St. Andrew's
Church of England Primary School
ENRICHING LIVES

Writing
Curriculum Journey

1. What is writing?

Technically, writing aims to tell a story, describe, inform, entertain, to express ideas or persuade. At St. Andrew's, we believe that developing their writing skills helps children tremendously on their lifelong journey of learning. Writing skills are imperative to achieving success across the curriculum. Writing helps to organize thoughts and helps children to express themselves clearly. It is also essential as a creative outlet which supports the development of imagination and cognitive thinking.

2. Through the eyes of our children, writing is important because:

"It helps me to escape the real world and show my imagination in writing. It's like watching a film but using words."

3. Curriculum Intent

At St. Andrew's Church of England Primary School, we view writing as an integral part of the curriculum. Writing empowers children. It enhances their problem solving and critical thinking, and helps develop organisational strategies depending on the form of the writing. It also increases decision making abilities and helps to develop research and enquiry skills. It is a creative outlet that allows children to use their imaginations – to go anywhere, to do anything.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread writing for enjoyment.

The national curriculum programmes of study for writing at key stages 1 and 2 are constructed similarly to those for writing:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

The national curriculum for writing aims to ensure that all pupils have a strong command of spoken and written language.

The national curriculum for writing aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

The programmes of study for writing at key stages 1 and 2 are divided into 2 interconnecting parts:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

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Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than 1 meaning.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

4. Implementation

The teaching and implementation of the writing curriculum at St. Andrew's C.E. Primary School is based on the Early Learning Goals and National Curriculum; this ensures a well-structured approach. Children in all years have daily exposure to writing. In EYFS, our children learn through a combination of play and focused sessions. In KS1 and KS2, English lessons are explicitly taught and writing is a focus during these sessions. From year 2, discreet spelling is taught daily. Grammar and punctuation lessons are taught once each week in addition to being taught as part of daily English lessons.

Cross curricular writing takes place in a variety of subjects such as History, Geography, Art, Design and Technology and Science.

Children are encouraged to edit and improve their writing continually and teachers follow the school marking policy so that children can correct errors such as spelling or punctuation and act on their next steps. Children are regularly given time during lessons to act on feedback provided by class teachers.

Our long-term plan ensures a broad range of text types and genres are covered each year. Each term there is a different theme and focus text with all of the writing is based around.

This structure is based around the idea of:

- Reading as a Reader – this is where the children develop an understanding of the text. The children will complete different comprehension-based activities to develop their understanding of the text. This could include written comprehension, drama and role play, oral retelling, character analysis and story sequencing.
- Reading as a Writer – this part of the unit is where the children look at the key features of the text types/genre – grammar, structure, vocabulary
- Skills development – the teacher chooses 1 or 2 (depending on year group) grammar skills to be taught during that unit.
- Writing as a Writer – the children plan and draft their own text based on the one that they have read.
- Writing as a Reader – the children edit and re-draft their writing, and once each term publish a final draft for display.

In KS1 and KS2 each writing unit follows a structure of:

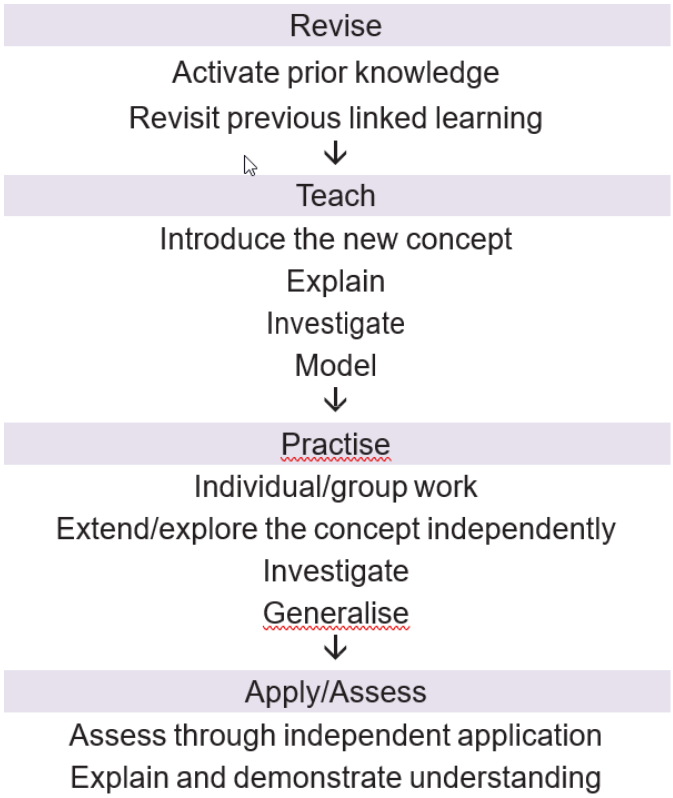
Non-fiction/ Narrative	**Year 5/6**	**Year 3/4**	**Year 1/2**	
Day 1	*Introduction to the book/genre/text type - features* *What do we already know?*	*Introduction to the book/genre/text type* *Learning about the text*	*Introduction to the book/genre/text type* *Learning about the text*	
Day 2	*Recap previous years objectives* *Slow Write - Guided* *Produce WAGOLL – produced by teacher*	*Learning about the text*	*Learning about the text*	
Day 3	*Introduce skill 1 ****	*Introduce skill 1*	*Learning about the text*	
Day 4	*Introduce skill 2*	*Introduce skill 2*	*Introduce skill 1*	
Day 5	*Short write using skills 1 and 2*	*Short write using skills 1 and 2*	*Introduce skill 2 (Year 2 only)*	*Short write using skills 1*
Day 6	*Review WAGOLL* *WABOLL - improve*	*Review WAGOLL* *WABOLL - improve*	*Short write using skills 1 and 2*	*WABOLL - improve*
Day 7	*Planning and draft first paragraphs*	*Planning and draft first paragraphs*	*WABOLL - improve*	*Planning – using story map*
Day 8	*Finish draft* *Edit and improve - continuous*	*Finish draft* *Edit and improve - continuous*	*Planning and draft – using story map* *First part of text*	*Shared/guided write*
Day 9	*Self and peer assessment* *Edit and improve - continuous*	*Self and peer assessment* *Edit and improve - continuous*	*Finish draft* *Edit and improve*	*Independent Write*
Day 10	*Final draft – 1 per term* *Review*	*Final draft – 1 per term* *Review*	*Final draft – 1 per term* *Review*	*Edit and Improve* *Review*
*skill – grammar skill relevant to text types/genre being covered **WAGOLL – What a good one looks like WABOLL – What a bad one looks like				

Although the pedagogical process is detailed for each lesson, teachers have the professional scope to make adjustments where they think they are needed. For example, if more than one lesson is needed to embed a skill then this can be done or if an extra lesson is needed for drama/speaking and listening then teachers have the freedom to do so. There is an expectation that each stage of the learning process takes place and is evident through books, learning environment and planning.

4.1 Spelling

Until the end of year 1, children learn spellings through the ELS phonics programme. From year 2 onwards, spelling is taught following the No-Nonsense Spelling Programme. The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

The programme follows a teaching sequence for spelling, whereby each new concept is taught, practised and then applied and assessed. Frequently there is also a 'Revise' session before the teaching session. A typical teaching sequence is as follows:



There is a strong emphasis through this programme for the children to apply their learning in their wider writing during the spelling sessions. Opportunities for this include:

- Editing their own writing
- Peer editing
- Using 'Have a go!' sheets
- Dictionary/thesaurus work

5. Impact

Assessment of children's learning in writing is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons and when reviewing children's completed tasks.

During lessons, children will be given verbal feedback. This allows them to act promptly on the advice given and has immediate impact on their learning. Written feedback may also be given when the teacher feels it is appropriate. Next steps will be identified in the children's books for them to act on. These next steps are small, specific, manageable and measurable. They focus on basic writing skills including spelling, punctuation, sentence structure and grammar.

Ongoing assessment of children's writing is then used to inform differentiation, support and challenge required by the children. At the end of each term, each teacher completes assessments using FFT. Progressed is measured against key objectives for each year group.

6. Programmes of Study

6.1 Programmes of Study – Transcription (handwriting)

EYFS	KS1	LKS2	UKS2
Nursery: • Develop manipulation and control. • Explore different materials and tools. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. **Reception:** • Form lower-case and capital letters correctly • Develop their small motor skills so that they can use a range of tools competently, safely and confidently • Develop the foundations of a handwriting style which is fast, accurate and efficient.	**Year 1** • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these **Year 2** • Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Use spacing between words that reflects the size of the letters	• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	• Write legibly, fluently and with increasing speed by: • Choose which shape of a letter to use when given choices and decide whether or not to join specific letters • Choose the writing implement that is best suited for a task

6.2 Programmes of Study – Transcription (spelling)

EYFS	KS1	LKS2	UKS2
Nursery: • Write some letters accurately. • Write some or all of their name **Reception:** • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Spell words by identifying the sounds and then writing the sound with letter/s.	**Year 1** • Words containing each of the 40+ phonemes already taught • Common exception words • The days of the week • Name the letters of the alphabet: • Naming the letters of the alphabet in order • Using letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes: • Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • Using the prefix un– • Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • Apply simple spelling rules • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far **Year 2** • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • Learning to spell common exception words • Learning to spell more words with contracted forms • Learning the possessive apostrophe (singular) [for example, the girl's book] • Distinguishing between homophones and near-homophones • Adding suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • Applying spelling rules taught • Writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	• Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words that are often misspelt • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use the first 2 or 3 letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	• Use further prefixes and suffixes and understand the guidance for adding them • Spell some words with 'silent' letters [for example, knight, psalm, solemn] • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 • Use dictionaries to check the spelling and meaning of words • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus

6.3 Programmes of Study – Composition

EYFS	KS1	LKS2	UKS2
Nursery: • Use a wider range of vocabulary • Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Use longer sentences of four to six words. **Reception:** • Learn new vocabulary • Use new vocabulary through the day. • Articulate their ideas and thoughts in well-formed sentences • Describe events in some detail. • Engage in storytimes • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.	**Year 1** • Saying out loud what they are going to write about • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read their writing aloud, clearly enough to be heard by their peers and the teacher **Year 2** Develop positive attitudes towards and stamina for writing by: • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events • Writing poetry • Writing for different purposes Consider what they are going to write before beginning by: • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: • Evaluating their writing with the teacher and other pupils • Rewriting to check that their writing makes sense and that verbs to indicate time are used Correctly and consistently, including verbs in the continuous form • proof writing to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) Read aloud what they have written with appropriate intonation to make the meaning.	Plan their writing by: • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas Draft and write by: • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 • Organising paragraphs around a theme • In narrative, creating settings, characters and plot • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: • Assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proofread for spelling and punctuation errors • Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Plan their writing by: • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on writing and research where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proofread for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

6.4 Programmes of Study - Next Steps

KS3
Pupils should be taught to: Write accurately, fluently, effectively and at length for pleasure and information through: Writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters Summarising and organising material, and supporting ideas and arguments with any necessary factual detail Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form Drawing on knowledge of literary and rhetorical devices from their writing and listening to enhance the impact of their writing Plan, draft, edit and proofread through: Considering how their writing reflects the audiences and purposes for which it was intended Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English appendix 1 to the key stage 1 and 2 programmes of study for English

6.5 Programmes of Study – Grammar and Punctuation

EYFS	KS1	LKS2	UKS2
Reception: • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.	**Year 1** • Leave spaces between words • Join words and joining clauses using 'and' • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Learn the grammar for year 1 in English appendix 2 • Use the grammatical terminology in English English appendix 2 in discussing their writing **Year 2** • Learn how to use both familiar and new punctuation correctly - see English appendix 2, Including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Learn how to use: • Sentences with different forms: statement, question, exclamation, command • Expanded noun phrases to describe and specify [for example, the blue butterfly] • The present and past tenses correctly and consistently, including the progressive form • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • The grammar for year 2 in English appendix 2 • Some features of written Standard English • Use and understand the grammatical terminology in English appendix 2 in discussing their writing	• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • Use the present perfect form of verbs in contrast to the past tense • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use conjunctions, adverbs and prepositions to express time and cause • Use fronted adverbials • Learning the grammar for years 3 and 4 in English appendix 2 Indicate grammatical and other features by: • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Using and punctuating direct speech • Using and understanding the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and writing	• Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Use passive verbs to affect the presentation of information in a sentence • Use the perfect form of verbs to mark relationships of time and cause • Use expanded noun phrases to convey complicated information concisely • Use modal verbs or adverbs to indicate degrees of possibility • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • Learn the grammar for years 5 and 6 in English NC • Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing • Using hyphens to avoid ambiguity • Using brackets, dashes or commas to indicate parenthesis • Using semicolons, colons or dashes to mark boundaries between independent clauses • Using a colon to introduce a list • Punctuating bullet points consistently Use and understand the grammatical terminology in the NC accurately and appropriately in discussing

6.6 Programmes of Study - Next Steps

KS3
Pupils should be taught to: Consolidate and build on their knowledge of grammar and vocabulary through: • Extending and applying the grammatical knowledge set out in English appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts • Studying the effectiveness and impact of the grammatical features of the texts they read • Drawing on new vocabulary and grammatical constructions from their writing and listening, and using these consciously in their writing and speech to achieve particular effects • Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English • Using Standard English confidently in their own writing and speech • Discussing writing, writing and spoken language with precise and confident use of linguistic and literary terminology

7. Progression

- through each strands

7.1 Progression in EYFS

	Development Matters & ELG
Nursery	**Nursery:** **Communication and Language** • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use longer sentences of four to six words. **Physical Development** • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. **Literacy** • Understand the five key concepts about print: o print has meaning o print can have different purposes o we read English text from left to right and from top to bottom o the names of the different parts of a book o page sequencing# • Develop their phonological awareness, so that they can: o spot and suggest rhymes o count or clap syllables in a word o recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. • Write some letters accurately
Reception	**Reception:** **Language and Communication** • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Engage in storytimes.

	• Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. **Physical Development** • Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient. **Literacy** • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. **ELG: Listening, Attention and Understanding** Children at the expected level of development will: - • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers **ELG: Speaking** Children at the expected level of development will: - • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

	• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. **ELG: Fine Motor Skills** Children at the expected level of development will: - • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutler. • Begin to show accuracy and care when drawing. **Literacy ELG:** **Comprehension** Children at the expected level of development will: - • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play **Word Reading** Children at the expected level of development will: - • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing** Children at the expected level of development will: - • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

7.2 Progression – Vocabulary, Grammar and Punctuation in Y1

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

7.3 Y1 Teacher Assessment for Writing

Y1 - Working towards the expected standard
The pupil can, after discussion with the teacher: • say out loud what they are going to write about • write a single sentence demarcated with capital letters and full stops • segment many spoken words into phonemes and represent these by graphemes • spell some common exception words • begin to form lower-case letters in the correct direction, starting and finishing in the right place • recognise where spaces between words have been missed.

Y1 - Working at the expected standard
The pupil can, after discussion with the teacher: • read own writing aloud clearly for others to hear and discuss • orally rehearse sentences and sequence them to form short narratives • join words and clauses with the conjunction 'and' • use past, present and future accurately in speech and begin to incorporate these in their writing • demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark • spell some Y1 common exception words and the days of the week • segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way • form many letters and digits correctly, with some difference between upper and lower-case • letters • use spaces between words.

Y1 - Working at greater depth within the expected standard
The pupil can, after discussion with the teacher: • begin to write effectively and coherently for different purposes • join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because) • use capital letters and full stops mostly correctly • spell most Y1 common exception words accurately and make phonically-plausible attempts at spelling unfamiliar words form most letters correctly.

7.34 Progression – Vocabulary, Grammar and Punctuation in Y2

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 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
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

7.5 Y2 Teacher Assessment for Writing

Year 2 - Working towards the expected standard
The pupil can, after discussion with the teacher: • write sentences that are sequenced to form a short narrative (real or fictional) • demarcate some sentences with capital letters and full stops • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • spell some common exception words • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words.

Year 2 - Working at the expected standard
The pupil can, after discussion with the teacher: • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.

Y2 - Working at greater depth within the expected standard
The pupil can, after discussion with the teacher: • write effectively and coherently for different purposes, drawing on their writing to inform the vocabulary and grammar of their writing • make simple additions, revisions and proof-writing corrections to their own writing • use the punctuation taught at key stage 1 mostly correctly • spell most common exception words • add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly) • use the diagonal and horizontal strokes needed to join some letters.

7.6 Progression – Vocabulary, Grammar and Punctuation in Y3

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** 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 a or an according to whether the next 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
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

7.7 Y3 Teacher Assessment for Writing

Y3 - Working towards the expected standard
The pupil can, after discussion with the teacher: • write in a range of non-narrative forms • write simple, coherent narratives • use the range of punctuation taught up to and including Y2 mostly correctly • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • spell many common exception words • use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly • form capital letters and lower case letters correctly.

Y3 - Working at the expected standard
The pupil can: • write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing) • create settings, characters and plot in narrative • use speech punctuation correctly when following modelled writing • use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail • use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten) • use the range of punctuation taught up to and including Y3 mostly correctly (e.g. apostrophes for possession, commas in lists) • spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list, using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible • spell most common exception words • increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant) • join letters with diagonal and horizontal strokes where appropriate.

Y3 - Working at greater depth within the expected standard
The pupil can: • write effectively and coherently for different purposes, drawing on their writing to inform the vocabulary and grammar of their writing • use detail and vocabulary to interest and engage the reader • use paragraphs • improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).

7.8 Progression – Vocabulary, Grammar and Punctuation in Y4

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

7.9 Y4 Teacher Assessment for Writing

Year 4 - Working towards the expected standard
The pupil can: • write for a range of purposes • begin to use paragraphs • create settings and characters in narrative • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings) • use the range of punctuation taught up to and including Y2 correctly^ and some of the punctuation taught in Y3 and Y4 • spell correctly many words from previous year groups and some words from the year 3 / year 4 spelling list • write legibly.

Year 4 - Working at the expected standard
The pupil can: • write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings) • create settings, characters and plot in narrative • use speech punctuation correctly most of the time • use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence) • use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause) • use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going) • use the range of punctuation taught up to and including Y4 mostly correctly • (e.g. commas after adverbials; use of apostrophe) • spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list, * and use phonics and morphology to spell words, beginning to use a dictionary to check spellings • write legibly and with increasing fluency, paying attention to size and spacing • maintain the use of joined handwriting[2] throughout independent writing.

Y4 - Working at greater depth within the expected standard
The pupil can: • write effectively and coherently for different purposes, drawing on their writing to inform the vocabulary and grammar of their writing • develop character through description, actions and dialogue • begin to make choices about using sentences of different lengths and types • improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).

7.10 Progression – Vocabulary, Grammar and Punctuation in Y5

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

7.11 Y5 Teacher Assessment for Writing

Year 5 - Working towards the expected standard
The pupil can: • write for a range of purposes • use paragraphs to organise ideas • in narratives, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • use the range of punctuation taught up to and including Y2 correctly and some of the punctuation taught in Y3 and Y4 • spell correctly common exception words and many words from Y3/4 spelling lists and use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible • write legibly.

Year 5 - Working at the expected standard
The pupil can: • write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing) • in narratives, describe settings, characters and atmosphere • begin to convey character and advance the action through dialogue, maintaining a balance of speech and description • select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses) • use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing • use verb tenses consistently and correctly throughout most of their writing • use the range of punctuation taught up to and including Y5 mostly correctly (e.g. commas separating clauses; punctuation for parenthesis) • spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary • write legibly, fluently and with increasing speed.

Y5 - Working at greater depth within the expected standard
• The pupil can: • begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types) • choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect • sustain and develop ideas within paragraphs • begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing[3](e.g. contractions in speech).

7.12 Progression – Vocabulary, Grammar and Punctuation in Y6

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]
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 synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

7.13 Y6 Teacher Assessment for Writing

Year 6 - Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list
- write legibly.

Year 6 - Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- 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)
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed

Y6 - Working at greater depth within the expected standard

The pupil can:

- begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types)
- choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect
- sustain and develop ideas within paragraphs
- begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing (e.g. contractions in speech).

8. Progression

- by text type

8.1 Progression – Instructional Text

Instructional Texts	Purpose	Types
Involves writing about procedures and rules, whose aim is to ensure that something is done properly. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving. Could be fictional or non-fictional.	To tell how to do or make something To give information on how to complete a task To describe a process in chronological order	Recipe Science Experiment Instructions – 'How to…'

Year Group	Key Features	Sentence Features	Grammatical Features	Punctuation
Reception	Oral retelling of how to make and do something Simple sentence containing imperative verb at the start spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop – when written
Year 1	Title Statement – explaining what is to be achieved List of Equipment/Materials Sequenced Steps Diagrams/Illustrations	Use of simple sentence structures. Imperative verbs to start sentences Lists	Noun Imperative verbs Present tense verbs Adjectives Co-ordinating conjunctions – linking ideas Time conjunctions to show chronological order	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Title Statement – explaining what is to be achieved Sequenced steps to achieve the goal Diagrams and illustrations to support the process	Imperative verbs used for clarity Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of present tense throughout the piece Adverbs to show where, when and how Adding 'er' and 'est' to show comparisons in adjectives Third person Imperative/bossy verbs	Full stops Capital letters Question marks Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Title Statement – explaining what is to be achieved Ingredients and equipment lists are outlined clearly Tips and suggestions and precautionary advice embedded in the text	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Imperative/bossy verbs	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets

Year 5/6	Instructions for more complex processes Includes introductions and closing sentences/conclusion.	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Use of passive and active	More complex examples of: • Adverbs of time • Adverbs of place • Adverbs of manner • Adverbs of frequency Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type Imperative/bossy verbs	Parenthesis Dashes Colons Semi-colons Bullet point Numbered list

8.2 Progression – Recount

Recount	Purpose	Types
This form of writing can be used to inform and entertain. It can be formal or informal. Recounts can be written about the writer or about someone else. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness. They can be fictional or non-fictional.	To retell events in time order. To give an account of an event or experience To write in chronological order	Letter Biography/Autobiography Write up of a trip Newspaper report Diary/Journal

Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the event spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Title Introductory sentence to show – who, what, when, where and why Series of sequences demarcating the passing of time Simple ending	Use of simple sentence structures. Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Title Clear introduction and conclusion Ideas organised into chronological paragraphs demonstrating the passing of time	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Simple and Progressive past tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Title Introduction to give a clear understanding of what they text will be about Concluding paragraph to summarise the overall impact Links between sentences and paragraphs to navigate the reader Paragraphs organised around key events Elaboration within paragraphs to develop: description, action and feelings	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets

Year 5/6	Fully developed introduction and conclusion to include personal responses Paragraphed events, which are detailed and engaging Clear chronology throughout the piece by directing the reader to time and place Information is prioritised to the reader	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active	More complex examples of: • Adverbs of time • Adverbs of place • Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Parenthesis Dashes Colons Semi-colons

8.3 Progression – Non Chronological Text

Non-Chronological Report	Purpose	Types
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving. This could be fictional or non-fictional.	To describe what things are like (were like) To inform the reader of a specific subject content	Factfile Report Science encyclopaedia/documentary type Information Leaflet

Year Group	Key Features	Sentence Features	Grammatical Features	Punctuation
Reception	Oral description of an object/person/place or thing Simple sentence containing an adjective	Use of simple sentence structures. Caption Writing – Creating Facts	Nouns and verbs correct	Capital letter and full stop
Year 1	Introduction Ideas grouped into similarities Use of causal conjunctions Simple sentence with a capital letter and full stop.	Use of simple sentence structures. Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Clear introduction to classify the subject of the report Grouping Information into specific paragraphs: Classification Description Habitats etc.	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Simple and Progressive present and past tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Generalising words – many, most, some Use of technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Clear introduction and conclusion Paragraphs organised correctly into key ideas Subheadings used to organise information	Variation in sentence structures: • Prepositional phrases • Expanded noun phrases • Subordinate Clauses Sentences contain more than one clause using coordination and subordination	• Adverbs of time • Adverbs of place • Adverbs of manner • Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets

Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Subheadings and bullets points enhance the organisation Introductory sentence for each paragraph to explicitly give the main idea	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Comparative sentences	More complex examples of: • Adverbs of time • Adverbs of place • Adverbs of manner • Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials Third person Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Parenthesis Dashes Colons Semi-colons Bullet point

8.4 Progression – Writing to Entertain

Narrative – Writing to Entertain	Purpose	Types
Children write many different types of story through KS1 and KS2. Although most share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write a particular narrative text.	To tell a story To share knowledge To celebrate and praise To entertain To reflect or share knowledge	Narrative types are developed throughout the school and can include: Myths, legends, fantasy, adventure, stories from religions, stories from different cultures, stories based upon film or media, traditional tales, fables, historical and other relevant types.

Year Group	Narrative Styles/Organisation	Sentence Features/Story Language	Grammatical Features	Punctuation
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the story spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Clear beginning and end using story language e.g. Once upon a time, One day, In the end. Ideas grouped together in chronological order Problem and simple resolution	Use of simple sentence structures. Size adjectives: big, small, enormous big, bigger, biggest Emotion adjectives: sad, angry, cross, happy Pronouns - I, she, he, they Prepositions - up, down, into, out, to, onto Time references - once upon a time, one day, happily ever after	Noun Consistent Past Tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Sentences written in chronological order indicated by time words Characters and setting are described in detail Paragraphing for a change of time or place Trigger event followed by a series of events and a conclusion Correct use of pronoun Peter and Jane, they	Simple adverbs to express how to do an action Noun phrases to describe Story Language Adverbs - suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Story Starters - by the next morning, one day, as soon as Story Endings - in the end, at the end of the day	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3	Time and place referenced at the start of each sentence Characters are introduced and who, what, when, where and why are established Story flows well and raises doubt and suspense There is a clear complication and events, which are paragraphed throughout Cohesion throughout	Variation in sentence structures: • Prepositional phrases • Expanded noun phrases • Subordinate Clauses Story Language Simile and Metaphor • …as small as a mouth… • …strong like a bull… • He had a heart of gold. • Her tears were a river flowing down her face. Adverbs - suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily Accurate Action Verbs - pushed, rushed, shoved Alliteration - Stunning stories, terrific tales.	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using speech

Year 4	Links between opening and resolution Links between paragraphs help to link one idea to the next Paragraphs organised correctly to build up to key events	Variation in sentence structures: • Prepositional phrases • Expanded noun phrases • Subordinate Clauses Story Language Simile and Metaphor • …as small as a mouth… • …strong like a bull… • He was a walking encyclopaedia. • Her tears were a river flowing down her face. Adverbs for Frequency or Subtlety - often, seldom, exactly, suspiciously, craftily Conjunctions to add information - moreover, furthermore, in addition, in due course Alliteration - Stunning stories, terrific tales.	• Adverbs of time • Adverbs of place • Adverbs of manner • Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using speech Brackets
Year 5	Opening and resolution shape the story Paragraphs varied in length and structure Dialogue is used to move the action on or to heighten empathy for a character	Variation in sentence structures and wider range of examples of: • Prepositional phrases • Expanded noun phrases • Subordinate Clauses • Relative Clauses • Variation in sentence length Simile and Metaphor • …as small as a mouth… • …strong like a bull… • He was a walking encyclopaedia. • Her tears were a river flowing down her face. Alliteration Adverbs for Frequency or Subtlety - often, seldom, exactly, suspiciously, craftily Repetition • The boys ran and ran until they could run no more. Personification • The bees played hide and seek with the flower. • The first rays of morning tiptoed through the field.	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type Pronouns used to hide the doer of the action – it crept into the woods	Parenthesis Dashes Colons Semi-colons

Year 6	The story is well constructed and raises intrigue Dialogue is used to move the action on or to heighten empathy for a character Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text	Variation in sentence structures and wider range of examples of: • Prepositional phrases • Expanded noun phrases • Subordinate Clauses • Relative Clauses • Variation in sentence length Active and Passive • They removed the ring from the drawer. • The ring was removed from the drawer. Modifiers for intensity - insignificant amount, exceptionally, recently, evidently Alliteration Repetition The boys ran and ran until they could run no more. Personification • The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	Parenthesis Dashes Colons Semi-colons

8.5 Progression – Persuasive Writing

Persuasive Writing	Purpose	Types
This form of writing provides the writer with the opportunity to encourage the reader/listener towards seeing thing the same way as them This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.	To make a case for a particular point of view To motivate, move or convince someone towards a certain opinion	Poster Advertisements Travel Brochure Letter (e.g. letter of complaint)

Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 1	Posters with simple caption and labels using key language features	Noun phrases to describe process Coordinating sentences used to add information and detail	Personal pronouns Noun phrases Co-ordinating conjunction 'and'	Full stops Capital letters Question marks Exclamation marks
Year 2	Posters and Letters using key language features	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	Full stops Capital letters Question marks Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Clear introduction and conclusion Paragraphs organised around key ideas/subject and issue Use of subheading to navigate the reader (where appropriate)	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Rhetorical questions Turning opinion into fact Emotive language Exaggeration Facts and figures	Adverbs of time Adverbs of place Adverbs of manner Adverbs of frequency Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets and other parenthesis

Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to structure the argument Arguments are well-constructed with evidence Viewpoint of the writer is evident throughout	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the Reader Exaggeration Facts and figures Rhetorical questions	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Parenthesis Dashes Colons Semi-colons

8.6 Progression – Explanation Text

Explanation Texts	Purpose	Types
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: enquiry, evaluation, information processing, reasoning and problem solving.	To explain why or how something happens To explain cause and effect To describe a scientific process sometimes in chronological order	Encyclopaedia entry technical manual science investigation question and answer section

Year Group	Key Features	Sentence Features	Grammatical Features	Punctuation
Year 1	Introduction explaining the process to be explained Numbered steps using some conjunctions to link ideas Conclusion	Subject verb agreement within sentences and throughout	Nouns and noun phrases Simple sentences	Full stops Capital letters
Year 2	Clear introduction explaining the process to be explained Fully developed process steps using time and causal conjunctions to link ideas Conclusion	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Clear introduction and conclusion Paragraphs organised around a topic or process Description of parts Explanation of how or why something happens Further detail of the process Use of subheading to navigate the reader	Variation in sentence structures: • Prepositional phrases • Expanded noun phrases • Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show frequency Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets

Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Subheadings and bullets points enhance the organisation Description of the phenomenon is technical and accurate	Variation in sentence structures and wider range of examples of: • Prepositional phrases • Expanded noun phrases • Subordinate Clauses • Relative Clauses Variation in sentence length to support cohesion Use of passive and active Sentences are generalised to categories the information	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs of frequency Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Brackets Dashes Colons Semi-colons

8.7 Progression – Explanation Text

Discursive – Writing to Discuss	Purpose	Types
This form of writing allows for a reasoned and balanced overview to discuss an issue or controversial topic. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.	To present arguments and information from different viewpoints To show for and against	Newspaper Article Letter Essay

Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to structure the argument Arguments on both sides are well-constructed Formal language is used throughout to show a balanced viewpoint	Variation in sentence structures and wider range of examples of: • Prepositional phrases • Expanded noun phrases • Subordinate Clauses • Relative Clauses Rhetorical questions Variation in sentence length to support cohesion	More complex examples of: • Adverbs of time • Adverbs of place • Adverbs of manner • Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech Abstract nouns	Parenthesis Dashes Colons Semi-colons

8.8 Progression – Poetry

Poetry	Purpose	Types
Poetry can have different purposes but exploring vocabulary and structure and conveys both emotion and information. It has strong social and historical links with cultures and communities. As children become more confident with a style, they make increasingly effective use of wordplay to explore and develop ideas	To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge	Poetry types are developed throughout the school

Year Group	Narrative Styles/Organisation	Sentence Features/Story Language	Grammatical Features	Punctuation
Reception	Range of different poetry styles chosen for language	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Classics List and Alphabet poetry Observational poetry Performance poems and raps Rhyme Chants and tongue twisters Kennings Riddles Acrostic	Use of simple sentence structures. Lists	Noun Present tense and past tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2		Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3	Acrostics Modern verse Performance poems Narrative Following Form Classic	Variation in sentence structures: • Prepositional phrases • Expanded noun phrases • Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs of frequency Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 4		Variation in sentence structures: • Prepositional phrases • Expanded noun phrases • Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs of frequency Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets

			Fronted adverbials Implied second person	
Year 5	Modern verse Performance poetry Narrative Classic	Variation in sentence structures and wider range of examples of: • Prepositional phrases • Expanded noun phrases • Subordinate Clauses • Relative Clauses	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs of frequency Nouns and pronouns used for clarity and cohesion	Brackets Dashes Colons Semi-colons
Year 6		Variation in sentence structures and wider range of examples of: • Prepositional phrases • Expanded noun phrases • Subordinate Clauses • Relative Clauses • Variation in sentence length • Use of passive and active	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs of frequency Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	Brackets Dashes Colons Semi-colons

9. Implementation

9.1. Implementation

Children in all years have daily exposure to writing. In EYFS, our children learn through a combination of play and focused sessions. In KS1 and KS2, English lessons are explicitly taught and writing is a focus during these sessions. Discreet spelling, grammar and punctuation lessons are taught once each week from year 2 each week in addition to being taught as part of daily English lessons where appropriate.

The long-term plan ensures that children have the opportunity to learn about a wide range of text types and genres. Each term has a focus text and theme that links them together. The texts are from a wide range of authors, cultures and include some traditional texts as well as many from modern authors. They are chosen for a wide variety of reasons including

- to encourage children to develop a enjoyment of reading,
- to provide opportunities to learn about different cultures
- to develop their vocabulary
- to link with other areas of the curriculum
- to provide children with a wider understanding of the world and empathy for others.

Cross curricular writing takes place in a variety of subjects such as History, Geography, Art, Design and Technology and Science.

Children are encouraged to edit and improve their writing continually and teachers follow the school marking policy so that children can correct errors such as spelling or punctuation and act on their next steps. Children are regularly given time during lessons to act on feedback provided by class teachers.

9.2 Nursery & EYFS Themes

Nursery and EYFS follow a thematic approach to teaching and learning. They teach the identified skills and knowledge through the following themes and texts:

Nursery Cycle A	Main Topic/Theme	Key Texts &CLL
Autumn 1	Ourselves All About Me!	We are all different Who's in My Family The Great Big Book of Families. Day Monkey Night Monkey
Autumn 2	Elves and Fairies Christmas	Elves and the shoemaker Oh, Christmas tree A Letter to Santa
Spring 1	Winter Lunar New Year	Robin's Winter Song Frog in Winter My First Chinese New Year Dragon Dance
Spring 2	Once Upon a time… Easter	Gingerbread Man 3 Billy Goats Gruff JATB
Summer 1	Occupations	Non Fiction books about jobs Five Brave Firefighters Poem Not a Box
Summer 2	At the Seaside/Beach	Clem and Crab Winnie and Wilbur – Seaside Adventures

Nursery Cycle B	Main Topic/Theme	Key Texts &CLL
Autumn 1	My Family Houses and Homes	Me and My Dad/Me and My Mum Where's Home Daddy Bear?
Autumn 2	Castles Christmas	The Dragon Tamers Castle Henry's House: Knights and Castles
Spring 1	Lunar New Year Superheroes	Various – non-fiction Supertato – series of books Batman's Exercise Video Poem
Spring 2	Easter Transport and Travel	My Own Easter Story The Great Easter Egg Scramble Non-fiction transport
Summer 1	Pirates On the Farm	Pirates Love underpants What the Ladybird Heard
Summer 2	Nursery Rhymes Pets	Various Melissa's Octopus and other Unsuitable Pets My First Pets

Reception Cycle A	Main Topic/Theme	Key Texts &CLL
Autumn 1	Colours of the Rainbow Autumn	Rainbow Fish Elmer What is Pink? Poem Leaf Man Scarecrow's Wedding
Autumn 2	Festivals Diwali Christmas	Row of Lights St. Andrew's Story Little Robin Red Vest Little Robin Red Vest - Poem Nativity Story
Spring 1	Once Upon a time…	Goldilocks The Three Little Pigs
Spring 2	Space Easter	How to catch a star Goodnight Spaceman Non-fiction Beegu
Summer 1	Jungle	Rumble in the Jungle Walking through the Jungle
Summer 2	Ready, Steady Cook!	Handa' s Surprise Sam's Sandwich Recipe books

Reception Cycle B	Main Topic/Theme	Key Texts &CLL
Autumn 1	All about Me! Harvest	Paper Dolls Sulwie What's Wrong with You? Little Red Hen
Autumn 2	Dinosaurs Christmas	Dinosaur Roar Dear Dinosaur Mary Anning – Dinosaur Lady Twelve Days of Christmas Nativity Story A Visit from St. Nicholas Poem
Spring 1	Antarctica	Lost and Found Little Penguin Atlas & Google Earth
Spring 2	Growing Easter	Jasper's Beanstalk Oliver's Vegetables One Child, One Seed One Tiny Seed Non-Fiction
Summer 1	Minibeasts	Hungry Caterpillar The Very Quiet Cricket Bad Tempered Ladybird Bug Chant Poem
Summer 2	Under the Sea	Somebody Swallowed Stanley Snail and the Whale Owl and the Pussycat Poem

9.3. KS1 – Summary of Coverage

	Narrative	Non-Fiction	Poetry
Cycle A – T1	Nell and the Circus of Dreams	Persuasion	Observational Poems - Seasons
Cycle A – T2	The Owl who was Afraid of the Dark	Non-Chronological Report	Shape Poems - List
Cycle A – T3	Traditional Tales – The Three Little Pigs	Recount	Performance - Humorous
Cycle A – T4	Classical Fiction – Paddington	Instruction	Performance Poems - Chants
Cycle A – T5	The Dragon Machine - fantasy	Explanation Text	Poetry – descriptive (dragon)
Cycle A – T6	Author – Nick Butterworth Percy the Park Keeper	Recount – Personal	Poems – Rhyming
Cycle B– T1	Anancy and Mr Dry-Bones	Persuasion – Estate Agents description	Poems – performing
Cycle B– T2	Meerkat Mail	Recount	Descriptive Poems - Places
Cycle B- T3	Painted Skies - Myth	Non-Chronological Report	Observational Poem
Cycle B– T4	Traditional Tales – Hansel and Gretel	Instruction	Rhyme Poem – chants
Cycle B – T5	Y2 Greta and the Giants, Y1 The Polar Bears Home	Explanation	List/Alphabet Poetry
Cycle B– T6	The Tunnel	Recount	Performance Poetry – humorous - Tongue Twisters
Cycle C – T1	The Adventures of Mr Benn	Recount	Observational Poems
Cycle C – T2	Robin Hood	Non-Chronological Report	Kennings
Cycle C – T3	Tiddalik the Frog The Rainbow Bird	Persuasion	Chants
Cycle C – T4	The Adventures of Katie Morag	Recount	Riddles
Cycle C– T5	The Tin Forest	Instructions	List Poetry
Cycle C– T6	Pirate School The Pirate Cruncher	Recount	Performance Poems
Cycle D – T1	Lost in the Toy Museum	Recount	Observational Poems
Cycle D – T2	Mrs Armitage on Wheels	Explanation	Performance Poems
Cycle D – T3	Where are you going Lars?	Non-Chronological Report	List Poetry
Cycle D – T4	Queen Victoria's Bathing Machine	Recount	Performance Poems – Tongue Twisters

9.4. KS1 – Summary of Coverage

	Narrative	Non-Fiction	Poetry
Cycle A – T1	Nell and the Circus of Dreams	Persuasion	Observational Poems - Seasons
Cycle A – T2	The Owl who was Afraid of the Dark	Non-Chronological Report	Shape Poems - List
Cycle A – T3	Traditional Tales – The Three Little Pigs	Recount	Performance - Humorous
Cycle A – T4	Classical Fiction – Paddington	Instruction	Performance Poems - Chants
Cycle A – T5	The Dragon Machine - fantasy	Explanation Text	Poetry – descriptive (dragon)
Cycle A – T6	Author – Nick Butterworth Percy the Park Keeper	Recount – Personal	Poems – Rhyming
Cycle B– T1	Anancy and Mr Dry-Bones	Persuasion – Estate Agents description	Poems – performing
Cycle B– T2	Meerkat Mail	Recount	Descriptive Poems - Places
Cycle B- T3	Painted Skies - Myth	Non-Chronological Report	Observational Poem
Cycle B– T4	Traditional Tales – Hansel and Gretel	Instruction	Rhyme Poem – chants
Cycle B – T5	Y2 Greta and the Giants, Y1 The Polar Bears Home	Explanation	List/Alphabet Poetry
Cycle B– T6	The Tunnel	Recount	Performance Poetry – humorous - Tongue Twisters
Cycle C – T1	The Adventures of Mr Benn	Recount	Observational Poems
Cycle C – T2	Robin Hood	Non-Chronological Report	Kennings
Cycle C – T3	Tiddalik the Frog The Rainbow Bird	Persuasion	Chants
Cycle C – T4	The Adventures of Katie Morag	Recount	Riddles
Cycle C– T5	The Tin Forest	Instructions	List Poetry
Cycle C– T6	Pirate School The Pirate Cruncher	Recount	Performance Poems
Cycle D – T1	Lost in the Toy Museum	Recount	Observational Poems
Cycle D – T2	Mrs Armitage on Wheels	Explanation	Performance Poems
Cycle D – T3	Where are you going Lars?	Non-Chronological Report	List Poetry
Cycle D – T4	Queen Victoria's Bathing Machine	Recount	Performance Poems – Tongue Twisters

Cycle D – T5	80 Days Around the World	Instructions	Rhyming Poems
Cycle D – T6	A Dark, Dark Tale	Recount	Acrostic Poems

9.5. Lower KS2 Summary of Coverage

	Fiction	Non-Fiction	Poetry
Cycle A – T1	**RELATIONSHIPS** Cloud Bursting /Butterfly Lion/Something Else – stories that raise dilemmas	Recount – (1st Person)	Poetry – Modern Verse
Cycle A – T2	**AUTHOR** Roald Dahl Modern Fiction – Any Dahl story	Recount - (3rd Person)	Narrative Poetry
Cycle A – T3	**ANGLO-SAXONS** Beowolf – Legend Character Description	Non-Chronological Report	
Cycle A – T4	**CHALLENGES** Karen Inglis – The Secret Lake/ Katherine Rundell – The Explorer Adventure Story	Recount- (3rd Person)	
Cycle A – T5	**RAILWAYS** The Train to Impossible Places – fantasy	Persuasion	Poetry - Performance
Cycle A – T6	**FAMILY** Zathura – Science Fiction	Instructions	Poetry – Acrostic
Cycle B– T1	**Good V Evil** The Lost Happy Endings – Modern Fairy Tale	Recount (3rd person)	Classic Poetry
Cycle B– T2	**CHANGES AROUND US** The Window, Where the forest meets the sea & Belonging - Jeannie Baker - Issues/dilemmas	Persuasion	Poems - Form
Cycle B- T3	**AUTHOR** ANNE FINE – Bill's New Frock + extracts from any other Anne Fine book – by same author – author's style	Recount (3rd Person)	
Cycle B– T4	**DILEMMAS** Sheep Pig/Babe – modern fiction	Instructions	Poetry - Performance
Cycle B – T5	**VIKINGS** Attack of the Vikings (Tony Bradman) Story with a historical setting A Range of Viking Myths – The Dragon's Hoard (Lari Don)	Non-Chronological Report	
Cycle B– T6	**SOMETHING NEW** The Wind in the Willows – classic fiction	Recount (3rd person) Explanation	

Cycle C – T1	**SOMEWHERE DIFFERENT** Seasons of Splendour by Madhur Jaffrey, and The Tiger Child by Joanna Troughton – India (story from another culture)	Persuasion	Poetry – Modern Verse
Cycle C – T2	**AUTHOR** David Walliams – Gangsta' Granny + 1 other – modern fiction	Explanation	Performance Poetry - Rap
Cycle C – T3	**WORLD WAR 2** The Lion and the Unicorn/Rose Blanche – historical setting	Instructions Non-chronological Report	
Cycle C – T4	**ASPIRATIONS** The man who walked between the 2 Towers El Caminanti -	Recount – 3rd Person Recount – 1st Person	
Cycle C– T5	**ROMANS** Escape from Pompeii – Christine Balit - adventure	Non-chronological report – Roman Empire Personal recount – 1st Person	
Cycle C– T6	**LOVE TO LEARN** Once upon an ordinary school day – fantasy	Instructions	Poetry - Form
Cycle D – T1	**VIEWPOINT** Diary of a Killer Cat – modern fiction	Recount – 1st Person Recount – 3rd Person	
Cycle D – T2	**AUTHOR** Enid Blyton – The Enchanted Woods + extracts from any other Blyton book – stories by the same author Character and setting description	Persuasion	Poetry - Narrative
Cycle D – T3	**SELF-BELIEF** Alice in Wonderland – classic fiction/fantasy	Instructions	Classic
Cycle D – T4	**FRIENDSHIP** Charlotte's Web – story with a familiar setting	Persuasion	Poetry – Acrostic
Cycle D – T5	**ANCIENT GREEKS** King Midas and Other Greek Myths – Eric Kimmel/ Greek Myths – Marcia Williams	Non-Chronological Report	

Cycle D – T6	**DIFFERENCES** The House with Chicken Legs – issues/dilemmas Baba Yaga – traditional tale	Recount - 1st person	

9.6 Upper KS2 Summary of Coverage

	Fiction	Non-Fiction	Poetry
Cycle A – T1	**FRIENDSHIPS** The Hobbit – Character description Adventure Story Film Clips and Graphic Novel	Recount – 1st Person	
Cycle A – T2	**AUTHOR** Anthony Horowitz – Storm Breaker + any other Anthony Horowitz book – modern fiction	Explanation	Descriptive Poetry - In Flanders Fields
Cycle A – T3	**ANGLO-SAXONS** Michael Morpurgo – Beowolf – legend	Non-Chronological Report	Poem – elergy (free verse)
Cycle A – T4	**Good V Evil** A Wrinkle in Time – Setting Description Science Fiction	Persuasion	
Cycle A – T5	**RAILWAYS** The Railway Children - Classic Fiction	Recount – 3rd Person	Classic Poetry – From a Railway Carriage – Stevenson W.H. Auden - Nightmail
Cycle A – T6	**MEMORIES** Flotsam – fantasy Description of scene	Recount – 1st Person	
Cycle B– T1	**DIFFERENCES** The Boy at the Back of the Class – issues/dilemmas	Discussion Recount – 3rd Person	
Cycle B– T2	**RELATIONSHIPS** Little Women – classic fiction Film and abridged version	Recount –1st Person	Narrative Poetry (1wk - Poppy Field)
Cycle B- T3	**AUTHOR - J. K. ROWLING** Harry Potter and the Prisoner of Azkaban (film and book) + extracts from any other J.K Rowling book – fantasy/by same author – author's style	instructions	Performance Poetry

Cycle B– T4	**IT'S A MYSTERY** The Mysteries of Harris Burdick – mystery Setting description	3rd Person Recount	
Cycle B – T5	**VIKINGS** Viking Boy – Tony Bradman – story with historical setting Character description	Non-Chronological Report	
Cycle B– T6	**SECRETS** The Secret Garden - classic fiction	Recount 1st/3rd Person	Poetry – Modern Verse
Cycle C – T1	**MEMORIES** Kensuke's Kingdom – story with a flashback Animated film	Recount -3rd personal/impersonal recount – viewpoint (more than 1 character)	
Cycle C – T2	**AUTHOR** Charles Dickens – Oliver Twist/A Christmas Carol – same author/classic fiction (authors style) Setting Description	Recount – 3rd Person	Poetry - Classic
Cycle C – T3	Number the Star – Lois Lowry or Hero on a bicycle – Shirley Hughes	Non-chronological Report Recount – 1st Person	
Cycle C – T4	The Water Tower – science fiction Setting description	Explanation – water cycle/water treatment	Poetry - Performance
Cycle C– T5	**ROMANS** The Thieves of Ostia (or any book from the Caroline Lawrence Roman Mysteries Series) – mystery Character Description	Non-Chronological Report	
Cycle C– T6	**KEEP HOPING** For the right to learn – issues/dilemmas A Boy Called Hope Poetry – descriptive (hope)	Discussion	Poetry – Modern Verse

Cycle D – T1	**SECRETS** Holes – contemporary fiction – parallel plots	Recount – 1st Person	Modern Verse Poetry
Cycle D – T2	**AUTHOR** Michael Morpurgo Authors style (one non-war)	Non-fiction – 3rd Person	Narrative Poetry
Cycle D – T3	**TRUST** The Invention of Hugo Cabret Setting description Interaction of characters.	Explanation - invention Persuasion	
Cycle D – T4	**RELATIONSHIPS** The Lion, the Witch and the Wardrobe – classic fiction. Style of writing. Scene description. Dialogue.	Recount – 1st Person Non-fiction – instructions	
Cycle D – T5	**ANCIENT GREEKS** Percy Jackson and the Lightening Thief – legend **Contrasting style/formality/audience** Non-chronological report – Ancient Greeks	Non-Chronological Report	
Cycle D – T6	'Wonder' – issue/dilemmas	Recounts Non-Chronological report	Poetry – Performance

9. Medium Term Plans

Progression across Cycle A

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	We are all different Who's in My Family The Great Big Book of Families. Day Monkey Night Monkey	Rainbow Fish Elmer What is Pink? Poem Leaf Man Scarecrow's Wedding	**CIRCUS** Contemporary Fiction Yr 1 – a range of circus books Yr 2 – ***Circus*** (Quentin Blake) Persuasion – Circus Posters Observational Poems: seasons	**RELATIONSHIPS** Cloud Bursting /Butterfly Lion/Something Else – stories that raise dilemmas Poetry – Modern Verse Recount (informal) – letter/diary	**FRIENDSHIPS** The Hobbit – Character description Adventure Story Film Clips and Graphic Novel Biography - character
Term 2	Elves and the shoemaker Oh, Christmas tree A Letter to Santa	Row of Lights St. Andrew's Story Little Robin Red Vest Little Robin Red Vest - Poem Nativity Story	**LIGHT AND DARK** Chronological Report – gun power plot – non-chronological report ***Peace at Last / The Owl who was Afraid of the Dark*** – dilemmas Form Poems – Shape Poems & Calligrams – List	**AUTHOR** Roald Dahl Biography (recount – 3rd person) - Boy Modern Fiction – Any Dahl story Narrative Poetry (1wk – Revolting Rhymes)	**AUTHOR** Anthony Horowitz – Storm Breaker + any other Anthony Horowitz book – modern fiction Non-fiction – explanation (linked to Storm Breaker) Poetry - In Flanders Fields
Term 3	Robin's Winter Song Frog in Winter My First Chinese New Year Dragon Dance	Goldilocks The Three Little Pigs	**TRADITIONAL TALES** ***The Three Little Pigs and/or 'The True Story of the Three Little Pigs'*** Yr 1 – Traditional Tales Yr2 – Traditional Tales – different viewpoints Recount – impersonal (newspaper) Poetry – humorous	**ANGLO-SAXONS** Beowolf – Legend & Character Description Non-chronological report (information text) – Anglo-Saxons	**ANGLO-SAXONS** Michael Morpurgo – Beowolf – legend Non-Chronological Report Poem – elergy (free verse)

Term 4	Gingerbread Man 3 Billy Goats Gruff JATB	How to catch a star Goodnight Spaceman Non-fiction Beegu	**THE UK – Paddington!** Fiction: Classic Fiction Yr 1 – ***Paddington*** Yr 2 – ***Paddington*** Non-Fiction: Instructions – marmalade sandwiches Performance Poems – Chants	**CHALLENGES** Karen Inglis – The Secret Lake Katherine Rundell – The Explorer – Adventure Story Non-fiction – Newspaper Report (Recount- formal)	**Good V Evil** A Wrinkle in Time – Setting Description Science Fiction Non-fiction – persuasion (travel brochure – formal) Disney Film and Graphic Novel
Term 5	Non Fiction books about jobs Five Brave Firefighters Poem Not a Box	Rumble in the Jungle Walking through the Jungle	**FRIENDSHIP** ***The Dragon Machine*** – fantasy Non-fiction: Explanation text Poetry – descriptive	**RAILWAYS** The Train to Impossible Places – fantasy (SEN - Polar Express – to support visualising) Non-fiction – Persuasion (advert/leaflet) Poetry - perform	**RAILWAYS** The Railway Children - Classic Fiction Classic Poetry – From a Railway Carriage – Stevenson W.H. Auden - Nightmail Letters – personal recount
Term 6	Clem and Crab Winnie and Wilbur – Seaside Adventures	Handa' s Surprise Sam's Sandwich Recipe books	**AUTHOR STUDY** Nick Butterworth ***Percy the Parkkeeper*** ***Jasper's Beanstalk*** Poetry – perform Informal recount – letter by character	**FAMILY** Zathura – Science Fiction Book and flim Non-fiction – instructions Poetry – descriptive (acrostic) (space/family)	**MEMORIES** Flotsam – fantasy Description of scene Non-fiction – letter (informal recount - tense)

9.2 Progression across Cycle B

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	Me and My Dad/Me and My Mum Where's Home Daddy Bear?	Paper Dolls Sulwie What's Wrong with You? Little Red Hen	**HOMES** ***This is the house that Jack Built/Anancy and Mr Dry-Bones*** – focus on the homes for the characters Persuasion – Estate Agents description Poems – performing – This is the House	**Heroes and Villains** The Lost Happy Endings – modern fairy tale Non-fiction – formal recount (newspaper) Poetry - Classic	**DIFFERENCES** The Boy at the Back of the Class – issues/dilemmas Non-fiction - informal recount – letter/diary/blog Discussion
Term 2	The Dragon Tamers Castle Henry's House: Knights and Castles	Dinosaur Roar Dear Dinosaur Mary Anning – Dinosaur Lady Twelve Days of Christmas Nativity Story A Visit from St. Nicholas Poem	**NEW PLACES** ***Meerkat Mail*** – Non- Fictions- recount letters Descriptive Poems – places	**CHANGES AROUND US** The Window, Where the forest meets the sea & Belonging - Jeannie Baker - Issues/dilemmas Non-fiction – persuasion Poetry – following form (e.g. – John Miller – if the world was)	**RELATIONSHIPS** Little Women – classic fiction Film Recount – informal (letter/diary) Narrative Poetry (1wk - Poppy Field)
Term 3	Various – non-fiction Supertato – series of books Batman's Exercise Video Poem	Lost and Found Little Penguin Atlas & Google Earth	**CHANGES** Myth - ***Painted skies*** (Carolyn Mallory) Observational Poetry – description of Northern Lights Information Text – Arctic	**AUTHOR** ANNE FINE – Bill's New Frock + extracts from any other Anne Fine book – by same author – author's style Non-fiction – recount – 1st person	**AUTHOR - J. K. ROWLING** Harry Potter and the Prisoner of Azkaban (film and book) + extracts from any other J.K Rowling book – fantasy/by same author – author's style Non-Fiction – instructions Poetry – Performance

Term 4	My Own Easter Story The Great Easter Egg Scramble Non-fiction transport	Jasper's Beanstalk Oliver's Vegetables One Child, One Seed One Tiny Seed Non-Fiction	**ELIZABETH I** Elizabethan Gingerbread - Instructions Fairy Tales – ***Hansel and Gretel*** Rhyme Poem – chants	**DILEMMAS** Sheep Pig/Babe – modern fiction Non – fiction - Instructions Poetry - Perfomance	**IT'S A MYSTERY** The Mysteries of Harris Burdick – mystery Setting description Non-fiction – formal recount (newspaper report/incident report)
Term 5	Pirates Love underpants What the Ladybird Heard	Hungry Caterpillar The Very Quiet Cricket Bad Tempered Ladybird Bug Chant Poem	**GLOBAL WARMING** ***Greta and the Giants, The polar bears home*** (stories that raise issues) Explanation List/Alphabet Poems	**VIKINGS** Attack of the Vikings (Tony Bradman) Story with a historical setting A Range of Viking Myths – The Dragon's Hoard (Lari Don) Non-Chronological Report	**VIKINGS** Odd and The Frost Giants – Philip Pullman – story with historical setting Character description Non-chronological report – information text
Term 6	Various Melissa's Octopus and other Unsuitable Pets My First Pets	Somebody Swallowed Stanley Snail and the Whale Owl and the Pussycat Poem	**RELATIONSHIPS** ***Out and About - The Tunnel*** - mystery Formal recount – what happened to the children (newspaper) Performance Poetry – humorous	**WANTING SOMETHING NEW** The Wind in the Willows – classic fiction Non-fiction – informal recount (letter/diary) Non-Fiction – explanation	**SECRETS** The Secret Garden - classic fiction Recount 1st/3rd Person – formal - informal Poetry – Modern Verse

9.3. Progression across Cycle C

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	We are all different Who's in My Family The Great Big Book of Families. Day Monkey Night Monkey	Rainbow Fish Elmer What is Pink? Poem Leaf Man Scarecrow's Wedding	**SOMEWHERE NEW** Sci Fi – ***The Adventures of Mr Benn – Mr Benn, the Spaceman*** Film versions Poems on a Theme – Space Non-Fiction – informal recount (postcard/letter)	**SOMEWHERE DIFFERENT** Seasons of Splendour by Madhur Jaffrey, and The Tiger Child by Joanna Troughton – India (story from another culture) Non-fiction – Persuasion - Advertisement Poetry – descriptive (places – using senses) Modern Free Verse	**MEMORIES** Kensuke's Kingdom – story with a flashback Non-fiction – personal/impersonal recount – viewpoint (more than 1 character) Recount - biography
Term 2	Elves and the shoemaker Oh, Christmas tree A Letter to Santa	Row of Lights St. Andrew's Story Little Robin Red Vest Little Robin Red Vest - Poem Nativity Story	**PROTECTING** Legend – ***Robin Hood*** (Disney) Poetry – Kennings Non-Chronological Report – Wanted Poster	David Walliams – Gangsta' Granny + 1 other – modern fiction Non-fiction – explanation of an (extraordinary) invention e.g the shirt machine – literacy shed Performance Poetry – Granny Rap	**AUTHOR** Charles Dickens – Oliver Twist/A Christmas Carol – same author/classic fiction (authors style) Recount – formal – 3rd person Poetry – (on a theme) In Flanders Fields
Term 3	Robin's Winter Song Frog in Winter My First Chinese New Year Dragon Dance	Goldilocks The Three Little Pigs	**AUSTRALIA – 'Down Under'** Myths - ***Tiddalik the Frog, Rainbow Bird, Stories around the Billabong*** ***Persuasion*** – Visit Australia Poetry – chants - Songs around the Billabong	**WORLD WAR 2** The Lion and the Unicorn/Rose Blanche – historical setting Instructions – ww2 recipes Non-chronological report – WW2	**WORLD WAR 2** Number the Star – Lois Lowry or Hero on a bicycle – Shirley Hughes Non-fiction - Non-chronological report – WW2

Term 4	Gingerbread Man 3 Billy Goats Gruff JATB	How to catch a star Goodnight Spaceman Non-fiction Beegu	**OUR UK – Scotland** ***'Bonny Scotland'*** **Adventures of Katie Morag** – stories from another place/culture Non-fiction – recount Poetry – Katie Morag and the riddle - form	**ASPIRATIONS** The man who walked between the 2 Towers/ El Caminanti - Non-fiction – Recount - formal	**FEAR** The Water Tower – science fiction Setting description Non-fiction - Formal recount/contrast to informal Explanation – water cycle/water treatment Poetry - performance
Term 5	Non Fiction books about jobs Five Brave Firefighters Poem Not a Box	Rumble in the Jungle Walking through the Jungle	**INVENTIONS** ***The Tin Forest*** - Modern Fable Non-fiction – instructions Poetry – list	**ROMANS** Escape from Pompeii – Christine Balit - adventure Personal recount - Roman Diary – Richard Platt Non-chronological report – Roman Empire	**ROMANS** The Thieves of Ostia (or any book from the Caroline Lawrence Roman Mysteries Series) – mystery Character description Non-chronological report – Roman Empire
Term 6	Clem and Crab Winnie and Wilbur – Seaside Adventures	Handa' s Surprise Sam's Sandwich Recipe books	**PIRATES** Range of Pirate Books to include: ***Pirate School: just a bit of wind (yr2), The man whose mother was as pirate, Pirate Cruncher, Pirate Jam*** and others. Poetry - Poems to perform – shanties Non-fiction - Recount – formal	**LOVE TO LEARN** Once upon an ordinary school day – fantasy Non-Fiction – Instructions – e.g. a Perfect Pupil/school day Poems – following form – School, e.g. Please Mrs Butler etc	**KEEP HOPING** For the right to learn – issues/dilemmas A Boy Called Hope Non- fiction - Discussion – rights and responsibilities Poetry – modern verse - descriptive (hope)

9.4. Progression across Cycle D

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	Me and My Dad/Me and My Mum Where's Home Daddy Bear?	Paper Dolls Sulwie What's Wrong with You? Little Red Hen	**TOYS** ***Lost in the Toy Museum*** - Adventure Non- Fiction – recount Poetry – Observational	**VIEWPOINT** Diary of a Killer Cat – modern fiction Non- fiction - Recount – informal (from different characters viewpoints) Recount – newspaper report	**SECRETS** Holes – contemporary fiction – parallel plots Non-fiction – letters – informal recount Performance Poetry
Term 2	The Dragon Tamers Castle Henry's House: Knights and Castles	Dinosaur Roar Dear Dinosaur Mary Anning – Dinosaur Lady Twelve Days of Christmas Nativity Story A Visit from St. Nicholas Poem	**AUTHOR STUDY** Quentin Blake ***Mrs Armitage on Wheels*** Non-fiction – explanation text (Yr1 lists, labels, captions) Performance Poetry – Quentin Blakes Nursery Rhymes/ All Join In	**AUTHOR** Enid Blyton – The Enchanted Woods + extracts from any other Blyton book – stories by the same author Character and setting description Non-fiction - Persuasive writing Poetry - narrative	**AUTHOR** Michael Morpurgo Authors style (one non-war) Non-fiction – recount - biography Narrative Poetry (1wk - Poppy Field
Term 3	Various – non-fiction Supertato – series of books Batman's Exercise Video Poem	Lost and Found Little Penguin Atlas & Google Earth	**POLAR BEARS** Fantasy Stories ***Little Polar Bear*** - where are you going Lars, (adventure stories) information text - Arctic, Poems -list – Arctic/cold/snow	**SELF-BELIEF** Alice in Wonderland – classic fiction/fantasy Non-fiction – instructional text Classic Poetry – the jabberwocky	**TRUST** The Invention of Hugo Cabret Setting description Interaction of characters. Explanation - invention Non-fiction – Persuasion – tourist leaflet
Term 4	My Own Easter Story The Great Easter Egg Scramble Non-fiction transport	Jasper's Beanstalk Oliver's Vegetables One Child, One Seed One Tiny Seed Non-Fiction	**QUEEN VICTORIA** ***Queen Victoria's Bathing Machine*** – historical fiction Non– fiction – recount Humorous Poems – tongue Twisters	**FRIENDSHIP** Charlotte's Web – story with a familiar setting Poetry – Acrostic Non-fiction – persuasion – protect animals	**RELATIONSHIPS** The Lion, the Witch and the Wardrobe – classic fiction. Style of writing. Scene description. Dialogue. Personal recount – letter/diary Non-fiction – instructions
Term 5	Pirates Love underpants What the Ladybird	Hungry Caterpillar The Very Quiet Cricket	**ROUND THE WORLD IN 80 DAYS**	**ANCIENT GREEKS**	**ANCIENT GREEKS**

	Heard	Bad Tempered Ladybird Bug Chant Poem	***Around the World in 80 Days*** – Abridged Instructions – food Poetry – rhyming	King Midas and Other Greek Myths – Eric Kimmel/ Greek Myths – Marcia Williams Non-fiction – non-chronological report	Percy Jackson and the Lightening Thief – legend Non-chronological report – mythical animals **Contrasting style/formality/audience** Non-chronological report – Ancient Greeks
Term 6	Various Melissa's Octopus and other Unsuitable Pets My First Pets	Somebody Swallowed Stanley Snail and the Whale Owl and the Pussycat Poem	**JOURNEYS** Mystery Story – ***A Dark, Dark Tale*** Non- Fiction - Recount – letter – going into the forest Poetry – acrostic	**DIFFERENCES** The House with Chicken Legs – issues/dilemmas Baba Yaga – traditional tale Non-fiction – personal recount	**DIFFERENCES** 'Wonder' – issue/dilemmas Recounts from different viewpoints. Non-fiction – non-chronological report (bullying/disabilities) Poetry – performance Wonder – Natalie Merchant

10. Vocabulary

10.1. Key Vocabulary

The following glossary includes all the technical grammatical terms used within our writing curriculum.

	Term	Guidance	Example
	active voice	An active verb has its usual pattern of subject and object (in contrast with the passive).	Active: *The school arranged a visit.* Passive: *A visit was arranged by the school.*
	adjective	The surest way to identify adjectives is by the ways they can be used: before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or after the verb be, as its complement. Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be. Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes, because verbs, nouns and adverbs can do the same thing.	The pupils did some really <u>good</u> work. [adjective used before a noun, to modify it] Their work was <u>good</u>. [adjective used after the verb be, as its complement] Not adjectives: The lamp *glowed*. [verb] It was such a bright *red*! [noun] He spoke *loudly.* [adverb] It was a French *grammar* book. [noun]
	adverb	The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, another adverb or even a whole clause. Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes that can be used as adverbials, such as preposition phrases, noun phrases and subordinate clauses.	Usha <u>soon</u> started snoring <u>loudly</u>. [adverbs modifying the verbs *started* and *snoring*] That match was <u>really</u> exciting! [adverb modifying the adjective *exciting*] We don't get to play games <u>very</u> often. [adverb modifying the other adverb, *often*] <u>Fortunately,</u> it didn't rain. [adverb modifying the whole clause 'it didn't rain' by commenting on it] Not adverbs: • Usha went <u>up the stairs</u>. [preposition phrase used as adverbial] • She finished her work <u>this evening</u>. [noun phrase used as adverbial]

			• She finished <u>when the teacher got cross</u>. [subordinate clause used as adverbial]
	adverbial	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses.	The bus leaves <u>*in five minutes*</u>. [preposition phrase as adverbial: modifies leaves] She promised to see him <u>*last night.*</u> [noun phrase modifying either promised or see, according to the intended meaning] *She worked until she had finished.* [subordinate clause as adverbial]
	antonym	Two words are antonyms if their meanings are opposites.	hot – cold light – dark light – heavy
	apostrophe	Apostrophes have two completely different uses: • showing the place of missing letters (e.g. I'm for I am) • marking possessives (e.g. Hannah's mother).	<u>I'm</u> going out and I <u>won't</u> be long. [showing missing letters] <u>Hannah's</u> mother went to town in <u>Justin's</u> car. [marking possessives]
	article	The articles the (definite) and a or an (indefinite) are the most common type of determiner.	<u>The</u> dog found <u>a</u> bone in <u>an</u> old box.
	auxiliary verb	The auxiliary verbs are: be, have, do and the modal verbs. They can be used to make questions and negative statements. In addition: • be is used in the progressive and passive • have is used in the perfect • do is used to form questions and negative statements if no other auxiliary verb is present	They <u>are</u> winning the match. [be used in the progressive] <u>Have</u> you finished your picture? [have used to make a question, and the perfect] No, I <u>do</u>n't know him. [do used to make a negative; no other auxiliary is present]

			Will you come with me or not? [modal verb *will* used to make a question about the other person's willingness]
	clause	A clause is a special type of phrase whose head is a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate. Traditionally, a clause had to have a finite verb, but most modern grammarians also recognise non-finite clauses	It was raining. [single-clause sentence] It was raining but we were indoors. [two finite clauses] If you are coming to the party, please let us know. [finite subordinate clause inside a finite main clause] Usha went upstairs to play on her computer. [non-finite clause]
	cohesion	A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this. In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause, between different parts are clear.	**A visit** has been arranged for **Year 6**, to the Mountain Peaks Field Study Centre, leaving school at 9.30am. **This** is **an overnight visit.** The centre has beautiful grounds and *a nature trail*. During the afternoon, **the children** will follow *the trail*.
	cohesive device	Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create cohesion. • Some examples of cohesive devices are: determiners and pronouns, which can refer back to earlier words • conjunctions and adverbs, which can make relations between words clear • ellipsis of expected words.	Julia's dad bought her a football. The football was expensive! [determiner; refers us back to a particular football] Joe was given a bike for Christmas. He liked it very much. [the pronouns refer back to Joe and the bike] We'll be going shopping before we go to the park. [conjunction; makes a relationship of time clear] I'm afraid we're going to have to wait for the next train. Meanwhile, we could have a cup of tea. [adverb; refers back to the time of waiting] Where are you going? [ ] To school! [ellipsis of the expected words I'm going; links the answer back to the question]
	complement	A verb's subject complement adds more information about its subject, and its object complement does the same for its object. Unlike the verb's object, its complement may be an	She is our teacher. [adds more information about the subject, she] They seem very competent. [adds more information about the subject, they] happy.

		adjective. The verb be normally has a complement.	Learning makes me [adds more information about the object, me]
	compound, compounding	A compound word contains at least two root words in its morphology; e.g. whiteboard, superman. Compounding is very important in English.	blackbird, blow-dry, bookshop, ice-cream, English teacher, inkjet, one-eyed, bone-dry, baby-sit, daydream, outgrow
	conjunction	A conjunction links two words or phrases together. There are two main types of conjunctions: • co-ordinating conjunctions (e.g. and) link two words or phrases together as an equal pair • subordinating conjunctions (e.g. when) introduce a subordinate clause.	James bought a bat and ball. [links the words bat and ball as an equal pair] Kylie is young but she can kick the ball hard. [links two clauses as an equal pair] Everyone watches when Kyle does back-flips. [introduces a subordinate clause] Joe can't practise kicking because he's injured. [introduces a subordinate clause]
	consonant	A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth. Most of the letters of the alphabet represent consonants. Only the letters a, e, i, o, u and y can represent vowel sounds.	/p/ [flow of air stopped by the lips, then released] /t/ [flow of air stopped by the tongue touching the roof of the mouth, then released] /f/ [flow of air obstructed by the bottom lip touching the top teeth] /s/ [flow of air obstructed by the tip of the tongue touching the gum line]
	continuous	see progressive	
	co-ordinate, co-ordination	Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating conjunction (i.e. and, but, or). In the examples on the right, the coordinated elements are shown in bold, and the conjunction is underlined. The difference between co-ordination and subordination is that, in subordination, the two linked elements are not equal	**Susan** and **Amra** met in a café. [links the words Susan and Amra as an equal pair] **They talked** and **drank tea** for an hour. [links two clauses as an equal pair] **Susan got a bus** but **Amra walked.** [links two clauses as an equal pair] Not co-ordination: They ate before they met. [before introduces a subordinate clause]
	determiner	A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns). Some examples of determiners are: • articles (the, a or an) • demonstratives (e.g. this, those)	• **the** home team [article, specifies the team as known] • **a** good team [article, specifies the team as unknown] • **that** pupil [demonstrative, known] Julia's parents [possessive, known]

		• possessives (e.g. my, your) • quantifiers (e.g. some, every).	• **some** big boys [quantifier, unknown] Contrast: home **the** team, big **some** boys [both incorrect, because the determiner should come before other modifiers]
	digraph	A type of grapheme where two letters represent one phoneme. Sometimes, these two letters are not next to one another; this is called a split digraph.	The digraph ea in each is pronounced /i:/. The digraph sh in shed is pronounced /ʃ/. The split digraph i–e in l<u>i</u>n<u>e</u> is pronounced /aɪ/
	ellipsis	Ellipsis is the omission of a word or phrase which is expected and predictable.	Frankie waved to Ivana and ~~she~~ watched her drive away. She did it because she wanted to ~~do it.~~
	etymology	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed. Many words in English have come from Greek, Latin or French.	The word school was borrowed from a Greek word ó÷ïëÞ (skholé) meaning 'leisure'. The word <u>*verb*</u> comes from Latin *verbum*, meaning 'word'. The word <u>*mutton*</u> comes from French *mouton*, meaning 'sheep'.
	finite verb	Every sentence typically has at least one verb which is either past or present tense. Such verbs are called 'finite'. The imperative verb in a command is also finite. Verbs that are not finite, such as participles or infinitives, cannot stand on their own: they are linked to another verb in the sentence.	Lizzie <u>does</u> the dishes every day. [present tense] Even Hana <u>did</u> the dishes yesterday. [past tense] <u>Do</u> the dishes, Naser! [imperative] Not finite verbs: • I have <u>done</u> them. [combined with the finite verb have] • I will <u>do</u> them. [combined with the finite verb will] • I want to <u>do</u> them! [combined with the finite verb want]
	fronting, fronted	A word or phrase that normally comes after the verb may be moved before the verb: when this happens, we say it has been 'fronted'. For example, a fronted adverbial is an adverbial which has been moved before the verb.	*<u>Before we begin</u>, make sure you've got a pencil.* [Without fronting: *Make sure you've got a pencil before we begin*.] *<u>The day after tomorrow,</u> I'm visiting my granddad.*

		When writing fronted phrases, we often follow them with a comma	[Without fronting: *I'm visiting my granddad the day after tomorrow.]*
	future	Reference to future time can be marked in a number of different ways in English. All these ways involve the use of a present-tense verb. See also tense. Unlike many other languages (such as French, Spanish or Italian), English has no distinct 'future tense' form of the verb comparable with its present and past tenses.	He will leave tomorrow. [present-tense will followed by infinitive *leave*] He may leave tomorrow. [present-tense may be followed by infinitive *leave*] He leaves tomorrow. [present-tense *leaves*] He is going to leave tomorrow. [present tense is followed by going to plus the infinitive *leave*]
	GPC	See grapheme-phoneme correspondences	
	grapheme	A letter, or combination of letters, that corresponds to a single phoneme within a word.	The grapheme t in the words ten, bet and ate corresponds to the phoneme /t/. The grapheme ph in the word dolphin corresponds to the phoneme /f/
	grapheme-phoneme correspondences	The links between letters, or combinations of letters (graphemes) and the speech sounds (phonemes) that they represent. In the English writing system, graphemes may correspond to different phonemes in different words.	The grapheme s corresponds to the phoneme /s/ in the word see, but… …it corresponds to the phoneme /z/ in the word easy.
	head	see - phrase	
	homonym	Two different words are homophones if they sound exactly the same when pronounced.	Has he left yet? Yes – he went through the door on the left. The noise a dog makes is called a bark. Trees have bark.
	homophone	Two different words are homophones if they sound exactly the same when pronounced.	hear, here some, sum
	infinitive	A verb's infinitive is the basic form used as the head-word in a dictionary (e.g. walk, be). Infinitives are often used: • after to • after modal verbs.	I want to walk. I will be quiet.

	inflection	When we add -ed to walk, or change mouse to mice, this change of morphology produces an inflection ('bending') of the basic word which has special grammar (e.g. past tense or plural). In contrast, adding -er to walk produces a completely different word, walker, which is part of the same word family. Inflection is sometimes thought of as merely a change of ending, but, in fact, some words change completely when inflected.	*dogs* is an inflection of *dog* *went* is an inflection of *go* *better* is an inflection of *good*
	intransitive verb	A verb which does not need an object in a sentence to complete its meaning is described as intransitive. See 'transitive verb'.	We all <u>laughed.</u> We would like to stay longer, but we must <u>leave</u>.
	main clause	A sentence contains at least one clause which is not a subordinate clause; such a clause is a main clause. A main clause may contain any number of subordinate clauses.	<u>It was raining</u> but the <u>sun was shining</u>. [two main clauses] . <u>The man **who wrote it** told me **that it was true**</u>. [one main clause containing two subordinate clauses.] *She said, "It rained all day."* [one main clause containing another.]
	modal verb	Modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. The main modal verbs are will, would, can, could, may, might, shall, should, must and ought. A modal verb only has finite forms and has no suffixes (e.g. I sing – he sings, but not I must – he musts).	• I <u>can</u> do this maths work by myself. • This ride <u>may</u> be too scary for you! • You <u>should</u> help your little brother. • Is it going to rain? Yes, it <u>might.</u> *Canning swim is important*. [not possible because can must be finite; contrast: *Being able to swim is important,* where *being* is not a modal verb]
	modify, modifier	One word or phrase modifies another by making its meaning more specific. Because the two words make a phrase, the 'modifier' is normally close to the modified word.	In the phrase *primary-school teacher*: • *teacher* is modified by *primary school* (to mean a specific kind of teacher) • *school* is modified by *primary* (to mean a specific kind of school).
	morphology	A word's morphology is its internal make-up in terms of root words and suffixes or prefixes, as well as other kinds of change such as the change of mouse to mice. Morphology may be used to produce different inflections	*dogs* has the morphological makeup: *dog + s.* *unhelpfulness* has the morphological make-up: unhelpful + ness • where *unhelpful = un + helpful* • and *helpful = help + ful*

		of the same word (e.g. boy – boys), or entirely new words (e.g. boy – boyish) belonging to the same word family. A word that contains two or more root words is a compound (e.g. news+paper, ice+cream).	
	noun	The surest way to identify nouns is by the ways they can be used after determiners such as the: for example, most nouns will fit into the frame "The __ matters/matter." Nouns are sometimes called 'naming words' because they name people, places and 'things'; this is often true, but it doesn't help to distinguish nouns from other word classes. For example, prepositions can name places and verbs can name 'things' such as actions. Nouns may be classified as common (e.g. boy, day) or proper (e.g. Ivan, Wednesday), and also as countable (e.g. thing, boy) or noncountable (e.g. stuff, money). These classes can be recognised by the determiners they combine with	Our dog bit the burglar on his behind! My big brother did an amazing jump on his skateboard. Actions speak louder than words. Not nouns: • He's behind you! [this names a place, but is a preposition, not a noun] • She can jump so high! [this names an action, but is a verb, not a noun] common, countable: a book, books, two chocolates, one day, fewer ideas common, non-countable: money, some chocolate, less imagination proper, countable: Marilyn, London, Wednesday
	noun phrase	A noun phrase is a phrase with a noun as its head, e.g. some foxes, foxes with bushy tails. Some grammarians recognise one-word phrases, so that foxes are multiplying would contain the noun foxes acting as the head of the noun phrase foxes	Adult foxes can jump. [adult modifies foxes, so adult belongs to the noun phrase] Almost all healthy adult foxes in this area can jump. [all the other words help to modify foxes, so they all belong to the noun phrase]
	object	An object is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows what the verb is acting upon. Objects can be turned into the subject of a passive verb, and cannot be adjectives (contrast with complements).	Year 2 designed puppets. [noun acting as object] I like that. [pronoun acting as object] Some people suggested a pretty display. [noun phrase acting as object] Contrast: • *A display was suggested.* [object of active verb becomes the subject of the passive verb]

			• *Year 2 designed pretty.* [incorrect, because adjectives cannot be objects]
	participle	Verbs in English have two participles, called 'present participle' (e.g. walking, taking) and 'past participle' (e.g. walked, taken). Unfortunately, these terms can be confusing to learners, because: • they don't necessarily have anything to do with present or past time • although past participles are used as perfects (e.g. has eaten) they are also used as passives (e.g. was eaten).	*He is walking to school*. [present participle in a progressive] *He has taken the bus to school.* [past participle in a perfect] *The photo was taken in the rain*. [past participle in a passive]
	passive	The sentence It was eaten by our dog is the passive of Our dog ate it. A passive is recognisable from: • the past participle form eaten • the normal object (it) turned into the subject • the normal subject (our dog) turned into an optional preposition phrase with by as its head • the verb be(was), or some other verb such as get. Contrast active. A verb is not 'passive' just because it has a passive meaning: it must be the passive version of an active verb.	A visit was arranged by the school. Our cat got run over by a bus. Active versions: • The school arranged a visit. • A bus ran over our cat. Not passive: • He received a warning. [past tense, active received] • We had an accident. [past tense, active had]
	past tense	Verbs in the past tense are commonly used to: • talk about the past • talk about imagined situations • make a request sound more polite. Most verbs take a suffix –ed, to form their past tense, but many commonly-used verbs are irregular. See also tense.	Tom and Chris showed me their new TV. [names an event in the past] Antonio went on holiday to Brazil. [names an event in the past; irregular past of go] I wish I had a puppy. [names an imagined situation, not a situation in the past] I was hoping you'd help tomorrow. [makes an implied request sound more polite]
	perfect	The perfect form of a verb generally calls attention to the consequences of a prior event; for example, he has gone to lunch implies that he is still away, in contrast with he went to lunch. 'Had gone to lunch' takes a past	She has downloaded some songs. [present perfect; now she has some songs]

		time point (i.e. when we arrived) as its reference point and is another way of establishing time relations in a text. The perfect tense is formed by: • turning the verb into its past participle inflection • adding a form of the verb have before it. It can also be combined with the progressive (e.g. he has been going).	I had eaten lunch when you came. [past perfect; I wasn't hungry when you came]
	phoneme	A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning. For example: • /t/ contrasts with /k/ to signal the difference between tap and cap • /t/ contrasts with /l/ to signal the difference between bought and ball. It is this contrast in meaning that tells us there are two distinct phonemes at work. There are around 44 phonemes in English; the exact number depends on regional accents. A single phoneme may be represented in writing by one, two, three or four letters constituting a single grapheme.	The word cat has three letters and three phonemes: /kæt/ The word catch has five letters and three phonemes: /katʃ/ The word caught has six letters and three phonemes: /kɔ:t/
	phrase	A phrase is a group of words that are grammatically connected so that they stay together, and that expand a single word, called the 'head'. The phrase is a noun phrase if its head is a noun, a preposition phrase if its head is a preposition, and so on; but if the head is a verb, the phrase is called a clause. Phrases can be made up of other phrases.	She waved to her mother. [a noun phrase, with the noun mother as its head] She waved to her mother. [a preposition phrase, with the preposition to as its head] She waved to her mother. [a clause, with the verb waved as its head]
	possessive	A possessive can be: • a noun followed by an apostrophe, with or without s • a possessive pronoun. The relation expressed by a possessive goes well beyond ordinary ideas of 'possession'. A possessive may act as a determiner.	Tariq's book [Tariq has the book] The boys' arrival [the boys arrive] His obituary [the obituary is about him] That essay is mine. [I wrote the essay]
	prefix	A prefix is added at the beginning of a word in order to turn it into another word.	overtake, disappear

		Contrast suffix.	
	preposition	A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time. Words like before or since can act either as prepositions or as conjunctions.	Tom waved goodbye *to* Christy. She'll be back *from* Australia *in* two weeks. I haven't seen my dog *since* this morning. Contrast: I'm going, *since* no-one wants me here! [conjunction: links two clauses]
	preposition phrase	A preposition phrase has a preposition as its head followed by a noun, pronoun or noun phrase.	He was in bed. I met them after the party.
	present tense	Verbs in the present tense are commonly used to: • talk about the present • talk about the future. They may take a suffix –s (depending on the subject). See also tense.	Jamal goes to the pool every day. [describes a habit that exists now] He can swim. [describes a state that is true now] The bus arrives at three. [scheduled now] My friends are coming to play. [describes a plan in progress now]
	progressive	The progressive (also known as the 'continuous') form of a verb generally describes events in progress. It is formed by combining the verb's present participle (e.g. singing) with a form of the verb be (e.g. he was singing). The progressive can also be combined with the perfect (e.g. he has been singing).	Michael is singing in the store room. [present progressive] Amanda was making a patchwork quilt. [past progressive] Usha had been practising for an hour when I called. [past perfect progressive]
	pronoun	Pronouns are normally used like nouns, except that: • they are grammatically more specialised • it is harder to modify them In the examples, each sentence is written twice: once with nouns, and once with pronouns (underlined). Where the same thing is being talked about, the words are shown in bold.	**Amanda** waved to **Michael. She** waved to **him**. **John's** mother is over there. **His** mother is over there. The **visit** will be an overnight **visit. This** will be an overnight **visit**. **Simon** is the person: **Simon** broke it. **He** is the one **who** broke it.
	punctuation	Punctuation includes any conventional features of writing other than spelling and general layout: the standard punctuation marks . , ; : ? ! - – ( ) " " ' ' , and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One important role of punctuation is to indicate sentence boundaries	"I'm going out, Usha, and I won't be long," Mum said.

	Received Pronunciation	Received Pronunciation (often abbreviated to RP) is an accent which is used only by a small minority of English speakers in England. It is not associated with any one region. Because of its regional neutrality, it is the accent which is generally shown in dictionaries in the UK (but not, of course, in the USA). RP has no special status in the national curriculum	
	register	Classroom lessons, football commentaries and novels use different registers of the same language, recognised by differences of vocabulary and grammar. Registers are 'varieties' of a language which are each tied to a range of uses, in contrast with dialects, which are tied to groups of users.	I regret to inform you that Mr Joseph Smith has passed away. [formal letter] Have you heard that Joe has died? [casual speech] Joe falls down and dies, centre stage. [stage direction]
	relative clause	A relative clause is a special type of subordinate clause that modifies a noun. It often does this by using a relative pronoun such as who or that to refer back to that noun, though the relative pronoun that is often omitted. A relative clause may also be attached to a clause. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun. In the examples, the relative clauses are underlined, and both the pronouns and the words they refer back to are in bold.	That's the **boy <u>who</u>** <u>lives near school</u>. [who refers back to boy] The **prize <u>that</u>** <u>I won</u> was a book. [that refers back to prize] The **prize** <u>I won</u> was a book. [the pronoun that is omitted] **Tom broke the game, <u>which</u>** <u>annoyed Ali</u>. [which refers back to the whole clause]
	root word	Morphology breaks words down into root words, which can stand alone, and suffixes or prefixes which can't. For example, help is the root word for other words in its word family such as helpful and helpless, and also for its inflections such as helping. Compound words (e.g. helpdesk) contain two or more root words. When looking in a dictionary, we sometimes have to look for the root word (or words) of the word we are interested in	*<u>play</u>ed* [the root word is play] *un<u>fair</u>* [the root word is fair] *football* [the root words are foot and ball]
	schwa	The name of a vowel sound that is found only in unstressed positions in English. It is the most common vowel sound in English. It is written as /ə/ in	/əlɒŋ/ [<u>a</u>long] /bʌtə/ [<u>butter</u>] /dɒktə/ [doct<u>or</u>]

		the International Phonetic Alphabet. In the English writing system, it can be written in many different ways.	
	sentence	A sentence is a group of words which are grammatically connected to each other but not to any words outside the sentence. The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation. A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination. Classifying sentences as 'simple', 'complex' or 'compound' can be confusing, because a 'simple' sentence may be complicated, and a 'complex' one may be straightforward. The terms 'singleclause sentence' and 'multi-clause sentence' may be more helpful.	*John went to his friend's house. He stayed there till tea-time.* John went to his friend's house, he stayed there till tea-time. [This is a 'comma splice', a common error in which a comma is used where either a full stop or a semi-colon is needed to indicate the lack of any grammatical connection between the two clauses.] You are my friend. [statement] Are you my friend? [question] Be my friend! [command] What a good friend you are! [exclamation] Ali went home on his bike to his goldfish and his current library book about pets. [single-clause sentence] She went shopping but took back everything she had bought because she didn't like any of it. [multi-clause sentence]
	split digraph	See digraph.	
	Standard English	Standard English can be recognised by the use of a very small range of forms such as those books, I did it and I wasn't doing anything (rather than their non-Standard equivalents); it is not limited to any particular accent. It is the variety of English which is used, with only minor variation, as a major world language. Some people use Standard English all the time, in all situations from the most casual to the most formal, so it covers most registers. The aim of the national curriculum is that everyone should be able to use Standard English as needed in writing and in relatively formal speaking.	*I did it because they were not willing to undertake any more work on those houses.* [formal Standard English] *I did it cos they wouldn't do any more work on those houses.* [casual Standard English] *I done it cos they wouldn't do no more work on them houses.* [casual non-Standard English]
	stress	A syllable is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed.	about visit

	subject	The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'. The subject's normal position is: • just before the verb in a statement • just after the auxiliary verb, in a question. Unlike the verb's object and complement, the subject can determine the form of the verb (e.g. I am, you are).	Rula's mother went out. That is uncertain. The children will study the animals. Will the children study the animals?
	subjunctive	In some languages, the inflections of a verb include a large range of special forms which are used typically in subordinate clauses, and are called 'subjunctives'. English has very few such forms and those it has tend to be used in rather formal styles.	The school requires that all pupils be honest. The school rules demand that pupils not enter the gym at lunchtime. If Zoë were the class president, things would be much better.
	subordinate, subordination	A subordinate word or phrase tells us more about the meaning of the word it is subordinate to. Subordination can be thought of as an unequal relationship between a subordinate word and a main word. For example: an adjective is subordinate to the noun it modifies subjects and objects are subordinate to their verbs. Subordination is much more common than the equal relationship of co-ordination. See also subordinate clause.	big dogs [big is subordinate to dogs] Big dogs need long walks. [big dogs and long walks are subordinate to need] We can watch TV when we've finished. [when we've finished is subordinate to watch]
	suffix	A suffix is an 'ending', used at the end of one word to turn it into another word. Unlike root words, suffixes cannot stand on their own as a complete word. Contrast prefix.	*call – called* *teach – teacher* [turns a verb into a noun] *terror – terrorise* [turns a noun into a verb] *green – greenish* [leaves word class unchanged]
	syllable	A syllable sounds like a beat in a word. Syllables consist of at least one vowel, and possibly one or more consonants.	*Cat* has one syllable. *Fairy* has two syllables. *Hippopotamus* has five syllables.
	synonym	Two words are synonyms if they have the same meaning, or similar meanings. Contrast antonym.	*talk – speak* *old – elderly*

	tense	In English, tense is the choice between present and past verbs, which is special because it is signalled by inflections and normally indicates differences of time. In contrast, languages like French, Spanish and Italian, have three or more distinct tense forms, including a future tense. (See also: future.) The simple tenses (present and past) may be combined in English with the perfect and progressive.	He *studies*. [present tense – present time] He *studied* yesterday. [past tense – past time] He *studies* tomorrow, or else! [present tense – future time] He *may study* tomorrow. [present tense + infinitive – future time] He *plans* to *study* tomorrow. [present tense + infinitive – future time] If he *studied* tomorrow, he'd see the difference! [past tense – imagined future] Contrast three distinct tense forms in Spanish: • Estudia. [present tense] • Estudió. [past tense] • Estudiará. [future tense]
	transitive verb	A transitive verb takes at least one object in a sentence to complete its meaning, in contrast to an intransitive verb, which does not	He loves Juliet. She understands English grammar.
	trigraph	A type of grapheme where three letters represent one phoneme.	H*igh*, p*ure*, pa*tch*, he*dge*
	unstressed	See stressed.	
	verb	The surest way to identify verbs is by the ways they can be used: they can usually have a tense, either present or past (see also future). Verbs are sometimes called 'doing words' because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn't distinguish verbs from nouns (which can also name actions). Moreover many verbs name states or feelings rather than actions. Verbs can be classified in various ways: for example, as auxiliary, or modal; as transitive or intransitive; and as states or events.	He *lives* in Birmingham. [present tense] The teacher *wrote* a song for the class. [past tense] He *likes* chocolate. [present tense; not an action] He *knew* my father. [past tense; not an action] Not verbs: The walk to Halina's house will take an hour. [noun] All that surfing makes Morwenna so sleepy! [noun]
	vowel	A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract.	

		Vowels can form syllables by themselves, or they may combine with consonants. In the English writing system, the letters a, e, i, o, u and y can represent vowels	
	word	A word is a unit of grammar: it can be selected and moved around relatively independently, but cannot easily be split. In punctuation, words are normally separated by word spaces. Sometimes, a sequence that appears grammatically to be two words is collapsed into a single written word, indicated with a hyphen or apostrophe (e.g. well-built, he's).	headteacher or head teacher [can be written with or without a space] I'm going out. 9.30 am
	word class	Every word belongs to a word class which summarises the ways in which it can be used in grammar. The major word classes for English are: noun, verb, adjective, adverb, preposition, determiner, pronoun, conjunction. Word classes are sometimes called 'parts of speech'.	
	word family	The words in a word family are normally related to each other by a combination of morphology, grammar and meaning.	*teach – teacher* *extend – extent – extensive* *grammar – grammatical – grammarian*

11. Key Words

– by year group

Year 1 – NB. These words are taught through the ELS phonics programme			
the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

Year 2 – These words are taught through the No Nonsense Spelling Programme				
after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	could	great	Mrs	steak
beautiful	cold	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	whole
busy	eye	last	path	who
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

Year 3/4 - – These words are taught through the No Nonsense Spelling Programme				
accident	complete	group	notice	recent
accidentally	consider	guard	occasion	regular
actual	continue	guide	occasionally	reign
actually	decide	heard	often	remember
address	describe	heart	opposite	sentence
although	different	height	ordinary	separate
answer	difficult	history	particular	special
appear	disappear	imagine	peculiar	straight
arrive	early	increase	perhaps	strange
believe	earth	important	popular	strength
bicycle	eight	interest	position	suppose
breath	eighth	island	possess	surprise
breathe	enough	knowledge	possession	therefore
build	exercise	learn	possible	though
busy	experience	length	potatoes	thought
business	experiment	library	pressure	through
calendar	extreme	material	probably	various
caught	famous	medicine	promise	weight
centre	favourite	mention	purpose	woman
century	February	minute	quarter	women
certain	forwards	natural	question	
circle	fruit	naughty		
	grammar			

Year 5/6 - – These words are taught through the No Nonsense Spelling Programme				
accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition	conscience conscious controversy convenience correspond criticise curiosity definite desperate determined develop dictionary disastrous embarrass environment equip equipped equipment especially exaggerate excellent	existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate immediately individual interfere interrupt language leisure lightning marvellous mischievous	muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme	rhythm sacrifice secretary shoulder signature sincere sincerely soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht