

# Brockton C.E Primary School



## Writing Curriculum

# **Intent**

Brockton CE Primary School recognises the effect that a fluent, legible and coherent writing style can have on a pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced English curriculum which encompasses focussed writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes and audiences.

The school has created this policy in order to ensure that:

All pupils are able to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions required for writing, as well as reading and spoken language.

All pupils can write clearly, accurately and coherently.

All pupils can adapt their language and style for a range of contexts, purposes and audiences.

All pupils understand how to plan, practise and evaluate their writing.

All staff members are aware of planning, assessment, and teaching and learning requirements for the writing curriculum. We base our approach to writing around the following principles;

## **Build a Community of Writers**

The teachers support and encourage children to bring and use their own 'funds of knowledge' into their writing projects, meaning that children can write from a position of strength.

Their classrooms are a shared and democratic space.

The children talk of feeling confident and knowing that their teacher wants them to try their best, take their time and to focus specifically on making their written pieces the highest quality they could be for their future readership.

## **Treat Every Child as a Writer**

Teachers hold high achievement expectations for all their writers.

All children feel like independent writers who are achieving their writing goals with regularity. They are praised for the goals they achieve.

## **Read, Share, Think and Talk About Writing**

Children are given ample opportunity to share and discuss with others their own and others' writing in order to give and receive constructive criticism, writerly advice and celebrate achievement.

Writing is seen as a social act, and dialogic talk is important at all stages of the writing process.

Children are encouraged to talk about the content of their writing, their writing processes, and to share any techniques or strategies they thought were working particularly well for them.

Whilst talk is an integral part of any writing time, so is maintaining a low level of noise to avoid disturbing fellow writers.

## **Teach the Writing Processes**

Teachers give direct instruction in strategies for engaging in the different components of the writing process (how to generate an idea, plan, draft, revise, edit, publish). They scaffold children's understanding of these processes through demonstration, resources, displays, discussion, sharing self-written exemplars and techniques children have used themselves.

Children are made to feel very knowledgeable about the writing process and confident in navigating it on their own. One way in which teachers show commitment to helping their children achieve independence is to allow them to develop and use a writing process which suits them best and to write at a pace which enables them to produce their best writing.

## **Balance Composition and Transcription**

Teachers focus on giving direct instruction in the 'generalities' of good writing. They teach writing lessons which will help that day but will also serve children in future writing projects too.

They ensure that they teach the right lessons at the right time, with the emphasis on composition at the beginning of a writing project and more focus on teaching good transcriptional techniques and strategies later.

Teachers have high expectations for transcriptional accuracy, spelling and handwriting and want children to take pride in their final written products. They encourage children to concentrate on composing their piece (or part of their piece) before giving full attention to making it transcriptionally accurate.

They allocate specific time for children to focus on revising their pieces prior to editing them. Thus, revision and editing have separate and specific status.

They also ask children to regularly stop, re-read and share their work with their peers. By re-reading, the children have an opportunity to revise and edit their developing pieces as they are progressing.

There is a good balance between discussing what the content of the children's writing projects might be, how the writing can be organised and successful, and the explicit teaching of different writing processes.

Teachers are very aware that, if grammar was to be understood in a meaningful way, it must be taught functionally and applied and examined in the context of real composition.

# **Implementation**

At Brockton Primary School, writing begins by the examination of the skills used for writing. The children are involved in setting the goals throughout the writing process with the use of working walls and the goals are revisited throughout the writing project. The children know and can recognise when they have achieved these goals and are encouraged to repeat and rehearse the reasons why they are 'a clever writer.'

There are 4 'dimensions' that teachers need in order to understand the content of a subject and how it is learned.

Deep and fluent knowledge and flexible understanding of the content you are teaching.

Knowing the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching.

Knowing the relevant curriculum tasks, Knowing pupils' misconceptions and sticking points.

The Long Term Plans allows for planning which follows the teaching sequence for writing using the skills and principles we have identified to ensure the best outcome for all of our learners. Underpinning all of our planning is a text-based stimulus. This allows teachers a wider creative freedom and an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. Children have the opportunity to produce a variety of outcomes linked to their class novel. Our approach is designed to be tailored to the needs of the children through ongoing assessments / national expectations.

## **Non-Fiction Modules**

The long term plans are designed to ensure whole school coverage of nonfiction genres / text types. There is an alignment with other curriculum areas and modules have been chosen to allow for the embedded teaching of grammar statements for each year group.

## **Fiction Modules**

As the children progress through school, narrative units vary their focus. In every year group, opportunities for the children to write narratives have been planned.

## **Poetry**

Opportunities for performance and recital of poetry happen throughout each year. Children analyse structure and vocabulary choices through the reading of poetry. assessments and activities.

# Nursery/Reception/Year 1/Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Character Descriptions	Retell Poetry	Setting Descriptions	Diary Poetry	Own Story	Informal Letters Poetry
Non-fiction	Instructions	Recount	Non-Chronological Report	Instructions	Recount	Non-Chronological Report

Autumn 1	Nursery	Reception	Year 1	Year 2
Fiction Retell	Recall a character/event from a story	Verbally retell Use some known story language	Use past tense Title Include beginning, middle, end Chronological order Story language; Once upon a time, one sunny day etc... Simple sentences Structure needs to be correct (Not to rewrite word for word/use said)	Create a story map or use pictures as prompts Description of character and setting Beginning, build-up, problem, resolution and ending Retell a familiar story but change characters, setting or ending and write their own story
Non-Fiction Instructions	Follow a given instruction Give an instruction	Follow a set of instructions Write a simple list Write an instruction	Title Numbered steps Each step on a new line You need with bullet points Time adverbial as opener Linked to personal experience Present tense Linked to oral instruction.	Title with question What you need Introduction sentence Top tip / warning Link to fictional writing Adjectives can be used e.g. Spread the delicious jam over the crusty bread. -ly adverb at the start of sentence Adverbs, followed by an imperative verb or imperative verb can be used as openers Heading i.e. Helpful Hint! Introduction including a question i.e. Do you like... Conjunction 'but' to add warning Command sentences Commas in a list

Autumn 2	Nursery	Reception	Year 1	Year 2
Fiction Character Descriptions	Verbally describe appearance	Write a simple label Simple adjective	Wanted poster Picture annotated Name of character What they look like Simple adjectives (colour and size) Appearance and personality Actions - what does your character do in the story? Present tense	Present tense Separate character description Describe how the character looks Using adjectives and simple similes Use because/when to describe their personality and actions Use an ! In an exciting sentence Include how the other characters feel about the character I am describing Say what I like/dislike about the character Identify where - using prepositions Select effective vocabulary Begin to experiment with word order in sentence structure -ly verbs to describe how an action was performed
Fiction Poetry	Listen to a range of poetry	Identify a rhyming pair	Identify sounds within words (syllables) Identify rhyming words and write sentences with rhyming couplets Acrostic poem using adjectives	Identify rhyming patterns (couplets) Write own version of a given poem <b>Riddle</b> - Wat am i? Openers New clue, new line, Present tense Conjunctions - and, that, when, but, if, or, because Tease the reader Commas in a list Adjectives <b>List Poem</b> A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end.
Non-fiction Recount	Order simple events	Write a short caption Order key events	Use of first person Use time connectives - chronological Use information based on real event/experience	Chronological events Use proper nouns Emotions to describe feelings (I was excited when...) Final statement (My favourite part was...) Details to interest the reader Exclamative sentence to close First person Past tense

Spring 1	Nursery	Reception	Year 1	Year 2
Fiction Setting Descriptions	Verbally describe a setting	Write a simple label Use a simple adjective	Use senses (see and hear) to compile a word bank of adjectives to describe a setting through visual stimulus First person Present tense	Present tense Separate character description Describe how the character looks Using adjectives and simple similes Use because/when to describe their personality and actions Use an ! In an exciting sentence Include how the other characters feel about the character I am describing Say what I like/dislike about the character Identify where - using prepositions Select effective vocabulary Begin to experiment with word order in sentence structure -ly verbs to describe how an action was performed
Non-fiction Non-Chronological Report	Verbally recall a fact	Write a list Facts gathered by leading adult Recall known facts	Facts gathered as a class Topic related vocabulary Given title Labelled pictures Present tense	Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language heading Subheading as a question Facts Subject specific vocabulary Captions Labels Present tense Introduction images
Spring 2	Nursery	Reception	Year 1	Year 2
Fiction Diary	Discuss a past event as a group	Write short messages Recall an event from the past	Simple recount of a day First person Past tense Dear Diary	Dear Dairy and date Add in private/secret thoughts and feelings First person (I, we, my) Openers Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question. Informal language
Fiction Poetry	Listen to a range of poetry	Identify a rhyming pair	Identify sounds within words (syllables)  Identify rhyming words and write sentences with rhyming couplets  Acrostic poem using adjectives	Identify rhyming patterns (couplets) Write own version of a given poem <b>Riddle</b> - Wat am i? Openers New clue, new line, Present tense Conjunctions - and, that, when, but, if, or, because Tease the reader Commas in a list Adjectives <b>List Poem</b> A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end.
Non-Fiction Instructions	Follow a given instruction	Follow a set of instructions Write a simple list Write an instruction	Title Numbered steps Each step on a new line You need with bullet points Time adverbial as opener Linked to personal experience Present tense Linked to oral instruction.	Title with question What you need Introduction sentence Top tip / warning Link to fictional writing Adjectives can be used e.g. Spread the delicious jam over the crusty bread. -ly adverb at the start of sentence Adverbs, followed by an imperative verb or imperative verb can be used as openers Heading i.e. Helpful Hint! Introduction including a question i.e. Do you like... Conjunction 'but' to add warning Command sentences Commas in a list

Summer 1	Nursery	Reception	Year 1	Year 2
Fiction Own story	Verbally create a story Participate in whole group story	Write at length Write using story telling language Include a beginning, middle and end	Use a known story Change 2 or 3 given elements to change the narrative Past tense Third person	Include setting, build-up, problem, resolution and ending A beginning to introduce the setting A build to what the character does A dilemma when something goes wrong A resolution where the character solves the problem An ending to say what happens next Include simple detail
Non-fiction Recount	Order simple events	Write a short caption Order key events	Use first person Use time connectives Chronological Use information based on real event/experience	Chronological events Use proper nouns Emotions to describe feelings (I was excited when...) Final statement (My favourite part was...) Details to interest the reader Exclamative sentence to close First person Past tense
Summer 2	Nursery	Reception	Year 1	Year 2
Fiction Informal letters	Thank you card Invite	Use 'To' Simple sentence Post card Thank you card Invite	Simple format (To, From) First person An informal greeting (Hi) Add a few sentences First sentence starts on a new line	Address and date (given) Greeting (Dear Mr, Mrs Miss, surname) Past tense Introduction (why you are writing) More details Final sentence written in the present tense (what the sender wants the recipient to do next) Signing off Personal thoughts and feelings Informal (use contractions)
Fiction Poetry	Listen to a range of poetry	Identify a rhyming pair	Identify sounds within words (syllables) Identify rhyming words and write sentences with rhyming couplets Acrostic poem using adjectives	Identify rhyming patterns (couplets) Write own version of a given poem <b>Riddle</b> - Wat am i? Openers New clue, new line, Present tense Conjunctions - and, that, when, but, if, or, because Tease the reader Commas in a list Adjectives <b>List Poem</b> A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end.
Non-fiction Non-Chronological Report	Verbally recall a fact	Write a list Facts gathered by leading adult Recall known facts	Facts gathered as a class Topic related vocabulary Given title Labelled pictures Present tense	Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language heading Subheading as a question Facts Subject specific vocabulary Captions Labels Present tense Introduction images

# Year 2/Year 3/Year 4

GENRE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Retell a Traditional Tale	Character Descriptions and Settings	Poetry Own story Historical	Formal letters Informal letters Persuasive writing	Diary Character Descriptions and Settings	Poetry Own story
Non-Fiction	Instructions	Recounts	Explanations	Non-chronological report	Recount News reports	Non - Chronological Report Biography

Autumn 1	Year 2	Year 3	Year 4
<p><b>FICTION</b> Retell a traditional tale</p>	<p>Create a story map or use pictures as prompts. Description of the character and setting. Beginning, Build-up, Problem, Resolution and Ending Retell a familiar story but change characters, setting or ending and write their own story</p>	<p>Including build-up, problem, resolution (Storymap). A title to make the reader want to read the story. A beginning to introduce the characters and setting. A build up to give hints and clues about what is going to happen. A dilemma when something goes wrong. A resolution where the characters solve the problem. An ending to say what the characters will do next. Use paragraphs to organise my writing. Direct speech to move on the action. Using inverted commas to show where speech begins and ends</p>	<p>Including build-up, problem, resolution (Story-map). A title to make the reader want to read the story. A beginning to introduce the characters and setting. A build up to give hints and clues about what is going to happen. A dilemma when something goes wrong. A resolution where the characters solve the problem. An ending to say what the characters will do next. Independently structuring paragraphs around an idea Beginning to use show don't tell to build suspense to introduce my dilemma in a story. Direct speech to move on the action. Beginning to use 3 part speech – what they said, who said it and how they said it (adverb).</p>



<p>Progression of Skills</p>	<ul style="list-style-type: none"> <li>●Use time adverbs at the start of a sentence</li> <li>●Use openers at the start of my sentence</li> <li>●Write in the progressive past tense using was/were + ing suffix: We were playing football, She was sleeping in the bed.</li> <li>●Use adjectives</li> <li>●Use wider range of conjunctions</li> </ul> <p><u>Openers</u> <u>Time Adverbials</u> Soon, Later, At last, Eventually</p> <p><u>Openers</u> Everyone, Far away, In the distance</p> <p><u>Question Openers</u> Where, Who, How</p> <p><u>Exciting openers</u> Instantly, Unexpectedly</p> <p><u>Subordinating conjunctions</u> When, If</p>	<ul style="list-style-type: none"> <li>●Use a comma between two adjectives in an expanded noun phrase (ENP)</li> <li>●Using a comma before a Mid-sentence Conjunction (MSC): or, and, but, so , yet.</li> <li>●Begin to use fronted adverbials as sentence openers followed by a comma to show: How, when and where something happens. ●Use an ellipse to build suspense (keep the reader hanging on).</li> <li>●Use has/have before the main verb to show that something happened in the past and is continuing today, an action that was completed recently or an action that did not happen at a specific time. (present perfect form of verbs). Use 'have' for I/you/we/they: We have baked.</li> <li>●Expanded noun phrases (ENP)</li> <li>●Similes</li> <li>●Powerful verbs</li> <li>●Beginning to use metaphors.</li> <li>●Compound sentences by including Mid-Sentence Conjunctions: or, and, but, so, yet.</li> <li>●Use a comma before a Mid-sentence ●Conjunction. Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions: when, if, because, before, after, while.</li> <li>●Use a subordinating conjunction at the start of sentence. Use a subordinating conjunction in the middle of a sentence.</li> <li>●Use inverted commas to show where speech begins and ends. Use inverted commas to show speech and using the rules of speech punctuation correctly.</li> </ul> <p><u>Openers</u> <u>Fronted Adverbials</u> <u>How (Manner)</u> Quickly, Softly, Frantically, Cautiously, As quick as a flash, As fast as he could,</p> <p><u>When (Time)</u> Later, A long time ago, Centuries ago, In the beginning,</p> <p><u>Where (Place)</u> In the distance, Beneath his feet, On the horizon, Beyond the fields. <u>Subordinating conjunctions</u> Before, After, While, As</p>	<ul style="list-style-type: none"> <li>●Use a comma after a fronted adverbial.</li> <li>●Consistently place the possessive apostrophe in words with regular plurals accurately.</li> <li>●Consistently place the possessive apostrophe in words with irregular plurals accurately.</li> <li>●Use a comma to separate clauses.</li> <li>●Present perfect tense uses the past participle (third form) of the main verb after the auxiliary 'have': grown, been, drawn, blown.</li> <li>●Elect the most appropriate nouns and pronouns.</li> <li>●Use ENP with modifiers: that, which, who.</li> <li>●Develop use of more interesting similes</li> <li>●Develop use of more interesting metaphors</li> <li>●Use simile as a sentence opener. Beginning to use Show Don't Tell to build suspense to introduce a dilemma in a story.</li> <li>●Short sentences to move events on quickly in a story.</li> <li>●Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS)</li> <li>●Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since.</li> <li>●Include direct speech in my stories but changing where the reporting clause used.</li> <li>●Marking the reporting clause (who said it) with a comma when it is not at the end of the sentence.</li> <li>●Punctuating speech consistently and accurately and beginning to use 3-part speech: what they said, who said it and how they said it (adverb)</li> <li>●Use a variety of prepositional phrases including as an opener.</li> </ul> <p><u>Openers</u> <u>Fronted Adverbials</u> <u>How (Manner)</u> Carefully scanning my surroundings, Without hesitation,</p> <p><u>When (Time)</u> At sunrise, Just before dawn,</p> <p><u>Where (Place)</u> As they approached the edge of the cliff, In the depths of the forest,</p> <p><u>When (Frequency)</u> Every now and again, Randomly, occasionally, Every morning, Every week.</p> <p><u>How (Degree)</u> Almost awake, Clearly angry, Slightly confused, Completely overwhelmed,</p> <p><u>Subordinating conjunctions</u> During, Since</p>
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<p><b>NON-FICTION Instructions</b></p>	<p>Title with question. What you need. Introduction sentence. Top tip / warning. Link to fictional writing. Adjectives can be used for example, Spread the delicious jam over the crusty bread. -ly adverb at the start of the sentence Adverbs, followed by an imperative verb should be used. Or imperative verbs can be used as openers. Heading i.e. How to... Equipment list Numbered instructions and imperative verbs ENPs Expert tip i.e. Helpful hint! Introduction including a question i.e. Do you like... Conjunction 'but' to add warning. Command sentences Commas in a list.</p>	<p>Persuasive introduction. Subheadings – Equipment and method. Openers (time adverbials, imperative verbs, -ly adverbs +subordinating conjunctions). By Year 3 the children will be able to use a range of openers. Equipment subheading will be followed by a colon and bullet points. Technical vocabulary / scientific vocabulary. Prepositional phrases. Top tips / safety tips / handy hints at the end. A complex sentence can lead you to a Top Tip / Safety box. If you are struggling to get the Woolly Mammoth in to the bath, refer to the top tip box for some clever hints! Conclusion Equipment list Fronted adverbial for how Conjunctions 'after' and 'before' Prepositional phrases Technical language. Diagrams Adjectives Technical language Subordinate clauses Prepositions</p>	<p>Rhetorical question in introduction Closing statement More than one sentence for each step Persuasive introduction with a rhetorical question. Concluding statement Precise use of technical language Technical language Comma after Subordinating clause. Second person</p>
<p><b>Progression of skills</b></p>	<p>Use a question mark to interest the reader: Where, Who, How, Why. Use an exclamation mark at the end of an exciting sentence: Instantly. Use commas in a list. Identify and write a command sentence: Cut, Spread, Wrap, Place. Write a command sentence with an imperative verb. Write in the progressive present tense using is/are + ing suffix: The children are reading their books, The baby is crying. Use adjectives Use wider range of conjunctions: because, but, or, that, when, if  <u>Openers</u> <u>Imperative Verbs</u> Slice, Spread, Mix etc. <u>Adverbs</u> Carefully, Thoroughly, Slowly, Gently, Firmly, Evenly etc</p>	<p>Use a colon before a list Begin to use fronted adverbials as sentence openers followed by a comma to show: How, when and where something happens. Use the present perfect tense to describe: • something that happened in the past and is continuing today; an action that was completed recently; describe events that started in the past and continued up until now. an action that did not happen at a specific time. Use has/have before the main verb to show that something happened in the past and is continuing today, an action that was completed recently or an action that did not happen at a specific time. (present perfect form of verbs). Expanded noun phrases (ENP) Similes Powerful verbs Beginning to use metaphors. Compound sentences by including Mid-Sentence Conjunctions: or, and, but, so, yet. Use a comma before a Mid-sentence Conjunction. Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions Use a subordinating conjunction at the start of sentence. Use a subordinating conjunction in the middle of a sentence. Use prepositions to talk about a place, for example: within instructions: scrub behind his ear, wash between his toes. Use a preposition as an opener: Behind his ears may be grubby, so give them a good scrub. <u>Openers</u> <u>Time Adverbials</u> First, Then, Finally, etc <u>Adverbs</u> Vigorously Delicately, <u>Imperative verbs</u> Dice Heave Rinse Remove <u>Subordinating Conjunctions</u> Before While</p>	<p>Use a comma to separate clauses. Use the present perfect tense for events which are still true now or affect the present. Select the most appropriate nouns and pronouns.  Use ENP with modifiers: that, which, who. Develop use of more interesting similes Develop use of more interesting metaphors Beginning to use personification Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS) Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since. Use a variety of prepositional phrases including as an opener.  <u>Openers</u> <u>Subordinating Conjunctions</u> During <u>Imperative verbs</u> Scatter Dissolve Immerse <u>Fronted Adverbials</u> Gradually, Sparingly, Meanwhile, Immediately after, As soon as, In the centre of the bowl,</p>

AUTUMN 2	Year 2	Year 3	Year 4
<b>FICTION</b> <b>Character</b> <b>Descriptions</b>	Present tense. Separate character description. Describe how the character looks using adjectives and simple similes. Use because / when to describe their personality and actions. Use an ! in an exciting sentence. Include how other characters feel about the character I am describing. Say what I like / dislike about the character. Identify where – using prepositions. Select effective vocabulary and up level. Begin to experiment with word order in sentence structure. -ly adverbs to describe how an action was performed.	Past tense. More ambitious vocabulary choices. Range of prepositional phrases as openers. Similes and metaphors. Include speech to show personality. More ambitious vocab choices.	As part of a story (setting and character description) Prepositional phrases. Carefully selecting the most appropriate vocabulary. Using 3 part speech – what they said, who said it and how they said it (adverb). Beginning to use show don't tell.
<b>Progression</b> <b>of Skills</b>	Use an exclamation mark at the end of an exciting sentence: Instantly. Use commas in a list Write in the progressive present tense using is/are + ing suffix: The children are reading their books, The baby is crying. Use adjectives Use wider range of conjunctions: because, but, or, that, when, if  <u>Openers</u> Her His Around Beneath Usually Sometimes Often  Adjectives as openers  Subordinating conjunctions When, If  -ly Adverbs Sadly, Slowly, Carefully  Possessive apostrophe For example, Ellie's dad  Exclamative sentence beginning with the opener 'What'	Use a comma between two adjectives in an expanded noun phrase (ENP) Accurately place the possessive apostrophe in words with regular plurals such as: girls' and boys'. Accurately place the possessive apostrophe in words with irregular plurals such as: children's. Use the present perfect tense to describe: • something that happened in the past and is continuing today; • an action that was completed recently; • describe events that started in the past and continued up until now. • an action that did not happen at a specific time Expanded noun phrases (ENP) Similes Powerful verbs Beginning to use metaphors Compound sentences by including Mid-Sentence Conjunctions: or, and, but, so, yet. Use a comma before a Mid-sentence Conjunction. Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions: when, if, because, before, after, while. Use a subordinating conjunction at the start of sentence. Use a subordinating conjunction in the middle of a sentence. Use prepositions to talk about a place, for example: within instructions: scrub behind his ear, wash between his toes. Use a preposition as an opener: Behind his ears may be grubby, so give them a good scrub. <u>Openers</u> <u>Fronted Adverbials</u> <u>Manner (How)</u> Unfortunately, Bravely, Silently, Nervously. <u>When (Time)</u> All of a sudden, In the blink of an eye, As soon as he / she could, At nightfall, During sunrise, <u>Subordinating conjunctions</u> Before, After, While, As	Consistently place the possessive apostrophe in words with regular plurals accurately. Consistently place the possessive apostrophe in/ with irregular plurals accurately. Use the present perfect tense for events which are still true now or affect the present. Select the most appropriate nouns and pronouns. Use ENP with modifiers: that, which, who. Develop use of more interesting similes Develop use of more interesting metaphors Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since. Punctuating speech consistently and accurately and beginning to use 3-part speech: what they said, who said it and how they said it (adverb) Use a variety of prepositional phrases including as an opener.  <u>Openers</u> <u>Fronted Adverbials</u> <u>Manner (How)</u> Awkwardly, As fast as he could, Without a sound, Without warning, Anxiously, <u>How (Degree)</u> Completely exhausted, Hardly out of breath, Obviously angry, Definitely confused, Totally overwhelmed, Utterly joyous, Completely in a daze, <u>When (Frequency)</u> Annually, weekly, Randomly, occasionally, Every morning, Every week. <u>Subordinating conjunctions</u> During, Since

<p><b>Settings</b></p>	<p>Describe using the senses – what the character can see, hear, smell, touch and how they feel. Identify where – using prepositions. Similes. ENPs. Range of openers (Far away, In the distance). Past tense.</p> <p>If the setting writing is part of a story, rhetorical questions relating to the characters may be asked. For example, Who will she see in this gloomy forest? Describe what the character can see, hear, smell, feel. Openers – Far away, In the distance.</p>	<p>Similes and metaphors. Fronted adverbials for place and manner. Adjective, adjective. Powerful verbs. Describe what the character can see, hear, smell, feel. Openers – Far away, In the distance. Beginning to use fronted adverbials. (How, When, Where something happens) Using more exciting adjectives and Expanded /noun Phrases [ENP's] to help the reader clearly see what I am describing. Similes and metaphors.</p>	<p>What did they see? Simile as a sentence opener. Show don't tell to convey a character's emotion. Beginning to use personification to describe things in my writing. Include an introduction Describe what can be seen, heard, smelt. Describe how the character feels (show don't tell). Describe the atmosphere and mood. use figurative language to create effect (similes, metaphors) ENPs with modifiers. Independently structuring paragraphs around an idea</p>
<p><b>Progression of Skills</b></p>	<p>Use time connectives at the start of a sentence Use openers at the start of my sentence Use a question mark to interest the reader Write in the progressive present tense using is/are + ing suffix: The children are reading their books, The baby is crying. Use adjectives Use wider range of conjunctions: because, but, or, that, when, if</p> <p><u>Openers</u> Far away, In the distance <u>Time Adverbials</u> Soon, Later, At last, Eventually <u>Question Openers</u> Where, Who, How <u>Exciting openers</u> Instantly, Unexpectedly, Without hesitation <u>-ly adverbs</u> Slowly, Quietly, Silently <u>Subordinating conjunctions</u> When, If</p>	<p>Use a comma between two adjectives in an expanded noun phrase (ENP) Begin to use fronted adverbials as sentence openers followed by a comma to show: How, when and where something happens Accurately place the possessive apostrophe in words with regular plurals such as: girls' and boys'. Accurately place the possessive apostrophe in words with irregular plurals such as: children's. Use the present perfect tense to describe: • something that happened in the past and is continuing today; an action that was completed recently; <u>Openers</u> <u>Adjectives as openers.</u> Tall tress stretched up to the sky. <u>Where (Place)</u> In the distance, Beneath his feet, On the horizon, Beyond the fields. <u>When (Time)</u> Later, A long time ago, Centuries ago, In the beginning,</p> <p><i>By the end of Year 3 children should be beginning using a comma after the fronted adverbial. Fronted adverbials should be generated with the children and shared on the working wall.</i></p> <p><u>Subordinating conjunctions</u> Before, After, While, As</p>	<p>Consistently place the possessive apostrophe in words with regular plurals accurately. Consistently place the possessive apostrophe in words with irregular plurals accurately. Use a comma to separate clauses Use the present perfect tense for events which are still true now or affect the present. Select the most appropriate nouns and pronouns. Use ENP with modifiers: that, which, who. Develop use of more interesting similes Develop use of more interesting metaphors Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS) Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since. Use a variety of prepositional phrases including as an opener.</p> <p><u>Openers</u> <u>Fronted Adverbials</u> <u>How (Manner)</u> Carefully scanning my surroundings, Without hesitation, <u>When (Time)</u> At sunrise, Just before dawn, <u>Where (Place)</u> As they approached the edge of the cliff, In the depths of the forest, <u>When (Frequency)</u> Annually, weekly, Randomly, occasionally, Every morning, Every week. <u>How (Degree)</u> Almost awake, Clearly angry, Slightly confused, Completely overwhelmed <u>Subordinating conjunctions</u> During, Since</p>
<p><b>NON-FICTION Recounts</b></p>	<p>Chronological events. 5w's to introduce. Use proper nouns. Emotions to describe feelings (I was excited when....). Final statement (My favourite part was...). Details to interest the reader. Exclamative sentence to close. First person Past tense Referring to personal experience Exclamative sentences Introduction with 5Ws Concluding statement i.e. My favourite part of the day was...because...</p>	<p>Present/past perfect tense. Range of emotions to describe feelings. Paragraphs for time order of events. Concluding paragraph Introduction of paragraphs Fronted adverbials for time and how Present perfect form of verbs Chronological order Introduction and summarising paragraph. Rhetorical question Start to use technical language links to focus. Why? Provide significant reasons.</p>	<p>Engage the reader- why was the event significant? Include thoughts, opinions and feelings. Select important elements. Detailed conclusion and recommendations. Technical vocabulary. Paragraphs for time and place Fronted adverbials for time, place and how. Subordinating conjunction at start with comma. Prepositional phrases. Direct speech (3-PART) for quotations Rhetorical question. Technical language related to topic. Awareness of writing for an audience. Engaging opening paragraph</p>

<p>Progression of Skills</p>	<p>Identify and write an exclamative sentence: What, How. Write in the progressive past tense using was/ were + ing suffix: We were playing football, She was sleeping in the bed Use adjectives Use wider range of conjunctions: because, but, or, that, when, if</p> <p><u>Openers</u> <u>Time Adverbials</u> Soon, Later, Eventually <u>-ly Adverbs</u> Amazingly, Interestingly, Sadly <u>Subordinating Conjunctions</u> When, if</p>	<p>Begin to use fronted adverbials as sentence openers followed by a comma to show: How, when and where something happens Use the present perfect tense to describe: • something that happened in the past and is continuing today; an action that was completed recently; • describe events that started in the past and continued up until now. an action that did not happen at a specific time</p> <p>Expanded noun phrases (ENP) Similes Powerful verbs. Beginning to use metaphors. Compound sentences by including Mid-Sentence Conjunctions: or, and, but, so, yet. @Use a comma before a Mid-sentence Conjunction. Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions: when, if, because, before, after, while Use a subordinating conjunction at the start of sentence. Use a subordinating conjunction in the middle of a sentence. Use a preposition as an opener: Behind his ears may be grubby, so give them a good scrub</p> <p><u>Openers</u> <u>Time Adverbials</u> After a while, During, In the end, Immediately, Once, Later that day <u>-ly Adverbs</u> Surprisingly, Incredibly, Fortunately, Unfortunately, Luckily, Thankfully <u>Subordinating Conjunctions</u> Before, After, As</p>	<p>Present perfect tense uses the past participle (third form) of the main verb after the auxiliary 'have': grown, been, drawn, blown. Select the most appropriate nouns and pronouns. Use ENP with modifiers: that, which, who. Develop use of more interesting similes Develop use of more interesting metaphors Beginning to use personification Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS) Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since. Punctuating speech consistently and accurately and beginning to use 3-part speech: what they said, who said it and how they said it (adverb) Use a variety of prepositional phrases including as an opener.</p> <p><u>Openers</u> <u>Fronted Adverbials</u> <u>When (Time)</u> Immediately, Once, As soon as, Initially, Meanwhile, Over time, Seconds later, Moments later, Within a few minutes / hours <u>Fronted Adverbials for Where (Place)</u> In the middle..Around the edge.. Under the.. <u>Subordinating conjunctions</u> During, Since</p>
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SPRING 1	Year 2	Year 3	Year 4
<p><b>FICTION Poetry</b></p>	<p>Identify rhyming patterns (rhyming couplets). Write own version of a given poem.</p> <p><u>Riddle</u> What am I?            Openers            New clue, new line.            Present tense.            , but            Conjunctions – and, that, When, If, or, because.            Tease the reader.            Commas in a list.            Adjectives</p> <p><u>List poem</u>            A ‘list poem’ gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end.            Rainforest List poem.            Under the enormous canopy many creatures hide. There might be...            Colourful parrots squawking, chattering monkeys swinging, sleeping sloths slouching, tiny millipedes marching, sneaky snakes slithering,            Their magical world is a mystery to us all!</p> <p><u>Openers</u>            Riddle            What am I? at the start and end. Openers (I am, I’m, Often, Sometimes, Usually, You, When, If) New clue, new line.            Present tense.            , but – to tease the reader.</p>	<p>Develop positive attitudes towards poetry and write your own</p> <p><u>Free Verse</u>            Free Verse poems tell a story, describe something or explain an emotion.            These poems do not need to rhyme or use a structure.            Figurative language.            language linked to the topic.            Capital letters at the beginning of each line. Free verse poems do not have a certain number of syllables per line. They do not rhyme, and other language devices may be used.            Lines can be single words, phrases or sentences.            Own vocabulary choices.</p> <p><u>Kenning</u>            A Kennings poem describes what a person, idea or object is or does.            Each line is a simple phrase of a noun + noun or a noun + verb ( noun + noun: Cheese – eater).            The reader needs to guess what is being described.            The language in the poem allows the reader to work out the theme.            Kennings are understood best when they are read aloud.</p> <p>Acrostic – the word is in the middle of the words / phrases. simple phrases Correct layout            Descriptive Poem            Similes, powerful verbs, ENPs</p>	<p><u>Haiku</u> – Language poetry.            3 lines long.            The syllables in each line match the format 5,7,5.            Haiku poems are often about nature or the seasons and how we feel about them.            Haiku is traditional poetry in Japan.</p> <p><u>Cinquain</u>            Cinquains are five-line poems that describe something. They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth line, and just 2 in the last line.            Cinquains do not need to rhyme, but this can be included.</p> <p><u>Limericks</u>            Limericks are short poems with 5 lines.            They follow an AABBA rhythm.            The third and fourth lines are usually shorter than the others.            Line 1: 7-10 syllables (First lines begin with typical phrases, the first line also sets up the subject, so it usually ends with the name of a person or place)            Line 2: 7-10 syllables (The second line gives more details about the subject)            Line 3: 5-7 syllables            Line 4: 7-10 syllables (Lines 3 and 4 give us some action about the subject). Line 5: 7-10 syllables (the last line is the punchline, usually the consequences of lines 3 and 4)            Lines 1,2 and 5 must rhyme.            Lines 3 and 4 have a different rhyme</p>
<p><b>Progression of skills</b></p>	<p>Use a question mark to interest the reader: Where, Who, How, Why.            Use an apostrophe to show- common contractions.            Use an apostrophe to show singular possession.            Write in the progressive present tense using is/are + ing suffix: The children are reading their books, The baby is crying.            Use adjectives            Use wider range of conjunctions: because, but, or, that, when, if <u>Riddle</u> I have, I am, I’m, Often, Sometimes, Usually, You, When, If, My</p>	<p>Expanded noun phrases (ENP)            Similes            Powerful verbs            Beginning to use metaphors.            Compound sentences by including Mid-Sentence Conjunctions: or, and, but, so, yet.            Use a comma before a Mid-sentence conjunction.            Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions: when, if, because, before, after, while.            Use a subordinating conjunction at the start of sentence.            Use a subordinating conjunction in the middle of a sentence.</p>	<p>Present perfect tense uses the past participle (third form) of the main verb after the auxiliary ‘have’: grown, been, drawn, blown.            Select the most appropriate nouns and pronouns.            Use ENP with modifiers: that, which, who.            Develop use of more interesting similes            Develop use of more interesting metaphors            Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS)            Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since.</p>

<p>Own Story</p>	<p>Include setting, build-up, problem and resolution and ending (from a given choice).  A beginning to introduce the setting. A build to describe what the character does.  A dilemma when something goes wrong.  A resolution where the character solves the problem.  An ending to say what happens next. Include simple detail. Beginning, Build-up, Problem, Resolution and Ending. Retell a familiar story but change characters, setting or ending and write their own story.</p>	<p>Stick to the theme given  Use a story map (template given).  Select own appropriate language.  Add my own title.  Simple speech using inverted commas.  Paragraphs for time.  Develop character through action and description.  A beginning to introduce the characters and setting.  A build up to give hints and clues about what is going to happen.  A dilemma when something goes wrong. A resolution where the characters solve the problem.  An ending to say what happens next. A title to make the reader want to read the story.  Use paragraphs to organise writing.  Direct speech to move on the action.  Using inverted commas to show where speech begins and ends.</p>	<p>3rd and 1st person.  Use rich and varied vocabulary.  Paragraphs for time and/or events.  Show don't tell.  Speech with varied reporting clauses. <u>Historical Story</u>  Myths and legends.  I have included gods or magic and animals or mythical creatures  My story explains a phenomenon.  A title to make the reader want to read the story.  A beginning to introduce the characters and setting.  A build up to give hints and clues about what is going to happen.  A dilemma when something goes wrong. A resolution where the characters solve the problem.  An ending to say what the characters will do next.  Independently structuring paragraphs around an idea  Beginning to use show don't tell to build suspense to introduce my dilemma in a story.  Direct speech to move on the action. Beginning to use 3 part speech – what they said, who said it and how they said it (adverb).</p>
<p>Progression of skills</p>	<p>Use time connectives at the start of a sentence: Soon, Later,  At last, before lunch, early one morning, long ago.  Use openers at the start of my sentence:  Everyone, Sometimes, In the distance, Far away  Use a question mark to interest the reader: Where, Who, How, Why.  Use an exclamation mark at the end of an exciting sentence:  Instantly.  Write in the progressive past tense using was/were + ing suffix: We were playing football, She was sleeping in the bed.  Use adjectives  Use wider range of conjunctions: because, but, or, that, when, if</p> <p><u>Openers</u>  <u>Time Adverbials</u>  Soon, Later, At last, Eventually  <u>Question Openers</u>  Where, Who, How  <u>Openers</u>  Everyone, Far away, In the distance  <u>Exciting openers</u>  Instantly, Unexpectedly, Without hesitation  <u>-ly adverbs</u>  Slowly, Quietly, Silently  <u>Subordinating conjunctions</u>  When, If</p>	<p>Use a comma between two adjectives in an expanded noun phrase (ENP)  Using a comma before a Mid-sentence Conjunction (MSC): or, and, but, so , yet  Begin to use fronted adverbials as sentence openers followed by a comma to show: How, when and where something happens.  Use an ellipse to build suspense (keep the reader hanging on).  Accurately place the possessive apostrophe in words with regular plurals such as: girls' and boys'.  Accurately place the possessive apostrophe in words with irregular plurals such as: children's.  Use has/have before the main verb to show that something happened in the past and is continuing today, an action that was completed recently or an action that did not happen at a specific time. (present perfect form of verbs).  Use 'have' for I/you/we/they: We have baked Use 'has' for he/she/it: My friend Andrew has lived in this town for five years.  Expanded noun phrases (ENP) Similes  Powerful verbs  Beginning to use metaphors  Compound sentences by including Mid-Sentence Conjunctions: or, and, but, so, yet.  Use a comma before a Mid-sentence Conjunction.  Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions: when, if, because, before, after, while.  Use a subordinating conjunction at the start of sentence.  Use a subordinating conjunction in the middle of a sentence.  Use inverted commas to show where speech begins and ends.  Use inverted commas to show speech and using the rules of speech punctuation correctly.  Use a preposition as an opener: Behind his ears may be grubby, so give them a good scrub  <u>Openers</u>  <u>Fronted adverbials</u>  <u>How (Manner)</u>  Quickly, Softly, Frantically, Cautiously,  As quick as a flash, As fast as he could,  <u>When (Time)</u>  Later, A long time ago, Centuries ago, In the beginning, Instantly,  <u>Where (Place)</u>  In the distance, Beneath his feet, On the horizon, Beyond the fields. <u>Subordinating conjunctions</u>  Before, After, While, As</p>	<p>Use a comma after a fronted adverbial.  Consistently place the possessive apostrophe in words with regular plurals accurately.  Consistently place the possessive apostrophe in words with irregular plurals accurately.  Use a comma to separate clauses.  Present perfect tense uses the past participle (third form) of the main verb after the auxiliary 'have': grown, been, drawn, blown.  Select the most appropriate nouns and pronouns.  Use ENP with modifiers: that, which, who.  Develop use of more interesting similes  Develop use of more interesting metaphors Beginning to use personification Use simile as a sentence opener.  Beginning to use Show Don't Tell to build suspense to introduce a dilemma in a story.  Short sentences to move events on quickly in a story.  Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS)  Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since. Include direct speech in my stories but changing where the reporting clause used. <u>Marking the reporting clause (who said it) with a comma when it is not at the end of the sentence.</u>  Punctuating speech consistently and accurately and beginning to use 3-part speech: what they said, who said it and how they said it (adverb)  Use a variety of prepositional phrases including as an opener.</p> <p><u>Openers</u>  <u>Fronted Adverbials</u>  <u>How (Manner)</u>  Carefully scanning my surroundings,  Without hesitation,  <u>When (Time)</u>  At sunrise, Just before dawn,  <u>Where (Place)</u>  As they approached the edge of the cliff,  In the depths of the forest,  <u>When (Frequency)</u>  Annually, weekly, Randomly, occasionally, Every morning, Every week.  <u>How (Degree)</u>  Almost awake, Clearly angry, Slightly confused, Completely overwhelmed,  <u>Subordinating conjunctions</u>  During, Since</p>

<p>NON-FICTION Explanation</p>	<p>Title. Brief introduction. scientific language. Subheadings provided by the teacher. Paragraphs. Facts and appropriate order. Title Labelling Subheadings Appropriate order Technical language Question in the introduction Topic related vocab. Conclusion</p>	<p>Use how or why in the title. Persuasive question in the introduction. How you ever wondered why a volcano erupts? More detailed introduction. Closing statement. Facts given by the teacher. Very directed research. Given subheadings. Cause and effect conjunctions If / because / as / since / consequently. Introduction Chronological order Fronted adverbial for time Co-ordinating Conjunctions Facts Technical language and subject specific vocabulary Captions and labels</p>	<p>Title to intrigue. Start to choose own subheadings. Subheading as a question. Compare vocabulary. The total surface area of your intestines is about half the size of a badminton court. Cause and effect conjunctions: As a result of / subsequently / therefore These can be used at the beginning or the middle of a sentence. The molars are flat and square therefore are ideal for grinding food. Introduction to rhetorical questions Conclusion Facts Subordinating conjunctions at start of a sentence. Subordinating conjunction in the middle of a sentence. Conjunctions i.e. consequently Paragraphed</p>
<p>Progression of skills</p>	<p>Use openers at the start of my sentence: Every-one, Sometimes, In the distance, Far away. Use a question mark to interest the reader: Where, Who, How, Why. Use an exclamation mark at the end of an exciting sentence: Instantly. Use commas in a list. Identify and write a command sentence: Cut, Spread, Wrap, Place. Identify and write an exclamative sentence: What, How. Write in the progressive present tense using is/ are + ing suffix: The children are reading their books, The baby is crying. Use adjectives Use wider range of conjunctions: because, but, or, that, when, if</p> <p><u>Openers</u> <u>Time Adverbials</u> Soon, Later <u>Adverbs</u> Slowly, Gradually, Amazingly <u>Subordinating Conjunctions</u> When, If</p>	<p>Begin to use fronted adverbials as sentence openers followed by a comma to show: How, when and where something happens. Use the present perfect tense to describe: • something that happened in the past and is continuing today; • an action that was completed recently; • describe events that started in the past and continued up until now. • an action that did not happen at a specific time Expanded noun phrases (ENP) Powerful verbs Compound sentences by including Mid-Sentence Conjunctions: or, and, but, so, yet. Use a comma before a Mid-sentence Conjunction. Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions: when, if, because, before, after, while. Use a subordinating conjunction at the start of sentence. Use a subordinating conjunction in the middle of a sentence.</p> <p><u>Openers</u> <u>Time Adverbials</u> Often, Immediately, Once, Now, Later that day <u>-ly Adverbs</u> Interestingly, Surprisingly, Usually <u>Subordinating Conjunctions</u> Before, After, As</p>	<p>Use a comma after a fronted adverbial. Consistently place the possessive apostrophe in words with regular possessive apostrophe in words with irregular plurals accurately. Use a comma to separate clauses. Use the present perfect tense for events which are still true now or affect the present. Use ENP with modifiers: that, which, who. Select the most appropriate nouns and pronouns. Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS) Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since.</p> <p><u>Openers</u> <u>Fronted Adverbials</u> <u>When (Time)</u> Initially, Meanwhile, Over time, Seconds later, Moments later Within a few minutes / hours,</p> <p><u>When (Frequency)</u> Daily, Rarely, Sometimes, Occasionally,</p> <p><u>Cause and effect conjunctions</u> Consequently, As a result of <u>Subordinating conjunctions</u> During, Since</p>



Spring 2	Year 2	Year 3	Year 4
<p>FICTION Informal Letters</p>	<p>Address and date (Given). Greeting (From a choice). Past tense. Introduction (why you are writing). More details. Final sentence written in the present tense (what the sender wants the recipient to do next). Signing off (given). Personal thoughts and feelings. Informal (use contractions).</p>	<p>Include the sender's address. Use an appropriate greeting. Past tense, include future tense in the conclusion. Present perfect tense. Write an introduction. Accurate use of tenses (explore future tense). Paragraphs for time / order. Informal chatty language. Questions sentences. Wider range of contractions. Greeting and signing off (own choice). Consider the audience.</p>	<p>Paragraphs around a theme. Address the reader directly. Present perfect tense. Thoughts and feelings; show don't tell. Rhetorical questions.</p> <p>As year 3 - through topic.</p>
<p>Progression of skills</p>	<p>Use a question mark to interest the reader: Where, Who, How, Why. Use an apostrophe to show common contractions. Use an apostrophe to show singular possession. Write in the progressive past tense using was/were + ing suffix: We were playing football, She was sleeping in the bed. Use adjectives Use wider range of conjunctions: because, but, or, that, when, if <u>Openers</u> You, Everyone, All, I wish, I hope <u>Time Adverbials</u> Yesterday, Last week, Last night, Soon, Later, At last, Eventually <u>Question Openers</u> How, Do, Can <u>Exciting openers</u> Instantly, Unexpectedly <u>-ly Openers</u> Sadly, Bravely, Hopefully <u>Subordinating conjunctions</u> When, If</p>	<p>Using a comma before a Mid-sentence Conjunction (MSC): or, and, but, so, yet. Begin to use fronted adverbials as sentence openers followed by a comma to show: How, when and where something happens. Use has/have before the main verb to show that something happened in the past and is continuing today, an action that was completed recently or an action that did not happen at a specific time. (present perfect form of verbs). Use 'have' for I/you/we/they: We have baked Use 'has' for he/she/it: My friend Andrew has lived in this town for five years. Expanded noun phrases (ENP) Similes Powerful verbs Beginning to use metaphors. Compound sentences by including Mid-Sentence Conjunctions: or, and, but, so, yet. Use a comma before a Mid-sentence Conjunction. Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions: when, if, because, before, after, while. Use a subordinating conjunction at the start of sentence. Use a subordinating conjunction in the middle of a sentence. Use prepositions to talk about a place, for example: within instructions: scrub behind his ear, wash between his toes.</p> <p><u>Openers</u> <u>Fronted Adverbials</u> <u>How (Manner)</u> Calmly, <u>When (Time)</u> Not long ago, Last week, <u>Subordinating conjunctions</u> Before, After, While, As</p>	<p>Use a comma after a fronted adverbial. Present perfect tense uses the past participle (third form) of the main verb after the auxiliary 'have': grown, been, drawn, blown. Use the present perfect tense for events which are still true now or affect the present. Select the most appropriate nouns and pronouns. Use ENP with modifiers: that, which, who. Develop use of more interesting similes Develop use of more interesting metaphors Beginning to use personification Use simile as a sentence opener. Beginning to use Show Don't Tell to build suspense to introduce a dilemma in a story. Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS) Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since. Use a variety of prepositional phrases including as an opener.</p> <p><u>Openers</u> <u>Past tense</u> Previously, Some time ago, A year ago, It was clear to me that, It was just a little while ago when, Back then,, Looking to the year ahead,, A while ago, <u>Future Tense</u> It is hoped that, Hopefully, Looking forward, In the near future ,With the year ahead of me, Shortly, Soon enough, With next year gradually approaching, Before long, Maybe Perhaps <u>Subordinating conjunctions</u> During that time, Whilst the year has gone on,</p>

<p>Formal Letters</p>	<p>Address and date (Given). Greeting (From a choice). Introduction (why you are writing). Final sentence. Signing off (given). Thank you, letter, following a school trip / visitor Thank you To include the address of the recipient, Add more details organised into paragraphs. Finish with 'Yours faithfully' if you don't know the recipient. Finish with 'Yours sincerely', if you do know the recipient. I use formal sentence starters such as 'I am writing to you', or 'I would like to express'..</p>	<p>A letter to request (persuasive letter) For example, A letter from Mr. Twit's neighbour who is concerned about the welfare of the monkeys. Includes address of the recipient. Include more formal sentence. Add more details organized into paragraphs. Begin to use a suitable tone – choose appropriate vocabulary (from a word bank). Conclusion – saying what needs to happen next. Finish with 'Yours Faithfully' if you don't know the recipient. Finish with 'Yours Sincerely' if you do know the recipient. Include a question for the recipient to reply to. Include a rhetorical question. Do you really want the children to have nowhere to play? Adverbs as openers. Choice of formal ending Introduction and rhetorical question Persuasive Openers Facts and information relating to focus. Technical and subject specific vocabulary. Conclusion Request – persuasive letter. To include the address of the recipient, Add more details organised into paragraphs. Write a conclusion saying what needs to happen next. I use formal sentence starters such as 'I am writing to you', or 'I would like to express'.</p>	<p>A letter to request (persuasive letter). Include sender's address. Formal/detailed introduction. Justification of thoughts. Persuasive openers. Facts. Rhetorical questions. Rule of 3? Introduction to engage reader Emotive language Facts and information relating to focus. Rhetorical questions. Subordinating Conjunctions as Openers Technical and subject specific vocabulary Conclusion reinforce point Request – persuasive letter. To include the address of the recipient, Add more details organised into paragraphs. Write a conclusion saying what needs to happen next. Finish with 'Yours faithfully' if you don't know the recipient. Finish with 'Yours sincerely', if you do know the recipient. I use formal sentence starters such as 'I am writing to you', or 'I would like to express'. Include persuasive openers. Rhetorical questions Facts and statistics.</p>
<p>Progression of skills</p>	<p>Use a question mark to interest the reader: Where, Who, How, Why. Use an apostrophe to show common contractions. Use an apostrophe to show singular possession. Write in the progressive past tense using was/ were + ing suffix: We were playing football, She was sleeping in the bed. Use adjectives Use wider range of conjunctions: because, but, or, that, when, if <u>Openers</u> Thank you, I know, I think, I feel Please can you, I would like you to, I hope, Also <u>Persuasive Openers</u> You must, You cannot <u>Question openers</u> Would you like, Can you , Will you What would you <u>Subordinating conjunctions</u> When, If</p>	<p>Using a comma before a Mid-sentence Conjunction (MSC): or, and, but, so , yet. Begin to use fronted adverbials as sentence openers followed by a comma to show: How, when and where something happens. Use has/have before the main verb to show that something happened in the past and is continuing today, an action that was completed recently or an action that did not happen at a specific time. (present perfect form of verbs). Use 'have' for I/you/we/they: We have baked Use 'has' for he/she/it: My friend Andrew has lived in this town for five years Expanded noun phrases (ENP) Similes Powerful verbs Beginning to use metaphors. Compound sentences by including Mid-Sentence Conjunctions: or, and, but, so, yet. Use a comma before a Mid-sentence Conjunction. Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions: when, if, because, before, after, while. Use a subordinating conjunction at the start of sentence. Use a subordinating conjunction in the middle of a sentence. <u>Persuasive Openers</u> I believe, I strongly believe, I firmly believe, Can you really, I am writing to you I would like to express <u>Additional conjunctions</u> Also</p>	<p>Use a comma after a fronted adverbial. Present perfect tense uses the past participle (third form) of the main verb after the auxiliary 'have': grown, been, drawn, blown. Use the present perfect tense for events which are still true now or affect the present. Select the most appropriate nouns and pronouns. Use ENP with modifiers: that, which, who. Develop use of more interesting similes Develop use of more interesting metaphors Beginning to use personification Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS) Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since.  <u>Persuasive Openers</u> In my opinion, I am certain, I truly believe You ought to, Would you consider...? What if...?, In my opinion <u>Additional conjunctions</u> In addition, <u>Subordinating conjunctions</u> During, Since</p>

<p>NON-FICTION Non Chronological Report Y2</p> <p>Persuasive Writing Y3/4</p>	<p>Title. Introduction. Include question. Subheadings (given). Paragraphs (from given structure). Ending/closing sentence. Scientific/technical language Heading Subheading as a question Facts Subject specific vocabulary Captions Labels Present tense Introduction Images.</p>	<p>Persuasive Writing Present tense. Catchy title and/or slogan. Appeals to the senses. Use alliteration, rhyming words and word play to make it memorable and fun. Exaggerate positive points. Pictures. Powerful verbs and ENPs.</p>	<p>Persuasive Writing Select from a choice of sub-headings. Include multiple paragraphs for each subheading. <b>Can take the form of an advert</b> Tell a personal story Give an expert's opinion Include statistics</p>
<p>Progression of skills</p>	<p>Use commas in a list. Identify and write a command sentence: Cut, Spread, Wrap, Place. Identify and write an exclamative sentence: What, How. Write in the progressive present tense using is/are + ing suffix: The children are reading their books, The baby is crying. Use adjectives Use wider range of conjunctions: because, but, or, that, when, if</p> <p><u>Openers</u> Lots, Many , Most, Some people think...</p> <p><u>Adverbs</u> Interestingly, Amazingly <u>Subordinating Conjunctions</u> When, If, Because <u>Question openers</u> Did you know...?</p>	<p>Using a comma before a Mid-sentence Conjunction (MSC): or, and, but, so , yet. Use a colon before a list. Begin to use fronted adverbials as sentence openers followed by a comma to show: How, when and where something happens. Use the present perfect tense to describe: • something that happened in the past and is continuing today; • an action that was completed recently; • describe events that started in the past and continued up until now. • an action that did not happen at a specific time. Expanded noun phrases (ENP) Similes Powerful verbs Compound sentences by including Mid-Sentence Conjunctions: or, and, but, so, yet. Use a comma before a Mid-sentence Conjunction. Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions: when, if, because, before, after, while. Use a subordinating conjunction at the start of sentence. Use a subordinating conjunction in the middle of a sentence.</p> <p><u>Openers</u> First, let's talk about..., Another important feature worth considering..., Yet another incredible thing about..</p> <p><u>Adverbs</u> Unbelievably, Astonishingly, Uniquely <u>Subordinating conjunctions</u> When, If, As</p>	<p>Use a comma after a fronted adverbial. Consistently place the possessive apostrophe in words with regular plurals accurately. Consistently place the possessive apostrophe in words with irregular plurals accurately. Use a comma to separate clauses. Use the present perfect tense for events which are still true now or affect the present. Select the most appropriate nouns and pronouns. Use ENP with modifiers: that, which, who. Develop use of more interesting similes Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS) Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since.</p> <p><u>Openers</u> Guaranteed too, Imagine, Take a moment to <u>Fronted Adverbials</u> <u>How (Manner)</u> Startlingly, Phenomenally, Tantalisingly,</p> <p><u>Subordinating conjunctions</u> Once, Since</p>

	Year 2	Year 3	Year 4
FICTION Diary Entry	<p>Dear Diary and date. Add in private / secret thoughts and feelings. First person (I, We, My). Openers – Past tense. Use time adverbials to show when things happened. Chronological order. Simple conclusion looks ahead to the future (future tense using the conjunction 'If) and includes a rhetorical question.</p>	<p>Past perfect and present progressive tenses. Experiment with future tense. Informal voice. Paragraphs for events. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts. Informal, chatty language. Ambitious words to describe people and settings. Talks about secret / private feelings and opinions. Includes events that are important to the writer. Use paragraphs to organise events Addresses the diary directly Rhetorical question Chronological order</p>	<p>Introduction to set the scene and create atmosphere. Events described from the author's perspective. Talks about feelings, reactions an opinion. Author explains reason for their actions. Ends with the authors present situation, wondering what they will do next. Select events thinking about the audience. Varied language to convey thoughts and feelings and opinions (Show don't tell). Justify why things happened. Select and maintain the appropriate tense (within given paragraphs). Use a rhetorical question with a subordinating conjunction. Introduction to set the scene and create atmosphere. Chatty language – reasons to justify feelings and emotions. Events described from the authors perspective. Has an introduction to set the scene. Author explains reasons for their actions. Ends with the authors present situation. Ends with reflection - wondering what the author will do next. Talks about feelings, reactions and opinion. Uses adventurous vocab. Uses inverted commas to quote direct speech.</p>
Progression of skills	<p>Use time connectives at the start of a sentence: Soon, Later, At last. Use openers at the start of my sentence: Everyone, Sometimes, In the distance, Far away. Use a question mark to interest the reader: Where, Who, How, Why. Use an exclamation mark at the end of an exciting sentence: Instantly. Use commas in a list. Write in the progressive past tense using was/were + ing suffix: We were playing football, She was sleeping in the bed. Use adjectives Use wider range of conjunctions: because, but, or, that, when, if</p> <p><u>Openers</u> I wish, I felt, My <u>Time Adverbials</u> Later, Soon, At last, Eventually <u>Subordinating conjunctions</u> When, If</p>	<p>Use a comma between two adjectives in an expanded noun phrase (ENP) Using a comma before a Mid-sentence Conjunction (MSC): or, and, but, so, yet. Use a colon before a list. Begin to use fronted adverbials as sentence openers followed by a comma to show: How, when and where something happens. Use an ellipsis to build suspense (keep the reader hanging on). Use has/have before the main verb to show that something happened in the past and is continuing today, an action that was completed recently or an action that did not happen at a specific time. (present perfect form of verbs). Use 'have' for I/you/we/they: We have baked Use 'has' for he/she/it: My friend Andrew has lived in this town for five years. Expanded noun phrases (ENP) Similes Powerful verbs Beginning to use metaphors. Compound sentences by including Mid-Sentence Conjunctions: or, and, but, so, yet. Use a comma before a Mid-sentence Conjunction. Beginning to extend sentences to add more detail Use a comma after a fronted adverbial. Consistently place the possessive apostrophe in words with regular plurals accurately. Consistently place the possessive apostrophe in words with irregular plurals accurately. Use a comma to separate clauses. Use the present perfect tense for events which are still true now or affect the present. Present perfect tense uses the past participle (third form) of the main verb after the auxiliary 'have': grown, been, drawn, blown. Select the most appropriate nouns and pronouns. Use ENP with modifiers: that, which, who. Develop use of more interesting similes Develop use of more interesting metaphors Beginning to use personification Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS) Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since. <u>Openers</u> On Monday, A few hours later, Finally, However, Of course, Honestly, As a result, <u>Subordinating conjunctions</u> During, Since ariety of subordinating conjunctions: when, if, because, before, after, while. Use a subordinating conjunction at the start of sentence. Use a subordinating conjunction in the middle of a sentence. <u>Openers</u> <u>Fronted adverb</u> At that moment, Just then, Before I knew it, After lunch, After a while, Some time later <u>Where (Place)</u> In the distance <u>How (Manner)</u> Frantically Quickly, Softly, Cautiously, As quick as a flash, As fast as I could, <u>Subordinating conjunctions</u> Before, After, While, As</p>	<p>Use a comma after a fronted adverbial. Consistently place the possessive apostrophe in words with regular plurals accurately. Consistently place the possessive apostrophe in words with irregular plurals accurately. Use a comma to separate clauses. Use the present perfect tense for events which are still true now or affect the present. Present perfect tense uses the past participle (third form) of the main verb after the auxiliary 'have': grown, been, drawn, blown. Select the most appropriate nouns and pronouns. Use ENP with modifiers: that, which, who. Develop use of more interesting similes Develop use of more interesting metaphors Beginning to use personification Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS) Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since. <u>Openers</u> On Monday, A few hours later, Finally, However, Of course, Honestly, As a result, <u>Subordinating conjunctions</u> During, Since</p>

	Year 2	Year3	Year 4
Character Description	<p>Present tense. Separate character description. Describe how the character looks using adjectives and simple similes. Use because / when to describe their personality and actions. Use an ! in an exciting sentence. Include how other characters feel about the character I am describing. Say what I like / dislike about the character. Identify where – using prepositions. Select effective vocabulary and up level. Begin to experiment with word order in sentence structure. -ly adverbs to describe how an action was performed. Separate character description</p>	<p>Past tense. More ambitious vocabulary choices. Range of prepositional phrases as openers. Similes and metaphors. Include speech to show personality. I include similes and metaphors. I include speech. Using adverbs to show how an action was performed (angrily, nastily, unhappily)</p>	<p>As part of a story. As part of a story (setting and character description) Prepositional phrases. Carefully selecting the most appropriate vocabulary. Using 3 part speech – what they said, who said it and how they said it (adverb). Beginning to use show don't tell.</p>
Progression of skills	<p>Use an exclamation mark at the end of an exciting sentence: Instantly. Use an apostrophe to show singular possession. Write in the progressive present tense using is/are + ing suffix: The children are reading their books, The baby is crying. Use adjectives Use wider range of conjunctions: because, but, or, that, when, if <u>Openers</u> Her His Around Beneath Usually Sometimes Often</p> <p>Adjectives as openers</p> <p>Subordinating conjunctions When, If</p> <p>-ly Adverbs Sadly, Slowly, Carefully</p> <p>Possessive apostrophe For example, Ellie's dad</p> <p>Exclamative sentence beginning with the opener 'What'</p>	<p>Use a comma between two adjectives in an expanded noun phrase (ENP) Accurately place the possessive apostrophe in words with regular plurals such as: girls' and boys'. Accurately place the possessive apostrophe in words with irregular plurals such as: children's. Use the present perfect tense to describe: • something that happened in the past and is continuing today; • an action that was completed recently; • describe events that started in the past and continued up until now. • an action that did not happen at a specific time Expanded noun phrases (ENP) Similes Powerful verbs Beginning to use metaphors. Compound sentences by including Mid-Sentence Conjunctions: or, and, but, so, yet. Use a comma before a Mid-sentence Conjunction. Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions: when, if, because, before, after, while. Use a subordinating conjunction at the start of sentence. Use a subordinating conjunction in the middle of a sentence. Use a preposition as an opener: Behind his ears may be grubby, so give them a good scrub.</p> <p><u>Openers</u> <u>Fronted Adverbials</u> <u>Manner (How)</u> Unfortunately, Bravely, Silently, Nervously, <u>Adjectives as openers.</u> Tall tress stretched up to the sky. <u>Where (Place)</u> In the distance, Beneath his feet, On the horizon, Beyond the fields. <u>When (Time)</u> Later, A long time ago, Centuries ago, In the beginning, <i>By the end of Year 3 children should be beginning using a comma after the fronted adverbial.</i> <i>Fronted adverbials should be generated with the children and shared on the working wall.</i></p> <p><u>Subordinating conjunctions</u> Before, After, While, As</p>	<p>Use a comma after a fronted adverbial. Consistently place the possessive apostrophe in words with regular plurals accurately. Consistently place the possessive apostrophe in words with irregular plurals accurately. Use a comma to separate clauses. Use the present perfect tense for events which are still true now or affect the present. Present perfect tense uses the past participle (third form) of the main verb after the auxiliary 'have': grown, been, drawn, blown. Select the most appropriate nouns and pronouns. Use ENP with modifiers: that, which, who. Develop use of more interesting similes Develop use of more interesting metaphors Beginning to use personification Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS) Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since. Punctuating speech consistently and accurately and beginning to use 3-part speech: what they said, who said it and how they said it (adverb) Use a variety of prepositional phrases including as an opener.</p> <p><u>Openers</u> <u>Fronted Adverbials</u> <u>Manner (How)</u> Awkwardly, As fast as he could, Without a sound, Without warning, Anxiously, <u>How (Degree)</u> Completely exhausted, Hardly out of breath, Obviously angry, Definitely confused, Totally overwhelmed, Utterly joyous, Completely in a daze, <u>When (Frequency)</u> Annually, weekly, Randomly, occasionally, Every morning, Every week. <u>Subordinating conjunctions</u> During, Since</p>

	Year 2	Year 3	Year 4
<b>Settings</b>	<p>Describe using the senses – what the character can see, hear, smell, touch and how they feel. Identify where – using prepositions. Similes.ENPs. Range of openers (Far away, In the distance). Past tense. If the setting writing is part of a story, rhetorical questions relating to the characters may be asked. For example, Who will she see in this gloomy forest Describe what the character can see, hear, smell, feel. Openers – Far away, In the distance. Separate character description</p>	<p>Similes and metaphors. Fronted adverbials for place and manner. Adjective, adjective. Powerful Describe what the character can see, hear, smell, feel. Openers – Far away, In the distance. Beginning to use fronted adverbials. (How, When, Where something happens) Using more exciting adjectives and Expanded /noun Phrases [ENP's] to help the reader clearly see what is being described. More ambitious vocab choices. Using adverbs to show how an action was performed (angrily, nastily, unhappily) verbs.</p>	<p>What did they see? Simile as a sentence opener. Show don't tell to convey a character's emotion. Beginning to use personification to describe things in my writing. Include an introduction Describe what can be seen, heard, smelt. Describe how the character feels (show don't tell). describe the atmosphere and mood. use figurative language to create effect (similes, metaphors) ENPs with modifiers. Independently structuring paragraphs around an idea. As part of a story (setting and character description) Prepositional phrases. Carefully selecting the most appropriate vocabulary. Using 3 part speech – what they said, who said it and how they said it (adverb). Beginning to use show don't tell.</p>
<b>Progression of skills</b>	<p>Use an exclamation mark at the end of an exciting sentence: Instantly. Use an apostrophe to show singular possession. Write in the progressive present tense using is/ are + ing suffix: The children are reading their books, The baby is crying. Use adjectives Use wider range of conjunctions: because, but, or, that, when, if</p> <p><u>Openers</u> Far away, In the distance <u>Time Adverbials</u> Soon, Later, At last, Eventually <u>Question Openers</u> Where, Who, How <u>Exciting openers</u> Instantly, Unexpectedly, Without hesitation <u>-ly adverbs</u> Slowly, Quietly, Silently <u>Subordinating conjunctions</u> When, If</p>	<p>Use a comma between two adjectives in an expanded noun phrase (ENP) Accurately place the possessive apostrophe in words with regular plurals such as: girls' and boys'. Accurately place the possessive apostrophe in words with irregular plurals such as: children's. Use the present perfect tense to describe: • something that happened in the past and is continuing today; • an action that was completed recently; • describe events that started in the past and continued up until now. • an action that did not happen at a specific time Expanded noun phrases (ENP) Similes Powerful verbs Beginning to use metaphors. Compound sentences by including Mid-Sentence Conjunctions: or, and, but, so, yet. Use a comma before a Mid-sentence Conjunction. Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions: when, if, because, before, after, while. Use a subordinating conjunction at the start of sentence. Use a subordinating conjunction in the middle of a sentence.</p> <p><u>Openers</u> <u>Adjectives as openers.</u> Tall tress stretched up to the sky. <u>Where (Place)</u> In the distance, Beneath his feet, On the horizon, Beyond the fields. <u>When (Time)</u> Later, A long time ago, Centuries ago, In the beginning, <i>By the end of Year 3 children should be beginning using a comma after the fronted adverbial.</i> <i>Fronted adverbials should be generated with the children and shared on the working wall.</i></p> <p><u>Subordinating conjunctions</u> Before, After, While, As</p>	<p>Use a comma after a fronted adverbial. Consistently place the possessive apostrophe in words with regular plurals accurately. Consistently place the possessive apostrophe in words with irregular plurals accurately. Use a comma to separate clauses. Use the present perfect tense for events which are still true now or affect the present. Present perfect tense uses the past participle (third form) of the main verb after the auxiliary 'have': grown, been, drawn, blown. Select the most appropriate nouns and pronouns. Use ENP with modifiers: that, which, who. Develop use of more interesting similes Develop use of more interesting metaphors Beginning to use personification Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS)</p> <p>Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since. Use a variety of prepositional phrases including as an opener.</p> <p><u>Openers</u> <u>Fronted Adverbials</u> <u>How (Manner)</u> Carefully scanning my surroundings, Without hesitation, <u>When (Time)</u> At sunrise, Just before dawn, <u>Where (Place)</u> As they approached the edge of the cliff, In the depths of the forest, <u>When (Frequency)</u> Annually, weekly, Randomly, occasionally, Every morning, Every week. <u>How (Degree)</u> Almost awake, Clearly angry, Slightly confused, Completely overwhelmed <u>Subordinating conjunctions</u> During, Since</p>

	Year 2	Year 3	Year 4
<p><b>NON-FICTION</b> <b>Recounts</b> <b>(News Report</b> <b>Y4)</b></p>	<p>Chronological events. 5w's to introduce. Use proper nouns. Emotions to describe feelings (I was excited when....). Final statement (My favourite part was...). De-tails to interest the reader. Exclamative sentence to close.</p>	<p>Present/past perfect tense. Range of emotions to describe feelings. Paragraphs for time order of events. Concluding paragraph.</p>	<p>Headline. Subheading. Introduction (lead 5ws and How). Paragraphs and caption. By-line (who wrote it). Conclusion Headline Direct speech Main body focus on present/past events Conclusion Photograph and caption Byline Paragraphed Journalistic sentence openers (fronted adverbial for time) i.e. It was reported that..., Rumour has it... Fronted adverbials for time Subordinating conjunctions ENP with modifier.</p>
	<p>Use time connectives at the start of a sentence: Soon, Later, At last. Identify and write an exclamative sentence: What, How. Write in the progressive present tense using is/are + ing suffix: The children are reading their books, The baby is crying. Use adjectives Use wider range of conjunctions: because, but, or, that, when, if</p> <p><u>Openers</u> <u>Time Adverbials</u> Soon, Later, Eventually <u>-ly Adverbs</u> Amazingly, Interestingly, Sadly <u>Subordinating Conjunctions</u> When, If</p>	<p>Use a comma between two adjectives in an expanded noun phrase (ENP) Using a comma before a Mid-sentence conjunction (MSC): or, and, but, so , yet. Begin to use fronted adverbials as sentence openers followed by a comma to show: How, when and where something happens Use the present perfect tense to describe: • something that happened in the past and is continuing today; • an action that was completed recently; • describe events that started in the past and continued up until now. • an action that did not happen at a specific time. Use has/have before the main verb to show that something happened in the past and is continuing today, an action that was completed recently or an action that did not happen at a specific time. (present perfect form of verbs). Use 'have' for I/you/we/they: We have baked Use 'has' for he/she/it: My friend Andrew has lived in this town for five years. Expanded noun phrases (ENP) Similes Powerful verbs Beginning to use metaphors Compound sentences by including Mid-sentence conjunctions: or, and, but, so, yet. Use a comma before a Mid-sentence Conjunction. Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions: when, if, because, before, after, while. Use a subordinating conjunction at the start of sentence. Use a subordinating conjunction in the middle of a sentence. Use inverted commas to show where speech begins and ends. Use inverted commas to show speech and using the rules of speech punctuation correctly.</p> <p><u>Openers</u> <u>Time Adverbials</u> After a while, During, In the end, Immediately, Once, Later that day <u>-ly Adverbs</u> Surprisingly, Incredibly, Fortunately, Unfortunately, Luckily, Thankfully <u>Subordinating Conjunctions</u> Before, After, As</p>	<p>Use a comma after a fronted adverbial. Consistently place the possessive apostrophe in words with regular plurals accurately. Consistently place the possessive apostrophe in words with irregular plurals accurately. Use a comma to separate clauses. Use the present perfect tense for events which are still true now or affect the present. Present perfect tense uses the past participle (third form) of the main verb after the auxiliary 'have': grown, been, drawn, blown. Select the most appropriate nouns and pronouns. Use ENP with modifiers: that, which, who.</p> <p>Develop use of more interesting similes Develop use of more interesting metaphors Beginning to use personification Use simile as a sentence opener. Beginning to use Show Don't Tell to build suspense to introduce a dilemma in a story. Short sentences to move events on quickly in a story. Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS) Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since. Include direct speech in my stories but changing where the reporting clause used. Marking the reporting clause (who said it) with a comma when it is not at the end of the sentence. Punctuating speech consistently and accurately and beginning to use 3-part speech: what they said, who said it and how they said it (adverb)</p> <p><u>Openers</u> It was discovered that..., At the scene of.. On-lookers couldn't believe their eyes... According to witnesses..., One eyewitness stated..., Several reports suggest..., Scientists say...</p>

SUMMER 2	Year 2	Year 3	Year 4
<p>FICTION Poetry</p>	<p>Identify rhyming patterns (rhyming couplets). Write own version of a given poem.</p> <p>Riddle What am I? Openers New clue, new line. Present tense. , but Conjunctions – and, that, When, If, or, because. Tease the reader. Commas in a list. Adjectives</p> <p>List poem A 'list poem' gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end. Rainforest List poem. Under the enormous canopy many creatures hide. There might be... Colourful parrots squawking, chattering monkeys swinging, sleeping sloths slouching, tiny millipedes marching, sneaky snakes slithering, Their magical world is a mystery to us all!</p>	<p>Develop positive attitudes towards poetry and write your own</p> <p><u>Free Verse</u> Free Verse poems tell a story, describe something or explain an emotion. These poems do not need to rhyme or use a structure. Figurative language. language linked to the topic. Capital letters at the beginning of each line. Free verse poems do not have a certain number of syllables per line. They do not rhyme, and other language devices may be used. Lines can be single words, phrases or sentences. Own vocabulary choices.</p> <p><u>Kenning</u> A Kennings poem describes what a person, idea or object is or does. Each line is a simple phrase of a noun + noun or a noun + verb ( noun + noun: Cheese – eater). The reader needs to guess what is being described. The language in the poem allows the reader to work out the theme. Kennings are understood best when they are read aloud.</p>	<p><u>Haiku</u> – Language poetry. 3 lines long. The syllables in each line match the format 5,7,5. Haiku poems are often about nature or the seasons and how we feel about them. Haiku is traditional poetry in Japan.</p> <p><u>Cinquain</u> Cinquains are five-line poems that describe something. They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth line, and just 2 in the last line. Cinquains do not need to rhyme, but this can be included.</p>
<p>Progression of skills</p>	<p>Use a question mark to interest the reader: Where, Who, How, Why. Use an apostrophe to show common contractions. Use an apostrophe to show singular possession. Write in the progressive present tense using is/ are + ing suffix: The children are reading their books, The baby is crying. Use adjectives Use wider range of conjunctions: because, but, or, that, when, if</p> <p><u>Openers</u> <u>Riddle</u> I have, I am, I'm, Often, Sometimes, Usually, You, When, If, My</p>	<p>Expanded noun phrases (ENP) Similes Powerful verbs Beginning to use metaphors Compound sentences by including Mid-Sentence Conjunctions: or, and, but, so, yet. Use a comma before a Mid-sentence Conjunction. Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions: when, if, because, before, after, while. Use a subordinating conjunction at the start of sentence. Use a subordinating conjunction in the middle of a sentence.</p>	<p>Present perfect tense uses the past participle (third form) of the main verb after the auxiliary 'have': grown, been, drawn, blown. Select the most appropriate nouns and pronouns. ENP with modifiers: that, which, who. Develop use of more interesting similes Develop use of more interesting metaphors Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS) Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since.</p>



	Year 2	Year 3	Year 4
Own Story	<p>Include setting, build-up, problem and resolution and ending (from a given choice).            A beginning to introduce the setting. A build to describe what the character does.            A dilemma when something goes wrong. A resolution where the character solves the problem.            An ending to say what happens next.            Include simple detail.</p>	<p>Stick to the theme given            Use a story map (template given).            Select own appropriate language.            Add my own title.            Simple speech using inverted commas.            Paragraphs for time.            Develop character through action and description.            A beginning to introduce the characters and setting.            A build up to give hints and clues about what is going to happen.            A dilemma when something goes wrong. A resolution where the characters solve the problem.            An ending to say what happens next</p>	<p>3rd and 1st person.            Use rich and varied vocabulary.            Paragraphs for time and/or events.            Show don't tell.            Speech with varied reporting clauses.</p>
Progression of Skills	<p>Use time connectives at the start of a sentence: Soon, Later,            At last, before lunch, early one morning, long ago.            Use openers at the start of my sentence: Everyone, Sometimes, In the distance, Far away            Use a question mark to interest the reader: Where, Who, How, Why.            Use an exclamation mark at the end of an exciting sentence:            Instantly.            Write in the progressive past tense using was/ were + ing suffix: We were playing football, She was sleeping in the bed.</p> <p>Use adjectives            Use wider range of conjunctions: because, but, or, that, when, if</p> <p><u>Openers</u>  <u>Time Adverbials</u>            Soon, Later, At last, Eventually  <u>Question Openers</u>            Where, Who, How  <u>Openers</u>            Everyone, Far away, In the distance  <u>Exciting openers</u>            Instantly, Unexpectedly, Without hesitation  <u>-ly adverbs</u>            Slowly, Quietly, Silently  <u>Subordinating conjunctions</u>            When, If</p>	<p>Use a comma between two adjectives in an expanded noun phrase (ENP)            Using a comma before a Mid-sentence Conjunction (MSC): or, and, but, so , yet            Begin to use fronted adverbials as sentence openers followed by a comma to show: How, when and where something happens.            Use an ellipse to build suspense (keep the reader hanging on).            Accurately place the possessive apostrophe in words with regular plurals such as: girls' and boys'.            Accurately place the possessive apostrophe in words with irregular plurals such as: children's.            Use has/have before the main verb to show that something happened in the past and is continuing today, an action that was completed recently or an action that did not happen at a specific time. (present perfect form of verbs). Use 'have' for I/you/we/they: We have baked.            Expanded noun phrases (ENP)            Similes            Powerful verbs            Beginning to use metaphors.            Compound sentences by including Mid-Sentence Conjunctions: or, and, but, so, yet.            Use a comma before a Mid-sentence Conjunction.            Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions: when, if, because, before, after, while.            Use a subordinating conjunction at the start of sentence.            Use a subordinating conjunction in the middle of a sentence.            Use inverted commas to show where speech begins and ends.            Use inverted commas to show speech and using the rules of speech punctuation correctly.</p> <p>Use a preposition as an opener: Behind his ears may be grubby, so give them a good scrub.</p> <p><u>Openers</u>  <u>Fronted adverbials</u>  <u>How (Manner)</u>            Quickly, Softly, Frantically, Cautiously,            As quick as a flash, As fast as he could,  <u>When (Time)</u>            Later, A long time ago, Centuries ago, In the beginning, Instantly,  <u>Where (Place)</u>            In the distance, Beneath his feet, On the horizon, Beyond the fields. <u>Subordinating conjunctions</u>            Before, After, While, As</p>	<p>Use a comma after a fronted adverbial.            Consistently place the possessive apostrophe in words with regular plurals accurately.            Consistently place the possessive apostrophe in words with irregular plurals accurately.            Use a comma to separate clauses.            Present perfect tense uses the past participle (third form) of the main verb after the auxiliary 'have': grown, been, drawn, blown.            Select the most appropriate nouns and pronouns. ENP with modifiers: that, which, who.            Develop use of more interesting similes            Develop use of more interesting metaphors            Beginning to use personification Use simile as a sentence opener. Beginning to use Show Don't Tell to build suspense to introduce a dilemma in a story.            Short sentences to move events on quickly in a story.            Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS)            Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since.            Include direct speech in my stories but changing where the reporting clause used. ☑Marking the reporting clause (who said it) with a comma when it is not at the end of the sentence.            Punctuating speech consistently and accurately and beginning to use 3-part speech: what they said, who said it and how they said it (adverb)            Use a variety of prepositional phrases including as an opener.</p> <p><u>Openers</u>  <u>Fronted Adverbials</u>  <u>How (Manner)</u>            Carefully scanning my surroundings,            Without hesitation,  <u>When (Time)</u>            At sunrise, Just before dawn,  <u>Where (Place)</u>            As they approached the edge of the cliff,            In the depths of the forest,  <u>When (Frequency)</u>            Annually, weekly, Randomly, occasionally, Every morning, Every week.  <u>How (Degree)</u>            Almost awake, Clearly angry, Slightly confused, Completely overwhelmed,  <u>Subordinating conjunctions</u>            During, Since</p>

	Year 2	Year 3	Year 4
NON-FICTION Non- Chronological Report  Biography Y4	Title. Introduction. Include question. Subheadings (given). Paragraphs (from given structure). Ending/closing sentence. Scientific/technical language.	Teacher led research (content provided by teacher). Use given sub-headings but arrange information independently. Generate captions for given images. Begin to use the 5w's in the introduction. Provided reason for processes.	Includes feeling about times and occasions in their life. Fiction / current famous personality / particularly if you have a courageous advocate.
Progression of skills	Use commas in a list. Identify and write a command sentence: Cut, Spread, Wrap, Place. Identify and write an exclamative sentence: What, How. Write in the progressive present tense using is/ are + ing suffix: The children are reading their books, The baby is crying. Use adjectives Use wider range of conjunctions: because, but, or, that, when, if  <u>Openers</u> Lots, Many, Most, Some people think... <u>Adverbs</u> Interestingly, Amazingly <u>Subordinating Conjunctions</u> When, If, Because <u>Question openers</u> Did you know...?	Using a comma before a Mid-sentence Conjunction (MSC): or, and, but, so , yet. Use a colon before a list. Begin to use fronted adverbials as sentence openers followed by a comma to show: How, when and where something happens. Use the present perfect tense to describe: • something that happened in the past and is continuing today; • an action that was completed recently; • describe events that started in the past and continued up until now. • an action that did not happen at a specific time Powerful verbs Expanded noun phrases Compound sentences by including Mid-Sentence Conjunctions: or, and, but, so, yet. Use a comma before a Mid-sentence Conjunction. Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions: when, if, because, before, after, while. Use a subordinating conjunction at the start of sentence. Use a subordinating conjunction in the middle of a sentence.  <u>Openers</u> First, let's talk about..., Another important feature worth considering..., Yet another incredible thing about... <u>Adverbs</u> Unbelievably, Astonishingly, Uniquely <u>Subordinating conjunctions</u> When, If, As	Use a comma after a fronted adverbial. Consistently place the possessive apostrophe in words with regular plurals accurately. Consistently place the possessive apostrophe in words with irregular plurals accurately. Use a comma to separate clauses. Use the present perfect tense for events which are still true now or affect the present Present perfect tense uses the past participle (third form) of the main verb after the auxiliary 'have': grown, been, drawn, blown. Select the most appropriate nouns and pronouns. ENP with modifiers: that, which, who Develop use of more interesting similes Develop use of more interesting metaphors Beginning to use personification Use coordinating conjunctions accurately within sentences: for, and, nor, but, or, yet and so (FANBOYS) Extend sentences to add more detail by using a variety of subordinating conjunctions, including: despite and since. Marking the reporting clause (who said it) with a comma when it is not at the end of the sentence. Punctuating speech consistently and accurately and beginning to use 3-part speech: what they said, who said it and how they said it (adverb).  <u>Openers</u> Right from the beginning, The following year, In his/her final years <u>Fronted Adverbials</u> <u>How (Manner)</u> Fortunately, Unfortunately, Surprisingly <u>Subordinating conjunctions</u> Once, Since, During

# Years 5 and 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Setting description Character description	Re-tell Diary	Informal letter Poetry	Story	Setting description Character description	Story Poetry
Non-fiction	Recount Instructions Non-chronological report	Explanation	Persuasive writing Formal letter	Non-chronological report	Biography	Journalistic writing

All text types	Year 5	Year 6
<b>Clever Writer Skills</b>	<p>Ensure that tense is correct and consistent within writing, change the tense to match the genre of writing where appropriate.</p> <p>Understand the importance of cohesion in my writing.</p> <p>Use paragraphs to organise ideas/information in a piece of writing.</p> <p>Use place, time or manner adverbials to ensure cohesion in and across paragraphs.</p> <p>Confidently choose the most appropriate vocabulary to accurately describe things to the reader.</p> <p>Understand how a thesaurus can enhance meaning.</p> <p>Use a broad range of sentence structures and lengths, varying sentence starters so that each sentence starts in a different way, e.g. fronted adverbials, conjunctions and present participle verbs.</p> <p>Use adverbs of frequency and possibility.</p> <p>Use adverbials to show links between sentences, and pronouns to refer back to previous ideas.</p> <p>Use the acronym ISPACE to create fronted adverbials.</p> <p>Use brackets or dashes to show parenthesis.</p> <p>Use commas to separate clauses or change the meaning of a short phrase.</p> <p>Add a comma to avoid ambiguity and change the meaning of a simple, single clause sentence.</p> <p>Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials.</p> <p>Add a comma to avoid ambiguity and change the meaning of a multi-clause sentence that also contains other forms of punctuation for parenthesis.</p> <p>Use the past perfect form to mark relationship of time and cause.</p>	<p>Use hyphens to break words at the end of a line at appropriate syllable breaks.</p> <p>Check for cohesion within a paragraph.</p> <p>Review writing to make changes to improve the cohesion within a paragraph (add linking adverbials to sentences, use conjunctions to link ideas within a sentence, use pronouns to link ideas with and across sentences).</p> <p>Choose words to make my writing more engaging, powerful and to have a greater effect on my audience.</p> <p>Use a thesaurus to effectively select better vocabulary and a dictionary to reverse check that the word fits the context.</p> <p>Make deliberate choices about the order of clauses within sentences.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses, according to formality, context and the effect I am trying to create.</p> <p>Use semi-colons between main clauses.</p> <p>Use semi-colons to replace conjunctions.</p> <p>Use semi-colons in a more detailed list.</p> <p>Conjunctive adverbs (however, therefore).</p> <p>Use a colon to introduce a list (where it is preceded by an independent clause).</p> <p>Use a colon between clauses instead of because.</p> <p>Use a single dash between clauses.</p> <p>Write an introductory clause, which is followed by a colon before starting a list.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Identify the subject, action and object in a sentence. Use the perfect form of verbs to mark relationships of time</p>

Autumn 1	Year 5	Year 6
<b>Fiction: Setting description</b>	Include two adjectives in my fronted adverbial of place. Using rich description to interest the reader such as metaphors, personification, and onomatopoeia. Emotive language – to cause an emotion.	Power of three fronted adverbials. Personification of the weather. Evocative language to create a mood, strong feelings, memories, or emotions back. Consider the audience, purpose and write using the appropriate author's voice.
<b>Skills</b>	<i>Include two adjectives in my fronted adverbial of place. Use adverbs of place when describing real or imaginary places. Add surprising, dramatic or humorous extra by using two dashes to draw attention and add to the effect in narrative writing. Use expanded noun phrases with a modifier, choosing words to carefully show the reader what is being described.</i>	<i>Use the power of three fronted adverbials. Use colons and semi-colons to write descriptive sentences made up of expanded noun phrases. Break the rules to add flair to my writing using one word sentences/fragments or breaking the simple rules of sentences (capital letter/full stop/subject and verb/make sense).</i>
<b>Fiction: Character description</b>	Written in the past tense. Describe the character and included their feelings by using show don't tell. Including speech and moving the action on.	Integrate dialogue to convey character and advance the action by: Choosing words that reflect the character and the context. Use dialogue to suggest a character's feelings. Use dialogue to show relationships between characters. Consider the audience, purpose and write using the appropriate author's voice.
<b>Skills</b>	<i>Build up a picture of the character in a character description using parenthesis marked by commas to give extra detail. Add surprising, dramatic or humorous extra by using two dashes to draw attention and add to the effect in narrative writing. Change where the reporting clause is in the sentence. Adding a new line whenever a new person starts speaking. Know the difference between direct speech and reported speech. Use expanded noun phrases with a modifier, choosing words to carefully show the reader what is being described.</i>	<i>Use colons and semi-colons to write descriptive sentences made up of expanded noun phrases. Integrate dialogue to convey character and advance the action by choosing words that reflect the character and context. Use dialogue to suggest a character's feelings and show relationships between characters. Use a variety of extended reporting clauses to reflect mood and advance action. Show what a character is thinking and being purposeful, maintaining balance between narrative and speech. Turn statements into questions in informal speech. Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on. Break the rules to add flair to my writing using one word sentences/fragments or breaking the simple rules of sentences (capital letter/full stop/subject and verb/make sense).</i>

<b>Non-fiction: Recount</b>	Consider audience (e.g., use humour). Add detail to bring events to life. Include direct and reported speech (if appropriate).	Select events appropriate to the reader. Include anecdotes to vary formality. Select appropriate tense.
<b>Skills</b>	<p><i>Adding a new line whenever a new person starts speaking.</i></p> <p><i>Know the difference between direct speech and reported speech.</i></p> <p><i>Use linking adverbials at the start of paragraphs to make it clear how my ideas fit together.</i></p> <p><i>Give cohesion by referring to the text in the final sentence.</i></p> <p><i>Know that the linking adverb does not always need to go at the start of the sentence, it can be included within a sentence, using commas.</i></p>	<p><i>Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on.</i></p> <p><i>Use linking adverbials to signal an illustration of the preceding point.</i></p> <p><i>Use linking adverbials to show reasons or results.</i></p>

<b>Non-fiction: Instructions</b>	Informal / formal instructions (could be humorous or formal). Hook the reader in the introduction Sophisticated / appropriate use of adverbs / adjectives Awareness of the audience Add a recommendation	Develop an introduction – add background. If appropriate add personal advice using parentheses Select own title, headings and presentational devices Use pictures, diagrams, flow charts and symbols (if appropriate) to present information independently Use brackets to add asides Author's style of writing and use appropriate author's voice. Consider purpose and audience.
<b>Skills</b>	<p><i>Begin to punctuate bullet points consistently in nonfiction.</i></p> <p><i>Ask a rhetorical question to appeal directly to the reader.</i></p> <p><i>Use time adverbials to create order.</i></p> <p><i>Start sentences with adverbs and verbs.</i></p> <p><i>Use linking adverbials at the start of paragraphs to make it clear how my ideas fit together.</i></p> <p><i>Give cohesion by referring to the text in the final sentence.</i></p> <p><i>Know that the linking adverb does not always need to go at the start of the sentence, it can be included within a sentence, using commas.</i></p>	<p><i>Punctuate bullet points consistently and confidently.</i></p> <p><i>Use the perfect form of verbs to aid precision in formal writing.</i></p> <p><i>Use the subjunctive form to make a command/request more formal.</i></p> <p><i>Use organisational and presentational devices such as headings, bullet points, underlining and topic sentences when appropriate to guide the reader.</i></p> <p><i>Use linking adverbials to signal an illustration of the preceding point.</i></p>

<p><b>Non-fiction: Nonchronological report</b></p>	<p>Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).</p>	<p>Presentation/structure to be independently planned. References sources of data. Independent research. Use a range of presentational devices (table, diagram). Include questions for intrigue/to entice the reader. Author's style of writing and use appropriate author's voice. Consider purpose and audience.</p>
<p><b>Skills</b></p>	<p><i>Use commas to include extra details in parenthesis when writing information texts/news reports.</i> <i>Begin to punctuate bullet points consistently in nonfiction.</i> <i>Plan work to use specific, precise and varied vocabulary for the subject.</i> <i>Use relative clauses using relative pronouns such as who, which and that for people, animals and things.</i> <i>Use relative clauses beginning with the adverb where to refer to places.</i> <i>Use relative clauses beginning with the adverb when to refer to times.</i> <i>Know that in some relative clauses the relative pronoun is missed out.</i> <i>Use commas to separate the relative clause from the main clause.</i> <i>Use an embedded relative clause marked with commas for parenthesis as part of a complex sentence.</i> <i>Use linking adverbials at the start of paragraphs to make it clear how my ideas fit together.</i> <i>Give cohesion by referring to the text in the final sentence.</i> <i>Know that the linking adverb does not always need to go at the start of the sentence, it can be included within a sentence, using commas.</i></p>	<p><i>Use the passive voice to increase the formality of my writing in reports or journalistic writing.</i> <i>Punctuate bullet points consistently and confidently.</i> <i>Use the perfect form of verbs to aid precision in formal writing.</i> <i>Use organisational and presentational devices such as headings, bullet points, underlining and topic sentences when appropriate to guide the reader.</i> <i>Deliberately select and improve my vocabulary for effect, formality and precision.</i> <i>Use technical terms and synonyms effectively.</i> <i>Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first.</i> <i>Use relative clauses with an implied/omitted relative pronoun.</i> <i>Use linking adverbials to signal an illustration of the preceding point.</i> <i>Use linking adverbials to show reasons or results.</i></p>

Autumn 2	Year 5	Year 6
<b>Fiction: Re-tell</b>	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / upper-case.	Author's style of writing and use appropriate author's voice. Consider purpose and audience. Changing tenses – flashback.
<b>Skills</b>	<i>Build up a picture of the character in a character description using parenthesis marked by commas to give extra detail.</i> <i>Add surprising, dramatic or humorous extra by using two dashes to draw attention and add to the effect in narrative writing.</i> <i>Change where the reporting clause is in the sentence.</i> <i>Adding a new line whenever a new person starts speaking.</i> <i>Using speech within a piece of writing to move the story on.</i> <i>Know the difference between direct speech and reported speech.</i> <i>Use adverbs of time.</i>	<i>Use colons and semi-colons to write descriptive sentences made up of expanded noun phrases.</i> <i>Integrate dialogue to convey character and advance the action by choosing words that reflect the character and context.</i> <i>Use dialogue to suggest a character's feelings and show relationships between characters.</i> <i>Use a variety of extended reporting clauses to reflect mood and advance action.</i> <i>Show what a character is thinking and being purposeful, maintaining balance between narrative and speech.</i> <i>Turn statements into questions in informal speech.</i> <i>Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on.</i> <i>Break the rules to add flair to my writing using one word sentences/fragments or breaking the simple rules of sentences (capital letter/full stop/subject and verb/ make sense).</i>

<b>Fiction: Diary</b>	<p>Past perfect tense. Organised into paragraphs, with the day's events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by looking ahead to the following day. Language choices to reflect the theme (historical etc.). Include a quote. Move between tenses within paragraphs – own choice.</p>	<p>Multiple entries. Include suspense. Changing moods and emotions. Maintaining tense and writer's voice. Subjunctive form (events that aren't real/wishes and demands) Active and passive voice Formality for effect. Consider the audience, purpose and write using the appropriate author's voice.</p>
<b>Skills</b>	<p><i>Use brackets or dashes to include asides, or comments to the reader, when writing diaries/informal letters.</i></p>	<p><i>Use the perfect form of verbs to aid precision in formal writing. Break the rules to add flair to my writing using one word sentences/fragments or breaking the simple rules of sentences (capital letter/full stop/subject and verb/make sense).</i></p>
<b>Non-fiction: Explanation</b>	<p>Passive voice. Wider range of cause-and-effect conjunctions. Effect and cause conjunctions because/as/since/for Put into context. Compare and contrast vocabulary. Glossary. Draw the reader in. Independently start to consider presentation.</p>	<p>More ownership Independent research and presentation Decide where diagrams, illustrations, or a flow chart would help explain. Author's style of writing and use appropriate author's voice. Consider purpose and audience.</p>
<b>Skills</b>	<p><i>Begin to punctuate bullet points consistently in nonfiction. Plan work to use specific, precise and varied vocabulary for the subject. Extend sentences to add more detail by using a variety of subordinating conjunctions at the start and middle of a sentence. Use a comma to mark the subordinate clause when it is at the start of the sentence. Use relative clauses using relative pronouns such as who, which and that for people, animals and things. Use relative clauses beginning with the adverb where to refer to places. Use relative clauses beginning with the adverb when to refer to times. Know that in some relative clauses the relative pronoun is missed out. Use commas to separate the relative clause from the main clause. Use an embedded relative clause marked with commas for parenthesis as part of a complex sentence. Use linking adverbials at the start of paragraphs to make it clear how my ideas fit together. Give cohesion by referring to the text in the final sentence. Know that the linking adverb does not always need to go at the start of the sentence, it can be included within a sentence, using commas. Organise paragraphs by explaining the idea, provide examples, explain why it is a good idea, identify possible problems and give a solution on how to solve them.</i></p>	<p><i>Use the passive voice to increase the formality of my writing in reports or journalistic writing. Punctuate bullet points consistently and confidently. Use the perfect form of verbs to aid precision in formal writing. Use organisational and presentational devices such as headings, bullet points, underlining and topic sentences when appropriate to guide the reader. Deliberately select and improve my vocabulary for effect, formality and precision. Use technical terms and synonyms effectively. Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first. Use relative clauses with an implied/omitted relative pronoun. Use linking adverbials to signal an illustration of the preceding point. Use linking adverbials to show reasons or results. Use a colon between clauses instead of because.</i></p>



Spring 1	Year 5	Year 6
<p><b>Fiction: Poetry</b></p>	<p><i>Narrative poems</i>  Narrative poems tell a story.  They include rhythm and rhyme.  Rhythm and rhyme give the narrative dynamics. They can include repetition to add rhythm and make it more predictable.  They can be short narrative poem and describes something that has happened.  (There are some similarities between Free verse and Narrative poems, but they are not the same.)</p> <p><i>Limerick</i>  They are five lines long.  They all follow the following rhyme scheme: AABBA rhyme scheme – the first line must rhyme with the 2nd and 5th line. And lines 3 and 4 must rhyme. They usually include humour.  Stanza of 5 lines.  The first, second and fifth line are rhyme with each other. The third and fourth line rhyme with each other. Consider the syllables on each line. The first, second and fifth line all have between 8 to 9 syllables.  The third and fourth line have between 5 to 6 syllables.</p>	<p>Maintain positive attitudes to a wide range of poetry and write your own.</p> <p>Children may revisit previous poetry structures or learn new forms (for example, Black-out poetry, Nonets, Limericks, Odes etc).  Awareness of audience.</p>
<p><b>Skills</b></p>		<p><i>Use ellipses.</i>  <i>Use the power of three fronted adverbials.</i>  <i>Break the rules to add flair to my writing using one word sentences/fragments or breaking the simple rules of sentences (capital letter/full stop/subject and verb/make sense).</i></p>

<b>Fiction: Informal letter</b>	Past, Present and Future tense. Include a range of tenses. Include a quote.	Include a range of tenses – own choice. Include colloquialism. Cohesion; referring back, pronouns. Consider the audience, purpose and write using the appropriate author’s voice.
<b>Skills</b>	<i>Use brackets or dashes to include asides, or comments to the reader, when writing diaries/informal letters.</i>	<i>Turn statements into questions in informal speech. Break the rules to add flair to my writing using one word sentences/fragments or breaking the simple rules of sentences (capital letter/full stop/subject and verb/make sense).</i>
<b>Non-fiction: Persuasive writing</b>	Opening sentence to hook the reader. An introduction with a strong position or point of view. Paragraphs which each have their own point. Each point has an argument (facts and evidence) to support it. Emotive language to influence the reader. Exaggeration Rhetorical questions.	Introduce the debate with background information. Argument for the issue with supporting evidence. Argument against the issue with supporting evidence. Phrases of debate. Facts and statistics. Technical vocabulary. Passive voice.
<b>Skills</b>	<p><i>Ask a rhetorical question to appeal directly to the reader.</i></p> <p><i>Plan work to use specific, precise and varied vocabulary for the subject.</i></p> <p><i>Extend sentences to add more detail by using a variety of subordinating conjunctions at the start and middle of a sentence.</i></p> <p><i>Use a comma to mark the subordinate clause when it is at the start of the sentence.</i></p> <p><i>Use relative clauses using relative pronouns such as who, which and that for people, animals and things.</i></p> <p><i>Use relative clauses beginning with the adverb where to refer to places.</i></p> <p><i>Use relative clauses beginning with the adverb when to refer to times.</i></p> <p><i>Know that in some relative clauses the relative pronoun is missed out.</i></p> <p><i>Use commas to separate the relative clause from the main clause.</i></p> <p><i>Use an embedded relative clause marked with commas for parenthesis as part of a complex sentence.</i></p> <p><i>Use linking adverbials at the start of paragraphs to make it clear how my ideas fit together.</i></p> <p><i>Give cohesion by referring to the text in the final sentence.</i></p> <p><i>Know that the linking adverb does not always need to go at the start of the sentence, it can be included within a sentence, using commas.</i></p> <p><i>Organise paragraphs by explaining the idea, provide examples, explain why it is a good idea, identify possible problems and give a solution on how to solve them.</i></p>	<p><i>Use the passive voice to increase the formality of my writing in reports or journalistic writing.</i></p> <p><i>Use organisational and presentational devices such as headings, bullet points, underlining and topic sentences when appropriate to guide the reader.</i></p> <p><i>Deliberately select and improve my vocabulary for effect, formality and precision.</i></p> <p><i>Use technical terms and synonyms effectively.</i></p> <p><i>Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first.</i></p> <p><i>Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first.</i></p> <p><i>Use relative clauses with an implied/omitted relative pronoun.</i></p> <p><i>Use linking adverbials to signal an illustration of the preceding point.</i></p> <p><i>Use linking adverbials to show reasons or results.</i></p>

<p><b>Non-fiction: Formal letter</b></p>	<p>Include facts and opinions Use modal verbs and degrees of possibility. Facts and statistics. Exaggerate. Persuasive openers. Rule of three.</p>	<p>Maintain formality throughout. Consider the audience, purpose and write using the appropriate author's voice.</p>
<p><b>Skills</b></p>	<p><i>Plan work to use specific, precise and varied vocabulary for the subject.</i> <i>Extend sentences to add more detail by using a variety of subordinating conjunctions at the start and middle of a sentence.</i> <i>Use a comma to mark the subordinate clause when it is at the start of the sentence.</i> <i>Use relative clauses using relative pronouns such as who, which and that for people, animals and things. Use relative clauses beginning with the adverb where to refer to places.</i> <i>Use relative clauses beginning with the adverb when to refer to times.</i> <i>Know that in some relative clauses the relative pronoun is missed out.</i> <i>Use commas to separate the relative clause from the main clause.</i> <i>Use an embedded relative clause marked with commas for parenthesis as part of a complex sentence.</i> <i>Use linking adverbials at the start of paragraphs to make it clear how my ideas fit together.</i> <i>Give cohesion by referring to the text in the final sentence.</i> <i>Know that the linking adverb does not always need to go at the start of the sentence, it can be included within a sentence, using commas.</i> <i>Organise paragraphs by explaining the idea, provide examples, explain why it is a good idea, identify possible problems and give a solution on how to solve them.</i></p>	<p><i>Use the perfect form of verbs to aid precision in formal writing. Deliberately select and improve my vocabulary for effect, formality and precision.</i> <i>Use technical terms and synonyms effectively. Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first. Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first. Use relative clauses with an implied/omitted relative pronoun.</i> <i>Use linking adverbials to signal an illustration of the preceding point.</i> <i>Use linking adverbials to show reasons or results.</i> <i>Use the passive voice to increase the formality of my writing</i></p>

Spring 2	Year 5	Year 6
<b>Fiction: Story</b>	<p>Choose a planning frame/format. Write for the given audience. Use rich and varied vocabulary thinking about the intensity of words.</p>	<p>There may be a quest and the main character may be confronted with a number of dilemmas that are overcome / or not by the end of the story. May include a sequence of fast-moving events. Dialogue is used to introduce the characters and may establish reason for the journey, advancing the action in the story from the very beginning. Select and maintain the correct tense throughout the story. A tense atmosphere may be created across paragraphs (use of short sentences and phrases, and apt vocabulary choices darted, grabbed, bolted). Consider the audience, purpose and write appropriately. Include emotive language. Author's style of writing and use appropriate author's voice. Changing tenses – flashback.</p>
<b>Skills</b>	<p><i>Build up a picture of the character in a character description using parenthesis marked by commas to give extra detail.</i> <i>Add surprising, dramatic or humorous extra by using two dashes to draw attention and add to the effect in narrative writing.</i> <i>Change where the reporting clause is in the sentence.</i> <i>Adding a new line whenever a new person starts speaking.</i> <i>Using speech within a piece of writing to move the story on.</i> <i>Know the difference between direct speech and reported speech.</i> <i>Use adverbs of time.</i> <i>Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions.</i> <i>Use short sentences to build suspense.</i> <i>Insert whole sentences to describe setting and characters. Use metaphors, personification and rhetorical questions.</i></p>	<p><i>Use the power of three fronted adverbials.</i> <i>Use colons and semi-colons to write descriptive sentences made up of expanded noun phrases.</i> <i>Integrate dialogue to convey character and advance the action by choosing words that reflect the character and context.</i> <i>Use dialogue to suggest a character's feelings and show relationships between characters.</i> <i>Use a variety of extended reporting clauses to reflect mood and advance action.</i> <i>Show what a character is thinking and being purposeful, maintaining balance between narrative and speech.</i> <i>Turn statements into questions in informal speech.</i> <i>Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on.</i> <i>Deliberately consider the length of sentences within a paragraph, mixing single words, fragments, short sentences and detailed descriptive sentences.</i> <i>Use simple sentences to build tension.</i> <i>Use my senses to show not tell settings, character's feelings and thoughts.</i> <i>Make purposeful choices with adverbs, adjectives, expanded noun phrases and adverbials to make my writing more descriptive.</i> <i>Use ellipses.</i> <i>Break the rules to add flair to my writing using one word sentences/fragments or breaking the simple rules of sentences (capital letter/full stop/subject and verb/make sense).</i></p>

<p><b>Non-fiction: Nonchronological report</b></p>	<p>Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).</p>	<p>Presentation/structure to be independently planned. References sources of data. Independent research. Use a range of presentational devices (table, diagram). Include questions for intrigue/to entice the reader. Author's style of writing and use appropriate author's voice. Consider purpose and audience.</p>
<p><b>Skills</b></p>	<p><i>Use commas to include extra details in parenthesis when writing information texts/news reports. Begin to punctuate bullet points consistently in nonfiction.</i> <i>Plan work to use specific, precise and varied vocabulary for the subject.</i> <i>Extend sentences to add more detail by using a variety of subordinating conjunctions at the start and middle of a sentence.</i> <i>Use a comma to mark the subordinate clause when it is at the start of the sentence.</i> <i>Use relative clauses using relative pronouns such as who, which and that for people, animals and things. Use relative clauses beginning with the adverb where to refer to places.</i> <i>Use relative clauses beginning with the adverb when to refer to times.</i> <i>Know that in some relative clauses the relative pronoun is missed out.</i> <i>Use commas to separate the relative clause from the main clause.</i> <i>Use an embedded relative clause marked with commas for parenthesis as part of a complex sentence.</i> <i>Use a relative clause to give more information about the main clause, not just the noun.</i> <i>Use linking adverbials at the start of paragraphs to make it clear how my ideas fit together.</i> <i>Give cohesion by referring to the text in the final sentence.</i> <i>Know that the linking adverb does not always need to go at the start of the sentence, it can be included within a sentence, using commas.</i></p>	<p><i>Use the passive voice to increase the formality of my writing in reports or journalistic writing. Punctuate bullet points consistently and confidently.</i> <i>Use the perfect form of verbs to aid precision in formal writing.</i> <i>Use organisational and presentational devices such as headings, bullet points, underlining and topic sentences when appropriate to guide the reader.</i> <i>Deliberately select and improve my vocabulary for effect, formality and precision.</i> <i>Use technical terms and synonyms effectively.</i> <i>Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first.</i> <i>Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first. Use relative clauses with an implied/omitted relative pronoun.</i> <i>Use linking adverbials to signal an illustration of the preceding point.</i> <i>Use linking adverbials to show reasons or results.</i></p>

Summer 1	Year 5	Year 6
<b>Fiction: Setting description</b>	<p>Include two adjectives in my fronted adverbial of place. Use rich description to interest the reader such as metaphors, personification, and onomatopoeia. Emotive language – to cause an emotion.</p>	<p>Power of three fronted adverbials. Personification of the weather. Evocative language to create a mood, strong feelings, memories, or emotions back. Consider the audience, purpose and write using the appropriate author’s voice.</p>
<b>Skills</b>	<p><i>Include two adjectives in my fronted adverbial of place. Use adverbs of place when describing real or imaginary places. Add surprising, dramatic or humorous extra by using two dashes to draw attention and add to the effect in narrative writing. Use expanded noun phrases with a modifier, choosing words to carefully show the reader what is being described. Use rich description to interest the reader such as metaphors, personification and onomatopoeia.</i></p>	<p><i>Use the power of three fronted adverbials. Use colons and semi-colons to write descriptive sentences made up of expanded noun phrases. Use metaphors that are developed over several clauses. Use onomatopoeia and personification to aid description. Personify the weather. Make purposeful choices with adverbs, adjectives, expanded noun phrases and adverbials to make my writing more descriptive. Break the rules to add flair to my writing using one word sentences/fragments or breaking the simple rules of sentences (capital letter/full stop/subject and verb/make sense).</i></p>
<b>Fiction: Character description</b>	<p>Write in the past / past tense. Describe the character and include their feelings by using show don’t tell. Include speech and moving the action on.</p>	<p>Integrate dialogue to convey character and advance the action by: Choosing words that reflect the character and the context. Use dialogue to suggest a character’s feelings. Use dialogue to show relationships between characters. Consider the audience, purpose and write using the appropriate author’s voice.</p>
<b>Skills</b>	<p><i>Build up a picture of the character in a character description using parenthesis marked by commas to give extra detail. Add surprising, dramatic or humorous extra by using two dashes to draw attention and add to the effect in narrative writing. Change where the reporting clause is in the sentence. Adding a new line whenever a new person starts speaking. Know the difference between direct speech and reported speech. Use expanded noun phrases with a modifier, choosing words to carefully show the reader what is being described. Use rich description to interest the reader such as metaphors, personification and onomatopoeia.</i></p>	<p><i>Use onomatopoeia and personification to aid description. Make purposeful choices with adverbs, adjectives, expanded noun phrases and adverbials to make my writing more descriptive. Break the rules to add flair to my writing using one word sentences/fragments or breaking the simple rules of sentences (capital letter/full stop/subject and verb/make sense).</i></p>

<b>Non-fiction: Biography</b>	<p>Key influences in the person's life, (their relationship with other people and who inspired them).  Historical famous characters. Link to whole school theme / local hero.</p>	<p>Own inspirational character.  Own research / link to interviews.  Include links to inferences of the time.</p>
<b>Skills</b>	<p><i>Begin to punctuate bullet points consistently in nonfiction.</i>  <i>Plan work to use specific, precise and varied vocabulary for the subject.</i>  <i>Extend sentences to add more detail by using a variety of subordinating conjunctions at the start and middle of a sentence.</i>  <i>Use a comma to mark the subordinate clause when it is at the start of the sentence.</i>  <i>Use relative clauses using relative pronouns such as who, which and that for people, animals and things.</i>  <i>Use relative clauses beginning with the adverb where to refer to places.</i>  <i>Use relative clauses beginning with the adverb when to refer to times.</i>  <i>Know that in some relative clauses the relative pronoun is missed out.</i>  <i>Use commas to separate the relative clause from the main clause.</i>  <i>Use an embedded relative clause marked with commas for parenthesis as part of a complex sentence.</i>  <i>Use a relative clause to give more information about the main clause, not just the noun.</i>  <i>Use linking adverbials at the start of paragraphs to make it clear how my ideas fit together.</i>  <i>Give cohesion by referring to the text in the final sentence.</i>  <i>Know that the linking adverb does not always need to go at the start of the sentence, it can be included within a sentence, using commas.</i></p>	<p><i>Use the passive voice to increase the formality of my writing in reports or journalistic writing.</i>  <i>Punctuate bullet points consistently and confidently.</i>  <i>Use the perfect form of verbs to aid precision in formal writing.</i>  <i>Use organisational and presentational devices such as headings, bullet points, underlining and topic sentences when appropriate to guide the reader.</i>  <i>Deliberately select and improve my vocabulary for effect, formality and precision.</i>  <i>Use technical terms and synonyms effectively.</i>  <i>Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first.</i>  <i>Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first.</i>  <i>Use relative clauses with an implied/omitted relative pronoun.</i>  <i>Use linking adverbials to signal an illustration of the preceding point.</i>  <i>Use linking adverbials to show reasons or results.</i></p>

Summer 2	Year 5	Year 6
<b>Fiction: Story</b>	<p>Choose a planning frame/format. Write for the given audience. Use rich and varied vocabulary thinking about the intensity of words.</p>	<p>There may be a quest and the main character may be confronted with a number of dilemmas that are overcome / or not by the end of the story. May include a sequence of fast-moving events. Dialogue is used to introduce the characters and may establish reason for the journey, advancing the action in the story from the very beginning. Select and maintain the correct tense throughout the story. A tense atmosphere may be created across paragraphs (use of short sentences and phrases, and apt vocabulary choices dashed, grabbed, bolted). Consider the audience, purpose and write appropriately. Include emotive language. Author's style of writing and use appropriate author's voice. Changing tenses – flashback.</p>
<b>Skills</b>	<p><i>Build up a picture of the character in a character description using parenthesis marked by commas to give extra detail.</i></p> <p><i>Add surprising, dramatic or humorous extra by using two dashes to draw attention and add to the effect in narrative writing.</i></p> <p><i>Change where the reporting clause is in the sentence.</i></p> <p><i>Adding a new line whenever a new person starts speaking.</i></p> <p><i>Using speech within a piece of writing to move the story on.</i></p> <p><i>Know the difference between direct speech and reported speech.</i></p> <p><i>Use adverbs of time.</i></p> <p><i>Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions.</i></p> <p><i>Use short sentences to build suspense.</i></p> <p><i>Insert whole sentences to describe setting and characters.</i></p> <p><i>Use metaphors, personification and rhetorical questions.</i></p>	<p><i>Use the power of three fronted adverbials.</i></p> <p><i>Use colons and semi-colons to write descriptive sentences made up of expanded noun phrases.</i></p> <p><i>Integrate dialogue to convey character and advance the action by choosing words that reflect the character and context.</i></p> <p><i>Use dialogue to suggest a character's feelings and show relationships between characters.</i></p> <p><i>Use a variety of extended reporting clauses to reflect mood and advance action.</i></p> <p><i>Show what a character is thinking and being purposeful, maintaining balance between narrative and speech.</i></p> <p><i>Turn statements into questions in informal speech.</i></p> <p><i>Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on.</i></p> <p><i>Deliberately consider the length of sentences within a paragraph, mixing single words, fragments, short sentences and detailed descriptive sentences.</i></p> <p><i>Use simple sentences to build tension.</i></p> <p><i>Use my senses to show not tell settings, character's feelings and thoughts.</i></p> <p><i>Make purposeful choices with adverbs, adjectives, expanded noun phrases and adverbials to make my writing more descriptive.</i></p> <p><i>Use ellipses.</i></p> <p><i>Break the rules to add flair to my writing using one word sentences/fragments or breaking the simple rules of sentences (capital letter/full stop/subject and verb/make sense).</i></p>



**Fiction: Poetry***Narrative poems*

Narrative poems tell a story.  
They include rhythm and rhyme.  
Rhythm and rhyme give the narrative dynamics. They can include repetition to add rhythm and make it more predictable.  
They can be short narrative poem and describes something that has happened.  
(There are some similarities between Free verse and Narrative poems, but they are not the same.)

*Limerick*

They are five lines long.  
They all follow the following rhyme scheme: AABBA rhyme scheme – the first line must rhyme with the 2nd and 5th line. And lines 3 and 4 must rhyme. They usually include humour.  
Stanza of 5 lines.  
The first, second and fifth line are rhyme with each other.  
The third and fourth line rhyme with each other. Consider the syllables on each line. The first, second and fifth line all have between 8 to 9 syllables.  
The third and fourth line have between 5 to 6 syllables.

Maintain positive attitudes to a wide range of poetry and write your own.

Children may revisit previous poetry structures or learn new forms (for example, Black-out poetry, Nonets, Limericks, Odes etc).  
Awareness of audience.

**Skills**

*Use ellipses.*

*Break the rules to add flair to my writing using one word sentences/fragments or breaking the simple rules of sentences (capital letter/full stop/subject and verb/make sense).*

<p><b>Non-fiction: Journalistic writing</b></p>	<p>Indirect speech. Main body. Verbs selected for meaning and effect. Precise vocabulary choices. Paragraphs and caption. Journalistic words and phrases. By-line (who wrote it). Conclusion (plan for the future).</p>	<p>Précis key events. Lead the reader to reflect on the events. Skilfully manages of shifts in time (past, present and future). Appropriate presentation. Reconstruct, interpret and communicate events. Passive voice. First-hand accounts. Paints a vivid and dramatic picture. Distinctive voices of individuals. Thoughtful ending. Closing editorial comment adapts a more personal stance.</p>
<p><b>Skills</b></p>	<p><i>Use commas to include extra details in parenthesis when writing information texts/news reports. Know the difference between direct speech and reported speech. Plan work to use specific, precise and varied vocabulary for the subject. Extend sentences to add more detail by using a variety of subordinating conjunctions at the start and middle of a sentence. Use a comma to mark the subordinate clause when it is at the start of the sentence. Use linking adverbials at the start of paragraphs to make it clear how my ideas fit together. Give cohesion by referring to the text in the final sentence. Know that the linking adverb does not always need to go at the start of the sentence, it can be included within a sentence, using commas</i></p>	<p><i>Use the passive voice to increase the formality of my writing in reports or journalistic writing. Use the perfect form of verbs to aid precision in formal writing. Use quotes for effective purposes in newspaper reports – to add authenticity and make them more memorable. Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on. Use the passive voice in news headlines. Use organisational and presentational devices such as headings, bullet points, underlining and topic sentences when appropriate to guide the reader. Deliberately select and improve my vocabulary for effect, formality and precision. Use technical terms and synonyms effectively. Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first. Use linking adverbials to signal an illustration of the preceding point. Use linking adverbials to show reasons or results.</i></p>