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English Writing Skills Progression Overview: In the Punctuation and Terminology columns any terms in bold are a statutory requirement of the National Curriculum

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



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Yr 1/2 Autumn A	Why is Richmond special?	Text Structure	Sentence Construction	Word Structure/Language including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*
Focus	Geography/History	Consolidate Year 1 list Introduce:	Consolidate previous year list	Consolidate previous year list	Consolidate previous year list	Consolidate previous year list
Writing	Shape poems and		Yr 1 Introduce:			
reasons/	Calligrams-Naughty	Fiction	Types of sentences:	Yr 1 Introduce:	Introduce Yr 1:	Consolidate Yr 1:
genres	Bus	Secure use of planning tools: Story	Statements	Prepositions:	Capital Letters:	
	Recount of the journey	map / story mountain / story grids/	Questions		Capital letter for	Finger spaces
		'Boxing up' grid	Exclamations	inside	names, places, the	
	Narrative/Story	Discourse and the same standard		outside	days of the week	Letter
		Plan opening around character(s),	Simple	towards	Capital letter for the	
	Information writing	setting, time of day and type of weather	Connectives:	across	personal pronoun I	Word
		wediner	and or but so	under	Full stores	Sentence
Suggested	Naughty Bus-Jan Oke		that then that	Adjectives to describe	Full stops	Senience
Texts	(FOCUS)	Ending should be a section rather	while when	e.g. The old house	Question marks	Full stops
	A new adventure for	than one final sentence e.a.	where	The huge elephant Similes using asas	Question marks	ruii siops
	the bus	suggest how the main character is	Also as openers:	e.g. as tall as a house	Exclamation marks	Capital letter
	Information on	feeling in the final situation.	While	as red as a radish	Excidination marks	Cupilarienei
	transport		When	as rea as a radistr	Speech bubble	Introduce (Yr 1)
	Recount own trip	Non-Fiction	Where	Yr 2 Introduce		<u></u>
	I THE PARTY OF THE AMERICA	Introduce:	-'ly' openers	Prepositions:	Introduce Yr 2:	Simile – 'like'
	Little Evie in the Wild	Secure use of planning tools: Text	Fortunately,Unfortunately,	behind above along	<u></u>	Punctuation
	Wood- Jackie Morris (FOCUS)	map / washing line / 'Boxing -up'	Sadly,	before between after	Demarcate	
	Narrative with changed	grid	Simple sentences e.g.	Similes usinglike	sentences:	Question mark
	character	Introduction:	I went to the park.	e.g.	Capital letters	
	Information on local	Heading	The castle is haunted.	like sizzling sausages	·	Exclamation mark
	area	Hook to engage reader	Embellished simple sentences	hot like a fire	Full stops	Speech bubble
	Recount visit	Factual statement / definition		Two adjectives		Adjective
	NOCOOTH VISIT	Opening question	using adjectives e.g.	to describe the	Question marks	Verbs
	The Queen's Hat-Steve		The giant had an enormous	noun e.g.		Connective
	Anthony	Middle section(s)	beard. Red squirrels enjoy eating	The scary, old woman	Exclamation marks	
	Leaf Man-Lois Ehlert	Group related ideas / facts into	delicious nuts.	Squirrels have long, bushy	Comma after -ly	
		sections		tails.	opener	



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	Sub headings to introduce	Compound sentences	e.g.	Consolidate Yr 2:
	sentences	using connectives	Fortunately,Slow	
	/sections	(coordinating	ly,	Punctuation
	Use of lists – what is needed / lists	conjunctions) and/or/		Finger spaces
	of steps to be taken Bullet points	but/so e.g.		Letter
	for facts	The children played on the swings		Word
	Diagrams	and slid down the slide.		Sentence
	Ending	Spiders can be small or they can		Full stops
	Make final comment to reader	be large.		Capital letter
		Charlie hid but Sally found him.		Question mark
	Extra tips! / Did-you-know? facts /	It was raining so they put on		Exclamation mark
	True or false?	their coats.		
		Consolidate Yr 2		Speech bubble
	The consistent use of present	Types of sentences:		Adjective
	tense versus past tense	Statements		Verbs
	throughout texts	Questions		Connective
		Exclamations		
		Commands		
				Introduce Yr 2
		-'ly' starters		Statement
		e.g. Usually, Eventually, Finally,		question
		Carefully, Slowly,		exclamation
		Vancanana ta santanasa		Tense (past, present,
		Vary openers to sentences		future) ie not in bold
		Emphallished simple sentences		
		Embellished simple sentences using: adjectives e.g. The boys		Adjective / noun
		peeped inside the dark cave.		
		peeped inside the dark cave.		Noun phrases
		Yr 2 Secure use of compound		
		sentences (Coordination) using		Simile – as''
		connectives:		
		and/ or / but / so		
		(coordinating conjunctions)		
		(Coordinating Conjunctions)		
		Yr 2 Introduce Expanded noun		
		phrases		
		e.g. lots of people, plenty of food		



Yr 1/2 Spring A	What's it made of and why?	Text Structure	Sentence Construction	Word Structure/Language including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*
Focus Writing reasons/ genres	Re-telling a story- changing elements of the story Information leaflet Letter writing Recount Instructions	Consolidate previous term list Yr 1 introduce Bullet points for instructions Labelled diagrams Yr 2 introduce Understanding 5 parts to a story with more complex vocabulary	Consolidate previous term list Yr 2 Introduce Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.	Consolidate previous term list Yr 1 introduce Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash Yr 2 Introduce	Consolidate previous term list Yr 1 Introduce Bullet points Yr 2 Introduce: Commas to separate items in a list	Consolidate previous term list Yr 1 Introduce Bullet points Yr 2 Consolidate Bullet points Yr 2 Introduce: Apostrophe
Suggested Texts	Dogger-Shirley Hughes-FOCUS Retell a part of the story Information on toys Recount event/trip/ experience Traction Man-Mini Grey-FOCUS New adventure for Traction man Information text on Materials Recount trip/experience/ event Instructions-how to look after a scrubbing brush pet Report on old/new toys	Opening e.g. In a land far away One cold but bright morning Build-up e.g. Later that day Problem / Dilemma e.g. To his amazement Resolution e.g. As soon as Ending e.g. Luckily, Fortunately, Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears. Embellished simple sentences using: adjectives adverbs e.g. Tom ran quickly down the hill.	Adverbs for description e.g. Snow fell gently and covered the cottage in the wood. Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.	Apostrophes to mark contracted forms in spelling e.g. don't, can't Yr 2 Consolidate Bullet points	(contractions) Commas for description Verb / adverb Command (Bossy verbs)



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Yr 1/2 Summer A	How do people tell their stories?	Text Structure	Sentence Construction	Word Structure/Language including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*
Focus	English	Consolidate previous term list	Consolidate previous term list	Consolidate previous term	Consolidate previous term list	Consolidate previous term list
Writing reasons/ genres	Imaginative writing- what do you see in the bucket? A guide to what you can do at the seaside Instruction writing- making a sandcastle Re-telling the story- dilemma story- Adventure Story-Squishy Mcfluff Performance poetry-Pie Corbett approach- Jack and the Baked Beanstalk Diary-retell events in London in 1st person Setting description- London Non-chronological report- London/Plants/Weather		Yr 1 Introduce Complex sentences: Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream. 'Run' - Repetition for rhythm e.g. He walked and he walked and he walked. Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon Yr 2 Introduce Complex sentences (Subordination) using: Drop in a relative clause: who/ e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland.	Yr 1 Introduce Determiners: the a my your an this that his her their some all lots of many more those these Alliteration e.g. dangerous dragon slimy snake Yr 2 Consolidate Alliteration e.g. wicked witch slimy slugs Yr 1 Introduction Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper) How the prefix unchanges the meaning of	Yr 2 Introduction Apostrophes to mark singular possession e.g. the cat's name Speech bubbles /speech marks for direct speech	Yr 1 Introduce: Singular/ plural Alliteration Yr 2 Consolidate: Singular/ plural Alliteration Yr 2 Introduce: Apostrophe -singular possession 'Speech marks' Suffix Generalisers Synonyms
Texts	The Lighthouse Keeper's Lunch Squishy McFluff-Seaside Rescue		The Fire of London, which started in Pudding Lane, spread quickly.	verbs and adjectives (negation, e.g. unkind, or undoing, e.g. until the boat)		



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	Jack and the Baked	Additional subordinating	Yr2 Introduction	
	Bean Stalk-Colin	conjunctions:	Generalisers for	
	Stimpson	what/while/when/where/	information, e.g.	
	The Enormous Turnip	because/ then/so that/ if/to/until	Most dogs	
	The Lifothious fulfilp			
		e.g. While the animals were	Some cats	
	Paddington at the	munching breakfast, two visitors		
	Palace and Katie in	arrived During the Autumn, when	Formation of nouns using	
	London (FOCUS)-non-	the weather is cold, the leaves fall	suffixes such as -ness, -er	
		off the trees.	Somices social distriction, of	
	chronological report	on me nees.		
	London, retell events in		Formation of adjectives	
	1st person, descriptions			
	of settings		using suffixes such as –ful,	
	Or sernings		-less	
			Hess	
	Rabbit Problem –Emily		Use of the suffixes –er and	
	Gravett and the Story of		est to form comparisons	
	Batan Balatit Bandin		of adjectives and adverbs	
	Peter Rabbit-Beatrix		or adjectives and adverbs	
	Potter (FOCUS)-re-tell			
	part of story,			
	information writing on			
	Plants/Weather,			
	recount			
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Yr 1/2	How do I care for	Text Structure	Sentence Construction	Word Structure/Language	Punctuation *	Terminology*
	my body and			including vocabulary from		
Autumn	mind?			"Mrs Wordsmith"		
В						
Focus	Science/	Consolidate Year 1 list	Consolidate previous year list	Consolidate previous year	Consolidate previous	Consolidate previous
	mental health	Introduce:	. ,	list	year list	year list
			Yr 1 Introduce:			
Writing	Retelling a familiar	Fiction	Types of sentences:	Yr 1 Introduce:	Introduce Yr 1:	Consolidate Yr 1:
reasons/	story-Man on the Moon	Secure use of planning tools: Story	Statements	Prepositions:		
genres	Narrative-base on	map / story mountain / story grids/	Questions		Full stops	Finger spaces
	aliens	'Boxing up' grid	Exclamations	inside		
	Writing about myself			outside	Question marks	Letter
	and my family	Plan opening around character(s),	Simple	towards		
	Recount	setting, time of day and type of	Connectives:	across	Exclamation marks	Word
	Information writing –	weather	and or but so	under	Bullet points	
	Rosa Park and famous		because so	Adjectives to describe		Sentence
	"boys", fact sheet on		that then that	e.g. The old house	Yr 2 Consolidate	
	an astronaut	Ending should be a section rather	while when	The huge elephant	Bullet Points	Full stops
	Postcard as a tourist	than one final sentence e.g.	where			
	Instruction s-fly to moon	suggest how the main character is	Also as openers:	Precise, clear language to	Yr 2 Introduce	Capital letter
Suggested	Burger Boy-Alan	feeling in the final situation.	While	give information e .g. First,		
Texts	Durrant-rewrite story-	Non-Fiction	When	switch on the red button.	Demarcate	Introduce (Yr 1)
	changing food from a	Introduce:	Where	Next, wait for the green	sentences:	Down a knowled and
	burger to a favourite	Secure use of planning tools: Text	Simula combone o o	light to flash	Capital letters	Punctuation
	food	map / washing line / 'Boxing -up'	Simple sentences e.g.		Full stops	Question mark
	Stories for Boys Who	arid	I went to the park. The castle is haunted.		Full stops	Question mark
	Dare to be Different-	Introduction:	Embellished simple sentences	Vo O lada a da a a	Question marks	Exclamation mark
	Ben Brooks-Information	Heading	using adjectives e.g. The giant	Yr 2 Introduce	Question marks	Adjective
	Writing	Hook to engage reader	had an enormous beard. Red	Prepositions: behind above along	Exclamation marks	Verbs
		Factual statement / definition	squirrels enjoy eating delicious	behind above along before between after	Comma after -ly	Connective
	I am Rosa Parks-Brad	Opening question	nuts.	Delote between dilet	opener	Bullet points
	Meltzer	-	11010.	Two adjectives	e.g.	2001 20
		Middle section(s)	Compound sentences using	to describe the	Fortunately,Slow	
	Cameron Can Too-	Group related ideas / facts into	connectives (coordinating	noun e.g.	ly,	Consolidate Yr 2:
	Allie Brooke	sections	conjunctions) and/or/but/so e.g.	The scary, old woman		
	/ IIIO DIOOKO	Sub headings to introduce	The children played on the swings	Squirrels have long, bushy		Punctuation
		sentences	and slid down the slide.	tails.		Finger spaces
		/sections				Letter
						2001



Doing all the good we ca	n		[Type text]		
	The Skin I'm in- Sharon Flake	Use of lists – what is needed / lists of steps to be taken Bullet points for facts	Spiders can be small or they can be large. Charlie hid but Sally found him.	Adverbs for information e.g. Lift the pot carefully onto	Word Sentence Full stops
	Henry's Freedom Box- Ellen Levine	Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts /	It was raining so they put on their coats. Consolidate Yr 2 Types of sentences: Statements	the tray. The river quickly flooded the town.	Capital letter Question mark Exclamation mark
	Man on the Moon – Simon Bartram(FOCUS)- fact sheet on an	True or false? The consistent use of present tense versus past tense	Questions Exclamations Commands		Introduce Yr 2 Statement question
	astronaut, writing a postcard as a tourist, recount events in story, narrative based on	throughout texts	Vary openers to sentences Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave.		exclamation Tense (past, present, future) ie not in bold Adjective / noun
	aliens, instruction-fly to the moon		Yr 2 Secure use of compound sentences (Coordination) using connectives:		Noun phrases Colon for instructions
			and/ or / but / so (coordinating conjunctions) Yr 2 Introduce Expanded noun		Imperative ??? Yr 2 Consolidate
			phrases e.g. lots of people, plenty of food		Bullet Points Command (Bossy verbs)
					Adjective Verbs Connective



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Yr 1/2 Spring B	What makes a good home?	Text Structure	Sentence Construction	Word Structure/Language including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*
Focus	History/ Geography	Consolidate previous term list Yr 2 introduce	Consolidate previous term list Yr 1 Introduce	Consolidate previous term list	Consolidate previous term list	Consolidate previous term list
Writing reasons/ genres	Letter/postcard writing Meerkat fact sheet- non-chronological report Lists and list poems, poetry eg what to take on a journey Journey Stories Writing from another's viewpoint/role Recount events/story	Understanding 5 parts to a story with more complex vocabulary Opening e.g. In a land far away One cold but bright morning Build-up e.g. Later that day Problem / Dilemma e.g. To his	-'ly' openers Fortunately,Unfortunately, Sadly, Yr 2 Consolidate -'ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly,	Yr 1 Introduce Alliteration e.g. dangerous dragon slimy snake Yr 2 Introduce Adverbs for description e.g. Snow fell gently and covered the cottage in the wood.	Yr 1 Introduce Capital Letters: Capital letter for names Capital letter for the personal pronoun I Yr 2 Apostrophes to mark singular possession e.g. the	Yr 1 Introduce Speech bubbles Alliteration simileslike Yr 2 Consolidate Speech bubbles Alliteration Commas for description
Suggested	Character description Meerkat Mail-Emily	amazement Resolution e.g. As soon as Ending e.g. Luckily, Fortunately,	Yr 2 Introduce Use long and short sentences:	Yr 2 Consolidate Alliteration e.g. wicked witch slimy slugs	meerkat's name Yr 2 Commas to separate items in a list Yr2	Verb / adverb Yr 2 Introduce: Synonyms
Suggested Texts	Gravette (FOCUS) Lost and Found-Oliver Jeffers (FOCUS) Major Glad, Major Dizzy-Jan Oke Daisy Saves the Day- Shirley Hughes (FOCUS) and Leather Shoe Charlie - Gyeong- hwa Kim (FOCUS) Vlad and Great Fire of London (FOCUS) recount events, character description- Boxton	Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Long sentences to add description or information. Use short sentences for emphasis. List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears. Embellished simple sentences using: adjectives adverbs e.g. Tom ran quickly down the hill.	Yr 1 Introduce Similes using asas e.g. as tall as a house as red as a radish Yr 2 Introduce Similes usinglike e.g like sizzling sausageshot like a fire	Speech bubbles /speech marks for direct speech	similesas



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Yr 1/2	Why is our	Text Structure	Sentence Construction	Word Structure/Language	Punctuation *	Terminology*
	environment					
Summer				including vocabulary from		
	precious?			"Mrs Wordsmith"		
В						
Focus	Geography/	Consolidate previous term list	Consolidate previous term list	Consolidate previous term	Consolidate previous	Consolidate previous
	Science			list	term list	term list
		Yr 1 introduce	Yr 1 Introduce			
Writing	Re-telling a story-	Bullet points for instructions		Yr 1 Introduce	Yr 2 Introduce	
reasons/	changing elements of		Complex sentences:	Determiners:		Yr 2 Introduce:
genres	the story- Bog Baby .	Labelled diagrams	Use of 'who' (relative clause)	the a my your an this	Apostrophes to mark	Apostrophe
	Retell focusing on		e.g.	that his her their some	contracted forms in	(contractions)
	developing character		Once upon a time there was a	all lots of many more	spelling e.g. don't,	
	and setting- Lila and the		little old woman who lived in a	those these	can't	Yr 1 Introduce:
	Secret of Rain		forest. There are many children			
	Recount trip, event		who like to eat ice cream.			Singular/ plural
	experience-			Yr 1 Introduction		
	-Bog Baby and Lila and		'Run' - Repetition for rhythm e.g.	Regular plural noun		Yr 2 Consolidate:
	the Secret of Rain		He walked and he walked and he	suffixes –s or –es		
	(FOCUS)		walked.	(e.g. dog, dogs;		Singular/ plural
	Non-fiction-fact file on			wish, wishes)		
	an animal		Repetition for description			Yr 2 Introduce:
	Writing instructions-link		e.g.	Suffixes that can be		'Speech marks'
	to Science-eg. how to		a lean cat, a mean cat	added to verbs (e.g.		
	make a habitat for a		a green dragon, a fiery dragon	helping, helped, helper)		Suffix
	Woodlice or how to		Yr 2 Introduce	How the prefix un-		Generalisers
	save water-link to Lila		Complex sentences	changes the meaning of		
	and the Secret of Rain		(Subordination) using:	verbs and adjectives		Synonyms
	Poetry -The Grass		Drop in a relative clause:	(negation, e.g. unkind, or		
	house		who/which e.g.	undoing, e.g. untie the		
	Playscript-to link with		Sam, who was lost, sat down and	boat)		
Suggeste d	Christmas production		cried.			
Suggested	Handa's Surprise- Eileen Browne		The Vikings who came from			
Texts			The Vikings, who came from Scandinavia, invaded Scotland.	Yr2 Introduction		
	Wild-Emily Hughes linked to The Grass		scandinavia, invaded scotland.	Generalisers for		
	House Shirley Hughes		The Fire of London, which started in	information, e.g.		
	(FOCUS)		Pudding Lane, spread quickly.	Most dogs		
	(10003)		r odding Lane, spreda quickly.	Some cats		
				Johne Cuis		



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	<mark>The Bog Baby</mark> - Jeanne	Additional subordinating		
<u> </u>	Willis (FOCUS)	conjunctions:	Formation of nouns using	
	Lila and the Secret of	what/while/when/where/	suffixes such as -ness, -er	
	Rain-David Conway	because/ then/so that/ if/to/until		
	,	e.g. While the animals were	Formation of adjectives	
		munching breakfast, two visitors	remailer or aujocii co	
		arrived During the Autumn, when	using suffixes such as -ful,	
		the acceptance is a selection to a least the selection for the	-less	
		the weather is cold, the leaves fall	-Iess	
		off the trees.		
			Use of the suffixes –er	
			and –est to form	
			comparisons of	
			adjectives and adverbs	



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Yr 3/4 Autumn A	Why is Richmond special?	Text Structure	Sentence Construction	Word Structure/Language including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*
Focus	Geography/History	Consolidate previous year list	Consolidate previous year list	Consolidate previous year list	Consolidate previous year list	Consolidate previous year list
Writing reasons/	Descriptive writing settings and characters-Iron	<u>Yr 3 Introduce</u>	Yr 3 Introduce	Yr 3 Introduce	Yr 3 Introduce	Yr 3 consolidate
genres	Man.Predict and write a new chapter.	<u>Fiction</u>	Vary long and short sentences:	Powerful verbs e.g.		Finger spaces, Letter, Word,
	Retell story	Secure use of planning tools: Story map /story mountain / story grids	Long sentences to add description or information.	stare, tremble, slither Boastful Language e.g.	Ellipses to keep the reader hanging on	Statement question
	Poetry-rivers	/ 'Boxing-up' grid Plan opening around character(s),	Short sentences for emphasis and making key points e.g.	magnificent, unbelievable, exciting!	Secure use of	Statement, question, exclamation, command
	Non-chronological reports-persuasive leaflets	setting, time of day and type of weather	Sam was really unhappy. Visit the farm now.	Yr 4 <u>Introduce</u>	inverted commas for direct speech	Full stops Capital letter
	Recount of any trip, experience or visitor. Explanation text – What is the water cycle? Informa	Paragraphs to organise ideas into each story part Non-Fiction	Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and	Comparative and superlative adjectives e.g. Small, smaller, smallest goodbetterbest	Yr 4 Introduce Full punctuation for direct speech: Each new	Question mark Exclamation mark Speech bubble 'Speech marks'
Suggested Texts	tion text on a river Iron Man-Ted Hughes (FOCUS)-Guided Reading)	Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids Paragraphs to organise ideas around a	glistening in the sunlight. Rainbow dragons are covered with many different	Proper nouns refer to a particular person or thing e.g. Monday, Jessica,	speaker on a new line Comma between	Commas for sentence of 3 description Adjective / noun / Noun phrases Verb / adverb
	The Warm and the Cold- poem by Ted Hughes	theme Introduction Develop hook to introduce and tempt reader in e.g.	coloured scales, have enormous, red eyes and swim on the surface of the water.	October, England Standard English forms for verb inflections	direct speech and reporting clause e.g. "It's late," gasped	Bossy verbs Alliteration Simile – 'as'/ 'like'
	Poems on rivers	Who? What? Where? Why? When? How? Middle Section(s)	Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!	instead of local spoken forms (e.g. we were instead of we was, or I	Cinderella!	Yr 3 Introduce
	Tourist leaflets on local area	Group related ideas /facts into paragraphs Sub headings to	Dialogue –powerful speech verb e.g. "Hello," she whispered.	did instead of I done)		Word family Adverb Direct speech
	The Abominables- (FOCUS)- Predict and	introduce sections / paragraphs	Yr 4 Introduce			Inverted commas Synonyms
	write a new chapter.					



Information text: mountain. Diary, Poem The Wind in the Willows (FOCUS) Retell, Recount of any trip, experience or visitor, Explanation text What is the water cvcles Inform ation text on a river

Topic sentences to introduce paragraphs

Develop Ending

Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment

Yr 4 Introduce

Secure use of planning tools:

e.g. story map /story mountain /story grids /'Boxing-up' grids

Plan openina usina:

Description /action

Paragraphs: organise each part of story, indicate a change in place or jump in time

Non-Fiction Secure use of planning tools:

Text map/ washing line/ 'Boxing -up' grid

Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives.

Introduction

Middle section(s) Endina

Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader

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Standard English for verb inflections instead of local spoken forms

Long and short sentences: **Long sentences** to enhance description or information **Short sentences** to move events on auickly e.g. It was midnight. It's great fun.

Start with a simile

e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.

Secure use of simple / embellished simple sentences

Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank

into his seat. The Romans enjoyed food, loved marching but hated the weather.

Repetition to persuade e.g. Find us to find the fun

Dialogue - verb + adverb -"Hello." she whispered, shyly.

Imperative

Colon for instructions

Yr 4 Consolidate

Finger spaces

Letter Word

Sentence

Statement, question, exclamation, command

Full stops

Capital letter

Question mark

Exclamation mark

Speech bubble

'Speech marks'

Direct speech

Inverted commas

Commas for sentence of 3

– description, action

Colon - instructions

Word family

Adjective / noun / noun phrase Verb / Adverb

Bossy verbs - imperative

Alliteration

Simile – 'as'/ 'like'

Synonyms



Yr 3/4	What's it made of	Text Structure	Sentence	Word Structure/Language	Punctuation *	Terminology*
Spring A	and why?		Construction	including vocabulary from "Mrs Wordsmith"		
Focus	Science	Consolidate previous term list	Consolidate previous term list	Consolidate previous term list	Consolidate previous term list	Consolidate previous term
Writing reasons/ genres	Narrative- retell the story in a different setting. Non-chronological report/information Text Explanation texts Advertising poster with persuasive language-underground world Poem based on a model- (Underground) List poem Instructions	Yr 3 Introduce Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the	Yr 3 Introduce Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave Amazingly, small insects can Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) A	Yr 3 Introduce Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box Prepositions Next to by the side of In front of during, through throughout	Yr3 Introduce Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) Colon before a list e.g. What you need:	Yr 3 Consolidate Apostrophe (contractions only) Tense (past, present,future) Connective Bullet points Yr 3 Introduce: Conjunction
Suggested Texts	my Pocket- Meridith Hoop er Running Wild-Michael Morpurgo When the Earth Shakes- Simon Winchester The Street Beneath My Fe et- Charlotte Guillain and Yuval Zomme r Firemaker's Daughter (FOCUS)- from Lila's point of view. Instructions – How to make a firework - her journey up the mountain and meeting fire god. Inform ation text –	character is feeling, how the character or situation has changed from the beginning. Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said. Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind. Non-Fiction Lists of steps to be taken Bullet points for facts Flow diagram	few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions) Develop complex sentences (Subordination) with range of subordinating conjunctions	More specific/technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn to stone immediately. Drops of rain pounded on the corrugated, tin roof. Yr 4 Introduce Introduce: Prepositions at underneath since towards beneath beyond	Yr 4 Introduce Commas to mark clauses and to mark off fronted adverbials	Preposition Consonant/Vowel Determiner Yr 4 Consolidate Apostrophe (contractions only) Consonant/Vowel Connective Conjunction Preposition Determiner/ generaliser Bullet points Yr 4 Introduce Adverbial Fronted adverbial



Rocks/soils Inform ation text on Yr 4 Introduce - 'ing' clauses as starters e.g. Sighing, the boy finished his	
volcances Poetr y – List poems on fireworks Retiell one significant event The Flower (FOCUS) Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters. Non-fiction Use of bullet points, diagrams Build in suspense writing to introduce the dilemma Non-fiction Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters. Non-fiction Use of bullet points, diagrams Non-fiction Use of bullet points, diagrams Expanded -'ing' clauses as starters e.g. Grinphred, I have Roman solider collapsed at his post. Expanded -'ing' clauses as starters e.g. Grinphred, I have Roman solider collapsed at his post. Expanded -'ing' clauses as starters e.g. Grinphred the treasure into his rucksack. Hopping speedity towards the pool, the frog dived underneath the leaves. Drop in -'ing' clause e.g. Jane, loughing at the feacher, tell off her chair. The formedo, sweeping across the city, destroyed the houses. Developed 5 parts to story Yr.4-Consolidate Secure use of simple / embellished simple sentences (Scourdinating) conjunction and / or / but / so / for / nor / yet / (coordinating) and solar collapsed at his post, exhausted, the Roman solider co	



	[Type text]					
Yr 3/4 Summer A	How do people tell their stories?	Text Structure	Sentence Construction	Word Structure/Language including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*
Focus	English	Consolidate previous term list	Consolidate previous term list	Consolidate previous term list	Consolidate previous term list	Consolidate previous term
Writing reasons/ genres	Greek myths –retell myths invented character, recount-trip/event/ experience information paragraphs comparing Greece now/ then Play script- based on Greek myth Narrative- Continue the story, write in style of author Pied Piper- job advert, persuasive writing, Dilemma story- how to rid town of rats/something similar Information text on town/city Diary	Yr 4 Introduce Appropriate choice of pronoun or noun across sentences to aid cohesion	Yr 3 Introduce Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world. Drop in a relative clause using: who/whom/ which/whos e/ that e.g The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge,	Yr 3 Introduce Nouns formed from prefixes e.g. auto superanti Word Families based on common words e.g. teacher –teach, beauty – beautiful Yr 4 Introduce Conditionals- could, should, would The grammatical	Yr 4 Introduce Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural	Yr 3 Consolidate Singular/ plural Suffix Yr 3 Introduce Prefix Clause Subordinate clause Relative clause Relative pronoun Yr 4 Consolidate Clause Subordinate clause
Suggested Texts	Greek Myths- M. Williams (FOCUS) Who Let the Gods Out (FOCUS)- Mary Evans - Write a narrative in the style of the author. Character description. Diary. Recount		which was finished in 1864, is a popular tourist attraction. The girl whom I remember, had long black hair. Yr 4 Introduce	difference between plural and possessive –s		Relative clause Relative pronoun Coordinating conjunction Subordinating conjunction Yr 4 Introduce Pronoun



F			[Type text]			
	Charging About, story of electricity- Jacqui		Appropriate choice of pronoun or noun within a			Possessive pronoun
	Bailey		sentence to avoid ambiguity			Apostrophe – plural possession
	Pied Piper of Hamelin-		and repetition			possession
	Michael					
	Morpurgo (FOCUS)					
Yr 3/4	How do I care for	Text Structure	Sentence	Word	Punctuation *	Terminology*
	my body and		Construction	Structure/Language		· ·
Autumn	mind?		Construction			
	mina?			including vocabulary		
В				from "Mrs Wordsmith"		
Focus	Science/	Consolidate previous year list	Consolidate previous year list	Consolidate previous	Consolidate	Consolidate previous year
	mental health			year list	previous year list	list
		Yr 3 Introduce	Yr 3 Introduce			
Writing	Narrative and stories			Yr 3 Introduce	Yr 3 Introduce	<u>Yr 3 consolidate</u>
reasons/	Non-chronological	<u>Fiction</u>	Vary long and short			
genres	report/Explanation		sentences:	Powerful verbs e.g.		Finger spaces, Letter, Word,
	Persuasion	Secure use of planning tools:		stare, tremble, slither	Ellipses to keep	Sentence
	Recount	Story map /story mountain / story grids	Long sentences to add		the reader	
	Letter writing Instructions-how to make	/ 'Boxing-up' grid	description or information.	Boastful Language e.g. magnificent,	hanging on	Statement, question,
	a healthy snack	Diamagna and a superior of the	Short sentences for emphasis	unbelievable, exciting!	Secure use of	exclamation, command
	Poetry	Plan opening around character(s), setting, time of day and type of	and making key points e.g. Sam was really unhappy. Visit	Unbelievable, exciling:	inverted commas	Full stone
Suggested	The Incredible Book Eating	weather		Yr 4 Introduce	for direct speech	Full stops
Texts	Boy- Oliver Jeffers:	weamer	the farm now.	Comparative and	ioi diiooi speceii	Capital letter Question mark
	(FOCUS) Retell the story	Paragraphs to organise ideas into		superlative	Yr 4 Introduce	Exclamation mark
	from Henry's point of	each story part	Sentence of 3 for	adjectives e.g.	Full punctuation	Speech bubble
	view Recou	, ·	description e.g. The	Small, smaller, smallest	for	'Speech marks'
	nt - book	Non-Fiction	cottage was almost invisible, hiding under a	goodbetterbest	direct speech:	speech marks
	recommendation		thick layer of snow and		Each new	Commas for
	Explanation text – How	Secure use of planning tools: e.g. Text	alistening in	Proper nouns refer to a	speaker on a	sentence of 3 description
	do we digest our food?	map, washing line, 'Boxing –up' grid,	the sunlight.	particular person or	new line Comma	semence of a description
	Instructions – How to	story grids	Rainbow dragons are	thing e.g. Monday, Jessica,	between	Adjective / noun / Noun
	make a healthy snack	Paragraphs to organise ideas around a theme	covered with many different	October, England	direct speech	phrases Verb / adverb
	Funnybones- Allan	Introduction	coloured scales, have	Colobol, England	and reporting	, , , , , , , , , , , , , , , , , , , ,
	Ahlberg	Develop hook to introduce and tempt	enormous, red eyes and	Standard English forms	clause e.g. "It's	Bossy verbs
		reader in e.g.		for verb inflections		Alliteration
	1					



[Type text] Skulls- Blair Thornburah & Who...? What...? Where...? swim on the surface of the Simile - 'as'/ 'like' instead of local spoken late," gasped Why....? When....? How....? water. forms (e.g. we were Cinderella! Scott Campbell Middle Section(s) Pattern of 3 for persuasion instead of we was, or I Yr 3 Introduce **Word family** Group related ideas /facts into e.g. Visit, Swim, Enjoy! did instead of I done) Wes Magee –Boneyard paragraphs Sub headings to Dialogue –powerful speech Adverb rap-Performance Poetry, introduce sections / Direct speech poetry paragraphs e.g. "Hello," she whispered. Inverted commas Topic sentences to introduce Synonyms The Promise (FOCUS)-List paraaraphs Yr 4 Introduce **Imperative** poem: Recount of any Standard English for verb **Develop Ending** Colon for instructions trip, experience or visitor inflections instead of local Personal response Persuasive text - flver to spoken forms Extra information / reminders e.g. Yr 4 Consolidate promote the planting of Information boxes/ Five Amazing Facts Finger spaces Inform trees Long and short sentences: Wow comment ation text on living Letter **Long sentences** to enhance thinas Word description or information Re-write descriptive Yr 4 Introduce **Short sentences** to move Sentence opening of story after the Secure use of planning tools: events on quickly Statement, question, planting e.g. story map /story mountain /story e.g. It was midnight. exclamation, command grids /'Boxing-up' grids It's great fun. Full stops Capital letter Plan opening using: Start with a simile Question mark Description /action e.g. As curved as a ball, the **Exclamation mark** moon shone brightly in the Speech bubble Paragraphs: organise night sky. 'Speech marks' Like a wailing cat, the each part of story, indicate a Direct speech ambulance screamed down change in place or jump in time Inverted commas the road. Commas for sentence of 3 Non-Fiction description, action Secure use of simple / Secure use of planning tools: Colon - instructions embellished simple Text map/ washing line/ 'Boxing Word family sentences -up' grid Adjective / noun / noun phrase Verb / Adverb Sentence of 3 for action e.g. **Paragraphs** to organise ideas Bossy verbs - imperative Sam rushed down the road, around a theme jumped on the bus and sank Alliteration Logical organisation Simile - 'as'/ 'like' into his seat. Group related paragraphs The Romans enjoyed food, Synonyms Develop use of a topic sentence

loved marchina but hated

Repetition to persuade e.g.

the weather.

Link information within paragraphs with

a range of connectives.

Introduction



			[Type text]			
		Middle section(s) Ending Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader	Pind us to find the fun Dialogue - verb + adverb - "Hello," she whispered, shyly.			
Yr 3/4 Spring B	What makes a good home?	Text Structure	Sentence Construction	Word Structure/Language including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*
Focus	History/ Geography	Consolidate previous term list Yr 3 Introduce	Consolidate previous term list Yr 3 Introduce	Consolidate previous term list	Consolidate previous term list	Consolidate previous term list
Writing reasons/ genres	Stories with a historical setting, setting description. Narrative including dialogue Explanation Text Information Text Recount – newspaper report Instructions. Diary/letter	Extended vocabulary to introduce 5 story parts: Introduction —should include detailed description of setting or characters Build-up —build in some suspense towards the problem or dilemma Problem / Dilemma —include detail of actions / dialogue Resolution - should link with the problem Ending — clear ending should	Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave Amazingly, small insects can Adverbial phrases used as a 'where', 'when' or 'how'	Yr 3 Introduce Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box Prepositions Next to by the side of In front of during,	Yr 3 Introduce Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) Colon before a list e.g. What you	Yr 3 Consolidate Apostrophe (contractions only) Tense (past, present,future) Connective Bullet points Yr 3 Introduce:
Suggested Texts	The Night Gardener-Terry and Eric Fan I am the Seed that Grew the Tree-Fiona Waters The Egyptian Cinderella- (FOCUS) Shirley Climo: Rewrite traditional story set in Ancient Egypt. Recount of any trip, experience or visitor. Explanation text – Why was River Nile important? Instructions – How to mummify a body	link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said. Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.	starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air Compound sentences (Coordination) using connectives:	More specific/technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn to stone immediately. Drops of rain pounded on the corrugated, tin roof. Yr 4 Introduce	Yr 4 Introduce Commas to mark clauses and to mark off fronted adverbials	Conjunction Preposition Consonant/Vowel Determiner Yr 4 Consolidate Apostrophe (contractions only) Consonant/Vowel Connective Conjunction Preposition Determiner/ generaliser Bullet points



Information text on
Ancient Egypt
The Time Travelling Cat
and the Egyptian
Goddess- Julia Jarman
The Mystery of the
Egyptian Scroll- Scott
Peters
The Plot on the PyramidTerry Deary
The Pharaohs of Ancient
Egypt (non fiction)

Secrets of a Sun King

(FOCUS) Diary, letter, dialogue, Setting description. Recount/Newspaper-Howard Carter discovery

The Flower (FOCUS) Retell story with added detail and dialogue. Instructions related to science and growth.Life cycle of a plant Fact file on plant/flower

Non-Fiction

Lists of steps to be taken Bullet points for facts Flow diagram

Yr 4 Introduce

Build in suspense writing to introduce the dilemma

Developed 5 parts to story

Introduction

Build-up Problem / Dilemma Resolution Ending

Clear distinction between resolution and ending. Ending should include reflection on events or the characters.

Non-fiction

Use of bullet points, diagrams

and/ or / but / so / for /nor / yet (coordinating conjunctions)

[Type text]

Develop complex sentences (Subordination) with range of subordinating conjunctions
-'ing' clauses as starters e.g.
Sighing, the boy finished his homework.
Grunting, the pig lay down

Yr 4-Consolidate Secure use of simple / embellished simple sentences

to sleep.

Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions) - 'ed' clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.

Expanded -'ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.

Drop in -'ing' clause e.g. Jane, laughing at the teacher, fell off her chair. The Introduce: Prepositions at underneath since towards beneath beyond

Yr 4 Introduce
Adverbial
Fronted adverbial



Yr 3/4 Summer B	Why is our environment precious?	Text Structure	tornedo, sweeping across the city, destroyed the houses. Develop complex sentences (Subordination) Main and subordinate clauses with range of subordinating conjunctions Sentence Construction	Word Structure/Language including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*
Writing reasons/ genres	Geography/ Science Narrative and stories based on Escape from Pompeii. Retell story including dialogue Recount Information text on the Romans/Light Sources Diary of a Roman soldier Poems	Yr 4 Introduce Appropriate choice of pronoun or noun across sentences to aid cohesion	Yr 3 Introduce Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world. Drop in a relative	Consolidate previous term list Yr 3 Introduce Nouns formed from prefixes e.g. auto superanti Word Families based on common words	Consolidate previous term list Yr 4 Introduce Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to	Consolidate previous term list Yr 3 Consolidate Singular/ plural Suffix Yr 3 Introduce Prefix
Suggested Texts	Roman diary. The Journey of Iliona- Richard Platt (FOCUS) You Wouldn't Want to be a Roman Soldier- Davis Stewart and David Antram Usbourne Roman Soldier Handbook- Lesley Sims Escape from Pompeii-(FOCUS) Christina Balit Write in role as Tranio or Livia, recounting the events. Recount of any trip, experience or visitor		clause using: who/whom/ which/whos e/ that e.g The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction. The girl whom I remember, had long black hair.	e.g. teacher –teach, beauty – beautiful Yr 4 Introduce Conditionals- could, should, would The grammatical difference between plural and possessive –s	mark a plural	Clause Subordinate clause Relative clause Relative pronoun Yr 4 Consolidate Clause Subordinate clause Relative clause Relative pronoun Coordinating conjunction Subordinating conjunction



	[Type text]		
Information text on	Yr 4 Introduce		Singular/ plural
Roman			Suffix/ Prefix
life	Appropriate choice of		
Orion and the Dark-Emma	pronoun or noun within a		
Yarlett (FOCUS) retell part	sentence to avoid ambiguity		Yr 4 Introduce
of story with added detail	and repetition		<u> </u>
and	ана теренногт		
dialogue Instructions –			Pronoun
didiogue instructions –			Possessive pronoun
How to make a			Apostrophe – plural
shadow puppet			possession
The Sound Collector –			Possosion
Roger McGough			
Poem based on The			
Sound			
Collector Recou			
nt of any event, visit,			
experience			
Non-chronological report			
on light sources – Science			
lessons			
Oscar and the Moth-			
Geoff Waring			



Type text]

Yr 5/6 Autumn	Why is Richmond special?	Text Structure	Sentence Construction	Word Structure/Langua ge including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*
Focus	Geography/History	Consolidate previous year list	Consolidate previous year list	Consolidate previous year list	Consolidate previous year list	Consolidate previous year list
Writing reasons/ genres	Diary entry - writing in role Legends - 1) retell the Drummer Boy legend 2) Create own legend based on a local legend Persuasive writing - brochures for Richmond North Yorks and Richmonds in N America Non- chronological report - Information leaflets Recount-event, experience Eye witness report	Yr 5 Introduce: Secure independent use of planning tools Story mountain /grids/flow diagrams Plan opening using: Description /action Paragraphs: Connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. Use 5-part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction -should include action / description -character or setting Build-up -develop suspense techniques Problem / Dilemma -may be more than one problem to be resolved Resolution -clear links	Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. Secure use of simple / embellished simple sentences Secure use of compound sentences Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions	Yr 5 Introduce: Metaphor Personification Converting nouns or adjectives into verbs using suffixes (e.g. – ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–) Yr 6 Introduce	Yr 5 Introduce: Rhetorical question Use of commas to clarify meaning or avoid ambiguity Yr 6 Introduce How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus recover)	Yr 5 Consolidate: Letter/ Word Sentence Statement question Exclamation Command Full stops/ Capitals Question mark Exclamation mark Apostrophe contractions/ possession Commas for sentence of 3 – description, action Singular/ plural Suffix/ Prefix Word family



Doing all the good we	e can		[Type text]		
	Explanation-life	with dilemma Ending –character could reflect	Expanded –ed clauses as	The difference	Consonant/Vowel
	cycle	on events, any changes or lessons, look forward	starters e.g.	between	Adjective / noun / noun
	Descriptive writing	to the future ask a question.	Encouraged by the bright	vocabulary	phrase
	Playscripts	Non-Fiction	weather, Jane set out for a long	typical of	Verb / Adverb
Suggested	Caddo And	Introduce:	walk.	informal speech	Tense (past, present,
Texts	Comanche-Sandy	Independent planning across all genres and	Terrified by the dragon, George	and vocabulary	future)
	Phan (non-fiction)	application.Secure use of range of layouts	fell to his knees.	appropriate for	Conjunction /
	Journey to the river	suitable to text.	Elaboration of starters using	formal speech	Connective
	sea-Eva Ibbotson		adverbial phrases e.g. Beyond	and writing (e.g.	Determiner / generaliser
	The Nowhere	Structure:	the dark gloom of the cave, Zach	said versus	Pronoun – relative/
	Emporium (FOCUS)-	Introduction / Middle / Ending	saw the wizard move. Throughout	reported,	possessive
	Invent/describe	Infloadendity Middle / Ending	the night, the wind howled like	alleged, or	Clause
	wonder room, Life	Secure use of paragraphs: Use a	an injured creature.	claimed in	Subordinate/ relative
	Cycle Explanation,	variety of ways to open texts and draw reader		formal	clause
	Eye witness report,	in and make the purpose clear	Drop in -'ed' clause e.g.	speech or	Adverbial
	Recount, Description	in and make the perpose clear	Poor Tim, exhausted by so much	writing)	Fronted adverbial
	of Emporium	Link ideas within and across paragraphs using a	effort, ran home.		Yr 5 Introduce:
	The Hungry	full range of connectives and signposts Use	The lesser known Bristol dragon,		Relative clause/ pronoun
	Caterpillar		recognised by purple spots, is		Determiner
	Big Cat, Little Cat	rhetorical questions to draw reader in	rarely seen.		Cohesion
			Use of rhetorical questions		Ambiguity
		Express own opinions clearly	Stage directions in speech		Metaphor
			(speech + verb + action) e.g.		Personification
		Consistently maintain viewpoint	"Stop!" he shouted, picking up		Rhetorical question
			the stick and running after the		Yr 6 Consolidate:
		Summary clear at the end to appeal directly to	thief.		Letter/ Word
		the reader			Sentence
					Statement question
		Yr 6 Introduce	Yr 6 Consolidation		exclamation
			Secure use of simple /		Command
		Secure independent planning across story types	embellished simple sentences		Full stops/ Capitals
		using 5-part story structure.	·		Question mark
		Include suspense, cliff hangers,	Secure use of compound		Exclamation mark
		flashbacks/forwards,	sentences		
		time slips			Apostrophe contractions/ possession
		Start story at any point of the 5-part structure	Secure use of complex		
		Maintain plot consistently working from plan	sentences: (Subordination)		Commas for sentence of
			Main and subordinate		3 – description, action,
		Paragraphs -Secure use of linking ideas within	clauses with full range of		views/opinions, facts
		and across	conjunctions		Singular/ plural
		paragraphs	Developed use of rhetorical		Suffix/ Prefix



	[Type text]	
Secure development of characterisation Non-fiction: Secure planning across nonfiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader—comments, questions, observations, rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, subheadings, columns, or tables, to structure text	[Type text] questions for persuasion Expanded noun phrases to convey complicated information concisely (e.g. the boy that cumped over the fence is over there, or the fact that it was aining meant the end of sports day)	Word family Consonant/Vowel Adjective / noun / nou phrase Verb / Adverb Tense (past, present, future) Conjunction / Connective Determiner/ generalise Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question Cohesion Ambiguity Metaphor Personification Yr 6 Introduction Hyphen



			[Type text]			
Yr 5/6 Spring A	What's it made of and why?	Text Structure	Sentence Construction	Word Structure/Langua ge including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*
Focus	Science	Consolidate previous term list	Consolidate previous term list	Consolidate previous term list	Consolidate previous term list	Consolidate previous term list
Writing	Narratives and	Yr 5 Introduce	Yr 5 Introduction			
reasons/	stories - based on	Plan opening using:	Sentence reshaping techniques	Yr 5 Introduce	Yr 5 Introduction	Yr 5 Consolidate
genres	The Jamie Drake	dialogue	e.g. lengthening or shortening			
	Equation-,flashback	Introduction -should include action /	sentence for meaning and /or	Onomatopoeia	Colons	'Speech marks'
	and descriptive	description -character or setting / dialogue	effect	Yr 6 Consolidate		Direct speech
	writing- linked to			How words are	Dashes	Inverted commas
	Lady of Shallot,	<u>Yr 6</u>	Moving sentence chunks (how,	related as		Bullet points
	character	devices, such as bullets, to structure text	when, where) around for different	synonyms and	Brackets/dashes/	Bossy verbs - imperative
	description-Abdul		effects e.g. The siren echoed	antonyms e.g.	commas	Preposition
	Kazam		loudly	big/ large / little	for parenthesis	Alliteration
	Non-chronological		through the lonely streets			Simile – 'as'/ 'like'
	report- Design an alien		at			Synonyms
	Instructions – how to		midnight		Yr 6 Introduce	Colons - instructions
	in space				Use of the semi- colon, colon and	Yr 5 Introduce
	Information text -		Indicating degrees of possibility		dash to indicate a	Relative clause/ pronoun
	Anglo-Saxon		using modal verbs (e.g. might,		stronger subdivision	Modal verb
	life/Earth and Space		should, will, must) or adverbs		of a sentence than	
	Persuasion - Adverts		(perhaps, surely)		a comma. Use of	Onomatopoeia
	Discussion text –				colon to introduce a	Parenthesis
	balanced argument		Yr 6 Introduce		list and semi-colons	
	Recount		Active and passive verbs to		within lists.	Bracket- dash
	Letter writing in role-		create effect and to affect			Vv./ Consolidate
	lady of Shallot		presentation of information e.g.			Yr 6 Consolidate
	Poem based on the					Alliteration
	magic box					



[Type text]

		 [Type text]		
Suggested	The Jamie Drake	Active: Tom accidently	Punctuation of bullet	Simile – 'as'/ 'like'
Texts	Equation –	dropped the glass. Passive:	points to list	Synonyms
	Christopher Edge	The glass was accidently	information.	Onomatopoeia
	Anglo saxon boy-	dropped by Tom. Active: The		Parenthesis
	Tony Bradman	class heated the water.		Bracket- dash
	The Lady of Shallot(Passive: The water was heated.		Colons - instructions
	FOCUS)-Recount,			
	Narrative-flashback,			Yr 6 Introduce:
	Persuasive			Active and passive voice
	argument, letter			Subject and object
	writing in role,			Synonym, antonym
	Information Text,			Colon/ semi-colon
	Recount, Description			
	<mark>Leon and the Place</mark>			Bullet points
	Between (FOCUS)-			Ellipsis
	Narrative from when			
	Leon enters the			
	portal. Poem base			
	on the magic box.			
	Description of Abdul			
	Kazam Recount.			
	Information Text on			
	Earth and Space.			



	[Type text]							
Yr 5/6 Summer A	How do people tell their stories?	Text Structure	Sentence Construction	Word Structure/Langua ge including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*		
Focus Writing reasons/ genres	English Stories with a historical setting, in style of writer Biographies - Isaac Newton and Galileo Diary- as Beowulf Recount Instructions Report - Newspaper report Explanation text Poetry - poems based on The Man Who Walked Between Towers	Consolidate previous term list	Consolidate previous term list Year 6 Introduce The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) as in If I were you.	Consolidate previous term list Yr 5 Introduce Empty words e.g. someone, somewhere was out to get him Developed use of technical language Yr 6 Consolidate Build in literary	Consolidate previous term list	Consolidate previous term list Y6 Introduce subjunctive		
Suggested Texts	Viking Boy-Tony Bradman Viking Tales- Jenny Hall Beowulf-Michael Morpurgo- (FOCUS) Narrative			feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors				



Doing all the good we can	 [Type text]	 	
based on style of writer, Explanation, Instructions, Recount, Diary as Beowulf The Man Who Walked Between the Towers- Mordicai Gerstein (FOCUS) and If by Rudyard Kipling Recount, Information Text-biography, Explanation and Information-Forces, Journalistic writing-eye witness report	[Type text]		



	[Type text]						
Yr 5/6	How do I care for my body	Text Structure	Sentence Construction	Word Structure/Langua	Punctuation *	Terminology*	
Autumn B	and mind?			ge including vocabulary from "Mrs Wordsmith"			
Focus	Science/ mental health	Consolidate previous year list Yr 5 Introduce:	Consolidate previous year list Yr 5 Introduction	Consolidate previous year list	Consolidate previous year list	Consolidate previous year list	
Writing reasons/ genres	Narrative – based on Wolf Brother Recount Descriptive writingmeeting witches Play script – fight scene between Torak and Hord Non-chronological report – Stone Age survival guide Debating skills – Social media – good or bad? Balanced debate-who killed Duncan? Poetry-spell poem Persuasive writing-in role as MacBeth Instructions-write a recipe for a spell	Secure independent use of planning tools Story mountain /grids/flow diagrams Plan opening using: Description /action Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph. Use change of place, time and action to link ideas across paragraphs. Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction -should include action / description -character or setting Build-up -develop suspense techniques Problem / Dilemma -may be more than one problem to be resolved Resolution -clear links with dilemma Ending -character could reflect on events, any changes or lessons, look forward to the future ask a question.	Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief. Yr 5 Consolidate Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. Secure use of simple / embellished simple sentences Secure use of compound sentences Develop complex sentences: (Subordination)	Metaphor Personification Converting nouns or adjectives into verbs using suffixes (e.g. – ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–) Yr 6 Introduce The difference between vocabulary typical of informal speech	Yr 5 Introduce: Colons Dashes Brackets/dashes/ commas for parenthesis Rhetorical question Yr 6 Introduce Use of the semicolon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a	Yr 5 Consolidate: Letter/ Word Sentence Statement question Exclamation Command Full stops/ Capitals Question mark Exclamation mark Apostrophe contractions/ possession Commas for sentence of 3 – description, action Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Tense (past, present,	
Suggested Texts	Pigheart Boy- Malorie Blackman Wolf brother- Michele Paver	Non-Fiction Introduce:	Main and subordinate clauses with full range of conjunctions	and vocabulary appropriate for formal speech and writing (e.g.	list and semi-colons within lists.	future) Conjunction / Connective Determiner/ generaliser	



First Painter – Kathryn Laskv

MacBeth (FOCUS) -

Recount, Description of 1st meeting with witches, Persuasive text in role as MacBeth, Spell poem, Balanced argument - who was responsible for Duncan's death?

Independent planning across all genres and application. Secure use of range of layouts suitable to text.

Structure:

Introduction / Middle / Ending

Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear

Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in

Express own opinions clearly

Consistently maintain viewpoint

Summary clear at the end to appeal directly to the reader

Yr 6 Introduce

Secure independent planning across story types using 5-part story structure.

Include suspense, cliff hangers, flashbacks/forwards.

time slips

Start story at any point of the 5-part structure Maintain plot consistently working from plan

Paragraphs -Secure use of linking ideas within and across paragraphs

Secure development of characterisation Non-fiction:

Secure planning across nonfiction genres and application

[Type text]

Expanded -ed clauses as starters e.a.

Encouraged by the bright weather, Jane set out for a long walk.

Terrified by the dragon, George fell to his knees.

Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.

Drop in -'ed' clause e.g.

Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.

Use of rhetorical questions

Yr 6 Consolidation

Secure use of simple / embellished simple sentences

Secure use of compound sentences

Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions

Developed use of rhetorical questions for persuasion

Expanded noun phrases to convey complicated information concisely (e.g. the boy that

Punctuation of bullet points to list information.

said versus

reported.

alleged, or

claimed in

speech or

formal

writing)

Pronoun – relative/ possessive Clause

Subordinate/ relative clause

Adverbial Fronted adverbial

Bullet points

Bossy verbs - **imperative** Alliteration

Simile - 'as'/ 'like'

Yr 5 Introduce:

Relative clause/ pronoun

Determiner

Cohesion

Ambiguity Metaphor

Personification

Rhetorical auestion **Parenthesis**

Bracket- dash

Yr 6 Consolidate:

Letter/ Word

Sentence

Statement auestion

exclamation Command

Full stops/ Capitals **Question mark**

Exclamation mark

Apostrophe

contractions/ possession Commas for sentence of

3 – description, action, views/opinions, facts



Doing all the good we can		[Type text]		
Doing all the good we can	Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, subheadings, columns, or tables, bullets to structure text	[Type text] jumped over the fence is over there, or the fact that it was raining meant the end of sports day)		Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Tense (past, present, future) Conjunction / Connective Determiner/ generaliser Pronoun - relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question Cohesion Ambiguity Metaphor Personification Parenthesis Bracket- dash Colon/ semi-colon Simile – 'as'/ 'like' Yr 6 Introduction Bullet points



Yr 5/6 Spring B	What makes a good home?	Text Structure	Sentence Construction	Word Structure/Langua ge including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*
Focus	History/ Geography	Consolidate previous term list Yr 5 Introduce	Consolidate previous term list Yr 5 Introduction	Consolidate previous term list	Consolidate previous term list	Consolidate previous term list
Writing reasons/ genres	Narrative Autobiographical story of Madeline Explanation – evolution (One Smart Fish) Recount , diary entry—life as an evacuee Persuasion – adverts, Persuade the South African government to stop apartheid Information Sheet on Inheritance and evolution, Nelson Mandela Letter from Naledi to Grace Recount of any trip, experience or visitor	Plan opening using: dialogue Introduction —should include action / description -character or setting / dialogue	Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streetsat midnight Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely) Yr 6 Consolidate Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidently dropped the glass. Passive: The glass was accidently dropped by Tom. Active: The	Yr 5 Introduce Onomatopoeia Yr 6 Consolidate How words are related as synonyms and antonyms e.g. big/ large / little	Use of commas to clarify meaning or avoid ambiguity Yr 6 Introduce How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus recover)	Yr 5 Consolidate 'Speech marks' Direct speech Inverted commas Preposition Synonyms Colons - instructions Yr 5 Introduce Relative clause/ pronoun Modal verb Onomatopoeia Yr 6 Consolidate Alliteration Synonyms Onomatopoeia Yr 6 Introduce: Active and passive voice Subject and object Synonym, antonym Ellipsis Hyphen
Suggested Texts	One Smart Fish – Christopher Wormell		class heated the water. Passive: The water was heated.			



Doing all the good we can	[Type text]		
Emil and the detective- Erich Kastner Madeline- Ludwig Bemelmans War horse- Michael Morpurgo War Game- Michael Foreman			
Wonder (FOCUS)- Recount, Diary Entry, Information Sheet on Inheritance and evolution, Eye witness contact, Responses to reading			
Journey to Jo'burg (FOCUS) Narrative – Letter from Naledi to Grace Recount of any trip, experience or visitor Persuasive argument – Persuade the South African government to stop apartheid Information text on Nelson Mandela			



		1	[Type text]			
Yr 5/6 Summer B	Why is our environment precious?	Text Structure	Sentence Construction	Word Structure/Langua ge including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*
Focus	Geography/ Science	Consolidate previous term list	Consolidate previous term list Year 6 Introduce	Consolidate previous term list	Consolidate previous term list	Consolidate previous term list
Writing reasons/ genres Suggested Texts	Myths and Legends (The Chocolate Tree & The Corn Grows Ripe) Narrative – (The Explorer) Instructions Discussion – balanced argument Poems – based on South America The Chocolate Tree- Linda Lowry The Corn Grows Ripe- Dorothy Rhoads The Lorax- Dr Seuss Explorer (FOCUS) Katherine Rundell- Newspaper report, Setting decription, Diary, Letter Trash-Andy Mulligan		The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) as in If I were you.	Yr 5 Introduce Empty words e.g. someone, somewhere was out to get him Developed use of technical language Yr 6 Consolidate Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors		Y6 Introduce subjunctive
	(FOCUS)-Journalist writing, Narrative, new chapter,					



		[Type text]		
Recount,				
Description,				
Information				
The Great Kapok				
Tree (FOCUS)-Poetry,				
Information Text				
Passport to South				
America-				
The Dancing Turtle-				
Pleasant DeSpain				
B1 1 11 14 34 4 11	 		 	•••

Please note that for Yr 6 there is a FOCUS resource for "Spider and Fly" and this could be used within any term and provides writing opportunities to support teacher assessment.