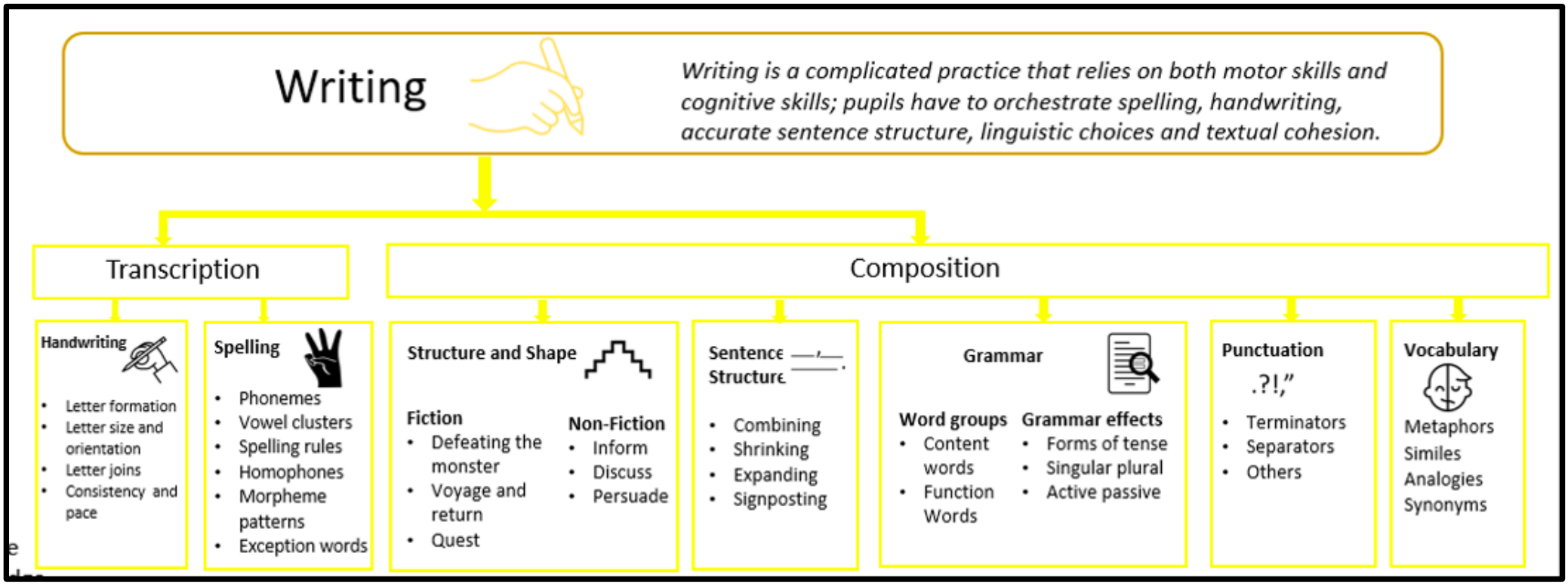
PAG Map



The darker the green,

the higher the cognitive load.

Genre	Y1	Y2	Y3	Y4	Y5	Y6
Character description	Descriptive sentences	Character and setting description	Character and setting description	Character and setting description	Character and setting description	Character and setting description
Narrative	Short series of sentences linked to a narrative	Sections of a narrative	Narrative with speech	Narrative with speech	Narrative with dialogue	Narrative with dialogue
Diary			Features of a Diary	Diary	Diary	Diary
Recount	Sentences linked to recount	Recount Organisation and features	Recount	Recount	Recount	Recount
Nonchronological report	Factual sentences linked to a nonchronological report	Nonchronological report Linked sentences about real events	Nonchronological report	Nonchronological report	Nonchronological report	Nonchronological report
Letter			Features of a letter	Letter	Letter Direct address	Letter Direct address

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular **plural noun suffixes** *–s* or *–es* [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*) How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing*: *untie the boat*]
Sentence	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*
Text	Sequencing **sentences** to form short narratives
Punctuation	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year One Remember – immerse in context!

Writing overview:

<table>
<tr><th>Title</th><th>Links to previous texts/ themes
Learning context including immersion</th><th>Writing focus</th><th>GPS/writing focus-once taught to be constantly revisited Sentence structure</th></tr>
<tr><td colspan="3">Autumn Term 1</td><td>Year One- Early Writers</td></tr>
<tr><td>Somebody swallowed Stanley

Sarah Roberts

HUGE HANDWRITING FOCUS- assess GAPS and fine motor

FOCUS ON ORAL COMPOSITION- assess vocab</td><td>Holding narrative for children. Grapheme formation AFL. Word spacing.</td><td>Yr.1 word to sentence writing
Week 1-3
Writing to entertain</td><td>The sentence
Noun phrase | verb phrase.

The sentence
Noun phrase | verb phrase | the when/where/how part.

Transition from word to sentence building!
Noun phrase
Verb phrase
the when/where/how part</td></tr>
<tr><td>Sarah Roberts

HUGE HANDWRITING FOCUS- assess GAPS and fine motor

FOCUS ON ORAL COMPOSITION- assess vocab</td><td>Simplistic and largely decodable sentence structure.</td><td>Yr.1 Affirmation writing e.g. I am…
Week 4-6
Writing to inform</td><td>The sentence
Noun phrase | verb phrase.

Capital letters
Capital letter for ‘I’
Full stops
Naming part
Verb phrase.
Play lots of Fragment or sentence?</td></tr>
</table>

<table>
<tr><th colspan="4">Autumn 2</th></tr>
<tr>
<td>The Leaf thief

Alice Hemming
</td>
<td>Expectations and behaviour</td>
<td>character description.
Week 1-3
Writing to entertain

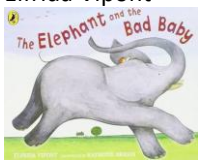
Evidence of 2-3 short sequenced sentences, (not dictated).</td>
<td>Spaces are evident between words.
Use of full stops and capital letters to begin sentences are evident mostly.
Capital letters for names.

Exposure adventurous adjectives
Singular and Plural. Plural noun e.g. dog, dogs, wish, wishes
Coordinating conjunctions- joins two simple sentences</td>
</tr>
<tr>
<td>The Leaf thief

Alice Hemming
</td>
<td></td>
<td>Sentences linked to recount

Week 4-6
Writing to inform</td>
<td>Spaces are evident between words.
Use of full stops and capital letters to begin sentences are evident mostly.
Capital letters for names and personal pronoun I.

Exposure adventurous adjectives
Singular and Plural. Plural noun e.g. dog, dogs, wish, wishes
Coordinating conjunctions- joins two simple sentences</td>
</tr>
<tr><th colspan="4">Spring Term 1</th></tr>
<tr>
<td>The elephant and the bad baby

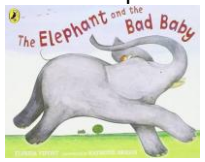
Elfrida Vipont
</td>
<td>Hook

Make elephants</td>
<td>Yr.1 Sentence writing

Weeks 1-3 character description.

Evidence of 2-3 short sequenced sentences, (not dictated).</td>
<td>
<table>
<tr><th colspan="3">The sentence</th></tr>
<tr><th>Noun phrase</th><th>verb phrase</th><th>the when/where/how part.</th></tr>
</table>
Accurate use of full stops and capital letters to begin sentences.
Conjunction 'and' is used to join two clauses.
</td>
</tr>
</table>

<table>
<tr><td></td><td></td><td></td><td colspan="5">Capital letters for names and personal pronoun I.</td></tr>
<tr><td>The elephant and the bad baby

Elfrida Vipont
</td><td></td><td>Week 4-6 sentences linked to Narrative

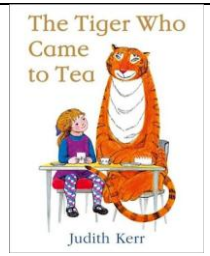
Evidence of 3-4 short sequenced sentences, (not dictated).</td><td colspan="5">
<table>
<tr><td colspan="3">The sentence</td></tr>
<tr><td>Noun phrase</td><td>verb phrase</td><td>the when/where/how part.</td></tr>
</table>
<table>
<tr><td colspan="5">The sentence</td></tr>
<tr><td>Noun phrase</td><td>the verb phrase</td><td>coordinating conjunction</td><td>noun phrase</td><td>verb phrase.</td></tr>
</table>
Accurate use of full stops and capital letters to begin sentences.
Conjunction 'and' is used to join two clauses.
Suffixes that can be added to verbs where no change is needed.in the spelling of the root word.
When or where part. Mix can they identify if it is when or where?
</td></tr>
<tr><td colspan="8">Spring term 2</td></tr>
<tr><td>The Tiger who came to tea
Judith Kerr</td><td>Hook

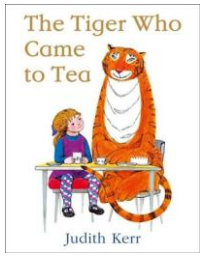
Tea party

Visitors</td><td>Character description
Description of the tiger
Description of Sophie to enforce capitalisation of names.

Week 1-3

Evidence of 3-4 short sequenced sentences, (not dictated).</td><td colspan="5">
<table>
<tr><td colspan="3">The sentence</td></tr>
<tr><td>Noun phrase</td><td>verb phrase</td><td>the when/where/how part.</td></tr>
</table>
<table>
<tr><td>The sentence</td></tr>
</table>
</td></tr>
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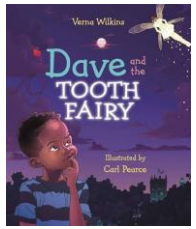
<table>
<tr>
<td>
</td>
<td></td>
<td></td>
<td>
<table>
<tr><td>Noun phrase</td><td>the verb phrase</td><td>coordinating conjunction</td><td>noun phrase</td><td>verb phrase.</td></tr>
</table>

Accurate use of full stops and capital letters to begin sentences.
How can words be combined to make sentences?
Conjunction 'and' is used to join two clauses.
Suffixes that can be added to verbs where no change is needed.in the spelling of the root word.
When or where part. Mix can they identify if it is when or where?
Capital letters for names and personal pronoun I.
</td>
</tr>
<tr>
<td>The Tiger who came to tea
Judith Kerr

</td>
<td></td>
<td>4-6 Factual sentences linked to a nonchronological report

Children are able to independently compose and write a series of sentences (4-5) to form short narratives.</td>
<td>
<table>
<tr><td colspan="3">The sentence</td></tr>
<tr><td>Noun phrase</td><td>verb phrase</td><td>the when/where/how part.</td></tr>
</table>

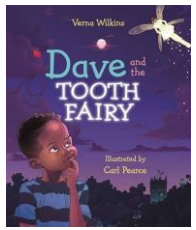
<table>
<tr><td colspan="5">The sentence</td></tr>
<tr><td>Noun phrase</td><td>the verb phrase</td><td>coordinating conjunction</td><td>noun phrase</td><td>verb phrase.</td></tr>
</table>

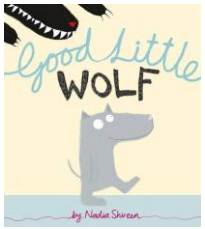
Conjunction 'and' is used to join two clauses.
Capital letters are used to start sentences for the pronoun 'I' and for proper nouns
Use ? and ! in some independent pieces of writing accurately.
Sentences contain up to 2 clauses.
Sentence run-ons are rare.
</td>
</tr>
<tr><td colspan="4">Summer Term 1</td></tr>
</table>

<table>
<tr>
<td>Dave and the tooth fairy
Verna Wilkins

</td>
<td>Beliefs

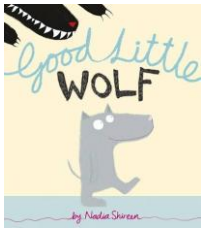
Hook
What does your tooth fairy look like?
Have you ever seen them?
What do they do?</td>
<td>Y 1- Sentences to form simple character description
Writing to entertain.

Children are able to independently compose and write a series of sentences (4-5) to form short narratives.</td>
<td>
<table>
<tr><th colspan="3">The sentence</th></tr>
<tr><th>Noun phrase</th><th>verb phrase</th><th>the when/where/how part.</th></tr>
</table>
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<tr><th colspan="5">The sentence</th></tr>
<tr><th>Noun phrase</th><th>the verb phrase</th><th>coordinating conjunction</th><th>noun phrase</th><th>verb phrase.</th></tr>
</table>
Conjunction 'and' is used to join two clauses.
Capital letters are used to start sentences for the pronoun 'I' and for proper nouns
Use ? and ! in some independent pieces of writing accurately.
Sentences contain up to 3 clauses. Sentence run-ons are rare.

Prefix- un and how it changes meaning
</td>
</tr>
<tr>
<td>Dave and the tooth fairy
Verna Wilkins

</td>
<td></td>
<td>Y 1- Sentences to form simple narrative.</td>
<td>
<table>
<tr><th colspan="3">The sentence</th></tr>
<tr><th>Noun phrase</th><th>verb phrase</th><th>the when/where/how part.</th></tr>
</table>
Conjunction 'and' is used to join two clauses.
Capital letters are used to start sentences for the pronoun 'I' and for proper nouns
Use ? and ! in some independent pieces of writing accurately.
Sentences contain up to 2 clauses. Sentence run-ons are rare.
</td>
</tr>
<tr><td colspan="4">Summer term 2</td></tr>
</table>

<table>
<tr>
<td>Good little wolf
Nadia Shireen
</td>
<td></td>
<td>Character description

Weeks 1-3

Children are able to independently compose and write a series of sentences (4-5) to form short narratives.</td>
<td>
<table>
<tr><th colspan="3">The sentence</th></tr>
<tr><th>Noun phrase</th><th>verb phrase</th><th>the when/where/how part.</th></tr>
</table>
Conjunction 'and' is used to join two clauses.
Capital letters are used to start sentences for the pronoun 'I' and for proper nouns
Use ? and ! in some independent pieces of writing accurately.
Sentences contain up to 2 clauses. Sentence run-ons are rare.
</td>
</tr>
<tr>
<td>Good little wolf
Nadia Shireen
</td>
<td></td>
<td>Y 1- Sentences to form simple recount
Writing to entertain.

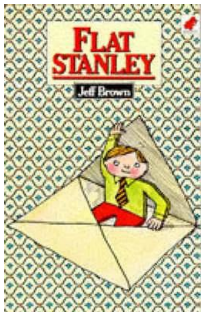
Children are able to independently compose and write a series of sentences (4-5) to form short narratives.</td>
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<table>
<tr><th colspan="3">The sentence</th></tr>
<tr><th>Noun phrase</th><th>verb phrase</th><th>the when/where/how part.</th></tr>
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Capital letters are used to start sentences for the pronoun 'I' and for proper nouns
Use ? and ! in some independent pieces of writing accurately.
Sentences contain up to 2 clauses. Sentence run-ons are rare.
</td>
</tr>
</table>

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*] Formation of **adjectives** using **suffixes** such as *–ful*, *–less* (A fuller list of **suffixes** can be found in the year 2 spelling section in English Appendix 1) Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**
Sentence	**Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*) Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command

Year 2: Detail of content to be introduced (statutory requirement)	
Text	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Year Two Immerse in context
Writing overview:

<table>
<tr><th>Title</th><th>Links to previous texts</th><th>Writing focus</th><th>GPS/writing focus-once taught to be constantly revisited
Sentence structure</th></tr>
<tr><td colspan="3">Autumn Term</td><td>Year Two- Novice writers</td></tr>
<tr><td>Flat Stanley

Jeff Brown

</td><td>Reduction of cognitive load and as story shared in previous years.</td><td>Character description
Writing to entertain.

Build word-bank for following units

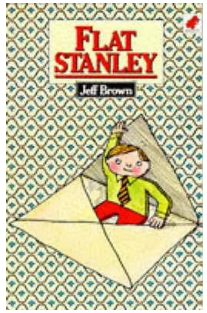
Able to write a short coherent piece of narrative
6-8 lines</td><td>Yr. 1 RECAP:
<table>
<tr><td colspan="2">The sentence</td></tr>
<tr><td>Noun phrase</td><td>verb phrase.</td></tr>
</table>

<table>
<tr><td colspan="5">The sentence</td></tr>
<tr><td>Noun phrase</td><td>the verb phrase</td><td>coordinating conjunction</td><td>noun phrase</td><td>verb phrase.</td></tr>
</table>

Revisit Noun Phrase
Revisit Verb phrase
Lots of oral retelling, coming up with their own simple narrative. Remember they must have a strong oral grasp of sentence structure if they are to be ready to write.

Accurate use of full stops to prevent sentence ‘run ons.’
Capital letters to start sentences, pronoun 'I' and proper nouns.
Use conjunction and
Use conjunction but
Maintain past tense</td></tr>
</table>

<table>
<tr>
<td>Flat Stanley

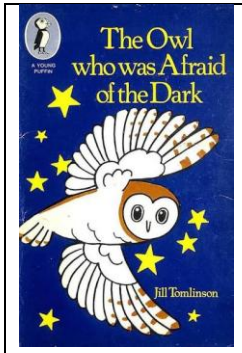
Jeff Brown

</td>
<td>Send a letter
Post it
Number the steps.</td>
<td>Yr.2
recount
Writing to entertain.

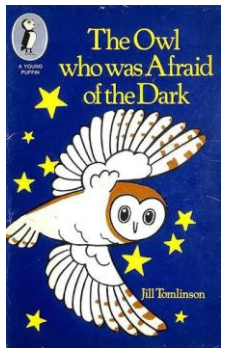
Able to write a series of linked sentences 6-8 sentences about a real event</td>
<td>
<table>
<tr><td colspan="2">The sentence</td></tr>
<tr><td>Noun phrase</td><td>verb phrase.</td></tr>
</table>
<table>
<tr><td colspan="3">The sentence</td></tr>
<tr><td>Noun phrase</td><td>verb phrase</td><td>the when/where/how part.</td></tr>
</table>
<table>
<tr><td colspan="5">The sentence</td></tr>
<tr><td>Noun phrase</td><td>the verb phrase</td><td>coordinating conjunction</td><td>noun phrase</td><td>verb phrase.</td></tr>
</table>
Revisit Verb phrase
Revisit noun phrases
NEW Adjectives
NEW- co ordinating conjunctions- or, and, but

Accurate use of full stops to prevent sentence ‘run ons.’
Capital letters to start sentences, pronoun 'I' and proper nouns.
Use conjunction and
Use conjunction but
Maintain past tense
</td>
</tr>
<tr><td colspan="4">Autumn term 2</td></tr>
<tr>
<td>The Owl that was afraid of the dark

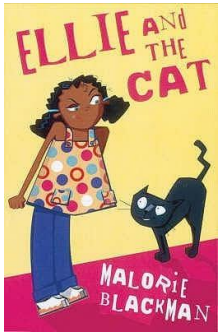
Jill Tomlinson</td>
<td>Homesickness
Family structures

Hook
Go somewhere dark, what feelings are kindled?</td>
<td>Weeks 1-3
Section of a narrative</td>
<td>
<table>
<tr><td colspan="3">The sentence</td></tr>
<tr><td>Noun phrase</td><td>verb phrase</td><td>the when/where/how part.</td></tr>
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<table>
<tr>
<td>
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<td></td>
<td>
<table>
<tr><th colspan="5">The sentence</th></tr>
<tr><td>Noun phrase</td><td>the verb phrase</td><td>coordinating conjunction</td><td>noun phrase</td><td>verb phrase.</td></tr>
</table>
Accurate use of full stops to prevent sentence ‘run ons.’
Capital letters to start sentences, pronoun 'I' and proper nouns.
Use conjunction and
Use conjunction but
Maintain past tense
Formation of nouns using ness or er
Use of suffixes er and est to make comparatives and superlatives
</td>
</tr>
<tr>
<td>The Owl that was afraid of the dark

Jill Tomlinson

</td>
<td></td>
<td>Sentences linked to Nonchronological report
Weeks 4-6</td>
<td>
<table>
<tr><th colspan="3">The sentence</th></tr>
<tr><td>Noun phrase</td><td>verb phrase</td><td>the when/where/how part.</td></tr>
</table>
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Accurate use of full stops to prevent sentence ‘run ons.’
Capital letters to start sentences, pronoun 'I' and proper nouns.
Use conjunction and
Use conjunction but
Maintain past tense
</td>
</tr>
</table>

<table>
<tr><td></td><td></td><td></td><td>Formation of nouns using ness or er
Use of suffixes er and est to make comparatives and superlatives
Use of suffix -ly to turn adjectives into adverbs</td></tr>
<tr><td colspan="4">Spring Term 1</td></tr>
<tr><td>Ellie and the cat

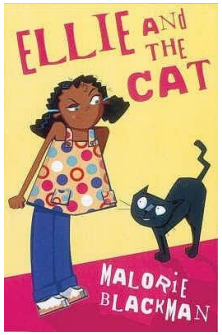
Malorie Blackman

</td><td>Behaviour
Empathy
Learning from your experience</td><td>Yr.2- Character description
Writing to entertain

Weeks 1-3

Write about real events and narrative sustaining coherence over the each piece.</td><td>
<table>
<tr><td colspan="3">The sentence</td></tr>
<tr><td>Noun phrase</td><td>verb phrase</td><td>the when/where/how part.</td></tr>
</table>
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<tr><td colspan="5">The sentence</td></tr>
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</table>
<table>
<tr><td colspan="4">The sentence</td></tr>
<tr><td>Noun phrase</td><td>verb phrase</td><td>subordinating conjunction</td><td>verb clause.</td></tr>
</table>
Adverbs of time
NEW selecting the correct tense in writing. Focus on spelling rules relating to focus past tense words.
NEW- Turning adjectives into adverbs.
NEW- Statement, Question or Command.
Sentence punctuation: full stops, capitalisation at the start of a sentence and for the pronoun ‘I’ and proper nouns is accurate
Conjunction 'and' and ‘but’ to co-ordinate
Conjunction ‘because’ and ‘so’ to subordinate
Accurate use of ! . ? to terminate sentences
Tense (past and present) are maintained across pieces of work.</td></tr>
</table>

Ellie and the cat

Malorie Blackman



Recount
Write a condensed and tailored recount of searching for the wedding ring.
Writing to inform

The sentence		
Noun phrase	**verb phrase**	**the when/where/how part.**

The sentence			
Noun phrase	**verb phrase**	**subordinating conjunction**	**verb clause.**

The sentence				
Noun phrase	**the verb phrase**	**coordinating conjunction**	**noun phrase**	**verb phrase.**

NEW Suffix to verbs **e.g. helped, helping, helper**
NEW- Commas in a list
NEW- Contractions- apostrophes e.g. She's so clever. It's so cold.
Revisit subordinating conjunctions

Sentence punctuation: full stops, capitalisation at the start of a sentence and for the pronoun 'I' and proper nouns is accurate

Conjunction 'and' and 'but' to co-ordinate

Conjunction 'because' and 'so' to subordinate

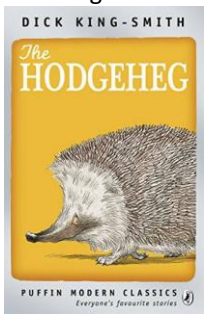
Accurate use of ! . ? to terminate sentences

Tense (past and present) are maintained across pieces of work.

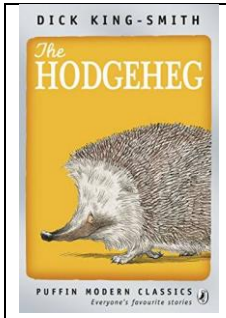
Adverbs of time (really needed for the recount)

Spring 2

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<td>The Hodgeheg

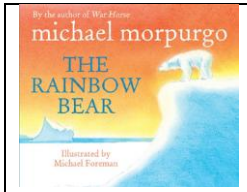
Dick King Smith

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<td>Road safety</td>
<td>Weeks 1-3 section of a narrative</td>
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<tr><td>Noun phrase</td><td>verb phrase</td><td>the when/where/how part.</td></tr>
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</table>
Sentence punctuation: full stops, capitalisation at the start of a sentence and for the pronoun ‘I’ and proper nouns is accurate
Conjunction 'and' and ‘but’ to co-ordinate
Conjunction ‘because’ and ‘so’ to subordinate
Accurate use of ! . ? to terminate sentences
Tense (past and present) are maintained across pieces of work.
Expanded noun phrases
</td>
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Dick King Smith</td>
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<td>Weeks 4-6 sentences linked to nonchronological report</td>
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<table>
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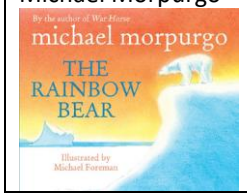
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</table>
Sentence punctuation: full stops, capitalisation at the start of a sentence and for the pronoun ‘I’ and proper nouns is accurate
Conjunction 'and' and ‘but’ to co-ordinate
Conjunction ‘because’ and ‘so’ to subordinate
Accurate use of ! . ? to terminate sentences
Tense (past and present) are maintained across pieces of work.
Formation of nouns using ness or er
Use of suffixes er and est to make comparatives and superlatives
Use forms a or an appropriately
Use suffixes ness.
</td>
</tr>
<tr><td colspan="4">Summer Term 1</td></tr>
<tr>
<td>The Rainbow Bear

Michael Morpurgo</td>
<td>Appreciation of nature

The cost of dreams</td>
<td>Character description
Description of the bear 3rd person
Writing to entertain
Weeks 1-3 character description</td>
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<tr><td>Noun phrase</td><td>verb phrase</td><td>the when/where/how part.</td></tr>
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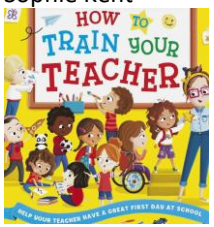
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</table>
Revisit Question marks
Revisit exclamation marks
Revisit Contractions- apostrophes
NEW Possessive apostrophe singular
formation of nouns
‘ful’ ‘less’ and er, est, ly

Demarcate most sentences with capital letters and full stops.
Question marks when required.
Present and past tense mostly correctly and consistently
Use co-ordination and
Use co-ordination but
Use co-ordination or
Use subordination when / if / that / because) to join clauses
Write simple, coherent narratives about personal experiences and those of others (real or fictional)
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</tr>
<tr>
<td>The Rainbow Bear

Michael Morpurgo

</td>
<td></td>
<td>Weeks 4-6 recounts

What happened as a consequence of the wish in order?
Writing to inform</td>
<td>
<table>
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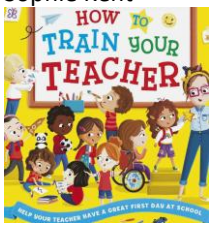
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Demarcate most sentences with capital letters and full stops.
Question marks when required.
Present and past tense mostly correctly and consistently
Use co-ordination and
Use co-ordination but
Use co-ordination or
Use subordination when / if / that / because) to join clauses
Write about real events, recording these simply and clearly
</td>
</tr>
<tr><td colspan="4">Summer term 2</td></tr>
<tr>
<td>How to train your teacher

Bethany Walker
Sophie Kent

</td>
<td></td>
<td>Section of a narrative

Writing to entertain
Week 1-3</td>
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<table>
<tr><td colspan="3">The sentence</td></tr>
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Demarcate most sentences with capital letters and full stops.
Question marks when required.
Present and past tense mostly correctly and consistently
Use co-ordination and
Use co-ordination but
Use co-ordination or
Use subordination when / if / that / because) to join clauses
Use of suffixes er and est , ness and ful
</td>
</tr>
<tr>
<td>How to train your teacher

Bethany Walker
Sophie Kent

</td>
<td></td>
<td>Week 4-6
nonchronological report</td>
<td>
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			Demarcate most sentences with capital letters and full stops. Question marks when required. Present and past tense mostly correctly and consistently Use co-ordination and Use co-ordination but Use co-ordination or Use subordination when / if / that / because) to join clauses Use of suffixes er and est , ness and ful

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*] Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*] **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]
Sentence	Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
Punctuation	Introduction to inverted commas to **punctuate** direct speech

Year 3: Detail of content to be introduced (statutory requirement)	
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Year Three Immerse in context

Writing overview:

Title	Links to previous texts	Writing focus	GPS/writing focus- once taught to be constantly revisited
Autumn Term 1			

Planet Omar: Accidental trouble magnet Zanib Main 	Behaviour and expectations lived up to	Character description **Writing to entertain. Week 1**	**What is a clause?** Solid revision of all word families Revisit Noun phrases Revisit expanded noun phrases Sentence or fragment. Main clause terminology- children must be able to identify main clauses with confidence. If this is not secure, sequence adapted to include increased sentence, fragment tasks.

The sentence		
Noun phrase	**verb phrase**	**the when/where/how part.**

The sentence				
Noun phrase	**the verb phrase**	**coordinating conjunction**	**noun phrase**	**verb phrase.**

The sentence			
Noun phrase	**verb phrase**	**subordinating conjunction**	**verb clause.**

Using the full range of punctuation from Key Stage 1 correctly (? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.

Possessive apostrophe for singular possession

Apostrophes to mark contractions

Commas to separate items in a list

Use a and an correctly

Planet Omar: Accidental trouble magnet Zanib Main



Narrative
First person
Writing to entertain

Week 2-4

Revision subordinating conjunctions. These must then be continually revisited for depth of understanding.

The sentence		
Noun phrase	**verb phrase**	**the when/where/how part.**

The sentence				
Noun phrase	**the verb phrase**	**coordinating conjunction**	**noun phrase**	**verb phrase.**

The sentence			
Noun phrase	**verb phrase**	**subordinating conjunction**	**verb clause.**

Using the full range of punctuation from Key Stage 1 correctly (? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.

Possessive apostrophe for singular possession

Apostrophes to mark contractions

Commas to separate items in a list

Use a and an correctly

Time and place conjunctions e.g. when, before, after, while

Introduction to paragraphs to group information e.g. his appearance, his personality

Composition
Can write simple settings and character descriptions
Using simple expanded noun phrases within settings and character descriptions.
Use co-ordinating and subordinating conjunctions **when if that because** to join clauses

Planet Omar: Accidental trouble magnet Zanib Main



Recount
Recount the getting into trouble section
Writing to inform
Weeks 5-6

The sentence		
Noun phrase	**verb phrase**	**the when/where/how part.**

The sentence				
Noun phrase	**the verb phrase**	**coordinating conjunction**	**noun phrase**	**verb phrase.**

The sentence			
Noun phrase	**verb phrase**	**subordinating conjunction**	**verb clause.**

Using the full range of punctuation from Key Stage 1 correctly (? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.

Possessive apostrophe for singular possession

Apostrophes to mark contractions

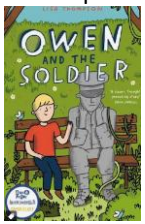
Commas to separate items in a list

Use a and an correctly

Composition
use simple organisational devices such as heading and subheadings
Using simple expanded noun phrases
Use co-ordinating and subordinating conjunctions **when if that because** to join clauses

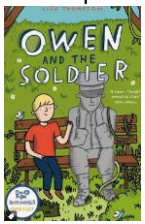
Autumn term 2

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<td>Owen and the soldier

Lisa Thompson

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<td>Military families which are highly represented in the school</td>
<td>Weeks 1 character description
Writing to entertain</td>
<td>
<table>
<tr><th colspan="3">The sentence</th></tr>
<tr><th>Noun phrase</th><th>verb phrase</th><th>the when/where/how part.</th></tr>
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Using the full range of punctuation from Key Stage 1 correctly (? . ! capitalisation to begin new sentences, pronoun ‘I’ and for proper nouns.
Possessive apostrophe for singular possession
Apostrophes to mark contractions
Commas to separate items in a list
<u>Composition</u>
Can write simple settings and character descriptions
Using simple expanded noun phrases within settings and character descriptions.
Use co-ordinating and subordinating conjunctions when if that because to join clauses
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Owen and the soldier

Lisa Thompson



2-4 narrative
Take a section from the book
Writing to entertain

The sentence		
Noun phrase	verb phrase	the when/where/how part.

The sentence				
Noun phrase	the verb phrase	coordinating conjunction	noun phrase	verb phrase.

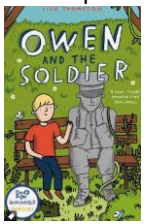
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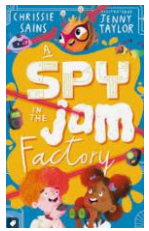
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Possessive apostrophe for singular possession

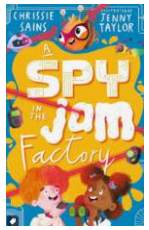
Apostrophes to mark contractions

Can write simple settings and character descriptions and narrative that follows a plot
Use co-ordinating and subordinating conjunctions **when if that because** to join clauses

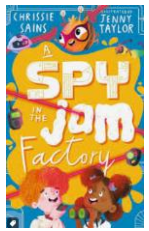
Owen and the soldier Lisa Thompson  		5-6 Nonchronological report Possibly about soldiers	**Using the full range of punctuation from Key Stage 1 correctly (? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **Apostrophes to mark contractions** **Commas to separate items in a list** **Composition** use simple organisational devices such as heading and subheadings to use conjunction ***because***
Spring Term 1			

An alien in the Jam factory Chrissie Sains  	Immersion through starting the unit with a jam tasting. Focus on oral description.	Short character description **Writing to entertain**	# What is a clause? **The sentence** **Noun phrase** | **verb phrase** | **the when/where/how part.** **The sentence** **Noun phrase** | **the verb phrase** | **coordinating conjunction** | **noun phrase** | **verb phrase.** **The sentence** **Noun phrase** | **verb phrase** | **subordinating conjunction** | **verb clause.** Play sentence or fragment? Prefixes super, anti, auto **Using the full range of punctuation from Key Stage 1 correctly (? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **To use taught verb tenses consistently including present perfect and past progressive** <u>Composition</u> Use paragraphs to group related sentences Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form

<table>
<tr><td></td><td></td><td></td><td>Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon)</td></tr>
<tr><td>An alien in the Jam factory

Chrissie Sains

</td><td></td><td>Short narrative with dialogue

Weeks 2-4
Writing to entertain</td><td>Play sentence or fragment?
<table><tr><th colspan="3">The sentence</th></tr><tr><td>Noun phrase</td><td>verb phrase</td><td>the when/where/how part.</td></tr></table>
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<h2>Using inverted commas to demarcate direct speech.</h2>
Standard English e.g. we were instead of we were.
Use paragraphs to group related sentences
Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon)
Use introductions/openings and conclusions/endings</td></tr>
</table>

An alien in the Jam factory Chrissie Sains  		Weeks 5-6 features of a **diary** writing to express feelings	Play sentence or fragment? **The sentence** **Noun phrase** | **verb phrase** | **the when/where/how part.** **The sentence** **Noun phrase** | **the verb phrase** | **coordinating conjunction** | **noun phrase** | **verb phrase.** **The sentence** **Noun phrase** | **verb phrase** | **subordinating conjunction** | **verb clause.** **Using the full range of punctuation from Key Stage 1 correctly (? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **To use taught verb tenses consistently including present perfect and past progressive** Composition Use paragraphs to group related sentences Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon) Use introductions/openings and conclusions/endings
Spring 2			

The Last bear Hannah Gold  	Nature Green environment	Weeks 1 character description	Play sentence or fragment? **The sentence** **Noun phrase** | **verb phrase** | **the when/where/how part.** **The sentence** **Noun phrase** | **the verb phrase** | **coordinating conjunction** | **noun phrase** | **verb phrase.** **The sentence** **Noun phrase** | **verb phrase** | **subordinating conjunction** | **verb clause.** **Using the full range of punctuation from Key Stage 1 correctly (? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **To use taught verb tenses consistently including present perfect and past progressive** **Word families based on common words** <u>Composition</u> Use paragraphs to group related sentences Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon)

The Last bear Hannah Gold  		2-4 narrative With dialogue Writing to entertain	Play sentence or fragment? **The sentence** **Noun phrase** | **verb phrase** | **the when/where/how part.** **The sentence** **Noun phrase** | **the verb phrase** | **coordinating conjunction** | **noun phrase** | **verb phrase.** **The sentence** **Noun phrase** | **verb phrase** | **subordinating conjunction** | **verb clause.** **Using inverted commas to demarcate direct speech.** **Word families based on common words** <u>Composition</u> Use paragraphs to group related sentences Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon)

<table>
<tr>
<td>The Last bear

Hannah Gold

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<td>5-6 features of a letter
Write to an MP or environmentalist
Writing to express feelings</td>
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<table>
<tr><th colspan="3">The sentence</th></tr>
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Possessive apostrophe for singular possession
Apostrophes to mark contractions
Commas to separate items in a list
Use a and an correctly

<u>Composition</u>
Use paragraphs to group related sentences
Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form
Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon)
Use introductions/openings and conclusions/endings
</td>
</tr>
<tr><td colspan="4">Summer Term 1</td></tr>
</table>

The accidental witch Honor Cargill 		Character description Week 1 Writing to entertain	Play sentence or fragment? **The sentence** **Noun phrase** | **verb phrase** | **the when/where/how part.** **The sentence** **Noun phrase** | **the verb phrase** | **coordinating conjunction** | **noun phrase** | **verb phrase.** **The sentence** **Noun phrase** | **verb phrase** | **subordinating conjunction** | **verb clause.** **Using the full range of punctuation from Key Stage 1 correctly (? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **To use taught verb tenses consistently including present perfect and past progressive** **Express time place and cause using conjunctions** **Word families based on common words** <u>Composition</u> Use paragraphs to group related sentences Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon)

The accidental witch
Honor Cargill



Short **narrative** with speech
1st person
Week 2-4

Writing to entertain

The sentence		
Noun phrase	verb phrase	the when/where/how part.

The sentence				
Noun phrase	the verb phrase	coordinating conjunction	noun phrase	verb phrase.

The sentence			
Noun phrase	verb phrase	subordinating conjunction	verb clause.

To use taught verb tenses consistently including present perfect and past progressive

Using inverted commas to demarcate direct speech.

Possessive apostrophe for singular possession

Apostrophes to mark contractions

Commas to separate items in a list

To write and punctuate speech in a narrative

Composition
Use a wider range of subordinating conjunctions that go beyond when, if, that, because (e.g. whilst, although, since)
Use paragraphs to group related sentences
Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon)
Use introductions/openings and conclusions/endings

The accidental witch
Honor Cargill



The sentence		
Noun phrase	verb phrase	the when/where/how part.

The sentence				
Noun phrase	the verb phrase	coordinating conjunction	noun phrase	verb phrase.

The sentence			
Noun phrase	verb phrase	subordinating conjunction	verb clause.

Using the full range of punctuation from Key Stage 1 correctly (? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.

To use taught verb tenses consistently including present perfect and past progressive

Possessive apostrophe for singular possession

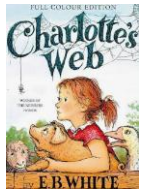
Apostrophes to mark contractions

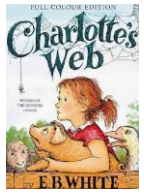
Commas to separate items in a list

Use a and an correctly

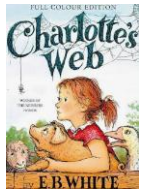
Using inverted commas to demarcate direct speech. (squeeze these in by what she heard somebody say).

Summer term 2

Charlotte's Webb E.B. White  	death	**Character description** Writing to entertain Week 1 Description of Wilbur Build sentences useful for next unit.	**What is a clause?** **The sentence** **Noun phrase** | **verb phrase** | **the when/where/how part.** **The sentence** **Noun phrase** | **the verb phrase** | **coordinating conjunction** | **noun phrase** | **verb phrase.** **The sentence** **Noun phrase** | **verb phrase** | **subordinating conjunction** | **verb clause.** **Using the full range of punctuation from Key Stage 1 correctly (? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **To use taught verb tenses consistently including present perfect and past progressive** **Using inverted commas to demarcate direct speech.** **Possessive apostrophe for singular possession** **Apostrophes to mark contractions** **Commas to separate items in a list** Composition Use a wider range of subordinating conjunctions that go beyond when, if, that, because (e.g. whilst, although, since) Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon)

Charlotte's Webb E.B. White  		Narrative 3rd person With speech Week 2-4 Writing to entertain	**The sentence** **Noun phrase** | **verb phrase** | **the when/where/how part.** **The sentence** **Noun phrase** | **the verb phrase** | **coordinating conjunction** | **noun phrase** | **verb phrase.** **The sentence** **Noun phrase** | **verb phrase** | **subordinating conjunction** | **verb clause.** **To use taught verb tenses consistently including present perfect and past progressive** **Using inverted commas to demarcate direct speech.** **Possessive apostrophe for singular possession** **Apostrophes to mark contractions** **Commas to separate items in a list** **To write and punctuate speech in a narrative** **Composition** **Use a wider range of subordinating conjunctions that go beyond when, if, that, because (e.g. whilst, although, since)** **Use paragraphs to group related sentences** **Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon)**

<table>
<tr><td></td><td></td><td></td><td>Use introductions/openings and conclusions/endings</td></tr>
<tr><td>Charlotte's Webb

E.B. White
</td><td></td><td>Features of a letter

Write letter to ask to save Wilbur
Week 5-6
Writing to express feeling</td><td>
<table>
<tr><td colspan="3">The sentence</td></tr>
<tr><td>Noun phrase</td><td>verb phrase</td><td>the when/where/how part.</td></tr>
</table>
<table>
<tr><td colspan="5">The sentence</td></tr>
<tr><td>Noun phrase</td><td>the verb phrase</td><td>coordinating conjunction</td><td>noun phrase</td><td>verb phrase.</td></tr>
</table>
<table>
<tr><td colspan="4">The sentence</td></tr>
<tr><td>Noun phrase</td><td>verb phrase</td><td>subordinating conjunction</td><td>verb clause.</td></tr>
</table>
Using the full range of punctuation from Key Stage 1 correctly (? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.
Possessive apostrophe for singular possession
Apostrophes to mark contractions
Commas to separate items in a list
Use a and an correctly

<u>Composition</u>
Use a wider range of subordinating conjunctions that go beyond when, if, that, because (e.g. whilst, although, since)
Use paragraphs to group related sentences</td></tr>
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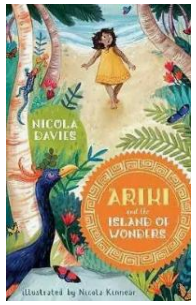
			Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon) Use introductions/openings and conclusions/endings

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between **plural** and **possessive** *–s* Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, *Later that day*, *I heard the bad news.*]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
Punctuation	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] Use of commas after **fronted adverbials**
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Year Four- Immerse in context

Writing overview:

<table>
<tr><th>Title</th><th>Links to previous texts</th><th>Writing focus</th><th>GPS/writing focus- once taught to be constantly revisited</th></tr>
<tr><td colspan="4">Autumn Term 1</td></tr>
<tr>
<td>Ariki and the island of wonders

Nicola Davies

</td>
<td>Female protagonist

Setting opportunity</td>
<td>Setting description

Write a setting that will be useful for the following unit.
Week 1

Writing to entertain.</td>
<td>Solid revision of word families
REVISIT Noun phrases
REVISIT Expanded noun phrase
Play sentence or fragment?
To identify main clauses.
<table>
<tr><th colspan="2">The sentence</th></tr>
<tr><td>Noun phrase</td><td>verb phrase.</td></tr>
</table>
<table>
<tr><th colspan="3">The sentence</th></tr>
<tr><td>Noun phrase</td><td>verb phrase</td><td>the when/where/how part.</td></tr>
</table>
<table>
<tr><th colspan="3">The sentence</th></tr>
<tr><td>The when/where/how part,</td><td>noun phrase</td><td>verb phrase.</td></tr>
</table>
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Using ? . ! capitalisation to begin new sentences, pronoun ‘I’ and for proper nouns.
Possessive apostrophe for singular possession
Apostrophes to mark contractions
Commas to separate items in a list
Use a and an correctly
Comma to demarcate a fronted adverbial</td>
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<tr>
<td></td>
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<td>

Organise paragraphs around a theme, starting a new one when appropriate (change of time, setting, theme).

<u>Composition</u>
Can write simple settings
Using simple expanded noun phrases within settings and character descriptions.
Use co-ordinating and subordinating conjunctions **when if that because** to join clauses

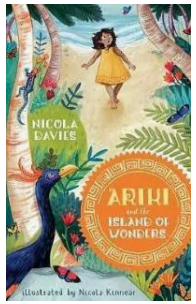
<table>
<tr><th colspan="4">The sentence</th></tr>
<tr><td>Noun phrase</td><td>verb phrase</td><td>subordinating conjunction</td><td>verb clause.</td></tr>
</table>

<table>
<tr><th colspan="4">The sentence</th></tr>
<tr><td>Subordinating conjunction</td><td>verb clause,</td><td>noun phrase</td><td>verb phrase.</td></tr>
</table>

<table>
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<tr><td>Noun phrase,</td><td>relative clause,</td><td>verb phrase.</td></tr>
</table>

</td>
</tr>
<tr>
<td>Ariki and the island of wonders

Nicola Davies


</td>
<td></td>
<td>3rd person narrative-

Write the section of the storm carrying the boys away
Weeks 2-4
Writing to entertain.</td>
<td>

REVISIT Main clause terminology- children must be able to identify main clauses.
REVISIT apostrophes for singular possession
REVISIT apostrophe for contraction - focus on **its, it's misconception.**
REVISIT - co ordinating conjunctions. These must then be continually revisited for depth of understanding. Look at multi clause sentences involving coordinating conjunctions.
Play sentence or fragment?

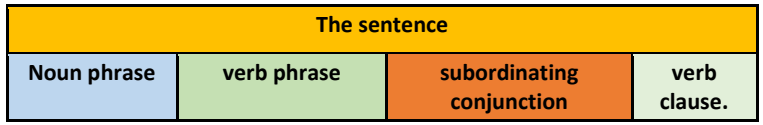
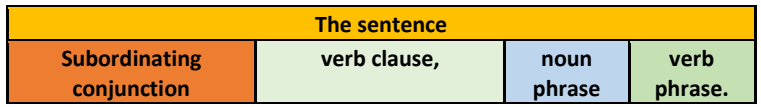
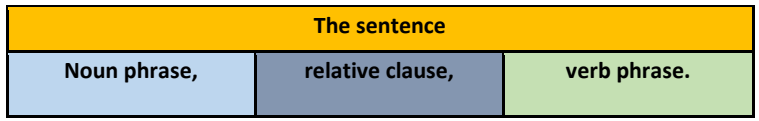
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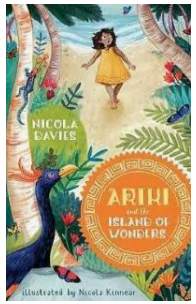
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<tr><th>The sentence</th></tr>
</table>

</td>
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			    **Using ? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **Possessive apostrophe for singular possession** **Apostrophes to mark contractions** **Commas to separate items in a list** **Use a and an correctly** **Comma to demarcate a fronted adverbial** **Organise paragraphs around a theme, starting a new one when appropriate (change of time, setting, theme).** <u>Composition</u> Can write simple settings Using simple expanded noun phrases within settings and character descriptions. Use co-ordinating and subordinating conjunctions **when if that because** to join clauses

Ariki and the island of wonders

Nicola Davies



Recount

Weeks 5-6

Play sentence or fragment?
REVISIT Adverbs- clear definition.
Fronted adverbials with comma- Yr. 4 Use bar model exemplar:

The sentence	
Noun phrase	verb phrase.

The sentence		
Noun phrase	verb phrase	the when/where/how part.

The sentence		
The when/where/how part,	noun phrase	verb phrase.

The sentence				
Noun phrase	the verb phrase	coordinating conjunction	noun phrase	verb phrase.

The sentence			
Noun phrase	verb phrase	subordinating conjunction	verb clause.

The sentence			
Subordinating conjunction	verb clause,	noun phrase	verb phrase.

Using ? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.

Possessive apostrophe for singular possession

Apostrophes to mark contractions

Commas to separate items in a list

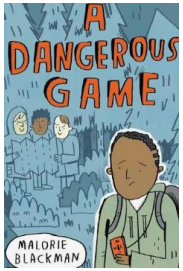
Use a and an correctly

Organise paragraphs around a theme, starting a new one when appropriate (change of time, setting, theme).

			<table><tr><th colspan="3">The sentence</th></tr><tr><td>Noun phrase,</td><td>relative clause,</td><td>verb phrase.</td></tr></table> <u>Composition</u> Can write simple settings and character descriptions and narrative that follows a plot Using simple expanded noun phrases within settings and character descriptions. Use co-ordinating and subordinating conjunctions **when if that because** to join clauses Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon)
Autumn term 2			

A dangerous game

Malorie Blackman



Weeks 1
character description
Write character description that would fit into the next unit of narrative. Build a sentence bank.

Writing for entertainment

The sentence	
Noun phrase	verb phrase.

The sentence		
Noun phrase	verb phrase	the when/where/how part.

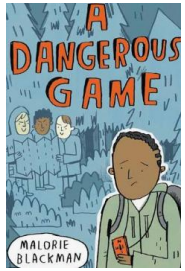
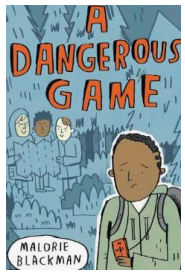
The sentence		
The when/where/how part,	noun phrase	verb phrase.

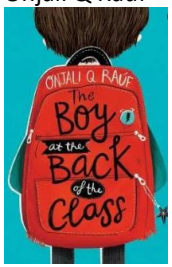
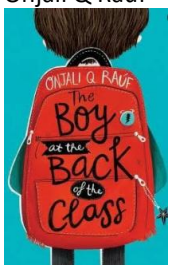
The sentence				
Noun phrase	the verb phrase	coordinating conjunction	noun phrase	verb phrase.

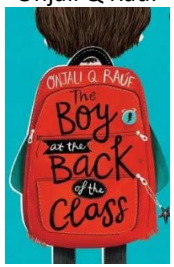
The sentence			
Noun phrase	verb phrase	subordinating conjunction	verb clause.

The sentence			
Subordinating conjunction	verb clause,	noun phrase	verb phrase.

The sentence		
Noun phrase,	relative clause,	verb phrase.

A dangerous game Malorie Blackman  		**Weeks 2-4** **narrative** **Writing to entertain**	Using ? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns. Possessive apostrophe for singular possession Apostrophes to mark contractions Commas to separate items in a list Use a and an correctly **Organise paragraphs around a theme, starting a new one when appropriate (change of time, setting, theme).** **Comma to demarcate a fronted adverbial** **Plurals and apostrophe for plural and singular possession** Composition Use paragraphs to group related sentences Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon) Use introductions/openings and conclusions/endings
A dangerous game Malorie Blackman  		**5-6 Nonchronological report**	Using ? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns. Possessive apostrophe for singular possession Apostrophes to mark contractions Commas to separate items in a list Use a and an correctly **Organise paragraphs around a theme, starting a new one when appropriate (change of time, setting, theme).** Composition use simple organisational devices such as heading and subheadings Use co-ordinating and subordinating conjunctions **when if that because** to join clauses
Spring Term 1			

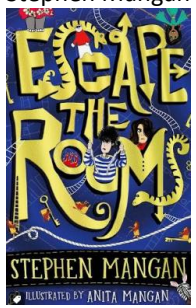
The boy at the back of the class Onjali Q Rauf  	People from other places	**Short character** description 3rd person description of Ahmet Week 1 **Writing to entertain**	Play sentence or fragment? **Using ? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **Possessive apostrophe for singular possession** **Apostrophes to mark contractions** **Commas to separate items in a list** **Use a and an correctly** **Present perfect and past progressive** **Comma to demarcate a fronted adverbial** **Plurals and apostrophe for plural and singular possession** **Use taught verb tenses consistently** <u>Composition</u> Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon) Using simple expanded noun phrases within settings and character descriptions. Use co-ordinating and subordinating conjunctions **when if that because** to join clauses
The boy at the back of the class Onjali Q Rauf  		Weeks 2-4 **Narrative** **Focus on speech** 3rd person writing to entertain	Play sentence or fragment? **Using ? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **Possessive apostrophe for singular possession** **Apostrophes to mark contractions** **Commas to separate items in a list** **Use a and an correctly** **Present perfect and past progressive** **Using inverted commas to demarcate direct speech even when the reporting verb splits the speech.** **Comma to demarcate a fronted adverbial** **Plurals and apostrophe for plural and singular possession** **Use taught verb tenses consistently**

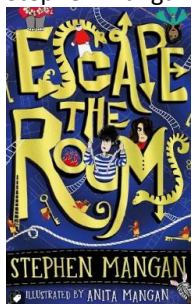
The boy at the back of the class Onjali Q Rauf  		Weeks 5-6 **Nonchronological report** Related to the class	**Using ? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **Possessive apostrophe for singular possession** **Apostrophes to mark contractions** **Commas to separate items in a list** **Use a and an correctly** **Present perfect and past progressive** **Using inverted commas to demarcate direct speech even when the reporting verb splits the speech.** **Comma to demarcate a fronted adverbial** **Plurals and apostrophe for plural and singular possession** **Use taught verb tenses consistently** **<u>Composition</u>** **Use paragraphs to group related sentences** **Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon)** **Use introductions/openings and conclusions/endings**
Spring term 2			

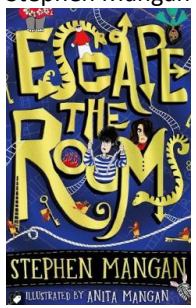
The girl who stole an elephant Nizrana Faroot  	**Loyalty and Friendship:** The evolving dynamic and teamwork between the three distinct protagonists. **Social Injustice:** The severe wealth disparity between the royalty and the poor villagers. **Morality and Accountability:** The unintentional domino effect of doing the "wrong" thing (stealing) for the "right" reasons (helping the needy).	**Weeks 1 setting description** Focus on creating atmosphere Writing to entertain	**Using ? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **Possessive apostrophe for singular possession** **Apostrophes to mark contractions** **Commas to separate items in a list** **Use a and an correctly** **Present perfect and past progressive** **Comma to demarcate a fronted adverbial** **Using inverted commas to demarcate direct speech even when the reporting verb splits the speech.** **Plurals and apostrophe for plural and singular possession** **Use taught verb tenses consistently** <u>Composition</u> Use a subordinating clause at the start and end of sentences To use appropriate structural and grammatical features in both fiction and non-fiction texts Use subordinating conjunctions when, if, that, because , whilst, although, since,

The girl who stole an elephant Nizrana Faroot  		2-4 **narrative** 3rd person Writing to entertain	**Using ? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **Possessive apostrophe for singular possession** **Apostrophes to mark contractions** **Commas to separate items in a list** **Use a and an correctly** **Present perfect and past progressive** **Comma to demarcate a fronted adverbial** **Using inverted commas to demarcate direct speech even when the reporting verb splits the speech.** **Plurals and apostrophe for plural and singular possession** **Use taught verb tenses consistently** **Organise paragraphs around a theme, starting a new one when appropriate (change of time, setting, theme).** <u>Composition</u> Use a subordinating clause at the start and end of sentences well paced plot and characterisation including actions and speech. Use subordinating conjunctions **when, if, that, because , whilst, although, since,**

The girl who stole an elephant Nizrana Faroot  		5-6 **letter** Writing to express thoughts	**Using ? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **Possessive apostrophe for singular possession** **Apostrophes to mark contractions** **Commas to separate items in a list** **Use a and an correctly** **Present perfect and past progressive** **Comma to demarcate a fronted adverbial** **Using inverted commas to demarcate direct speech even when the reporting verb splits the speech.** **Plurals and apostrophe for plural and singular possession** **Use taught verb tenses consistently** **Organise paragraphs around a theme, starting a new one when appropriate (change of time, setting, theme).** <u>Composition</u> Use a subordinating clause at the start and end of sentences Write with an awareness of appropriate language and form, choosing appropriate devices to add interest To use appropriate structural and grammatical features in both fiction and non-fiction texts Use subordinating conjunctions when, if, that, because , whilst, although, since,
Summer Term 1			

Escape the rooms Stephen Mangan  	Bereavement	Character description **Writing to entertain**	**Using ? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **Possessive apostrophe for singular possession** **Apostrophes to mark contractions** **Commas to separate items in a list** **Use a and an correctly** **Present perfect and past progressive** **Comma to demarcate a fronted adverbial** **Using inverted commas to demarcate direct speech even when the reporting verb splits the speech.** **Plurals and apostrophe for plural and singular possession** **Use taught verb tenses consistently** <u>Composition</u> Use a subordinating clause at the start and end of sentences To use appropriate structural and grammatical features in both fiction and non-fiction texts Use subordinating conjunctions when, if, that, because , whilst, although, since, Use paragraphs to group related sentences Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon)

Escape the rooms Stephen Mangan  		Weeks 2-4 **narrative** 3rd person trip to the funfair section? Writing to entertain	**Using ? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **Possessive apostrophe for singular possession** **Apostrophes to mark contractions** **Commas to separate items in a list** **Use a and an correctly** **Present perfect and past progressive** **Comma to demarcate a fronted adverbial** **Using inverted commas to demarcate direct speech even when the reporting verb splits the speech.** **Plurals and apostrophe for plural and singular possession** **Use taught verb tenses consistently** **Organise paragraphs around a theme, starting a new one when appropriate (change of time, setting, theme).** <u>Composition</u> Use a subordinating clause at the start and end of sentences To use appropriate structural and grammatical features in both fiction and non-fiction texts Use subordinating conjunctions when, if, that, because , whilst, although, since, Use paragraphs to group related sentences Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon)

Escape the rooms Stephen Mangan  		Weeks 5-6 **diary** Writing to express feelings	**Using ? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **Possessive apostrophe for singular possession** **Apostrophes to mark contractions** **Commas to separate items in a list** **Use a and an correctly** **Present perfect and past progressive** **Comma to demarcate a fronted adverbial** **Plurals and apostrophe for plural and singular possession** **Use taught verb tenses consistently** **Organise paragraphs around a theme, starting a new one when appropriate (change of time, setting, theme).** <u>Composition</u> Use a subordinating clause at the start and end of sentences To use appropriate structural and grammatical features in both fiction and non-fiction texts Use subordinating conjunctions when, if, that, because , whilst, although, since, Use paragraphs to group related sentences Use conjunctions, adverbs and prepositions to express place, time and cause (when, before, after, next, soon)
Summer Term 2			

Why the whales came Michael Morpurgo  	Friendship Prejudice nature	Weeks 1 character description Write 3rd person description of the Birdman	**Using ? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **Possessive apostrophe for singular possession** **Apostrophes to mark contractions** **Commas to separate items in a list** **Use a and an correctly** **Present perfect and past progressive** **Comma to demarcate a fronted adverbial** **Plurals and apostrophe for plural and singular possession** **Use taught verb tenses consistently** **Organise paragraphs around a theme, starting a new one when appropriate (change of time, setting, theme).** **Comma to demarcate a fronted adverbial** <u>Composition</u> Use a subordinating clause at the start and end of sentences Write with an awareness of appropriate language and form, choosing appropriate devices to add interest well paced plot and characterisation including actions and speech. To use appropriate structural and grammatical features in both fiction and non-fiction texts Use subordinating conjunctions when, if, that, because , whilst, although, since,

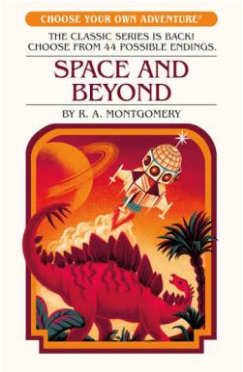
Why the whales came Michael Morpurgo  		Weeks 2-4 narrative 3rd person Use the character description from previous unit	**Using ? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **Possessive apostrophe for singular possession** **Apostrophes to mark contractions** **Commas to separate items in a list** **Use a and an correctly** **Present perfect and past progressive** **Comma to demarcate a fronted adverbial** **Using inverted commas to demarcate direct speech even when the reporting verb splits the speech.** **Plurals and apostrophe for plural and singular possession** **Use taught verb tenses consistently** **Organise paragraphs around a theme, starting a new one when appropriate (change of time, setting, theme).** **Comma to demarcate a fronted adverbial** <u>Composition</u> Use a subordinating clause at the start and end of sentences Write with an awareness of appropriate language and form, choosing appropriate devices to add interest well paced plot and characterisation including actions and speech. To use appropriate structural and grammatical features in both fiction and non-fiction texts Use subordinating conjunctions when, if, that, because , whilst, although, since,

Why the whales came Michael Morpurgo  		5-6 letter **1st person** **Writing to express feelings** **Write letter to the Birdman**	**Using ? . ! capitalisation to begin new sentences, pronoun 'I' and for proper nouns.** **Possessive apostrophe for singular possession** **Apostrophes to mark contractions** **Commas to separate items in a list** **Use a and an correctly** **Present perfect and past progressive** **Comma to demarcate a fronted adverbial** **Plurals and apostrophe for plural and singular possession** **Use taught verb tenses consistently** **Organise paragraphs around a theme, starting a new one when appropriate (change of time, setting, theme).** **Comma to demarcate a fronted adverbial** <u>Composition</u> Use a subordinating clause at the start and end of sentences Write with an awareness of appropriate language and form, choosing appropriate devices to add interest To use appropriate structural and grammatical features in both fiction and non-fiction texts Use subordinating conjunctions when, if, that, because , whilst, although, since,

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–*, *de–*, *mis–*, *over–* and *re–*]
Sentence	**Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]
Text	Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year Five- Immerse in context

<table>
<tr><th>Title</th><th>Links to previous texts</th><th>Writing focus</th><th>GPS/ writing focus- once taught to be constantly revisited</th></tr>
<tr><td colspan="4">Autumn Term 1</td></tr>
<tr><td>Space and Beyond

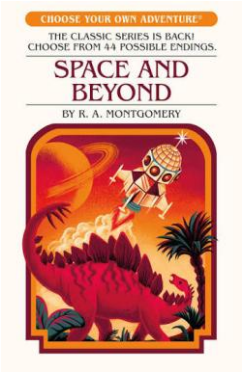
R A Montgomery

</td><td>Hook to all (especially boys) with a choose your own adventure. Readers feel some governance over the direction of the story.

Also links back to making the reader feel how you wish them to feel.</td><td>Character description

1st person description</td><td>Recapping non-negotiables Yr. 4:
Do they know what a determiner is? Use GPS Q’s
Fronted adverbials
Apostrophe for plural possession
Expanded noun phrases

<table><tr><th colspan="3">The sentence</th></tr><tr><td>The when/where/how part,</td><td>noun phrase</td><td>verb phrase.</td></tr></table>
Play - Fragment or sentence?

Use modal verbs to show possibility
<u>Composition</u>
Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.
Develop cohesion across sentences and sections of text (e.g. by choosing nouns or pronouns appropriately to avoid repetition).</td></tr>
<tr><td>Space and Beyond

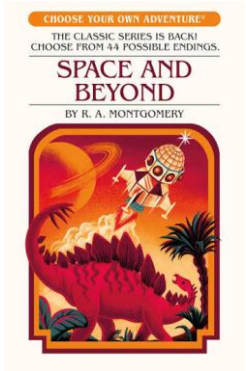
R A Montgomery

</td><td>Also links back to making the reader feel how you wish them to feel.

How to modify tone.</td><td>Narrative writing of section of the story – flight?

3rd person
Writing to entertain</td><td>REVISIT DEFINITION OF Synonyms/Antonyms NEW Relative pronouns
Use apostrophes including plurals; comma for a fronted adverbial and all other taught punctuation.
Use a and an correctly
Punctuate speech
Use modal verbs to show possibility
Organise paragraphs around a theme, starting a new one when appropriate (change of time, setting, theme).
Embedded relative clauses

<table><tr><th colspan="3">The sentence</th></tr><tr><td>Noun phrase,</td><td>relative clause,</td><td>verb phrase.</td></tr></table>
<u>Composition</u></td></tr>
</table>

<table>
<tr><td></td><td></td><td></td><td>Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.
Develop cohesion across sentences and sections of text (e.g. by choosing nouns or pronouns appropriately to avoid repetition).</td></tr>
<tr><td>Space and Beyond

R A Montgomery

</td><td>Archetype of villains in literature.</td><td>Recount
1st person
Recount
Writing to entertain
Select section which has speech from another character heard by you.</td><td>Use apostrophes including plurals; comma for a fronted adverbial and all other taught punctuation.

Use a and an correctly

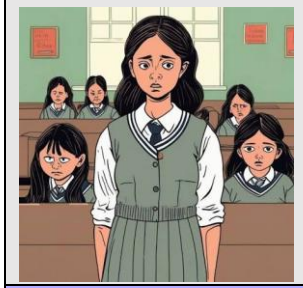
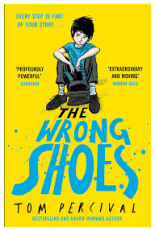
Punctuate speech

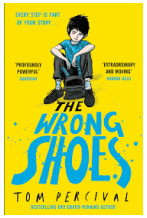
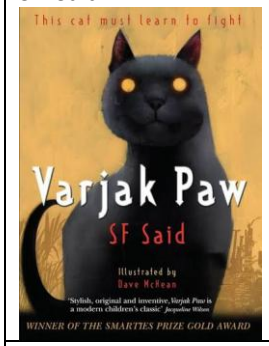
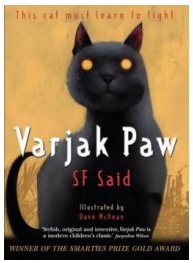
Use modal verbs to show possibility

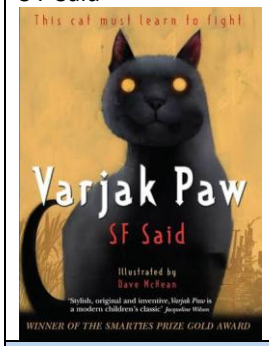
<u>Composition</u>
Organise paragraphs around a theme, starting a new one when appropriate (change of time, setting, theme).
<u>Composition</u>
Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.
Develop cohesion across sentences and sections of text (e.g. by choosing nouns or pronouns appropriately to avoid repetition).
Using paragraphs, headings and sub-headings to organise ideas and material across the text</td></tr>
<tr><td colspan="4">Autumn Term 2</td></tr>
<tr><td>Can you see me?
LIBBY SCOTT AND
REBECCA WESTCOTT
</td><td>Protected characteristics

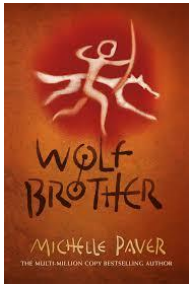
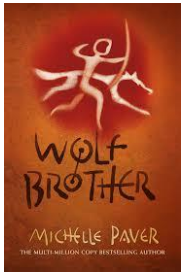
Female main character</td><td>Character description

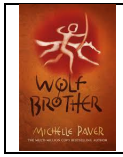
Third person description
Description of Tally Adams.</td><td>Relative clauses beginning with who, which, when, where, whose, that
Modal verbs-might, should, will, must
<table><tr><th colspan="3">The sentence</th></tr><tr><td>Noun phrase,</td><td>relative clause,</td><td>verb phrase.</td></tr></table>
Use modal verbs to show possibility
<u>Composition</u>
Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.
Develop cohesion across sentences and sections of text (e.g. by choosing nouns or pronouns appropriately to avoid repetition).</td></tr>
</table>

Can you see me? **LIBBY SCOTT AND** **REBECCA WESTCOTT** 		**Narrative** **Based on the book** **3rd person though** **How does the author build character?** **Week 2-4** **Focus on conflict**	**Use apostrophes including plurals; comma for a fronted adverbial and all other taught punctuation.** **Use a and an correctly** **Punctuate dialogue** **Use modal verbs to show possibility** **Organise paragraphs around a theme, starting a new one when appropriate (change of time, setting, theme).** **Parenthesis- bracket, dash** **<u>Composition</u>** **Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.** **Develop cohesion across sentences and sections of text (e.g. by choosing nouns or pronouns appropriately to avoid repetition).**
Can you see me? **LIBBY SCOTT AND** **REBECCA WESTCOTT** 		**Nonchronological report** **Writing to inform** **Focus on Tally's school, friends and home?** **Week 5-6**	**Use modal verbs to show possibility** **Organise paragraphs around a theme, starting a new one when appropriate (change of time, setting, theme).** **Composition** **Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.** **Develop cohesion across sentences and sections of text (e.g. by choosing nouns or pronouns appropriately to avoid repetition).** **Using paragraphs, headings and sub-headings to organise ideas and material across the text**
Spring Term 1			
The Wrong Shoes **Tom Persival** 	Outsider fitting in. Deprivation	Character description- Will Week 1 3rd person **Writing to entertain.**	**Use taught verb tenses consistently including present (perfect), past progressive** **Use commas to demarcate clauses within a multi clause sentence** **To use relative clauses, correctly punctuated** **Use brackets, dashes and commas for parenthesis** **Composition** **Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.**
The Wrong Shoes **Tom Persival**		Narrative 3rd person Finish with **dialogue** on arrival Will travelling to his Mum's house	**Punctuate dialogue** **Use commas to demarcate clauses within a multi clause sentence** **To use relative clauses, correctly punctuated** **Use brackets, dashes and commas for parenthesis**

			Composition **Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.** **Write with an awareness of appropriate language and form linked to text purpose and the level of formality required** **In developed narratives, incorporate a well-paced plot and characterisation including actions and dialogue to convey characters**
The Wrong Shoes **Tom Persival** 		**Diary** – Will on his journey to school and first day. Writing to inform Week 5-6	Use taught verb tenses consistently including present (perfect), past progressive **Use commas to demarcate clauses within a multi clause sentence** **To use relative clauses, correctly punctuated** **Use brackets, dashes and commas for parenthesis** **Composition** **Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.** **Write with an awareness of appropriate language and form linked to text purpose and the level of formality required**
Spring term 2			
Varjak Paw S F Said 	Sibling rivalry	**Character description** Description of Varjak 3rd person Writing to entertain Relative clause focus Week 1	Use taught verb tenses consistently including present (perfect), past progressive **Use commas to demarcate clauses within a multi clause sentence** **To use relative clauses, correctly punctuated** **Composition** **Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.**
Varjak Paw S F Said 		**Narrative** Week 2-4 Focus on a short exchange of dialogue	Use taught verb tenses consistently including present (perfect), past progressive **Punctuate dialogue** **Use commas to demarcate clauses within a multi clause sentence** Composition **Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.** **In developed narratives, incorporate a well-paced plot and characterisation including actions and dialogue to convey characters**

Varjak Paw S F Said 		**Letter** Direct address Week 5-6 Focus on	Use taught verb tenses consistently including present (perfect), past progressive **Use commas to demarcate clauses within a multi clause sentence** **To use relative clauses, correctly punctuated** **Use brackets, dashes and commas for parenthesis** Composition Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.
Summer 1			
Asha and the Spirit Bird Jasbinder Bilan 	Female protagonist poverty	**Character description** 3rd person Describe Asha as we know her in the first chapter Week 1	Use taught verb tenses consistently including present (perfect), past progressive **Use commas to demarcate clauses within a multi clause sentence** **To use relative clauses, correctly punctuated** **Composition** **Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.**
Asha and the Spirit Bird Jasbinder Bilan 	Female protagonist poverty	**Narrative** 3rd person Focus on the point where the money from Dad stops coming? Or the appearance of the spirit bird Week 2-4 Writing to entertain	Use taught verb tenses consistently including present (perfect), past progressive **Punctuate dialogue** **Use commas to demarcate clauses within a multi clause sentence** **To use relative clauses, correctly punctuated** **Use brackets, dashes and commas for parenthesis** Composition Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas. In developed narratives, incorporate a well-paced plot and characterisation including actions and dialogue to convey characters
Asha and the Spirit Bird Jasbinder Bilan	Female protagonist poverty	**Diary** 1st person	Use commas to demarcate clauses within a multi clause sentence **To use relative clauses, correctly punctuated**

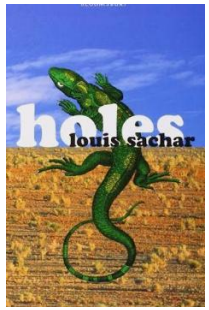
		Week 5-6 Focus on Asha's feelings changing from Dad being away to not knowing why he has stopped sending money.	**Use brackets, dashes and commas for parenthesis** Composition **Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.** **Write with an awareness of appropriate language and form linked to text purpose and the level of formality required**
Summer 2			
Wolf Brother Michael Paver 	Bereavement Grief Escaping the monster	Character description Week 1 Writing to entertain Description of the bear	**Use taught verb tenses consistently including present (perfect), past progressive** **Use of relative clauses** **Use commas to demarcate clauses within a multi clause sentence** **To use relative clauses, correctly punctuated** **Composition** **Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.**
Wolf Brother Michael Paver 	Bereavement grief	Narrative Week 2-4 Writing to entertain Focus on the Bear attach and brief dialogue between fa and son.	**Use taught verb tenses consistently including present (perfect), past progressive** **Punctuate dialogue** **Use commas to demarcate clauses within a multi clause sentence** **To use relative clauses, correctly punctuated** **Use brackets, dashes and commas for parenthesis** Composition **Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.** **In developed narratives, incorporate a well-paced plot and characterisation including actions and dialogue to convey characters**
Wolf Brother Michael Paver	Bereavement grief	**Letter** Direct address Imagine Fa had written a letter with tips and advice to his son after the bear had killed fa.	**Use taught verb tenses consistently including present (perfect), past progressive** **Use commas to demarcate clauses within a multi clause sentence** **To use relative clauses, correctly punctuated** **Use brackets, dashes and commas for parenthesis** **Composition**

		This will be a less formal letter than the Varjak Paw letter earlier. Week 5-6	**Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.**

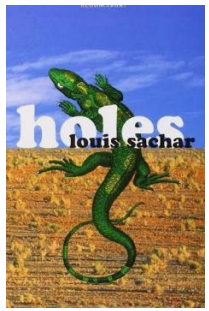
Year Six:
Immerse children in context with hook

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
Sentence	Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]

Year 6: Detail of content to be introduced (statutory requirement)	
Text	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast,* or *as a consequence*], and **ellipsis** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
Terminology for pupils	subject, object active, passive

<table>
<tr><th>Title</th><th>Links to previous</th><th>Writing focus</th><th>GPS/ writing focus- once taught to be constantly revisited</th></tr>
<tr><td colspan="4">Autumn Term 1</td></tr>
<tr>
<td>Holes
Louis Sachar

</td>
<td>Use the range of punctuation taught at key stage 2 so far mostly correctly (e.g. basic sentence punctuation; apostrophes including plurals; comma for a fronted adverbial and multiclause sentences, dashes commas and brackets for parenthesis).
To use taught verb tenses consistently including present (perfect), past progressive</td>
<td>Character description
Writing to express feelings and create atmosphere.
Week 1</td>
<td>Recapping non-negotiables Yr. 5 using AFL to identify areas requiring greater revision:
• relative pronoun
• relative clause
• apostrophes usage singular and plural

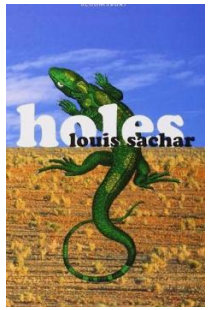
Fragment or sentence? Do children know what a main clause is?
Solidify use of fronted adverbials – link to previously used bar models.
<table>
<tr><th colspan="3">The sentence</th></tr>
<tr><td>The when/where/how part,</td><td>noun phrase</td><td>verb phrase.</td></tr>
</table>
<u>Composition</u>
Write with an awareness of
-appropriate language and form
- linked to text purpose</td>
</tr>
<tr>
<td>Holes
Louis Sachar

Week 2-4

</td>
<td>Use the range of punctuation taught at key stage 2 so far mostly correctly (e.g. basic sentence punctuation; apostrophes including plurals; inverted commas and other punctuation to indicate direct speech, comma for a fronted adverbial and multiclause sentences, dashes commas and brackets for parenthesis).

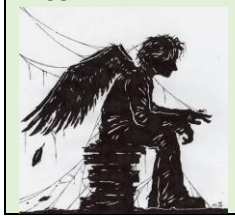
To use taught verb tenses consistently including present (perfect), past progressive</td>
<td>Narrative –
Robbery narrative based on Holes - focus on setting and atmosphere.
Writing to entertain.</td>
<td>Recapping non-negotiables Yr. 5 using AFL to identify areas requiring greater revision:
• modal verb
• relative pronoun
• relative clause
• parenthesis, bracket, dash
• apostrophes usage singular and plural

Fragment or sentence? Do children know what a main clause is?
Use colons and semi colons to demarcate the boundaries between independent clauses.
<table>
<tr><th colspan="5">The sentence</th></tr>
<tr><td>Noun phrase</td><td>the verb phrase</td><td>;</td><td>noun phrase</td><td>verb phrase.</td></tr>
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</table>
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Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.</td>
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</table>

<table>
<tr><td></td><td></td><td></td><td>Write with an awareness of -appropriate language and form
Incorporate a well-paced plot and characterisation including actions and dialogue to convey characters</td></tr>
<tr><td>Holes
Louis Sachar

Recount based on Stanley's first hole
Week 5-6
</td><td>Use devices within and across paragraphs to create cohesion.</td><td>Recount based on Stanley digging his first hole
Writing to inform.</td><td>To use taught verb tenses consistently including present (perfect), past progressive

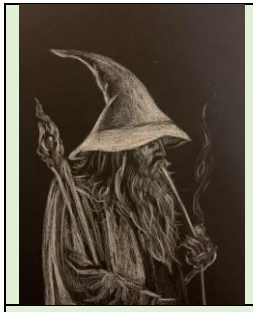
Use colons and semi colons to demarcate the boundaries between independent clauses
Use commas to demarcate clauses within a multi clause sentence

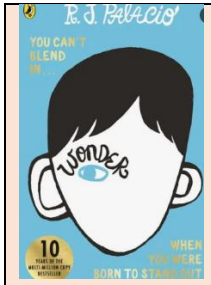
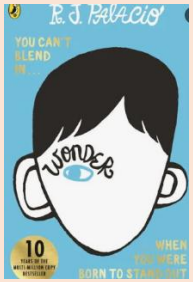
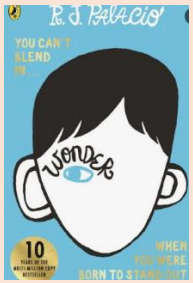
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<u>Composition</u>
Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.
Write with an awareness of
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-the level of formality required (e.g. informal writing drawing on contracted words and speech like sentence structures)</td></tr>
<tr><td colspan="4">Autumn term 2</td></tr>
<tr><td>Skellig
David Almond
Character description
Week 1
</td><td>How do you make the reader feel what you want them to feel?</td><td>Character description of Skillig like creature</td><td>Relative clauses
To expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.

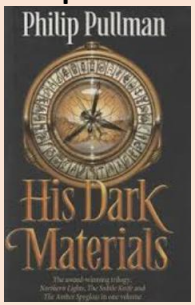
Use commas to demarcate clauses within a multi clause sentence

Composition
In narratives, describe settings, characters and atmosphere</td></tr>
</table>

			Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately **Use a range of devices to build cohesion**
Skellig **David Almond**  **Diversity**	Links to protected characteristics	Narrative Week2-4 **Writing to entertain** Dialogue focus One exchange of quality in the narrative	**Personification** **Ellipsis for pause and suspense** **Single Dash (the dash afterthought)** **Punctuate dialogue** **Use commas to demarcate clauses within a multi clause sentence** **Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.** **Write with an awareness of** **Incorporate dialogue to convey characters** <u>Composition</u> **Write with an awareness of** **the level of formality required (e.g. informal writing drawing on contracted words and speech like sentence structures)** **Incorporate a well-paced plot and characterisation including actions and dialogue to convey characters** **In narratives, describe settings, characters and atmosphere** **Integrate dialogue in narratives to convey character and advance the action**
Skellig **David Almond** 	Look at conventions of tragic hero	**Nonchronological report** **Week 5-6**	Fact vs Opinion- look at GPS questions. Subjunctive mood. Hyphens for clarity/ colons Passive voice **Use colons and semi colons to demarcate the boundaries between independent clauses.** **Use commas to demarcate clauses within a multi clause sentence** <u>Composition</u> **Write with an awareness of** **-appropriate language and form** **- linked to text purpose (e.g. bullet points)**
Spring term 1			
The Hobbit **JRR Tolkin**	Simile Metaphor Figurative language	**Character description** **Week 1**	**Use the range of punctuation taught at key stage 2 so far mostly correctly (e.g. basic sentence punctuation; apostrophes including plurals; inverted commas and other punctuation to indicate direct speech, comma for a fronted adverbial and multiclause sentences, dashes commas and brackets for parenthesis).** **To use taught verb tenses consistently including present (perfect), past progressive**

			**Use commas to demarcate clauses within a multi clause sentence** **Use verb tenses consistently and correctly throughout their writing** **Composition** **Understand how to use the passive voice and the subjunctive form to increase the formality of writing.**
The Hobbit **JRR Tolkin** 	Quest narrative shape Building atmosphere	**Full narrative shape** **Writing to entertain** **Weeks 2-4**	**Use the range of punctuation taught at key stage 2 so far mostly correctly (e.g. basic sentence punctuation; apostrophes including plurals; inverted commas and other punctuation to indicate direct speech, comma for a fronted adverbial and multiclause sentences, dashes commas and brackets for parenthesis).** **To use taught verb tenses consistently including present (perfect), past progressive** **Use colons and semi colons to demarcate the boundaries between independent clauses** **Punctuate dialogue** **Use commas to demarcate clauses within a multi clause sentence** <u>Composition</u> **Incorporate a well-paced plot and characterisation including actions and dialogue to convey characters** **In narratives, describe settings, characters and atmosphere** **Integrate dialogue in narratives to convey character and advance the action**
The Hobbit **JRR Tolkin** 	How does poetry further evoke the experiences of WW2 already studied?	Nonchronological report based around the different people of this universe Writing to inform **Weeks 5-6**	**Use the range of punctuation taught at key stage 2 so far mostly correctly (e.g. basic sentence punctuation; apostrophes including plurals; inverted commas and other punctuation to indicate direct speech, comma for a fronted adverbial and multiclause sentences, dashes commas and brackets for parenthesis).** **To use taught verb tenses consistently including present (perfect), past progressive** **Use colons and semi colons to demarcate the boundaries between independent clauses** **Punctuate dialogue** **Use commas to demarcate clauses within a multi clause sentence** Composition Understand how to use the passive voice and the subjunctive form to increase the formality of writing.
Spring 2			
Wonder **RJ Palacio**	Protected characteristics	Character description Focus on creating atmosphere and producing transferable	**Use the range of punctuation taught at key stage 2 so far mostly correctly (e.g. basic sentence punctuation; apostrophes including plurals; inverted commas and other punctuation to indicate direct speech, comma for a fronted adverbial and multiclause sentences, dashes commas and brackets for parenthesis).** **To use taught verb tenses consistently including present (perfect), past progressive**

		sentences that can be lifted for the following narrative	**Relative clause recap** **Use colons and semi colons to demarcate the boundaries between independent clauses** **Punctuate dialogue** **Use commas to demarcate clauses within a multi clause sentence** <u>Composition</u> **Understand how to use the passive voice and the subjunctive form to increase the formality of writing.**
Wonder **RJ Palacio** 	Search for acceptance	**Letter** Direct address A letter written to all the people who look and stare Weeks 2-4	**Use the range of punctuation taught at key stage 2 so far mostly correctly (e.g. basic sentence punctuation; apostrophes including plurals; inverted commas and other punctuation to indicate direct speech, comma for a fronted adverbial and multiclause sentences, dashes commas and brackets for parenthesis).** **To use taught verb tenses consistently including present (perfect), past progressive** **Use colons and semi colons to demarcate the boundaries between independent clauses** **Use commas to demarcate clauses within a multi clause sentence** **Use commas to demarcate clauses within a multi clause sentence** **Composition** **Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately** **Use a range of devices to build cohesion** **Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.**
Wonder **RJ Palacio** 	Search for acceptance Diary format Cohesion	**Diary** Write the entries for the days spanning Auggie's first day at school	**Use the range of punctuation taught at key stage 2 so far mostly correctly (e.g. basic sentence punctuation; apostrophes including plurals; inverted commas and other punctuation to indicate direct speech, comma for a fronted adverbial and multiclause sentences, dashes commas and brackets for parenthesis).** **To use taught verb tenses consistently including present (perfect), past progressive** **Use colons and semi colons to demarcate the boundaries between independent clauses** **Punctuate dialogue** **Use commas to demarcate clauses within a multi clause sentence** **Use verb tenses consistently and correctly throughout their writing** **Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)** **Composition** **Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.** **Write with an awareness of** **-appropriate language and form**

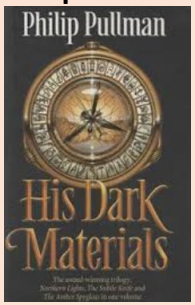
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<tr><td colspan="4">Summer 1</td></tr>
<tr><td>His dark materials
Philip Pullman
</td><td>Female protagonist
</td><td>Character description
Description of Lyra – the main character
Build multiclause sentences
descriptions that will aid later units
Week 1</td><td>Use the range of punctuation taught at key stage 2 so far mostly correctly (e.g. basic sentence punctuation; apostrophes including plurals; inverted commas and other punctuation to indicate direct speech, comma for a fronted adverbial and multiclause sentences, dashes commas and brackets for parenthesis).

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Relative clause recap

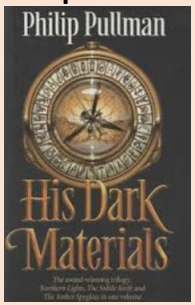
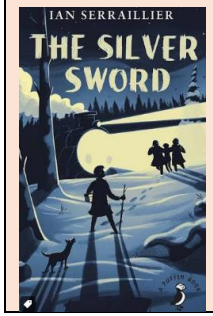
Use colons and semi colons to demarcate the boundaries between independent clauses
Punctuate dialogue

Use commas to demarcate clauses within a multi clause sentence

<u>Composition</u>
Understand how to use the passive voice and the subjunctive form to increase the formality of writing.</td></tr>
<tr><td>His dark materials
Philip Pullman
</td><td>Recount structure</td><td>Recount
of the poisoning Lyra witnesses the Master of Jordan College pour a mysterious white powder into a decanter of Tokay wine intended for her formidable uncle, Lord Asriel.
Weeks 2-4</td><td>To use taught verb tenses consistently including present (perfect), past progressive

Use colons and semi colons to demarcate the boundaries between independent clauses
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His dark materials **Philip Pullman** 	nonchronological report Format points	nonchronological report weeks 5-6 focus on the world in Oxford and the souls living outside bodies.	Use the range of punctuation taught at key stage 2 so far mostly correctly (e.g. basic sentence punctuation; apostrophes including plurals; inverted commas and other punctuation to indicate direct speech, comma for a fronted adverbial and multiclause sentences, dashes commas and brackets for parenthesis). To use taught verb tenses consistently including present (perfect), past progressive **Use colons and semi colons to demarcate the boundaries between independent clauses** **Punctuate dialogue** **Use commas to demarcate clauses within a multi clause sentence** Composition **Use simple and multi (up to 3) clause sentences incorporating conjunctions to develop ideas.** **Write with an awareness of** **- linked to text purpose (e.g. bullet points)** **-the level of formality required (e.g. informal writing drawing on contracted words and speech like sentence structures)** **Understand how to use the passive voice and the subjunctive form to increase the formality of writing**
Summer 2			
The Silver Sword **Ian Serraillier** 			**Edit and review to write in response to any text types requiring further efforts**

Learning Pathway for children with deficits

Concepts Purple = learning pathway for those who are behind number indicates order that they should be taught in.							
	EYFS	**1**	**2**	**3**	**4**	**5**	**6**
Text Structure	**Exposure to titles**	**Titles**	**Headings**	**Paragraphs (14)** **Headings and sub headings**		**Text formality (22)** **Devices for cohesion across a text (21) conjunctions, tense and adverbials)** **Changes to chronological order in narrative (e.g. flashback)**	**Scale of formality** **Choices for effect** **Precise vocabulary**
Sentences	**Sentences (simple) (1)**	**Different sentence types compound and simple (4)**	**Adverbs (how)** **Different sentence types; simple compound. (6)** **Those created by subordinating conjunctions but do not yet need to understand clauses**	**Clauses: main and subordinate (8)** **Different sentence types ; simple ; compound ; multi clause (12)** **Range of conjunctions (12) *but only a small range*** **(convey time, comparisons and cause and effect)**	**Fronted adverbials** **Reported speech** **Vary sentence structure, short and longer sentences.** **Subordinating phrases (so that even though)** **Subordinating clauses at the start and end of sentences to vary sentence structure (19)**	**3 clause sentence (20)** ***Relative clauses (with/without pronouns) (23)***	**Passive voice**
Words		**Conjunctions (and) (4)**	**Co-ordinating (7) and subordinating conjunctions (8)** **Tense (simple past irregular words) (9)** **Expanded noun phrases (10) **to teach commas***	**Adverbs (15)** *May be debated as non-essential* **and adverbial phrases how and when** **Prepositions** **Similes (like)** **a/an**	**Modifying adjectives** **Prepositional phrases** **Pronouns to avoid repetition** **Determiners** **Similes (as)** **Metaphor**	**Converting nouns/adjectives to verbs** **Modal verbs**	**Subjunctive form** **Determiners are articles, possessives, quantifiers and demonstratives.**
Punctuation	**Full stops Capitals (1)** **Separating words with spaces (1)**	**Full stops and capitals (2)** **Capitals Proper nouns (3)** **Exclamation and question marks (5)**	**Commas for lists (10)** ****link to expanded noun phrases so that this is also covered.***	**Commas for clauses (13)** **Inverted commas for direct speech (16)pl**	**Commas for** **-reported speech** **-subordinate clauses at the start of sentences** **-fronted adverbials**	**Parentheses using brackets, commas or dashes (22)**	**Colon, semi colon, hyphen**

			Apostrophes for contractions and singular possession (11) *May be debated as non-essential*		***Inverted commas and other sentence punctuation for direct speech (17)*** ***Apostrophes for plural possession (18)***		