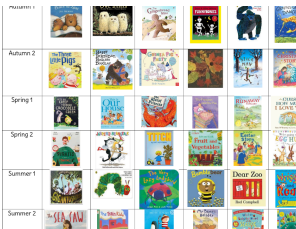





# William Stockton Primary School

## English Long Term Plan



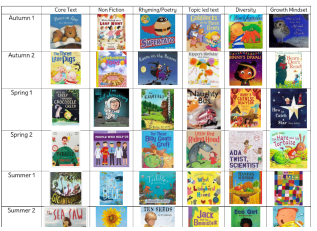
			Mastery keys/objectives
Nursery 1	Spring	<p>Super 6 books (See Long Term Curriculum)</p> <p>Books will be adapted in line with children's interest and motivations.</p>	<p>Baseline Assessment</p> <p>Draw &amp; mark make freely with a variety of mark making tools - paintbrushes in water/paint, wax crayons, felt-tip pens, sponges in water/paint, stampers or chalks, sticks in mud</p>
	Summer		<p>Able to concentrate on the activity of mark making</p> <p>Will explore and experiment with the different types of marks they are able to create, such as straight, wavy and curved lines.</p>


			Mastery keys/objectives
	Autumn 1	<p>Super 6 books (See Long Term Curriculum)</p> <p>Books will be adapted in line with children's interest and</p>	<p>Baseline Assessment ( New starters )</p> <p>Will explore and experiment with the different types of marks they are able to create, such as straight, wavy and curved lines.</p> <p>Can copy / trace some patterns</p>

Nursery 2	Autumn 2	<p>motivations.</p> 	Add some marks to their drawings, which they give meaning to. For example: Make marks on their picture to stand for their name/ This is a tree.
	Spring 1		To use enclosed shapes to communicate meaning
	Spring 2		To make some letter like forms in their writing
	Summer 1		To trace/copy their name. To write some familiar letters freely.
	Summer 2		To write some/all of their name. To write some familiar letters to communicate meaning. To begin to represent initial sounds in their mark making/ writing.

Reception Long Term Curriculum - <https://drive.google.com/file/d/1qpgAHv2hutnJ8yxJFYpv8FDESKHwehOP/view>

			Mastery keys/objectives
Reception	Autumn 1	<p>Super 6 books (See Long Term Curriculum) Books will be adapted in line with children's interest and motivations.</p>	To hear and represent initial sounds when writing labels/ lists
	Autumn 2		To represent dominant sounds when writing labels/lists
	Spring 1		To represent dominant sounds when writing captions To write some tricky words in writing (linked to Little Wandle Scheme)
	Spring 2		To represent dominant sounds when writing captions/ simple sentences. To write some tricky words (linked to Little Wandle Scheme)
	Summer 1		To write short sentences with words with known sound -letter correspondences including some digraphs and trigraphs learned.
	Summer 2		To write short sentences with words with known sound -letter correspondences

			using a capital letter and a full stop
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 WS Book Spine

Year Group	Term	Stimulus	Genres covered	Gateway Keys	Mastery Keys	Feature Keys
1	Autumn 1	Nibbles the book monster		<ul style="list-style-type: none"> <li>Combine words to make sentences</li> <li>Use capital letters for names of people and the personal pronoun 'I'</li> <li>Leave spaces between words</li> <li>Begin to use capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>Join words using and</li> <li>Punctuate sentences using a capital letter and a full stop</li> <li>Use capital letters for names of people</li> <li>Sequence sentences to form short narratives (link ideas or event by pronoun)</li> </ul>	<ul style="list-style-type: none"> <li>Some simple description</li> <li>1st person (based on own experiences)</li> <li>Begin to link events using and</li> <li>Events in order</li> <li>Past tense</li> </ul>
	Autumn 2	Lost and Found		<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and</li> </ul>	<ul style="list-style-type: none"> <li>Combine words to make sentences</li> <li>Leave spaces between words</li> <li>Begin to use capital letters and full stops</li> <li>Use capital letters for names of people and the</li> </ul>	<ul style="list-style-type: none"> <li>Use some story language</li> <li>Include and describe a new animal character</li> <li>Include and describe the setting (new setting for greater depth)</li> <li>Write simple sentences in sequence</li> </ul>

				sentences that can be read by others	personal pronoun 'I'	<ul style="list-style-type: none"> <li>• Include a beginning, middle and end</li> </ul>
Spring 1	The Lion inside			<ul style="list-style-type: none"> <li>• Compose a sentence orally before writing it</li> <li>• Join words using and</li> <li>• Use plural noun suffixes -s and -es</li> <li>• Punctuate sentences using a capital letter and a full stop</li> <li>• Use capital letters for names of people</li> <li>• Leave spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks</li> <li>• Join words and clauses using and</li> <li>• Some accurate use of the prefix un-</li> <li>• Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est</li> </ul>	<ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe new characters</li> <li>• Include and describe the setting</li> <li>• Write simple sentences in sequence (link ideas with pronouns)</li> <li>• Include a beginning, middle and end</li> </ul>
				<ul style="list-style-type: none"> <li>• Punctuate sentences using a capital letters and a full stop, some question marks and exclamation marks</li> <li>• Use 'and' between words and some clauses</li> <li>• Some accurate use of the prefix un-</li> <li>• Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est</li> <li>• Leave spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est</li> </ul>	<ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe a character</li> <li>• Include and describe the setting (new setting for greater depth)</li> <li>• Write simple sentences in sequence</li> <li>• Include a beginning, middle and end</li> </ul>

	Summer 1	What the ladybird heard at the seaside		<ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Add suffixes where no change is needed to the root of the word e.g -ed, -er, -ing, -est</li> </ul>	<ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Add suffixes where no change is needed to the root of the word e.g. ed, -ing, -er, -est</li> <li>• Change the meaning of verbs and adjectives by adding the prefix un</li> </ul>	<ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe characters</li> <li>• Include and describe the setting</li> <li>• Write simple sentences in sequence</li> <li>• Include a beginning, middle and end</li> </ul>
	Summer 2	Goldilocks and just the one bear		<ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Add suffixes where no change is needed to the root of the word e.g -ed, -er, -ing, -est</li> <li>• Change the meaning of verbs and adjectives by adding the prefix un-</li> </ul>	<ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Use simple description</li> <li>• Sequence sentences to form short narratives (link ideas or events by pronouns)</li> <li>• Use a capital letter for places and days of the week</li> <li>• Punctuate sentences using a capital letters, full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>• Story language</li> <li>• Simple description for character and setting</li> <li>• Sequence of events</li> <li>• Include a beginning, middle and end</li> <li>• Past tense</li> </ul>
	Autumn 1	Troll Swap	story	<ul style="list-style-type: none"> <li>• Combine words to make sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Use punctuation correctly - full stops, capital letters</li> </ul>	<ul style="list-style-type: none"> <li>• Use phrases from story language</li> </ul>

2				<ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Sequence sentences to form short narratives</li> <li>• Leave spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• Use expanded noun phrases to describe and specify</li> <li>• Use subordination (because) and coordination (and)</li> </ul>	<ul style="list-style-type: none"> <li>• Create and describe characters</li> <li>• Create and describe settings</li> <li>• Use past tense consistently and correctly</li> <li>• Write in 3rd person</li> <li>• Sequence of events with beginning, middle and end</li> </ul>
	Autumn 2	The owl who was afraid of the dark	Report	<ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives</li> <li>• Join words and clauses using and</li> <li>• Use subordination (because)</li> <li>• Add suffixes to verbs where no change is needed to the root</li> <li>• Write expanded noun phrases to describe and specify</li> </ul>	<ul style="list-style-type: none"> <li>• Use co-ordination (but, or)</li> <li>• Add -ly to turn adjectives into adverbs</li> <li>• Use commas to separate items in a list</li> </ul>	<ul style="list-style-type: none"> <li>• Specific vocabulary linked to the topic</li> <li>• Clear and precise description</li> <li>• Present tense</li> <li>• Title</li> <li>• Sub-Headings</li> <li>• Introduction</li> <li>• Grouped information</li> <li>• Facts from research</li> </ul>
	Spring 1	The Dragon machine	instructions	<ul style="list-style-type: none"> <li>• Use subordination (because) and coordination (and)</li> <li>• Write expanded noun phrases to describe and specify</li> <li>• Use punctuation correctly – full stop, capital letters</li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences with different forms: statement, question, exclamation, command</li> <li>• Use subordination (apply because, introduce when)</li> <li>• Use present and past</li> </ul>	<ul style="list-style-type: none"> <li>• Use phrases from story language</li> <li>• Create and describe characters</li> <li>• Create and describe settings</li> <li>• Use past tense consistently and correctly</li> </ul>

			<ul style="list-style-type: none"> <li>• Add <i>suffixes</i> to verbs where no change is needed to the root (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>tenses correctly and consistently (some progressive)</li> <li>• Use punctuation correctly - exclamation marks, question marks</li> </ul>	<ul style="list-style-type: none"> <li>• Write in 3rd person</li> <li>• Sequence of events with beginning, middle and end</li> </ul>
Spring 2			<ul style="list-style-type: none"> <li>• Use subordination (when, because)</li> <li>• Write expanded noun phrases to describe and specify</li> <li>• Use punctuation correctly - full stop, capital letters</li> <li>• Some accurate use of exclamation marks, question marks</li> </ul>	<ul style="list-style-type: none"> <li>• Use the progressive form of verbs in the present and past tense</li> <li>• Use present and past tenses correctly and consistently</li> <li>• Use subordination (apply because, when; introduce that)</li> <li>• Use punctuation correctly - introduce apostrophe for the possessive (singular)</li> </ul>	<ul style="list-style-type: none"> <li>• Include detail and description to inform the reader</li> <li>• Write in 1st person</li> <li>• Use consistent past tense</li> <li>• Order events with adverbs of time</li> <li>• Include personal comments and own viewpoint</li> <li>• Set the scene with a clear opening and establish the context</li> <li>• Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!</li> </ul>
Summer 1	The Last Wolf		<ul style="list-style-type: none"> <li>• Use the progressive form of verbs in the present and past tense</li> <li>• Some use of subordination (because, when) and</li> </ul>	<ul style="list-style-type: none"> <li>• Use subordination (if, that)</li> <li>• Add -er and -est to adjectives</li> <li>• Use homophones and near homophones</li> </ul>	<ul style="list-style-type: none"> <li>• Include detail and description to inform the reader</li> <li>• Use a range of sentence forms to address the</li> </ul>

				<p>coordination (and, but)</p> <ul style="list-style-type: none"> <li>• Use punctuation correctly (as taught so far)</li> <li>• Write sentences with different forms: statement, question, exclamation, command</li> </ul>	<ul style="list-style-type: none"> <li>• Use punctuation correctly – apostrophes for contracted forms</li> </ul>	<p>reader</p> <ul style="list-style-type: none"> <li>• Write in 1st person</li> <li>• Include personal comments and own viewpoint</li> <li>• Use openings and closings e.g. dear, opening statement to state why we are writing, from</li> </ul>
	Summer 2	Grandads secret Giant		<ul style="list-style-type: none"> <li>• Use subordination (if, that)</li> <li>• Add -er and -est to adjectives</li> <li>• Use homophones and near homophones</li> <li>• Use punctuation correctly – apostrophes for contracted forms</li> </ul>	<ul style="list-style-type: none"> <li>• Use present and past tenses correctly and consistently including the progressive form</li> <li>• Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• Use expanded noun phrases to describe and specify</li> <li>• Add suffixes to spell longer words e.g. -ment, -ful</li> </ul>	<ul style="list-style-type: none"> <li>• Use phrases from story language</li> <li>• Create and describe characters</li> <li>• Create and describe settings</li> <li>• Sequence of events</li> <li>• Section story into beginning, middle and end</li> <li>• Use 3rd person consistently</li> <li>• Use tenses appropriately</li> </ul>
Year 3/4 Cycle 1	Autumn 1	Gorilla	Retell narrative	<ul style="list-style-type: none"> <li>• Use punctuation correctly -full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2)</li> <li>• Use prepositions, conjunctions and adverbs to express time, place and</li> </ul>	<ul style="list-style-type: none"> <li>• Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use fronted adverbials</li> <li>• Organise paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Use small details to describe characters</li> <li>• Use small details for time, place and mood</li> <li>• Use tenses appropriately</li> <li>• Sequence stories in different stages: introduction, build up,</li> </ul>



				<p>cause (Y3)</p> <ul style="list-style-type: none"> <li>• Group related ideas into paragraphs (Y3)</li> <li>• Use past and present tenses correctly and consistently including the present perfect tense (Y2 /3)</li> </ul>	<p>around a theme (to organise and sequence more extended narrative structures)</p> <ul style="list-style-type: none"> <li>• Use commas after fronted adverbials</li> </ul>	<p>climax, resolution</p> <ul style="list-style-type: none"> <li>• Use 1st/3rd person consistently</li> </ul>
Autumn 2	Leon and the Place Inbetween		<p>Develop character and setting</p> <ul style="list-style-type: none"> <li>• Group related ideas into paragraphs</li> <li>• Use conjunctions to express time, place and cause</li> <li>• Build an increasing range of sentence structures</li> </ul>	<p>Use Standard English forms for verb inflections</p> <ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns</li> <li>• Recognise the difference between plural and possessive 's'</li> <li>• Build a varied and rich vocabulary</li> </ul>		
Spring 1	Escape from Pompeii		<p>Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</p> <ul style="list-style-type: none"> <li>• Use conjunctions, adverbs and prepositions to express</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</li> <li>• Use Standard English for verb inflections</li> <li>• Organise paragraphs around a theme (using fronted adverbial to</li> </ul>		

				<p>time, place and cause</p> <ul style="list-style-type: none"> <li>• Create characters, settings and plot in narrative</li> <li>• Group related ideas into paragraphs</li> </ul>	<p>introduce or connect paragraphs)</p> <ul style="list-style-type: none"> <li>• Use and punctuate direct speech (using dialogue to show the relationship between characters)</li> </ul>	
Spring 2	When the Giant Stirred	1st person fiction	<ul style="list-style-type: none"> <li>• Use past and present tenses appropriately</li> <li>• Sequence events</li> <li>• Section story into beginning, middle and end</li> <li>• Use 3rd person consistently</li> <li>• Write expanded noun phrases (Y2)</li> <li>• Use inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use and punctuate direct speech</li> <li>• Use commas after fronted adverbials</li> </ul>	<p>Sequence stories in different stages: introduction, build up, climax, resolution</p> <ul style="list-style-type: none"> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 1st or 3rd person consistently</li> <li>• Use small details to describe characters and for time, place and mood</li> </ul>	
Summer 1	Where the Forest meets the sea	Non-chronological report writing	<ul style="list-style-type: none"> <li>• Revise use of simple organisational devices in non-narrative material</li> <li>• Write in the present tense</li> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in</li> </ul>	<p>Build a varied and rich vocabulary</p> <ul style="list-style-type: none"> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Use paragraphs to organise information and ideas around a theme</li> <li>• Indicate possession by</li> </ul>	<p>Use specific vocabulary, e.g. fruit bats, and some technical vocabulary, e.g. nocturnal, mammal</p> <ul style="list-style-type: none"> <li>• Use precision in technical vocabulary</li> <li>• Write in present tense</li> <li>• Use layout features, e.g.</li> </ul>	

			<p>a list, apostrophes for contraction and singular noun possession)</p> <ul style="list-style-type: none"> <li>• Use subordination (when, if, that, because) and co-ordination (or, and, but)</li> <li>• Use expanded noun phrases</li> </ul>	<p>using the possessive apostrophe with plural nouns and revise Y2 singular</p> <ul style="list-style-type: none"> <li>• Recognise the grammatical difference between plural and possessive 's'</li> </ul>	<p>questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams</p>
Summer 2	Blue John	Explanation - Letter	<ul style="list-style-type: none"> <li>• Full stops, capital letters, exclamation marks, question marks, commas and apostrophes</li> <li>• Group related ideas into paragraphs</li> <li>• Use past and present tense consistently</li> <li>• Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Build a rich and varied vocabulary and an increasing range of sentence structures</li> <li>• Use a variety of verb forms correctly and consistently including the progressive and the present perfect forms</li> <li>• Use paragraphs to organise information and ideas around a theme</li> </ul> <p>Integrated as revision: The grammatical difference between plural and possessive s</p>	<p>Explanation</p> <ul style="list-style-type: none"> <li>• Use language to explain a process or how something works</li> <li>• Use some technical vocabulary</li> <li>• Use simple present tense</li> <li>• Use words /phrases to make sequential, causal or logical connections e.g. because, as a result of</li> <li>• Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart</li> </ul> <p>Letter</p> <ul style="list-style-type: none"> <li>• Choose sentence forms to address the reader directly</li> <li>• Use fronted adverbials to introduce paragraphs</li> <li>• Use layout features</li> </ul>

						including an address/date, suitable closing
Year $\frac{3}{4}$ Cycle 2	Autumn n 1	Seal Surfer	A letter written to Grandad to describe the seasons and actions of the seals	<p>Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</p> <ul style="list-style-type: none"> <li>• Use subordination (when, if, that, because) and co-ordination (or, and, but)</li> <li>- Use present and past tenses consistently and correctly</li> <li>• Use progressive forms of verbs</li> <li>• Use expanded noun phrases</li> <li>• Write sentences with different forms: statement, command, question, exclamation</li> </ul>	<p>Group related ideas into paragraphs</p> <ul style="list-style-type: none"> <li>• Build a varied and rich vocabulary</li> <li>• Use prepositions to express time, place and cause</li> <li>• Introduce inverted commas to punctuate direct speech (one session)</li> </ul>	<ul style="list-style-type: none"> <li>* write in 1st person in the role</li> <li>*use coordinating and subordinating conjunctions</li> <li>*Use adverbs</li> <li>*use prepositions and prepositional phrases</li> </ul>
	Autumn n 2	Winters' Child	Fiction – Fantasy story	<p>Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</p> <ul style="list-style-type: none"> <li>• Use subordination (when, if, that, because) and co-</li> </ul>	<p>Use conjunctions and adverbs to express, time, place and cause</p> <ul style="list-style-type: none"> <li>• Use a or an according to whether the next word begins with a vowel or consonant</li> <li>• In narratives, create characters, settings and</li> </ul>	<p>Plan writing by discussing the structure, vocab and grammar of similar writing</p> <ul style="list-style-type: none"> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• Build a varied and rich vocabulary</li> </ul>

				<p>ordination (or, and, but)</p> <ul style="list-style-type: none"> <li>• Use present and past tenses consistently and correctly</li> <li>• Use noun phrases and prepositions to add detail</li> <li>• Group related ideas into paragraphs</li> </ul>	<p>plot</p> <ul style="list-style-type: none"> <li>• Use inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the effectiveness of own and others' writing</li> <li>• Propose changes to grammar and vocabulary to improve consistency</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>
Spring 1	Stone Age Boy	Fiction - Historical narrative	<p>Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</p> <ul style="list-style-type: none"> <li>• Use a range of co-ordinating and subordinating conjunctions</li> <li>• Create characters, settings and plot in narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Form nouns with a range of prefixes</li> <li>• Use present and past tenses correctly and consistently including progressive and present perfect forms</li> <li>• Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)</li> <li>• Build a varied and rich vocabulary</li> </ul>	<p>Write a sequence of events to follow the structure of the model story</p> <ul style="list-style-type: none"> <li>• Write an opening paragraph and further paragraphs for each stage</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 3rd or 1st person consistently</li> <li>• Use tenses appropriately</li> <li>• Add historical detail to characters, setting and events</li> </ul>	
Spring	Big Blue	Non-fiction	<p>Use punctuation at Y2</p>	<ul style="list-style-type: none"> <li>• Use adverbs to express</li> </ul>	<p>Use persuasive language e.g.</p>	

2	Whale	- Persuasive Information	<p>standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</p> <ul style="list-style-type: none"> <li>• Use conjunctions and prepositions to express time, place and cause</li> <li>• Use adverbs to express time</li> <li>• Group related ideas into paragraphs</li> </ul>	<p>time, place and cause</p> <ul style="list-style-type: none"> <li>• Build an increasing range of sentence structures</li> <li>• Use headings and sub-headings to aid presentation</li> <li>• Assess the effectiveness of own and others' writing</li> </ul>	<p>alliteration, repetition</p> <ul style="list-style-type: none"> <li>• Write in logical order</li> <li>• Use 2nd person or 3rd person to talk directly to the reader</li> <li>• Select organisational features e.g. opening statement, sub-headings, closing statement</li> </ul>
Summer 1	Journey	Narrative - Adventure story	<p>Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</p> <ul style="list-style-type: none"> <li>• Group related ideas into paragraphs</li> <li>• Build an increasing range of sentence structures</li> <li>• Use adverbs to express time, place and cause</li> </ul>	<ul style="list-style-type: none"> <li>• Use the present perfect form of verbs in contrast to the past tense</li> <li>• Use prepositions, conjunctions and adverbs to express time, place and cause</li> <li>• Group related ideas into paragraphs</li> <li>• Use a or an according to whether the next word begins with a vowel or a consonant</li> </ul>	<p>Use small details to describe characters</p> <ul style="list-style-type: none"> <li>• Include a setting to create atmosphere</li> <li>• Sequence of events to follow the structure of the model story</li> <li>• Write an opening paragraph and further paragraphs for each stage</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 3rd person consistently</li> <li>• Use tenses appropriately</li> </ul>

	Summer 2	Zereffa Giraffa	Non-fiction - Persuasive writing	<ul style="list-style-type: none"> <li>• Full stops, capital letters, exclamation marks, question marks, commas and apostrophes</li> <li>• Use prepositions to express time, place and cause</li> <li>• Group related ideas in paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Build an increasing range of sentence structures</li> <li>• In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation</li> <li>• Use present and past tenses correctly and consistently including the progressive and present perfect forms</li> </ul>	<p>Use persuasive language e.g. alliteration, repetition.</p> <ul style="list-style-type: none"> <li>• Write in logical order</li> <li>• Use 2nd person or 3rd person to talk directly to the reader</li> <li>• Select organisational features e.g. opening statement, sub-headings.</li> </ul>
Year 5  Cross curricular links	Autumn 1	The Happy Lost Endings	Character and setting descriptions Narrative - retell a section embedding dialogue to convey characters/ advance action	<p>Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</p> <ul style="list-style-type: none"> <li>• Use a variety of verb forms consistently and correctly</li> <li>• Organise paragraphs around a theme</li> <li>• Use a range of sentences with more than one clause</li> </ul>	<p>Use expanded noun phrases to convey complicated information concisely</p> <ul style="list-style-type: none"> <li>• Describe settings, characters and atmosphere</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Use of inverted commas and other punctuation to punctuate direct speech</li> </ul>	<p>Develop and keep characters consistent through description</p> <ul style="list-style-type: none"> <li>• Develop settings through description and link this with the characters or plot</li> <li>• Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language</li> <li>• Vary story opening: start with dialogue, action or description</li> <li>• Use paragraphs to vary</li> </ul>

				(when, if, because, although)		<p>pace and emphasis</p> <ul style="list-style-type: none"> <li>• Use dialogue to move action forward</li> </ul>
Autumn 2	Arthur and the Golden Rope	<p>Narrative Myth</p> <p>Character description</p> <p>Free verse poems</p> <p>Recount</p> <p>Retell a section of the story</p>	<p>Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</p> <ul style="list-style-type: none"> <li>• Link ideas across paragraphs using adverbials</li> <li>• Use of inverted commas and other punctuation to punctuate direct speech (Y4)</li> </ul>	<p>Use expanded noun phrases to convey complicated information concisely</p> <ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>• Link ideas across paragraphs using adverbials</li> <li>• Use commas to clarify meaning and avoid ambiguity in writing</li> </ul>	<p>with dialogue, action or description</p> <ul style="list-style-type: none"> <li>• Use paragraphs to vary pace and emphasis</li> <li>• Use dialogue to move action forward</li> <li>• Create a plot: a journey, a quest or a series of trials for the hero</li> <li>• Create characters which behave in superhuman ways with unusual powers or strong characteristics</li> <li>• Create a magic object which may symbolise something</li> </ul>	
Spring 1	The Darkest Dark	<p>Biography</p> <p>News report</p> <p>Setting description</p>	<p>Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials,</p>	<p>Variety of verb forms used correctly and consistently</p> <ul style="list-style-type: none"> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> <li>• Link ideas across</li> </ul>	<p>Engage reader through use of description, feelings and opinions</p> <ul style="list-style-type: none"> <li>• Include the 5Ws - who, what, where, when, why and how - and conclude with a</li> </ul>	



				<p>apostrophes for contraction and possession)</p> <ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> <li>Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun</li> </ul>	<p>paragraphs using adverbials and tense choices</p> <ul style="list-style-type: none"> <li>Use brackets, dashes or commas to indicate parenthesis</li> </ul> <p>Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</p>	<p>clear summary</p> <ul style="list-style-type: none"> <li>Use real life facts, including dates and place names</li> <li>Use thematic language specific to the subject</li> <li>Use formal language appropriately</li> </ul>
Spring 2	The Paperbag Prince	<p>Persuasive/ Information leaflet</p> <p>Setting description</p> <p>Write a vlog</p> <p>Formal letter to the local council/ headteacher</p> <p>Diary</p>	<p>Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</p> <ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Use relative clauses to add detail and description</li> <li>Extend the range of</li> </ul>	<p>Use modal verbs to indicate degrees of possibility</p> <ul style="list-style-type: none"> <li>Use devices to build cohesion within a paragraph</li> <li>Choose the appropriate register</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Enhance meaning through selecting appropriate grammar and vocabulary</li> </ul>	<p>Use precise word choices</p> <ul style="list-style-type: none"> <li>Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would)</li> <li>Use persuasive language: quotes and rhetorical questions</li> <li>Directly appeal to the reader</li> <li>Support points using persuasive examples and provide evidence</li> <li>Provide well-developed factual information for the reader</li> </ul>	

				sentences with more than one clause by using a wider range of conjunctions (Y4)		<ul style="list-style-type: none"> <li>• Include a summarising statement</li> </ul>
Summer 1	Romeo and Juliet/ Macbeth	Playscript Narrative - embed dialogue Diary Newspaper report Setting and character description Poetry	<p>Use devices to build cohesion within a paragraph</p> <ul style="list-style-type: none"> <li>• Link ideas across paragraphs using adverbials of time, place and number</li> <li>• Use of inverted commas and other punctuation to punctuate direct speech</li> <li>• Use Y5 standard punctuation</li> <li>• Use consistent and correct tense</li> </ul>	<p>Use expanded noun phrases to convey complicated information concisely</p> <ul style="list-style-type: none"> <li>• Use passive verbs</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices</li> <li>• Integrate dialogue to convey character and advance the action</li> </ul> <p>For suggested information text at the end of the unit:</p> <ul style="list-style-type: none"> <li>• Use a colon to introduce a list</li> <li>• Punctuate bullet points consistently</li> </ul>	<p>Select the appropriate style to engage the audience</p> <ul style="list-style-type: none"> <li>• Use direct and reported speech to express a range of viewpoints</li> <li>• Use verb tenses consistently and correctly</li> </ul> <p>Add details of the 5Ws throughout piece - who, what, where, when, why and how</p> <ul style="list-style-type: none"> <li>• Direct address to the reader through questions as subheadings</li> <li>• Use quotes from people to provide opinions and information</li> <li>• Use passive voice for ambiguity</li> <li>• Use appropriate formality for intended audience</li> <li>• Use layout features of a journalistic report, including</li> </ul>	

						headline, photographs and captions and ending with a summary,
	Summer 2	Radiant Child	Information text  Letter - persuasive	Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) <ul style="list-style-type: none"> <li>• Use a variety of verb forms consistently and correctly (Including progressive and present perfect)</li> <li>• Organise paragraphs around a theme</li> <li>• Use a range of sentences with more than one clause (when, if, because, although)</li> <li>• Use fronted adverbials</li> </ul>	Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun <ul style="list-style-type: none"> <li>• Use adverbs to indicate degrees of possibility</li> <li>• Use a wider range of devices to build cohesion across paragraphs</li> <li>• Link ideas using tense choices</li> </ul>	Use precise word choices <ul style="list-style-type: none"> <li>• Select language to appeal to the reader</li> <li>• Use a formal tone</li> <li>• Provide well-developed factual information for the reader</li> <li>• Manipulate style for specific purpose and audience</li> <li>• Write an introduction</li> </ul>
Year 6 Cross curricula	Autumn 1	Queen of the Falls	Narrative - retell the event from a spectator's perspective  Diary -	Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for	Identify the audience for and purpose of writing <ul style="list-style-type: none"> <li>• Organise paragraphs around a theme with a focus on more complex narrative structures</li> <li>• Use commas after fronted</li> </ul>	of description, feelings and opinions <ul style="list-style-type: none"> <li>• Use adverbs and fronted adverbials (with doubt in my mind, anxiously, afterwards)</li> <li>• Use rhetorical questions to engage reader</li> </ul>

lar links		<p>Annie Newspaper report Persuasive leaflet - Visit the Falls</p> <p>Instructions - How to survive the Falls Eggy Annie</p> <p>Biography- Wikipedia</p> <p>A report to the child Agency</p> <p>Rooftoppers</p>	<p>contraction and possession)</p> <ul style="list-style-type: none"> <li>• Use fronted adverbials</li> <li>• Use a variety of verb forms consistently and correctly</li> <li>• Organise paragraphs around a theme</li> </ul>	<p>adverbials</p> <ul style="list-style-type: none"> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use consistent 1st person</li> <li>• Write in consistent tense including progressive and perfect forms</li> <li>• Include the 5Ws - who, what, where, when, why and how</li> </ul>
	<p><b>Autumn 2</b> <b>Instructional texts</b></p>	<p>A Midsummer Night's Dream</p>	<p>Diary - being an evacuee</p> <p>Narrative Retell a scene from the story</p>	<p>Use devices to build cohesion within a paragraph</p> <ul style="list-style-type: none"> <li>• Link ideas across paragraphs using adverbials of time, place and number</li> <li>• Use of inverted commas and</li> </ul>	<p>Use expanded noun phrases to convey complicated information concisely</p> <ul style="list-style-type: none"> <li>• Use passive verbs</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices</li> </ul>

			<p>Informal letter</p> <ul style="list-style-type: none"> <li>• Use Y5 standard punctuation</li> <li>• Use consistent and correct tense</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate dialogue to convey character and advance the action</li> </ul> <p>For suggested information text at the end of the unit:</p> <ul style="list-style-type: none"> <li>• Use a colon to introduce a list</li> <li>• Punctuate bullet points consistently</li> </ul>	<p>figurative language</p> <ul style="list-style-type: none"> <li>• Manipulate tense and verb forms</li> <li>• Manipulate structure using a flashback</li> <li>• Use paragraphs to vary pace and emphasis</li> </ul>
<p>Spring 1</p> <p>Cross curricular links - Diary Easter</p>	<p>The Selfish Giant</p>	<p>Narrative Retell a section of the story from the tree/ the Giant's point of view</p> <p>Narrative - 1st/3rd person</p> <p>Letter - formal to persuade</p> <p>Personify weather</p> <p>Monologue</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <ul style="list-style-type: none"> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Select appropriate grammar and vocabulary</li> <li>• Use brackets, dashes or commas to indicate parenthesis (Y5)</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</li> </ul>	<p>Distinguish between the language of speech and writing</p> <ul style="list-style-type: none"> <li>• Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</li> <li>• Use passive verbs</li> <li>• Use semi-colons to mark boundaries between independent clauses</li> </ul>	<p>Use language carefully to influence the reader's opinion of a character, place or situation</p> <ul style="list-style-type: none"> <li>• Use archaic language</li> <li>• Use paragraphs to vary pace and emphasis</li> <li>• Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood</li> <li>• Give clues to the reader about when the story takes place - what characters are wearing, buildings, horse drawn</li> </ul>

						carriage rather than cars etc
Spring 2  DT - instructions	Island  Letters from the Lighthouse  The Easter Story	Report Interview	Select appropriate grammar and vocabulary • Distinguish between the language of speech and writing • Use a wide range of devices to build cohesion • Use Y5 standard punctuation correctly • Use semi-colons to mark boundaries between independent clauses (GD)	Use passive verbs • Variety of verb forms used correctly and consistently including the progressive and the present perfect forms • Use a wide range of devices to build cohesion • Use organisational and presentational devices to structure text • Use colons to mark boundaries between independent clauses	Add details of the 5Ws throughout piece - who, what, where, when, why and how • Direct address to the reader through questions as subheadings • Use quotes from people to provide opinions and information • Use passive voice for ambiguity • Use appropriate formality for intended audience • Use layout features of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question	
Summer 1  Rock, Paper, Scissors - film	King Kong	Playscript Narrative - embed dialogue Diary Newspaper	Use devices to build cohesion within a paragraph • Link ideas across paragraphs using adverbials of time, place and number	Use expanded noun phrases to convey complicated information concisely • Use passive verbs • Link ideas across paragraphs	Select the appropriate style to engage the audience • Use direct and reported speech to express a range of viewpoints • Use verb tenses	

			<p>report Setting and character description Non-chronological report - Bottom - half man/ half donkey</p>	<ul style="list-style-type: none"> <li>• Use of inverted commas and other punctuation to punctuate direct speech</li> <li>• Use Y5 standard punctuation</li> <li>• Use consistent and correct tense</li> </ul>	<p>using a wider range of cohesive devices</p> <ul style="list-style-type: none"> <li>• Integrate dialogue to convey character and advance the action</li> </ul> <p>For suggested information text at the end of the unit:</p> <ul style="list-style-type: none"> <li>• Use a colon to introduce a list</li> <li>• Punctuate bullet points consistently</li> </ul>	<p>consistently and correctly Add details of the 5Ws throughout piece - who, what, where, when, why and how</p> <ul style="list-style-type: none"> <li>• Direct address to the reader through questions as subheadings</li> <li>• Use quotes from people to provide opinions and information</li> <li>• Use passive voice for ambiguity</li> <li>• Use appropriate formality for intended audience</li> <li>• Use layout features of a journalistic report, including headline, photographs and captions and ending with a summary,</li> </ul>
Summer 2	Manfish	Biography	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none"> <li>• Organise paragraphs</li> </ul>	<p>Use relative clauses beginning with <b>who, which, where, when, whose, that</b> or an omitted relative pronoun</p> <ul style="list-style-type: none"> <li>• Use a wider range of devices to build cohesion</li> <li>• Use a colon to introduce a list and use semi-colons within lists</li> </ul>	<p>Select the appropriate style to engage the audience</p> <ul style="list-style-type: none"> <li>• Use direct and reported speech to express a range of viewpoints</li> <li>• Use verb tenses consistently</li> </ul>	

				<p>around a theme</p> <ul style="list-style-type: none"><li>• Use fronted adverbials</li><li>• Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li><li>• Use punctuation at Y4 standard correctly</li></ul>	<ul style="list-style-type: none"><li>• Use hyphens to avoid ambiguity</li></ul>	<p>and correctly</p> <ul style="list-style-type: none"><li>• Use real life facts, including dates and place names</li><li>• Use thematic language specific to the subject</li><li>• Use formal language appropriately</li></ul>
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