling relaxed: shoes off; shirt undone; lying on the sofa.</li> <li>The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield.</li> <li>It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.</li> </ul>	<ul style="list-style-type: none"> <li>A two part sentence. The first part <b>tells</b> the reader a broad-ranging fact/opinion.</li> <li>This is followed by a colon which demonstrates that a list of examples will follow.</li> <li>After the colon, the list of 3 examples follow. As this is a phrase list, semi-colons are used between the details rather than commas.</li> </ul>



## De: De sentences (Description: Details)

A **De: De** sentence has 2 parts.  
The **1st part** gives a description, the **2nd** gives further details.

The 2 parts are separated by a colon ( : )

The vampire is a dreadful creature : it kills by sucking all the blood from its victims.

Snails are slow: they take hours to move the shortest of distances.

## Personification of weather

In this sentence, an aspect of weather is given a human trait. It helps to create a particular mood in a story.

human trait

The rain **wept** down the window. (= sad mood)

The wind **screamed** through the branches. (= tense/ scary mood)

## 3 bad—(dash) question?

**3 bad—(dash) question?** sentences begin with 3 negative adjectives. After the 3rd adjective there is a dash and then a question relating to the adjectives.

3 negative adjectives

dash

question relating to adjectives

Greed, jealousy, hatred— which of these was John's worst trait?

Thirst, heatstroke, exhaustion—which would kill him first?

## If, if, if, then sentences

**If, if, if, then** sentences are made up of 3 separate parts:

If the alarm had gone off, **if** the bus had been on time, **if** the road repairs had been completed, **then** his life would not have been destroyed.

If I hadn't found that watch, **if** the alarm hadn't gone off, **if** it hadn't scared those burglars, **then** I wouldn't be sitting here today.

## 2 pairs sentences

**2 pairs** sentences begin with 2 pairs of related adjectives:

adjective

adjective

Exhausted **and** worried, cold **and** hungry, they did not know how much further they had to go..

Explanation of what the 2 adjectives relate to.

## Some; others sentences

**Some; others** sentences begin with the word **some** and have a ; **instead of** a 'but' to separate the two parts.

**Some** people love football; **others** just can't stand it.

**Some** evacuees had an awful time in World War Two; **other** evacuees enjoyed it.

## Imagine 3 examples:

These sentences begin with the word 'Imagine' and then describe 3 things about a place, time or person. After the 3rd description there is a : followed by a statement saying there is such a time, place, person.

**Imagine** a time **when** people were not afraid, **when** life was much simpler, **when** everyone helped each other: **this is the story of that time.**

**Imagine** a place **where** the sun always shines, **where** wars never happen, **where** no-one ever dies: **in the Adromeda 5 system there is such a planet.**

## P.C. sentences

**P.C.** is short for **paired conjunctions**.

It was **both** cold **and** unpleasant for him to work there.

**Neither** money **nor** gifts could make him visit the haunted mansion.

(BA) -both / and  
(NA) - not so / as

(NN) - neither / nor  
(AA) - as / as

## One word/phrase : definition

**One word/phrase: definition** sentences begin with one word or phrase followed by a : This is then followed by a definition of the word.

**Monday:** the longest day of the week!

**World War Two:** a time when many people lost their lives.

one phrase

colon

definition