



Doing all the good we can

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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

FS2-this is largely modelled verbally and in writing by adults				
Text Structure	Sentence Construction	Word Structure/Language- including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*
<p><b>Introduce:</b> <b>Planning Tool</b> –Story map /story mountain</p> <p><b>Whole class retelling of story</b></p> <p><b>Understanding of beginning/ middle / end</b></p> <p><b>Retell simple 5-part story:</b> <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,.....happily ever after</i></p> <p><b>Non-fiction:</b> <b>Factual writing closely linked to a story</b> <b>Simple factual sentences based around a theme</b> Names Labels Captions Lists Diagrams Message</p>	<p><b>Introduce:</b> <b>Simple sentences</b></p> <p><b>Simple Connectives:</b> <i>and who until but</i></p> <p><b>Say a sentence, write and read it back to check it makes sense.</b></p> <p><b>Compound sentences using connectives (coordinating conjunctions) and / but - 'ly' openers</b> <i>Luckily / Unfortunately,</i></p> <p><b>'Run' - Repetition for rhythm:</b> e.g. <i>He walked and he walked</i></p> <p><b>Repetition in description</b> e.g. <i>a lean cat, a mean cat</i></p>	<p><b>Introduce: Determiners</b> <i>the</i> <i>a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i></p> <p><b>Prepositions:</b> <i>up down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i></p> <p><b>Adjectives (describing words)</b> e.g. <i>old, little, big, small, quiet</i></p> <p><b>Adverbs (describing)</b> e.g <i>slowly, quietly</i></p> <p><b>Similes</b> – using 'like' "as"</p>	<p><b>Introduce:</b> Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p><b>Introduce:</b> Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p>



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



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		<p>Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams <b>Ending</b> Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts</p>	<p><b>Compound sentences</b> using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings <b>and</b> slid down the slide.</i> <i>Spiders can be small <b>or</b> they can be large.</i> <i>Charlie hid <b>but</b> Sally found him.</i> <i>It was raining <b>so</b> they put on their coats.</i></p> <p><b>Consolidate Yr 2</b> <b>Types of sentences:</b> Statements Questions Exclamations Commands</p> <p><b>-'ly' starters</b> e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using: adjectives</b> e.g. <i>The boys peeped inside the dark cave.</i></p> <p><b>Yr 2 Secure use of compound sentences (Coordination)</b> using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p><b>Yr 2 Introduce Expanded noun phrases</b> e.g. <i>lots of people, plenty of food</i></p>		<p>e.g. <i>Fortunately,....Slowly,....</i></p>	<p><b>Consolidate Yr 2:</b></p> <p><b>Punctuation</b> <b>Finger spaces</b> <b>Letter</b> <b>Word</b> <b>Sentence</b> <b>Full stops</b> <b>Capital letter</b> <b>Question mark</b> <b>Exclamation mark</b> Speech bubble Adjective Verbs Connective</p> <p><b>Introduce Yr 2</b> <b>Statement question exclamation Tense (past, present, future) ie not in bold</b></p> <p><b>Adjective / noun</b></p> <p><b>Noun phrases</b> Simile – as"</p>
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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	Science	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>
Writing reasons/ genres	<b>Re-telling a story</b> -changing elements of the story <b>Information leaflet</b> <b>Letter writing</b> <b>Recount</b> <b>Instructions</b>	<b>Yr 1 introduce</b> Bullet points for instructions  Labelled diagrams <b>Yr 2 introduce</b> <b>Understanding 5 parts to a story with more complex vocabulary</b>	<b>Yr 2 Introduce</b>  <b>Use long and short sentences:</b> Long sentences to add description or information. Use short sentences for emphasis.	<b>Yr 1 introduce</b> <b>Precise, clear language to give information e.g.</b> <i>First, switch on the red button. Next, wait for the green light to flash...</i>  <b>Yr 2 Introduce</b> <b>Adverbs for description</b> e.g. <i>Snow fell gently and covered the cottage in the wood.</i>  <b>Adverbs for information</b> e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.	<b>Yr 1 Introduce</b> Bullet points  <b>Yr 2 Introduce:</b> <b>Commas</b> to separate items in a list  <b>Apostrophes to mark contracted forms in spelling</b> e.g. don't, can't  <b>Yr 2 Consolidate</b> Bullet points	<b>Yr 1 Introduce</b> Bullet points  <b>Yr 2 Consolidate</b> Bullet points  <b>Yr 2 Introduce:</b> <b>Apostrophe (contractions)</b> <b>Commas</b> for description  <b>Verb / adverb</b>  <b>Command</b> (Bossy verbs)
Suggested Texts	<b>Dogger-Shirley Hughes- FOCUS</b> Retell a part of the story Information on toys Recount event/trip/ experience <b>Traction Man-Mini Grey-FOCUS</b> 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	<b>Opening</b> e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i> <b>Build-up</b> e.g. <i>Later that day</i> <b>Problem / Dilemma</b> e.g. <i>To his amazement</i> <b>Resolution</b> e.g. <i>As soon as</i> <b>Ending</b> e.g. <i>Luckily, Fortunately,</i>  Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i> )	<b>List of 3 for description</b> e.g. <i>He wore old shoes, a dark cloak and a red hat.</i>  <i>African elephants have long trunks, curly tusks and large ears.</i>  <b>Embellished simple sentences using: adjectives adverbs</b> e.g. <i>Tom ran quickly down the hill.</i>			



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



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



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	<p>The Skin I'm in- Sharon Flake</p> <p>Henry's Freedom Box- Ellen Levine</p> <p><b>Man on the Moon - Simon Bartram(FOCUS)-</b> fact sheet on an astronaut, writing a postcard as a tourist, recount events in story, narrative based on aliens, instruction-fly to the moon</p>	<p>Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams <b>Ending</b> Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts</p>	<p><i>Spiders can be small <b>or</b> they can be large.</i> <i>Charlie hid <b>but</b> Sally found him.</i> <i>It was raining <b>so</b> they put on their coats.</i></p> <p><b>Consolidate Yr 2</b> <b>Types of sentences:</b> Statements Questions Exclamations Commands</p> <p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using: adjectives</b> e.g. <i>The boys peeped inside the dark cave.</i></p> <p><b>Yr 2 Secure use of compound sentences (Coordination)</b> using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p><b>Yr 2 Introduce Expanded noun phrases</b> e.g. <i>lots of people, plenty of food</i></p>	<p><b>Adverbs for information</b> e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p>		<p><b>Word</b> <b>Sentence</b> <b>Full stops</b> <b>Capital letter</b> <b>Question mark</b> <b>Exclamation mark</b></p> <p><b>Introduce Yr 2</b> <b>Statement</b> <b>question</b> <b>exclamation</b> <b>Tense (past, present, future) ie not in bold</b></p> <p><b>Adjective / noun</b></p> <p><b>Noun phrases</b></p> <p>Colon for instructions Imperative ???</p> <p><b>Yr 2 Consolidate</b> Bullet Points</p> <p><b>Command</b> (Bossy verbs) Adjective Verbs Connective</p>
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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	Consolidate previous term list	Consolidate previous term list	Consolidate previous term list	Consolidate previous term list
Writing reasons/ genres	<p><b>Letter/postcard writing</b> Meerkat <b>fact sheet-non-chronological report</b> <b>Lists and list poems, poetry</b> eg what to take on a journey <b>Journey Stories</b> <b>Writing from another's viewpoint/role</b> <b>Recount events/story</b></p> <p><b>Character description</b></p>	<p><b>Yr 2 introduce</b> <b>Understanding 5 parts to a story with more complex vocabulary</b></p> <p><b>Opening</b> e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i> <b>Build-up</b> e.g. <i>Later that day</i> <b>Problem / Dilemma</b> e.g. <i>To his amazement</i> <b>Resolution</b> e.g. <i>As soon as</i> <b>Ending</b> e.g. <i>Luckily, Fortunately,</i></p>	<p><b>Yr 1 Introduce</b></p> <p><b>-'ly' openers</b> <i>Fortunately,...Unfortunately, Sadly,...</i></p> <p><b>Yr 2 Consolidate</b></p> <p><b>-'ly' starters</b> e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p><b>Yr 2 Introduce</b></p>	<p><b>Yr 1 Introduce</b> <b>Alliteration</b> e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p><b>Yr 2 Introduce</b> <b>Adverbs for description</b> e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p><b>Yr 2 Consolidate</b> <b>Alliteration</b> e.g. <i>wicked witch</i> <i>slimy slugs</i></p>	<p><b>Yr 1 Introduce</b> Capital Letters: <b>Capital letter for names</b></p> <p><b>Capital letter for the personal pronoun I</b></p> <p><b>Yr 2 Apostrophes to mark possession</b> e.g. <i>the meerkat's name</i></p> <p><b>Yr 2 Commas</b> to separate items in a list</p> <p><b>Yr2 Speech bubbles /speech marks for direct speech</b></p>	<p><b>Yr 1 Introduce</b> Speech bubbles Alliteration <b>similes-.....like....</b></p> <p><b>Yr 2 Consolidate</b> Speech bubbles Alliteration <b>Commas</b> for description</p> <p><b>Verb / adverb</b></p> <p><b>Yr 2 Introduce:</b> Synonyms</p> <p><b>similes-.....as.....</b></p>
Suggested Texts	<p><b>Meerkat Mail-Emily Gravette (FOCUS)</b> <b>Lost and Found-Oliver Jeffers (FOCUS)</b> Major Glad, Major Dizzy-Jan Oke <b>Daisy Saves the Day- Shirley Hughes (FOCUS)and Leather Shoe Charlie - Gyeong-hwa Kim (FOCUS)</b></p> <p><b>Vlad and Great Fire of London (FOCUS)</b> <b>recount events, character description-Boxton</b></p>	<p>Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p><b>Use long and short sentences:</b> Long sentences to add description or information. Use short sentences for emphasis.</p> <p><b>List of 3 for description</b> e.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></p> <p><b>Embellished simple sentences using: adjectives adverbs</b> e.g. <i>Tom ran quickly down the hill.</i></p>	<p><b>Yr 1 Introduce</b> <b>Similes using as....as...</b> e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p><b>Yr 2 Introduce</b> <b>Similes using...like...</b> e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p>		



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



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**The Bog Baby-** Jeanne Willis (FOCUS)  
**Lila and the Secret of Rain-**David Conway

**Additional subordinating conjunctions:**  
*what/while/when/where/ because/ then/so that/ if/to/until*  
e.g. **While** the animals were munching breakfast, two visitors arrived **During** the Autumn, **when** the weather is cold, the leaves fall off the trees.

Formation of **nouns** using **suffixes** such as -ness, -er

Formation of **adjectives**

using **suffixes** such as -ful, -less

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



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	<p>Information text: mountain. Diary, Poem <b>The Wind in the Willows</b> <b>(FOCUS)</b> Retell, Recount of any trip, experience or visitor. Explanation text – What is the water cycle? Inform ation text on a river</p>	<p>Topic sentences to introduce paragraphs <b>Develop Ending</b> Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p> <p><b>Yr 4 Introduce</b> <b>Secure use of planning tools:</b> e.g. story map /story mountain /story grids /'Boxing-up' grids</p> <p><b>Plan opening using:</b> Description /action</p> <p><b>Paragraphs:</b> organise each part of story, indicate a change in place or jump in time</p> <p><b>Non-Fiction</b> <b>Secure use of planning tools:</b> Text map/ washing line/ 'Boxing -up' grid</p> <p><b>Paragraphs</b> 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.</p> <p><b>Introduction</b> <b>Middle section(s)</b> <b>Ending</b> Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p>	<p><b>Standard English for verb inflections instead of local spoken forms</b></p> <p><b>Long and short sentences:</b> <b>Long sentences</b> to enhance description or information <b>Short sentences</b> to move events on quickly e.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p><b>Start with a simile</b> e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Sentence of 3 for action</b> e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p><b>Repetition to persuade</b> e.g. <i>Find us to find the fun</i></p> <p><b>Dialogue - verb + adverb -</b> <i>"Hello," she whispered, shyly.</i></p>			<p><b>Imperative</b> Colon for instructions</p> <p><b>Yr 4 Consolidate</b> Finger spaces <b>Letter</b> <b>Word</b> <b>Sentence</b> <b>Statement, question, exclamation, command</b> <b>Full stops</b> <b>Capital letter</b> <b>Question mark</b> <b>Exclamation mark</b> Speech bubble <b>'Speech marks'</b> <b>Direct speech</b> <b>Inverted commas</b> <b>Commas for sentence of 3</b> – <b>description, action</b> Colon - instructions <b>Word family</b> <b>Adjective / noun / noun phrase Verb / Adverb</b> Bossy verbs - imperative Alliteration Simile – 'as' / 'like' Synonyms</p>
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Yr 3/4 Spring A	What's it made of and why?	Text Structure	Sentence Construction	Word Structure/Language  including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*
Focus	Science	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>
Writing reasons/ genres	<p><b>Narrative</b>- retell the story in a different setting.</p> <p><b>Non-chronological report/information Text</b></p> <p><b>Explanation texts</b></p> <p><b>Advertising poster</b> with persuasive language- underground world</p> <p><b>Poem</b> based on a model- (Underground) <b>List poem</b></p> <p><b>Instructions</b></p>	<p><b>Yr 3 Introduce</b></p> <p><b>Extended vocabulary</b> to introduce 5 story parts:</p> <p><b>Introduction</b> –should include detailed description of setting or characters</p> <p><b>Build-up</b> –build in some suspense towards the problem or dilemma</p> <p><b>Problem / Dilemma</b> –include detail of actions / dialogue</p> <p><b>Resolution</b> - should link with the problem <b>Ending</b> – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p><b>Use of the perfect form of verbs to mark relationships of time and cause</b> e.g. <i>I have written it down so I can check what it said.</i> <b>Use of present perfect instead of simple past.</b> <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind.</i></p> <p><b>Non-Fiction</b></p> <p>Lists of steps to be taken</p> <p>Bullet points for facts</p> <p>Flow diagram</p>	<p><b>Yr 3 Introduce</b></p> <p><b>Embellished simple sentences:</b></p> <p><b>Adverb starters to add detail</b> e.g. <i>Carefully, she crawled along the floor of the cave....</i></p> <p>Amazingly, small insects can....</p> <p><b>Adverbial phrases</b> used as a 'where', 'when' or 'how' starter (<b>fronted adverbials</b>) <b>A few days ago,</b> we discovered a hidden box.</p> <p><b>At the back of the eye,</b> is the retina.</p> <p><b>In a strange way,</b> he looked at me.</p> <p><b>Prepositional phrases to place the action:</b> <i>on the mat; behind the tree, in the air</i></p> <p><b>Compound sentences (Coordination)</b> using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p><b>Develop complex sentences (Subordination)</b> with range of subordinating conjunctions</p>	<p><b>Yr 3 Introduce</b></p> <p><b>Use of determiners a or an according to whether next word begins with a vowel</b> e.g. <b>a rock, an open box</b></p> <p><b>Prepositions</b> <i>Next to by the side of In front of during, through throughout</i></p> <p><b>More specific/technical vocabulary to add detail</b> e.g. <i>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.</i></p> <p><b>Yr 4 Introduce</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions</b> <i>at underneath since towards beneath beyond</i></p>	<p><b>Yr 3 Introduce</b></p> <p>Use of commas after <b>fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p><b>Colon</b> before a list e.g. <i>What you need:</i></p> <p><b>Yr 4 Introduce</b></p> <p><b>Commas</b> to mark clauses and to mark off fronted adverbials</p>	<p><b>Yr 3 Consolidate</b></p> <p><b>Apostrophe (contractions only)</b></p> <p><b>Tense (past, present, future)</b></p> <p>Connective</p> <p>Bullet points</p> <p><b>Yr 3 Introduce:</b></p> <p><b>Conjunction</b></p> <p><b>Preposition</b></p> <p><b>Consonant/Vowel Determiner</b></p> <p><b>Yr 4 Consolidate</b></p> <p><b>Apostrophe (contractions only)</b></p> <p><b>Consonant/Vowel</b></p> <p>Connective</p> <p><b>Conjunction</b></p> <p><b>Preposition</b></p> <p><b>Determiner/ generaliser</b></p> <p>Bullet points</p> <p><b>Yr 4 Introduce</b></p> <p><b>Adverbial</b></p> <p><b>Fronted adverbial</b></p>
Suggested Texts	<p>The Pebble in my Pocket- Meridith Hooper</p> <p>Running Wild-Michael Morpurgo</p> <p>When the Earth Shakes- Simon Winchester</p> <p>The Street Beneath My Feet- Charlotte Guillain and Yuval Zommer</p> <p><b>Firemaker's Daughter (FOCUS)</b>- from Lila's point of view.</p> <p>Instructions – How to make a firework</p> <p>- her journey up the mountain and meeting fire god. Inform</p> <p>ation text –</p>					



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	<p>Rocks/soils ation text on volcanoes Poetr y – List poems on fireworks Retell one significant event <b>The Flower (FOCUS)</b></p>	<p>Inform</p> <p><b>Yr 4 Introduce</b></p> <p>Build in suspense writing to introduce the dilemma</p> <p><b>Developed 5 parts to story</b></p> <p><b>Introduction</b></p> <p><b>Build-up</b> <b>Problem / Dilemma</b> <b>Resolution Ending</b></p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p><b>Non-fiction</b></p> <p>Use of bullet points, diagrams</p>	<p><b>-‘ing’ clauses as starters</b> e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p><b>Yr 4-Consolidate</b> <b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b> <b>(Coordination)</b> using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> (coordinating conjunctions) <b>-‘ed’ clauses as starters</b> e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p><b>Expanded -‘ing’ clauses as starters</b> e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p><b>Drop in -‘ing’ clause</b> e.g. <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</i></p> <p><b>Develop complex sentences (Subordination) Main and subordinate clauses</b> with range of subordinating conjunctions</p>			
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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 list
Writing reasons/ genres	Greek myths –retell <b>myths</b> invented character, <b>recount</b> -trip/event/ experience <b>information paragraphs</b> comparing Greece now/ then <b>Play script</b> - based on Greek myth <b>Narrative</b> - Continue the story, write in style of author Pied Piper- <b>job advert</b> , <b>persuasive writing</b> , <b>Dilemma story</b> - how to rid town of rats/something similar <b>Information text</b> on town/city <b>Diary</b>	<u>Yr 4 Introduce</u>  <b>Appropriate choice of pronoun or noun across sentences to aid cohesion</b>	<u>Yr 3 Introduce</u>  <b>Topic sentences to introduce non-fiction paragraphs</b> e.g. <i>Dragons are found across the world.</i>  <b>Drop in a relative clause using:</b> <b>who/whom/ which/whos e/ that</b> e.g. <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i> <i>The girl whom I remember, had long black hair.</i>	<u>Yr 3 Introduce</u>  <b>Nouns formed from prefixes</b> e.g. <i>auto...</i> <i>super...anti...</i>  <b>Word Families based on common words</b> e.g. <i>teacher –teach, beauty – beautiful</i>  <u>Yr 4 Introduce</u> <b>Conditionals-</b> <i>could, should, would</i>  <b>The grammatical difference between plural and possessive –s</b>	<u>Yr 4 Introduce</u>  <b>Apostrophes</b> to mark singular and <b>plural possession</b> (e.g. <i>the girl's name, the boys' boots</i> ) as opposed to s to mark a plural	<u>Yr 3 Consolidate</u>  <b>Singular/ plural Suffix</b>  <u>Yr 3 Introduce</u>  <b>Prefix Clause</b> <b>Subordinate clause</b> <u>Relative clause</u> <u>Relative pronoun</u>  <u>Yr 4 Consolidate</u> <b>Clause</b> <b>Subordinate clause</b> Relative clause Coordinating conjunction Subordinating conjunction  <u>Yr 4 Introduce</u>  <b>Pronoun</b>
Suggested Texts	<b>Greek Myths</b> - M. Williams (FOCUS) <b>Who Let the Gods Out</b> (FOCUS)- Mary Evans - Write a narrative in the style of the author. Character description. Diary. Recount					





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



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	<p>Skulls- Blair Thornburgh &amp; Scott Campbell</p> <p>Wes Magee –Boneyard rap-<b>Performance Poetry, poetry</b></p> <p><b>The Promise (FOCUS)-</b> List poem: Recount of any trip, experience or visitor          Persuasive text – flyer to promote the planting of trees          Information text on living things          Re-write descriptive opening of story after the planting</p>	<p>Who....? What....? Where....? Why....? When....? How....?</p> <p><b>Middle Section(s)</b>          Group related ideas /facts into paragraphs          Sub headings to introduce sections / paragraphs          Topic sentences to introduce paragraphs</p> <p><b>Develop Ending</b>          Personal response          Extra information / reminders e.g. Information boxes/ Five Amazing Facts          Wow comment</p> <p><b>Yr 4 Introduce</b>  <b>Secure use of planning tools:</b>          e.g. story map /story mountain /story grids /'Boxing-up' grids</p> <p><b>Plan opening using:</b>          Description /action</p> <p><b>Paragraphs:</b> organise each part of story, indicate a change in place or jump in time</p> <p><b>Non-Fiction</b>  <b>Secure use of planning tools:</b>          Text map/ washing line/ 'Boxing-up' grid</p> <p><b>Paragraphs</b> 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.</p> <p><b>Introduction</b></p>	<p><i>swim on the surface of the water.</i></p> <p><b>Pattern of 3 for persuasion</b>          e.g. <i>Visit, Swim, Enjoy!</i></p> <p><b>Dialogue –powerful speech verb</b>          e.g. <i>"Hello," she whispered.</i></p> <p><b>Yr 4 Introduce</b>  <b>Standard English for verb inflections instead of local spoken forms</b></p> <p><b>Long and short sentences:</b>  <b>Long sentences</b> to enhance description or information  <b>Short sentences</b> to move events on quickly          e.g. <i>It was midnight.</i>  <i>It's great fun.</i></p> <p><b>Start with a simile</b>          e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i>  <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Sentence of 3 for action</b> e.g.  <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i>  <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p><b>Repetition to persuade</b> e.g.</p>	<p>instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p><i>late," gasped Cinderella!</i></p>	<p>Simile – 'as' / 'like'</p> <p><b>Yr 3 Introduce</b>  <b>Word family</b>  <b>Adverb</b>  <b>Direct speech</b>  <b>Inverted commas</b>          Synonyms  <b>Imperative</b>          Colon for instructions</p> <p><b>Yr 4 Consolidate</b>          Finger spaces  <b>Letter</b>  <b>Word</b>  <b>Sentence</b>  <b>Statement, question, exclamation, command</b>  <b>Full stops</b>  <b>Capital letter</b>  <b>Question mark</b>  <b>Exclamation mark</b>          Speech bubble  <b>'Speech marks'</b>  <b>Direct speech</b>  <b>Inverted commas</b>  <b>Commas for sentence of 3 – description, action</b>          Colon - instructions  <b>Word family</b>  <b>Adjective / noun / noun phrase Verb / Adverb</b>          Bossy verbs - imperative          Alliteration          Simile – 'as' / 'like'          Synonyms</p>
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		<p><b>Middle section(s)</b> Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p><b>Ending</b> <i>Find us to find the fun</i></p> <p><b>Dialogue</b> - verb + adverb - <i>"Hello," she whispered, shyly.</i></p>				
Yr 3/4 Spring B	What makes a good home?	<b>Text Structure</b>	<b>Sentence Construction</b>	Word Structure/Language  including vocabulary from "Mrs Wordsmith"	Punctuation *  Terminology*	
Focus	History/ Geography	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	
Writing reasons/ genres	<p><b>Stories</b> with a historical setting, setting description. Narrative including dialogue</p> <p><b>Explanation Text</b></p> <p><b>Information Text</b></p> <p><b>Recount – newspaper report Instructions.</b></p> <p><b>Diary/letter</b></p>	<p><b>Yr 3 Introduce</b></p> <p><b>Extended vocabulary</b> to introduce 5 story parts: <b>Introduction</b> –should include detailed description of setting or characters <b>Build-up</b> –build in some suspense towards the problem or dilemma <b>Problem / Dilemma</b> –include detail of actions / dialogue <b>Resolution</b> - should link with the problem <b>Ending</b> – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p><b>Use of the perfect form of verbs to mark relationships of time and cause</b> e.g. <i>I have written it down so I can check what it said.</i> <b>Use of present perfect instead of simple past.</b> <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind.</i></p>	<p><b>Yr 3 Introduce</b></p> <p><b>Embellished simple sentences:</b> <b>Adverb starters to add detail</b> e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can.... <b>Adverbial phrases</b> used as a 'where', 'when' or 'how' starter (<b>fronted adverbials</b>) <b>A few days ago,</b> we discovered a hidden box. <b>At the back of the eye,</b> is the retina. <b>In a strange way,</b> he looked at me. <b>Prepositional phrases to place the action:</b> <i>on the mat; behind the tree, in the air</i></p> <p><b>Compound sentences (Coordination)</b> using connectives:</p>	<p><b>Yr 3 Introduce</b> <b>Use of determiners a or an according to whether next word begins with a vowel</b> e.g. <b>a rock, an open box</b></p> <p><b>Prepositions</b> <i>Next to by the side of In front of during, through throughout</i></p> <p><b>More specific/technical vocabulary to add detail</b> e.g. <i>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.</i></p> <p><b>Yr 4 Introduce</b></p>	<p><b>Yr 3 Introduce</b> Use of commas after <b>fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p><b>Colon</b> before a list e.g. <i>What you need:</i></p> <p><b>Yr 4 Introduce</b> <b>Commas</b> to mark clauses and to mark off fronted adverbials</p>	<p><b>Yr 3 Consolidate</b></p> <p><b>Apostrophe (contractions only)</b></p> <p><b>Tense (past, present, future)</b></p> <p>Connective</p> <p>Bullet points</p> <p><b>Yr 3 Introduce:</b></p> <p><b>Conjunction</b></p> <p><b>Preposition</b></p> <p><b>Consonant/Vowel Determiner</b></p> <p><b>Yr 4 Consolidate</b></p> <p><b>Apostrophe (contractions only)</b></p> <p><b>Consonant/Vowel</b></p> <p>Connective</p> <p><b>Conjunction</b></p> <p><b>Preposition</b></p> <p><b>Determiner/ generaliser</b></p> <p>Bullet points</p>
Suggested Texts	<p>The Night Gardener- Terry and Eric Fan</p> <p>I am the Seed that Grew the Tree- Fiona Waters</p> <p><b>The Egyptian Cinderella-</b> (FOCUS) Shirley Climo: Re-write 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</p>					



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	<p>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 Pyramid- Terry Deary The Pharaohs of Ancient Egypt (non fiction)</p> <p><b>Secrets of a Sun King</b> (FOCUS)Diary, letter, dialogue, Setting description. Recount/Newspaper- Howard Carter discovery</p> <p><b>The Flower</b> (FOCUS) Retell story with added detail and dialogue. Instructions related to science and growth.Life cycle of a plant Fact file on plant/flower</p>	<p><b>Non-Fiction</b></p> <p>Lists of steps to be taken Bullet points for facts Flow diagram</p> <p><b>Yr 4 Introduce</b></p> <p>Build in suspense writing to introduce the dilemma</p> <p><b>Developed 5 parts to story</b></p> <p><b>Introduction</b></p> <p><b>Build-up</b> <b>Problem / Dilemma</b> <b>Resolution Ending</b></p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p><b>Non-fiction</b></p> <p>Use of bullet points, diagrams</p>	<p><i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p><b>Develop complex sentences (Subordination)</b> with range of subordinating conjunctions <b>-‘ing’ clauses as starters</b> e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p><b>Yr 4-Consolidate</b> <b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences (Coordination)</b> using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> (coordinating conjunctions) <b>-‘ed’ clauses as starters</b> e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p><b>Expanded -‘ing’ clauses as starters</b> e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p><b>Drop in -‘ing’ clause</b> e.g. <i>Jane, laughing at the teacher, fell off her chair. The</i></p>	<p><b>Introduce:</b> <b>Prepositions at</b> <i>underneath</i> <i>since towards</i> <i>beneath beyond</i></p>		<p><b>Yr 4 Introduce</b> <b>Adverbial</b> <b>Fronted adverbial</b></p>
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			<p><i>tornado, sweeping across the city, destroyed the houses.</i></p> <p><b>Develop complex sentences (Subordination) Main and subordinate clauses</b> with range of subordinating conjunctions</p>			
Yr 3/4 Summer B	Why is our environment precious?	Text Structure	Sentence Construction	Word Structure/Language  including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*
Focus	Geography/ Science	Consolidate previous term list	Consolidate previous term list	Consolidate previous term list	Consolidate previous term list	Consolidate previous term list
Writing reasons/ genres	Narrative and stories based on Escape from Pompeii. Retell story including dialogue <b>Recount</b> <b>Information text</b> on the Romans/Light Sources <b>Diary</b> of a Roman soldier <b>Poems</b>	<b>Yr 4 Introduce</b>  <b>Appropriate choice of pronoun or noun across sentences to aid cohesion</b>	<b>Yr 3 Introduce</b>  <b>Topic sentences to introduce non-fiction paragraphs</b> e.g. <i>Dragons are found across the world.</i>  <b>Drop in a relative clause using:</b> <b>who/whom/ which/whos e/ that</b> e.g. <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i> <i>The girl whom I remember, had long black hair.</i>	<b>Yr 3 Introduce</b>  <b>Nouns formed from prefixes</b> e.g. <i>auto... super...anti...</i>  <b>Word Families based on common words</b> e.g. <i>teacher –teach, beauty – beautiful</i>	<b>Yr 4 Introduce</b>  <b>Apostrophes</b> to mark singular and <b>plural possession</b> (e.g. <i>the girl's name, the boys' boots</i> ) as opposed to s to mark a plural	<b>Yr 3 Consolidate</b>  <b>Singular/ plural Suffix</b>  <b>Yr 3 Introduce</b>  <b>Prefix</b> <b>Clause</b> <b>Subordinate clause</b> <u>Relative clause</u> <u>Relative pronoun</u>
Suggested Texts	<b>Roman diary. The Journey of Iliona- Richard Platt (FOCUS)</b> You Wouldn't Want to be a Roman Soldier- Davis Stewart and David Antram Usbourne Roman Soldier Handbook- Lesley Sims <b>Escape from Pompeii- (FOCUS)</b> Christina Balit Write in role as Tranio or Livia, recounting the events. Recount of any trip, experience or visitor			<b>Yr 4 Introduce</b> <b>Conditionals-</b> <i>could, should, would</i>  <b>The grammatical difference between plural and possessive –s</b>		<b>Yr 4 Consolidate</b> <b>Clause</b> <b>Subordinate clause</b> Relative clause Relative pronoun Coordinating conjunction Subordinating conjunction



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	<p>Information text on Roman life</p> <p>Orion and the Dark-Emma Yarlett (FOCUS) retell part of story with added detail and dialogue</p> <p>Instructions – How to make a shadow puppet</p> <p><b>The Sound Collector – Roger McGough</b></p> <p>Poem based on The Sound Collector</p> <p>Recount of any event, visit, experience</p> <p>Non-chronological report on light sources – Science lessons</p> <p>Oscar and the Moth- Geoff Waring</p>		<p><b>Yr 4 Introduce</b></p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition</p>			<p><b>Singular/ plural Suffix/ Prefix</b></p> <p><b>Yr 4 Introduce</b></p> <p><b>Pronoun</b></p> <p><b>Possessive pronoun</b></p> <p><b>Apostrophe – plural possession</b></p>
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Yr 5/6 Autumn A	Why is Richmond special?	Text Structure	Sentence Construction	Word Structure/Language  including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*
Focus	Geography/History	<b>Consolidate previous year list</b>	<b>Consolidate previous year list</b>	<b>Consolidate previous year list</b>	<b>Consolidate previous year list</b>	<b>Consolidate previous year list</b>
Writing reasons/ genres	<b>Diary entry</b> - writing in role <b>Legends</b> – 1) retell the Drummer Boy legend 2) Create own legend based on a local legend <b>Persuasive writing</b> – brochures for Richmond North Yorks and Richmonds in N America <b>Non- chronological report</b> - Information leaflets <b>Recount</b> -event, experience <b>Eye witness report</b>	<b>Yr 5 Introduce:</b> <b>Secure independent use of planning tools</b> Story mountain / grids/flow diagrams <b>Plan opening using:</b> Description /action <b>Paragraphs:</b> Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. <b>Use 5-part story structure</b> Writing could start at any of the 5 points. This may include flashbacks <b>Introduction</b> –should include action / description -character or setting <b>Build-up</b> –develop suspense techniques <b>Problem / Dilemma</b> –may be more than one problem to be resolved <b>Resolution</b> –clear links	<b>Yr 5 Introduce</b> <b>Relative clauses beginning with</b> <i>who, which, that, where, when, whose</i> or an omitted relative pronoun. <b>Secure use of simple / embellished simple sentences</b> <b>Secure use of compound sentences</b> <b>Develop complex sentences: (Subordination)</b> <b>Main and subordinate clauses</b> with full range of conjunctions	<b>Yr 5 Introduce:</b> <b>Metaphor</b> <b>Personification</b> Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. –ate; –ise; –ify) <b>Verb prefixes</b> (e.g. <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> ) <b>Yr 6 Introduce</b>	<b>Yr 5 Introduce:</b> <b>Rhetorical question</b> <b>Use of commas to clarify meaning or avoid ambiguity</b> <b>Yr 6 Introduce</b> How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> )	<b>Yr 5 Consolidate:</b> <b>Letter/ Word Sentence</b> <b>Statement question</b> <b>Exclamation</b> <b>Command</b> <b>Full stops/ Capitals</b> <b>Question mark</b> <b>Exclamation mark</b> <b>Apostrophe</b> <b>contractions/ possession</b> <b>Commas for sentence of 3 – description, action</b> <b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b>



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





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		<p>Secure development of characterisation</p> <p><b>Non-fiction:</b>  <b>Secure</b> planning across nonfiction genres and application          Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts          Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence), and <b>elision</b>          Layout devices, such as headings, sub-headings, columns, or tables, to structure text</p>	<p><b>questions for persuasion</b></p> <p>Expanded <b>noun phrases</b> to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p>			<p><b>Word family</b>  <b>Consonant/Vowel</b>  <b>Adjective / noun / noun phrase</b>  <b>Verb / Adverb</b>  <b>Tense (past, present, future)</b>  <b>Conjunction /</b>          Connective  <b>Determiner/</b> generaliser  <b>Pronoun – relative/ possessive</b>  <b>Clause</b>  <b>Subordinate / relative clause</b>  <b>Adverbial</b>  <b>Fronted adverbial</b>          Rhetorical question  <b>Cohesion</b>  <b>Ambiguity</b>          Metaphor          Personification  <b>Yr 6 Introduction</b>  <b>Hyphen</b></p>
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<b>Yr 5/6 Spring A</b>	<b>What's it made of and why?</b>	<b>Text Structure</b>	<b>Sentence Construction</b>	Word Structure/Language  including vocabulary from "Mrs Wordsmith"	<b>Punctuation *</b>	<b>Terminology*</b>
Focus	Science	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>
Writing reasons/ genres	<p><b>Narratives and stories</b> - based on The Jamie Drake Equation-, <b>flashback and descriptive writing</b>- linked to Lady of Shallot, <b>character description</b>-Abdul Kazam</p> <p><b>Non-chronological report</b>- Design an alien</p> <p><b>Instructions</b> – how to ... in space</p> <p><b>Information text</b> - Anglo-Saxon life/Earth and Space</p> <p><b>Persuasion</b> - Adverts</p> <p><b>Discussion text</b> – balanced argument</p> <p><b>Recount</b></p> <p><b>Letter writing in role</b>- lady of Shallot</p> <p><b>Poem</b> based on the magic box</p>	<p><b>Yr 5 Introduce</b> <b>Plan opening using:</b> dialogue <b>Introduction</b> –should include action / description -character or setting / dialogue</p> <p><b>Yr 6</b> devices, such as bullets, to structure text</p>	<p><b>Yr 5 Introduction</b> <b>Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning and /or effect</p> <p><b>Moving sentence chunks (how, when, where) around for different effects</b> e.g. <i>The siren echoed loudly</i> <i>....through the lonely streets</i> <i>....at midnight</i></p> <p><b>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</b></p> <p><b>Yr 6 Introduce</b> <b>Active and passive verbs to create effect and to affect presentation of information</b> e.g.</p>	<p><b>Yr 5 Introduce</b></p> <p><b>Onomatopoeia</b> <b>Yr 6 Consolidate</b> How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p><b>Yr 5 Introduction</b></p> <p><b>Colons</b></p> <p><b>Dashes</b></p> <p><b>Brackets/dashes/ commas for parenthesis</b></p> <p><b>Yr 6 Introduce</b> Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma. Use of colon to introduce a list and semi-colons within lists.</p>	<p><b>Yr 5 Consolidate</b></p> <p><b>'Speech marks'</b> <b>Direct speech</b> <b>Inverted commas</b> Bullet points Bossy verbs - <b>imperative</b> <b>Preposition</b> Alliteration Simile – 'as'/ 'like' Synonyms Colons - instructions <b>Yr 5 Introduce</b> <b>Relative clause/ pronoun</b> <b>Modal verb</b></p> <p>Onomatopoeia <b>Parenthesis</b></p> <p><b>Bracket- dash</b></p> <p><b>Yr 6 Consolidate</b> Alliteration</p>



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<p>Suggested Texts</p>	<p>The Jamie Drake Equation – Christopher Edge          Anglo saxon boy- Tony Bradman  <b>The Lady of Shallot (FOCUS)</b>-Recount, Narrative-flashback, Persuasive argument, letter writing in role, Information Text, Recount, Description  <b>Leon and the Place Between (FOCUS)</b>- Narrative from when Leon enters the portal. Poem base on the magic box. Description of Abdul Kazam Recount. Information Text on Earth and Space.</p>		<p><b>Active:</b> Tom accidentally dropped the glass. <b>Passive:</b> The glass was accidentally dropped by Tom. <b>Active:</b> The class heated the water. <b>Passive:</b> The water was heated.</p>		<p><b>Punctuation</b> of bullet points to list information.</p>	<p>Simile – 'as' / 'like'          Synonyms          Onomatopoeia  <b>Parenthesis</b>  <b>Bracket- dash</b>          Colons - instructions   <b>Yr 6 Introduce:</b>  <b>Active and passive voice</b>  <b>Subject and object</b>  <b>Synonym, antonym</b>  <b>Colon/ semi-colon</b>  <b>Bullet points</b>  <b>Ellipsis</b></p>
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Yr 5/6 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 list
Writing reasons/ genres	<b>Stories with a historical setting, in style of writer</b> <b>Biographies</b> - Isaac Newton and Galileo <b>Diary</b> - as Beowulf <b>Recount</b> <b>Instructions</b> <b>Report</b> – Newspaper report <b>Explanation text</b> <b>Poetry</b> – poems based on The Man Who Walked Between Towers		<u>Year 6 Introduce</u>  The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> , or the use of the <b>subjunctive</b> in some very formal writing and speech) as in <i>If I were you</i> .	<u>Yr 5 Introduce</u>  <b>Empty words</b> <b>e.g.</b> <i>someone, somewhere was out to get him</i>  Developed use of <b>technical language</b>  <u>Yr 6 Consolidate</u> Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors		<u>Y6 Introduce</u>  <b>subjunctive</b>
Suggested Texts	Viking Boy- Tony Bradman Viking Tales- Jenny Hall Beowulf-Michael Morpurgo- (FOCUS) Narrative					



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



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<p>First Painter – Kathryn Lasky</p> <p><b>MacBeth (FOCUS)</b> – Recount, Description of 1<sup>st</sup> meeting with witches, Persuasive text in role as MacBeth, Spell poem, Balanced argument – who was responsible for Duncan’s death?</p>	<p><b>Independent planning</b> across all genres and application. Secure use of range of layouts suitable to text.</p> <p><b>Structure:</b> Introduction / Middle / Ending</p> <p><b>Secure use of paragraphs:</b> Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p> <p><b>Yr 6 Introduce</b></p> <p><b>Secure independent planning across story types using 5-part story structure.</b> Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5-part structure Maintain plot consistently working from plan</p> <p><b>Paragraphs</b> -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p><b>Non-fiction:</b> <b>Secure</b> planning across nonfiction genres and application</p>	<p><b>Expanded –ed clauses as starters</b> e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p><b>Elaboration of starters using adverbial phrases</b> e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</i></p> <p><b>Drop in –‘ed’ clause</b> e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p><b>Use of rhetorical questions</b></p> <p><b>Yr 6 Consolidation</b> <b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Secure use of complex sentences: (Subordination)</b> <b>Main and subordinate clauses</b> with full range of conjunctions <b>Developed use of rhetorical questions for persuasion</b></p> <p>Expanded <b>noun phrases</b> to convey complicated information concisely (e.g. <i>the boy that</i></p>	<p><i>said versus reported, alleged, or claimed in formal speech or writing)</i></p>	<p><b>Punctuation</b> of bullet points to list information.</p>	<p><b>Pronoun – relative/ possessive Clause</b> <b>Subordinate/ relative clause</b> <b>Adverbial</b> <b>Fronted adverbial</b> Bullet points Bossy verbs - <b>imperative</b> Alliteration Simile – ‘as’/ ‘like’</p> <p><b>Yr 5 Introduce:</b> <b>Relative clause/ pronoun Determiner</b> <b>Cohesion</b> <b>Ambiguity</b> Metaphor Personification Rhetorical question <b>Parenthesis</b></p> <p><b>Bracket- dash</b></p> <p><b>Yr 6 Consolidate:</b> <b>Letter/ Word Sentence</b> <b>Statement question exclamation Command</b> <b>Full stops/ Capitals</b> <b>Question mark</b> <b>Exclamation mark</b> <b>Apostrophe</b> <b>contractions/ possession</b> <b>Commas for sentence of 3 – description, action, views/opinions, facts</b></p>
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		<p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence), and <b>elision</b> Layout devices, such as headings, sub-headings, columns, or tables, bullets to structure text</p>	<p><i>jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</i></p>			<p><b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b> <b>Adjective / noun / noun phrase</b> <b>Verb / Adverb</b> <b>Tense (past, present, future)</b> <b>Conjunction / Connective</b> <b>Determiner/ generaliser</b> <b>Pronoun – relative/ possessive</b> <b>Clause</b> <b>Subordinate / relative clause</b> <b>Adverbial</b> <b>Fronted adverbial</b> Rhetorical question <b>Cohesion</b> <b>Ambiguity</b> Metaphor Personification <b>Parenthesis</b> <b>Bracket- dash</b> <b>Colon/ semi-colon</b> Simile – 'as' / 'like'</p> <p><b><u>Yr 6 Introduction</u></b> <b>Bullet points</b></p>
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Yr 5/6 Spring B	What makes a good home?	Text Structure	Sentence Construction	Word Structure/Language  including vocabulary from "Mrs Wordsmith"	Punctuation *	Terminology*
Focus	History/ Geography	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>
Writing reasons/ genres	<p><b>Narrative Autobiographical story</b> of Madeline</p> <p><b>Explanation</b> – evolution (One Smart Fish)</p> <p><b>Recount , diary entry</b>– life as an evacuee</p> <p><b>Persuasion</b> – adverts, Persuade the South African government to stop apartheid</p> <p><b>Information Sheet</b> on Inheritance and evolution, Nelson Mandela</p> <p><b>Letter</b> from Naledi to Grace</p> <p><b>Recount</b> of any trip, experience or visitor</p>	<p><b>Yr 5 Introduce</b></p> <p><b>Plan opening using:</b> dialogue</p> <p><b>Introduction</b> –should include action / description -character or setting / dialogue</p>	<p><b>Yr 5 Introduction</b></p> <p><b>Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning and /or effect</p> <p><b>Moving sentence chunks (how, when, where) around for different effects</b> e.g. <i>The siren echoed loudly</i> <i>....through the lonely streets</i> <i>....at midnight</i></p> <p><b>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</b></p> <p><b>Yr 6 Consolidate</b></p> <p><b>Active and passive verbs to create effect and to affect presentation of information</b> e.g. <b>Active:</b> <i>Tom accidentally dropped the glass.</i> <b>Passive:</b> <i>The glass was accidentally dropped by Tom.</i> <b>Active:</b> <i>The class heated the water.</i> <b>Passive:</b> <i>The water was heated.</i></p>	<p><b>Yr 5 Introduce</b></p> <p><b>Onomatopoeia</b></p> <p><b>Yr 6 Consolidate</b> How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p><b>Use of commas to clarify meaning or avoid ambiguity</b></p> <p><b>Yr 6 Introduce</b> How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p><b>Yr 5 Consolidate</b></p> <p>'Speech marks' <b>Direct speech</b> <b>Inverted commas</b> <b>Preposition</b> Synonyms Colons - instructions</p> <p><b>Yr 5 Introduce</b> <b>Relative clause/ pronoun</b> <b>Modal verb</b></p> <p>Onomatopoeia</p> <p><b>Yr 6 Consolidate</b> Alliteration Synonyms Onomatopoeia <b>Yr 6 Introduce:</b> <b>Active and passive voice</b> <b>Subject and object</b> <b>Synonym, antonym</b> <b>Ellipsis</b> <b>Hyphen</b></p>
Suggested Texts	One Smart Fish – Christopher Wormell					



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	<p>Emil and the detective- Erich Kastner Madeline- Ludwig Bemelmans War horse- Michael Morpurgo War Game- Michael Foreman</p> <p><b>Wonder (FOCUS)-</b> Recount, Diary Entry, Information Sheet on Inheritance and evolution, Eye witness contact, Responses to reading</p> <p><b>Journey to Jo'burg (FOCUS)</b> 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</p>					
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<b>Yr 5/6</b> <b>Summer B</b>	<b>Why is our environment precious?</b>	<b>Text Structure</b>	<b>Sentence Construction</b>	Word Structure/Language  including vocabulary from "Mrs Wordsmith"	<b>Punctuation *</b>	<b>Terminology*</b>
Focus	Geography/ Science	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>	<b>Consolidate previous term list</b>
Writing reasons/ genres	<b>Myths and Legends</b> (The Chocolate Tree & The Corn Grows Ripe) <b>Narrative</b> – (The Explorer) <b>Instructions</b> <b>Discussion</b> – balanced argument <b>Poems</b> – based on South America		<b>Year 6 Introduce</b>  The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> , or the use of the <b>subjunctive</b> in some very formal writing and speech) as in <i>If I were you</i> .	<b>Yr 5 Introduce</b>  <b>Empty words</b> e.g. <i>someone, somewhere was out to get him</i>  Developed use of <b>technical language</b>		<b>Y6 Introduce</b>  <b>subjunctive</b>
Suggested Texts	The Chocolate Tree- Linda Lowry The Corn Grows Ripe- Dorothy Rhoads The Lorax- Dr Seuss <b>Explorer (FOCUS)</b> Katherine Rundell- Newspaper report, Setting description, Diary, Letter <b>Trash-Andy Mulligan (FOCUS)</b> -Journalist writing, Narrative, new chapter,			<b>Yr 6 Consolidate</b> Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors		



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	Recount, Description, Information The Great Kapok Tree (FOCUS)-Poetry, Information Text Passport to South America- The Dancing Turtle- Pleasant DeSpain					
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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.