Acorn

Autumn Term

Text	Writing Outcomes	Sentence	Text	Punctuation
Autumn 1 (2 weeks)	WHERE THE WILD THINGS ARE STORY AND PICTURES BY MAURICE SENDAK	Prime Area: Communicate ELG: Listening, Attention Listen attentively and rewith relevant questions, of being read to and during with small group interactions; Make comments about ask questions to clarify the Hold conversation where exchanges with their teach exchanges with their teach discussions, offering their introduced vocabulary; Offer explanations for with making use of recently interesting stories, non-fiction, rhymology appropriate; Express their ideas and the experiences using full sempresent and future tenses.	ion and Language and Understanding espond to what they hear comments and actions when whole class discussions and what they have heard and eir understanding; n engaged in back-and-forth her and peers. up, class and one-to-one own ideas, using recently why things might happen, croduced vocabulary from es and poems when feelings about their tences, including use of past,	Specific Area: Literacy ELG: Comprehension • 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, nonfiction, rhymes and poems and during role-play. ELG: Word Reading • 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. ELG: Writing • 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.

	To use and to join words To use simple adjectives	To sequence key events To create a simple story To change part of a well and create own story pl	plan known story	Punctuation Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people
Autumn 2 (2 weeks) BRINGING THE RAIN TO KAPITI PLAIN AUTUMN 2 (2 weeks)	Prime Area: Communication and ELG: Listening, Attention and Un Listen attentively and respond to with relevant questions, commer when being read to and during we discussions and small group inter Make comments about what the and ask questions to clarify their Hold conversation when engage forth exchanges with their teacher ELG: Speaking Participate in small group, class discussions, offering their own id introduced vocabulary; Offer explanations for why thing making use of recently introduce stories, non-fiction, rhymes and pappropriate; Express their ideas and feelings experiences using full sentences, past, present and future tenses a conjunctions, with modelling and their teacher.	iderstanding to what they hear ints and actions whole class ractions; ney have heard understanding; ed in back-and- er and peers. s and one-to-one leas, using recently s might happen, d vocabulary from booems when s about their including use of and making use of	read to them by using their own vocabulary; • Anticipate – v stories; • Use and under vocabulary during nonfiction, rhyrolay. ELG: Word Rea • Say a sound for least 10 digraph • Read words or knowledge by soundedge by sound soun	understanding of what has been y retelling stories and narratives in words and recently introduced where appropriate — key events in erstand recently introduced ing discussions about stories, mes and poems and during rolemes and poems and during rolembles of each letter in the alphabet and at this; consistent with their phonic sound-blending; imple sentences and books that are in their phonic knowledge, including exception words. isable letters, most of which are ed; by identifying sounds in them and he sounds with a letter or letters; a phrases and sentences that can be

Autumn 2 (2 weeks)	HALIBUT JACKSON	Prime Area: Communication and ELG: Listening, Attention and Uncomplete with relevant questions, comment being read to and during whole classing group interactions; Make comments about what the ask questions to clarify their unde Hold conversation when engage exchanges with their teacher and ELG: Speaking Participate in small group, classing discussions, offering their own ide introduced vocabulary; Offer explanations for why thing making use of recently introduced stories, non-fiction, rhymes and pappropriate; Express their ideas and feelings experiences using full sentences, in present and future tenses and maconjunctions, with modelling and teacher.	derstanding o what they hear ts and actions when ass discussions and ey have heard and rstanding; d in back-and-forth peers. and one-to-one eas, using recently gs might happen, I vocabulary from oems when about their ncluding use of past, king use of	to them by retel own words and of Anticipate — wistories; • Use and under during discussion and poems and of ELG: Word Read • Say a sound for least 10 digraphs • Read words comby sound-blendided in the Read aloud simple consistent with the some common of the Write recognists correctly formed in Spell words by representing the	understanding of what has been read ling stories and narratives using their recently introduced vocabulary; here appropriate – key events in restand recently introduced vocabulary as about stories, nonfiction, rhymes during role-play. Ing reach letter in the alphabet and at s; nsistent with their phonic knowledge ng; ple sentences and books that are their phonic knowledge, including exception words. ELG: Writing able letters, most of which are
		Year 1 Sentence Join words using and	Text Use plural noun suffixes -es Sequence sentences to f narratives (link ideas or	form short	Punctuation Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people

Autumn 2 (2 weeks)	NING NIGHT SPIRITS	Prime Area: Communication and La ELG: Listening, Attention and Under Listen attentively and respond to with relevant questions, comments a being read to and during whole class small group interactions; • Make comments about what they ask questions to clarify their underst conversation when engaged in backexchanges with their teacher and percentages with their teacher and percentages with their teacher and percentages with their own ideas introduced vocabulary; • Offer explanations for why things making use of recently introduced vocabulary; • Express their ideas and feelings ab experiences using full sentences, incompast, present and future tenses and conjunctions, with modelling and su	what they hear and actions when is discussions and whave heard and tanding; • Hold-and-forth eers. Ind one-to-one is, using recently might happen, ocabulary from ems when cout their cluding use of making use of	to them by retell own words and r • Anticipate – wh stories; • Use and unders during discussion and poems and d • Say a sound for least 10 digraphs • Read words corby sound-blendir • Read aloud sim consistent with the some common expense of the sound sound some common expense of the sound soun	understanding of what has been read ing stories and narratives using their ecently introduced vocabulary; here appropriate – key events in stand recently introduced vocabulary as about stories, nonfiction, rhymes during role-play. ELG: Word Reading reach letter in the alphabet and at it; insistent with their phonic knowledge ng; ple sentences and books that are heir phonic knowledge, including exception words. Table letters, most of which are identifying sounds in them and sounds with a letter or letters;
		Year 1 Sentence Apply taught graphemes to spell unknown words To verbalise a simple sentence To write a simple sentence To use simple adjective to describe To use it to avoid repetition	Text To describe a charac To sequence senten description of a cha	read by others. eter's appearance ces to write a racter	Punctuation To use CL and FS
Autumn 2		Prime Area: Communication and La ELG: Listening, Attention and Under	rstanding	Specific Area: Lit ELG: Comprehen	sion
(2 weeks)	I AM HENRY FINCH	 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 		to them by retell own words and r • Anticipate – wh stories; • Use and unders	nderstanding of what has been read ing stories and narratives using their ecently introduced vocabulary; nere appropriate – key events in stand recently introduced vocabulary as about stories, nonfiction, rhymes

		exchanges with their teacher and peers. ELG: Speaking • 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.		Say a sound for eleast 10 digraphs Read words coby sound-blendin Read aloud sime consistent with the some common erecognisable letter formed; Spell words by representing the	nsistent with their phonic knowledge
		Sentence To verbalise sentence To write a sentence with capital letters and full stops To use and to join clauses	Text To describe ideas an To write in role To write a set of sim To plan and write ar	ple instructions	Punctuation To use capital letters and full stops To use question marks
Autumn 2 (2 weeks)	THE POLAR EXPRESS	EYFS SPECIFIC AREA – Literacy: Writing • 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. PRIME AREA – Communication and Language: Speaking: • 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 con	junctions, with mode Text	elling and support f	rom their teacher Punctuation
		Sentence Join words and clauses using and	Add suffixes where no che to the root of the word en-est Change the meaning	e.ged, -ing, -er,	Punctuation Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks

		adjectives by adding the	
		prefix un-	

Spring Term

Spring 1	FLOODED	EYFS SPECIFIC AREA – Literacy Writing Write recognisable letters, most of Spell words by identifying sounds in Write simple phrases and sentence Speaking: Participate in small group, class an introduced vocabulary Offer explanations for why things restories, non-fiction, rhymes and poe Express their ideas and feelings ab and future tenses and making use of How words can combine to make sentences Joining words and joining clauses using and	in them and represe es that can be read d one-to-one discus might happen, mak ms when appropria out their experienc	enting the sounds w by others. ssions, offering thei ing use of recently in te es using full sentend modelling and supp	r own ideas, using recently ntroduced vocabulary from ces, including use of past, present
		Prime Area: Communication and La ELG: Listening, Attention and Under • Listen attentively and respond to with relevant questions, comments a being read to and during whole class	rstanding what they hear and actions when	to them by retell	



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

- 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.

- Anticipate where appropriate key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.

ELG: Word Reading

- 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.

ELG: Writing

- 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.

Year	1
Sente	ence

Join words and clauses using

and **Text**

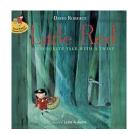
Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs and adjectives by adding the

prefix un-

Punctuation

Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks

Spring 1



<u>Prime Area: Communication and Language</u> ELG: Listening, Attention and Understanding

- 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

• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently

Specific Area: Literacy ELG: Comprehension

- 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, nonfiction, rhymes and poems and during role-play.

ELG: Word Reading

• Say a sound for each letter in the alphabet and at least 10 digraphs;

		 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 		by sound-blendir • Read aloud sim consistent with t some common e ELG: Writing • Write recognis correctly formed • Spell words by representing the	ple sentences and books that are heir phonic knowledge, including xception words.
		Sentence To verbalise a simple sentence To write a simple sentence To verbalise and write a simple question To verbalise and write a simple command To use adjectives to describe	Text To write from the vie To write a simple red To change elements plan and write own s To sequence sentend narratives	of a known story to story	Punctuation To use capital letters and full stops To use question marks
Spring 2	WEIRDO	Prime Area: Communication and La ELG: Listening, Attention and Unde Listen attentively and respond to with relevant questions, comments a being read to and during whole class small group interactions; Make comments about what they ask questions to clarify their underst Hold conversation when engaged exchanges with their teacher and periodiscussions, offering their own ideas, introduced vocabulary; Offer explanations for why things making use of recently introduced vostories, non-fiction, rhymes and poen appropriate; Express their ideas and feelings abo experiences using full sentences, inclupresent and future tenses and making	rstanding what they hear and actions when s discussions and have heard and tanding; in back-and-forth eers. d one-to-one using recently hight happen, cabulary from his when but their uding use of past,	to them by retell own words and r • Anticipate – wh stories; • Use and unders during discussion and poems and c ELG: Word Readi • Say a sound for least 10 digraphs • Read words co by sound-blendir • Read aloud sin consistent with t some common e	nderstanding of what has been read ing stories and narratives using their ecently introduced vocabulary; here appropriate — key events in stand recently introduced vocabulary as about stories, nonfiction, rhymes during role-play. ing reach letter in the alphabet and at si; each letter in their phonic knowledge ang; apple sentences and books that are heir phonic knowledge, including

	Conjunctions, with modelling and supplementaries teacher. Sentence To verbalise a simple sentence To write a simple sentence To verbalise and write a simple question To use adjectives to describe	Text	correctly formed; • Spell words by representing the • Write simple phread by others. ewpoint of a character of a known story to tory	identifying sounds in them and sounds with a letter or letters; trases and sentences that can be Punctuation To use capital letters and full stops To use question marks
So Much! Trith Gold Rufer Strongery	Prime Area: Communication and Lange ELG: Listening, Attention and Under • Listen attentively and respond to with relevant questions, comments a being read to and during whole class small group interactions; • Make comments about what they ask questions to clarify their underst • Hold conversation when engaged exchanges with their teacher and per exchanges with their teacher and per exchanges with their teacher and per listens of the participate in small group, class and discussions, offering their own ideas, introduced vocabulary; • Offer explanations for why things making use of recently introduced vocabulary; • Offer explanations for why things making use of recently introduced vocabulary; • Express their ideas and feelings about the past, present and future tenses and it conjunctions, with modelling and suppressions.	standing what they hear and actions when discussions and have heard and anding; in back-and-forth ers. d one-to-one , using recently night happen, ocabulary from ms when out their uding use of making use of	to them by retelli own words and re Anticipate – wh stories; Use and unders during discussion and poems and d ELG: Word Readi Say a sound for least 10 digraphs; Read words corby sound-blendin Read aloud simple consistent with the some common extended to the correctly formed; Spell words by irepresenting the	nderstanding of what has been read ng stories and narratives using their ecently introduced vocabulary; ere appropriate – key events in tand recently introduced vocabulary is about stories, nonfiction, rhymes uring role-play. Ingorable reach letter in the alphabet and at its insistent with their phonic knowledge g; ple sentences and books that are neir phonic knowledge, including inception words.
	To verbalise a simple sentence To write a simple sentence To verbalise and write a simple question To use adjectives to describe	Text To write from the vie To change elements of plan and write own s	read by others ewpoint of a character of a known story to	Punctuation To use capital letters and full stops To use question marks

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	To use and to join ideas and clauses	To sequence sentence	ces to form short	
	To use un prefix	narratives		
PIGAVES IN THE PROPERTY OF THE	Prime Area: Communication and La ELG: Listening, Attention and Under Listen attentively and respond to with relevant questions, comments being read to and during whole class small group interactions; • Make comments about what they ask questions to clarify their underst conversation when engaged in back exchanges with their teacher and per ELG: Speaking • Participate in small group, class and discussions, offering their own ideas introduced vocabulary; • Offer explanations for why things making use of recently introduced vistories, non-fiction, rhymes and poe appropriate; • Express their ideas and feelings ab experiences using full sentences, incompast, present and future tenses and conjunctions, with modelling and su teacher.	rstanding what they hear and actions when s discussions and have heard and canding; • Hold -and-forth eers. d one-to-one f, using recently might happen, ocabulary from ms when out their luding use of making use of	to them by retell own words and r • Anticipate – wh stories; • Use and unders during discussion and poems and consistent with the some common expectly formed expell words by representing the	nsion Inderstanding of what has been read ing stories and narratives using their recently introduced vocabulary; here appropriate – key events in stand recently introduced vocabulary as about stories, nonfiction, rhymes during role-play. Ingereach letter in the alphabet and at it; insistent with their phonic knowledge ingle sentences and books that are heir phonic knowledge, including exception words.
	To verbalise a simple sentence To write a simple sentence To verbalise and write a simple question	Text To write from the vie To change elements	ewpoint of a character	Punctuation To use capital letters and full stops To use question marks
	To use adjectives to describe To use and to join ideas and clauses To use un prefix	plan and write own s To sequence sentence	tory	. o dos question manto
	To use and to join ideas and clauses.			

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Prime Area: Communication and Language ELG: Listening, Attention and Understanding

- 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

- 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.

Specific Area: Literacy **ELG: Comprehension**

- 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, nonfiction, rhymes and poems and during role-play.

ELG: Word Reading

- 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.

ELG: Writing

- 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.	
Year 1	Text	Punctuation
Sentence	Add suffixes where no change is needed to	Punctuate sentences using a capital letter
Join words and clauses using	the root of the word e.ged, -ing, -er, -est	and a full stop, question mark or
and	Change the meaning of verbs and	exclamation mark
	adjectives by adding prefix	
	un-	

Summer 1	EXTRAORDINARY GARDENER Standardstan	Prime Area: Communication and Language ELG: Listening, Attention and Understanding • 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 • 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.		 Specific Area: Literacy ELG: Comprehension 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, nonfiction, rhymes and poems and during role-play. ELG: Word Reading 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. ELG: Writing 	
				 Write simple pl read by others. 	hrases and sentences that can be
		To verbalise a simple sentence To write a simple sentence To verbalise and write a simple question To use adjectives to describe To use and to join ideas and clauses To use un prefix To use and to join ideas and clauses. To use and to join ideas and clauses.		ewpoint of a character of a known story to story	Punctuation To use capital letters and full stops To use question marks
Summer 2		Prime Area: Communication and Language ELG:		Specific Area: Lite Comprehension	racy ELG:
		Listening, Attention and Understanding			derstanding of what has been read
		Listen attentively and respond to what they hear		to them by retelling stories and narratives using their	
		with relevant questions, comments a			cently introduced vocabulary;
		being read to and during whole class	discussions and	•	ere appropriate – key events in
		small group interactions;		stories; • Use and	understand recently introduced



- 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

- 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.

vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.

ELG: Word Reading

- 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.

ELG: Writing

- 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.

teacher.	by others.	
Year 1	Text	Punctuation
Sentence	Sequence sentences to form short	Use a capital letter for places and days of
Join words and clauses using	narratives (link ideas or events by	the week Punctuate sentences using a
and	pronoun)	capital letter, full stop, question mark or
Use simple description		exclamation
		mark

Oak Class

Autumn Term

Text	Writing Outcomes	Sentence	Text	Punctuation
Autumn 1 3 weeks	OR FLOTSAM Flotsam David Wiesner 15 sessions, 3 weeks Sequels (mystery narratives)	Year 2 To use conjunctions (and, but, because) To start to recognise the 4 different types of sentence (focus on questions, statements) Recognise and write noun phrases	Group related ideas	Use commas to separate ideas in a lists To use capital letters and full stops
	Postcards, setting descriptions, non-chronological reports, message in a bottle letters	Year 3 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]	Group related ideas into paragraphs	Use commas to separate ideas in a lists To correct sentence punctuation
		Year 4 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Fronted adverbials [for example, Later that day, I heard the bad news.] 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)	Use of paragraphs to organise ideas around a theme	Use of commas after fronted adverbials

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		Year 5 Use devices to build cohesion within a paragraph Use relative clauses with who, which, where, when, whose, that or an omitted relative pronoun	Organise paragraphs around a theme with more focus on complex structures	Use commas to clarify meaning or avoid ambiguity
		Year 6 Use devices to build cohesion within a paragraph Use relative clauses with who, which, where, when, whose, that or an omitted relative pronoun	Organise paragraphs around a theme with more focus on complex structures Use layout devices	Use commas to clarify meaning or avoid ambiguity
Autumn 1	OR The First Drawing Mordical Gerstein 10 sessions, 2 weeks Own historical narratives Character descriptions, diaries, recounts	Year 2 To use conjunctions (and, but, because) To start to recognise the 4 different types of sentence (focus on questions, statements) Recognise and write noun phrases To recognise simple adverbs of manner	To make predictions based on evidence To write consistently in the past tense (simple past tense changes – ed) Write from the view point of a character Write in first person Start to group similar information together	To use question marks and full stops to demarcate sentences To use commas for lists
		Year 3 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] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Introduction to paragraphs as a way to group related material Write consistently in the correct tense	To start to recognise speech punctuation

Year 4 To use conjunctions to create multi-clause sentences Noun phrases expanded by the addition of modifying adjectives, nature and the strict maths teacher with curby hair) Y5 To use fronted adverbials to use expanded noun phrases to covey complicated information concisely Plan their writing selecting the appropriate for the writing as models for their own of purpose of the writing selecting the appropriate promote of characters and using other plans that 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 menaling. In narrotives, describing settings, characters and advances the action. In region of the writing selecting the program of the	31. Dailioloffic W 3 Loffg	Tomm (Time)	
To use conjunctions to create multi-clause sentences Noun phrases expanded by the addition of modifying adjectives, nours and preposition phrases (e.g., the teacher expanded to: the strict maths teacher with curly hair) YS To use fronted adverbiols To use expanded noun phrases to covey complicated information concisely Plan their writing by: Plan their writing			
To use fronted adverbials To use expanded noun phrases to covey complicated information concisely • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authrost 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 Evaluate and edit by: • Assessing the effectiveness of their	To use conjunctions to create multi-clause sentences 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)	To create inference statements based on evidence	To use inverted commas and other punctuation to indicate direct speech To use commas after fronted
Proposing changes to vocabulary,	Y5 To use fronted adverbials To use expanded noun phrases to covey complicated information	 Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 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 Evaluate and edit by: Assessing the effectiveness of their own and others' writing 	Use commas to clarify meaning or

		enhance effects and clarify meaning	
	To use modal verbs To use relative clauses To use more advanced descriptive devices – metaphors, personification and similes Use expanded noun phrases to convey complicated information concisely. Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	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 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 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	Use commas to clarify meaning or avoid ambiguity Use hyphens to avoid ambiguity
Autumn 2 3 weeks	Year 2 To use conjunctions but, because, and, so To write and use expanded noun phrases To write questions	Writing (Composition) Develop positive attitudes towards and stamina for writing by: • Writing about real events • Writing for different purposes	To use commas for lists To use correct sentence punctuation for questions and commands

		31. Duffillolofflew 3 Loffy 1	citii i idii (Willing)	
Biography Dialogue, d telling (oral	OR The Match Match Match Peleischman Ssions, 3 weeks Siary entry, re- I dictation), mini- phy, fact file	To write commands	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 • Re-reading 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-reading 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 clear.	
		Use a or an according to whether the next work begins with a consonant or vowel. Express time, place and cause using conjunctions or prepositions Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by: • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	Text Writing (Composition) 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	Punctuation To use commas in a list To use inverted commas

	increasing range of sentence structures (English Appendix 2) • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and subheadings] 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	
Year 4 Develop their understanding of the concepts set out in English Appendix 2 by: • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials • Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by: • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their	Writing (Composition) 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 non-narrative material, using simple organisational devices [for example, headings and subheadings] Evaluate and edit by: Assessing the effectiveness of their	Using commas after fronted adverbials Using and punctuating direct speech

<u> </u>	(11111)	
writing and reading.	own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	
• Use expanded noun phrases to convey complicated information concisely Use devices to build cohesion within the paragraph Link ideas across paragraphs using adverbials of time, place and number, Use relative clauses Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	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 • 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 Evaluate and edit by: • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary,	Use commas to clarify meaning and avoid ambiguity

		grammar and punctuation to enhance effects and clarify meaning	
	Vear 6 Use expanded noun phrases to convey complicated information concisely Use devices to build cohesion within the paragraph Link ideas across paragraphs using a wider range of cohesive devices. Use relative clauses	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 In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Use commas and hyphens to avoid ambiguity To use brackets, dashes or commas to indicate parenthesis
	 Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	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 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	
Autumn 2	Year 2 To write questions To use full stops and question marks To use a range of conjunctions (but, because, and)	To ask questions To make simple revisions and corrections	To use commas in a list To use correct punctuation for sentence Use possessive apostrophe to show singular possession



Year 3

To use conjunctions to explain and describe

To use conjunctions to create subordinate clause sentences
To use prepositions to show cause and effect and to add detail to sentences
Use and understand the grammatical terminology in English
Appendix 2 accurately and appropriately when discussing their writing and reading

To ask questions based on specific topics

To start to use paragraphs

To write an opening paragraph using conjunctions to explain cause and effect

 Indicating possession by using the possessive apostrophe with plural nouns

Year 4

Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
-] Using conjunctions, adverbs and prepositions to express time and cause
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Writing (Composition)
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 non-narrative material, using simple organisational devices [for example, headings and subheadings]

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,

• Using fronted adverbials • Learning the grammar for years 3 and 4 in English Appendix 2 • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns

	including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	
Year 5 To use relative clauses beginning with who, which, where, when, whose Extend the range of sentences with more than one clause by using a range of conjunctions. • Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	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 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 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	Use inverted commas and other speech punctuation Use commas to avoid ambiguity in writing

31. Daimolomew 3 Long Term Flam (Willing)				
		Year 6 To use expanded noun phrases to convey complicated information concisely Use passive verbs Use relative clauses Extend the range of sentences with more than one clause.	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 • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Use brackets, dashes or commas to indicate parenthesis Use colon to introduce lists
		 Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	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	
			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	

Spring Term

Spring 1	OR Granny Came Here on the Empire Windrush Patrice Lawrence 15 sessions, 3 weeks Factual reports Informal letters, factual statements, future aspirations, postcards, diary entries, a speech, quotations	Year 2 To write exclamation sentences To use statements, exclamations and questions To use conjunctions (when, if) To create expanded noun phrases	Writing (Composition) Develop positive attitudes towards and stamina for writing by: • Writing about real events • 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 • Re-reading 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-reading 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 clear.	Punctuation To use exclamation sentences To use correct punctuation for sentence type. To use commas for lists
		Year 3 To use a range of sentence types Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g.	Plan 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 Draft and write by: • Organising paragraphs around a theme • In non-narrative material, using	To use correct sentence punctuation (capital letter, full stop, question mark, exclamation mark)

31. Builliolomew 5 Long	Terrir rian (Willing)	
the teacher expanded to: the strict maths teacher with curly hair) • 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]	simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: • Assessing the effectiveness of their own and others' writing and suggest improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation • Read aloud their own writing to a group or whole class	
prepositions [for example, before, after, during, in, because of] • Fronted adverbials [for example, Later that day, I heard the bad news.] • 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) • Standard English forms for verb		Use inverted commas to punctuate direct speech • Indicating possession by using the possessive apostrophe with plural nouns

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St. Bartholomew's Long	Term Plan	(Writin
∕ear 5•	Plan their writin	g by:
Use relative clauses beginning with	 Identifying the 	e audien
who which whore whom whose	purpose of the	writing, s

who, which, where, when, whose, that, or an omitted relative pronoun

Write sentences with more than one clause using a range of conjunctions

Link ideas across a paragraph using adverbials

Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by:

• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

nce for and selecting the appropriate form and using other similar writing as models for their own

• 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

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

Use commas to clarify meaning or avoid ambiguity in writing

Use brackets, dashes or commas

Year 6

se relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Write sentences with more than

one clause using a range of conjunctions

Recognise vocabulary and structures of formal speech and 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
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Use colons to introduce lists Use brackets, dashes or commas to indicate parenthesis Use semi-colons to mark boundaries between independent clauses

		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
	writing including the subjunctive forms Use passive verbs Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	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 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	
The Selfish Giant Oscar Wilde Scholar Oscar Wilde 15 sessions, 3 weeks Own version narratives about kindness Letters, first person	Year 2 To add suffix – ment and –ness To use expanded noun phrases To write in the present tense (present progressive) To use different sentence types.	To change parts of a known story to create own story To use story language and vocabulary Make simple additions, revisions and corrections Proof-read to check for errors in spelling, grammar and punctuation	To use correct sentence punctuation
recounts, diaries, letters, posters, reports	Year 3 To add suffix –ness and –ment To use prepositions to create noun phrases in a description To write in the present perfect tense To use variety of sentence forms to create dialogue Year 4	To plan a story using the main events of a known narrative. Start to organise paragraphs around key events or sections To proof-read for spelling and punctuation To make revisions and corrections Writing (Composition) Plan writing by:	To use inverted commas To use correct punctuation for sentence type. • Use of inverted commas and other
	Expressing time, place and cause using conjunctions [for	Discussing writing similar to that which they are planning to write in	punctuation to indicate direct speech

31. Dalillolollicw 3 Lolly	101111111111111111111111111111111111111	
example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • 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.] • 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	order to understand and learn from its structure, vocabulary and grammar Draft and write by: • Organising paragraphs around a theme Evaluate and edit by: • Assessing the effectiveness of their own and others' writing and suggest improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation • Read aloud their own writing to a group or whole class	Use of commas after fronted adverbials Introduction to inverted commas to punctuate direct speech
Year 5 Use relative clauses beginning with who, which where, when, whose, that or an omitted relative pronoun. To use modal verbs to indicate degrees of possibility To identify antonyms and synonyms of words To use personified phrases to create literary language To use relative clauses to make inference statements To turn adjectives into nouns using – ate, –ise and –ify Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other	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 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	To use brackets, dashes or comms to indicate parenthesis

OI. Daimiolomion 5 Long	101111111111111111111111111111111111111	
features by: • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	paragraphs 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	
Year 6 Use modal verbs and adverbs to indicate degrees of possibility Recognise vocabulary and structures for formal speech and writing, including subjunctive form Use passive verbs Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	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 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 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	Use semi-colons to mark boundaries between independent clauses

31. Barmolomew's Long Term Flan (Willing)					
The Baker by the Sea Paula White 15 sessions, 3+ weeks Tourist brochures Job applications, advertisements, setting	Year 2 Use conjunctions (when, if or) To write commands To write exclamation sentences To write expanded noun phrases To write in the present tense	To group similar information into sections To start to use sub-headings. To discuss writing that is similar to learn from structure, vocabulary and grammar Discuss and record ideas Assess effectiveness of own and others' writing	To use correct punctuation for sentence To use commas in lists To use possessives for contraction		
descriptions, letter in role	Vear 3 Use conjunctions effectively to persuade To write commands To use different sentence types to persuade To write expanded noun phrases To write in the present perfect tense	Plan 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: Organising paragraphs around a theme 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 improvement	To use correct punctuation for sentence To use apostrophes for contraction		
	Year 4 Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Expressing time, place and cause using Use of commas after fronted adverbials conjunctions [for example, when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Plan 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: • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings]	To use commas after fronted adverbials To use apostrophes for contraction		

31. Dalillolollic W 3 Lolly	Tomin (Willing)	
Using the present perfect form of verbs in contrast to the past tense Introduction to paragraphs as a way to group related material 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.]	Evaluate and edit by: • Assessing the effectiveness of their own and others' writing and suggesting improvement	
To use metaphors To include quotations in non fiction writing To use the present perfect and modal verbs To use the present perfect tense when writing in third and first person To use relative clauses Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	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 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 Evaluate and edit by: Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to	To use a semi-colon to introduce a list

	enhance effects and clarify meaning
Year 6 Use passive verbs Varierty of verb forms used correctly and consistently in the progressive and present perfect form Use relative clauses Learning the grammar for yeand 6 in English Appendix 2 Indicate grammatical and of features by: • Use and understand the grammatical terminology in English Appendix 2 accura and appropriately when discussing their writing and reading.	similar writing as models for their own In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen

<u>Summer Term</u>

Year 2 To write in the correct tense (including past and present progressive)	Writing (Composition) Develop positive attitudes towards and stamina for writing by:	To use apostrophe for singular possession and contraction
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	St. Bartholomew's Long 1	erm Plan (writing)	
The Wilderness Steve McCarthy 15 sessions, 3 weeks Guidebook 'Meet the family' character introduction, advice letter, SOS message, identification labels	To use adverbs To use expanded noun phrases To use different types of sentence	Writing about real events 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 • Re-reading 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-reading 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 clear.	
	 Using the present progressive tense Using conjunctions and adverbs to express time, place and cause Using adverbs for time, place and manner Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. 	Writing (Composition) 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	To use singular and possessive apostrophe To use commas for lists

the teacher expanded to the strict maths teacher with curly hair) • Draft and write by: • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence	
sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence	
dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence	
varied and rich vocabulary and an increasing range of sentence	
increasing range of sentence	
increasing range of sentence	
structures English appendix 2	
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	
use of pronouns in sentences	
. Dec of a set of an angular and a set of a s	
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	
 Using the present progressive Writing (Composition) Plan their Using commas of 	after fronted
tense writing by: adverbials	
 Using conjunctions and adverbs Discussing writing similar to that 	apostrophes
to express time, place and cause • which they are planning to write in To use speech put	
Using fronted adverbials for time, order to understand and learn from	
place and manner its structure, vocabulary and	
Using commas after fronted grammar	
adverbials • Discussing and recording ideas	
Noun phrases expanded by the Addition of model's in a stational particular and write laws. Death and destricts.	
addition of modifying adjectives, Draft and write by:	
nouns and preposition phrases (e.g. • Composing and rehearsing	
the teacher expanded to the strict sentences orally (including	
maths teacher with curly hair) • dialogue), progressively building a	
varied and rich vocabulary and an	

<u> </u>	· · · · · · · · · · · · · · · · · · ·	
	increasing range of sentence structures English appendix 2 • 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	
Year 5 Variety of verb forms used including present perfect tense. Use modal verbs to indicate degrees of possibility. Use descriptive tools – expanded noun phrases, metaphor, personification Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	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 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	Use semi –colon to introduce lists. To use brackets, dashes or commas for parenthesis

 31. Bailifoldific w 3 Long 1	(1111119)	
	character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs 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	
Use modal verbs or adverbs to indicate degrees of possibility Use passive verbs Variety of verb forms used correctly and consistently including the progressive and present perfect form Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	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 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 Evaluate and edit by: Assessing the effectiveness of	Use colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list and use a semi-colon within lists.

31. barriolomew 3 Long Term Flan (Willing)			
		their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	
Jabberwocky Lewis Carroll 10 sessions, 2 week	To use a range of sentence types To write expanded noun phrases To add –ly to adjective to create adverbs • 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) - Use adverbs of time and place	To discuss and recognise a nonsense poem To use a known poem to create their own nonsense poem To discuss and recognise a nonsense poem To use a known poem to create their own nonsense poem	To use single possessive apostrophe To use single and plural possessive apostrophe
Nonsense poems Performance poetry, explanat descriptions	Expressing, soon, therefore], or prepositions [for example, before, after, during, in, because of] 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) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Writing (Composition) Plan 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 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) In narratives, creating settings, characters and plot Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve	To use single and plural possessive apostrophe

		consistency, including the accurate	
		use of pronouns in sentences	
		·	
	Use a greater range of descriptive and figurative devices – personification, metaphor, similes, onomatopoeia Use of noun phrases to write concisely Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	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 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 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	To use a range of taught punctuation
	Year 6	Plan their writing by:	To use a range of taught
	Use a greater range of descriptive	Identifying the audience for and	punctuation
	and figurative devices –	purpose of the writing, selecting	Use hyphens to avoid ambiguity
	personification, metaphor, similes,	the appropriate form and using	
		other similar writing as models for	
	onomatopoeia	Office similar withing as models for	

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Use of noun phrases to write	their own	Use semi-colons, colons or dashes to
concisely	 In writing narratives, considering 	mark boundaries between
	how authors have developed	independent clauses
Learning the grammar for years 5	characters and settings in what	
and 6 in English Appendix 2 Indicate	pupils have read, listened to or	
grammatical and other features by:	seen performed	
Use and understand the		
grammatical terminology in English	Draft and write by:	
Appendix 2 accurately and	Selecting appropriate grammar	
appropriately when discussing their	and vocabulary, understanding	
	,	
writing and reading.	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	
	Evaluate and edit by:	
	Assessing the effectiveness of	
	their own and others' writing	
	Proposing changes to	
	T + Hoposing changes to	