



St James' CE Primary School Curriculum

St James' Primary English Long Term Plan Genre Overview

This document details the units which are covered in each term for each year group. In Early Years and Year 1, learning is planned around the use of a central text which leads to different writing opportunities including fiction, non-fiction and poetry. In Year 2 and KS2 children will usually experience six non-fiction genres across the year (recounts, non-chronological reports, persuasive, discussion, instruction, explanation) with linked guidance from Herts for Learning to ensure progression. For fiction six different stimuli have been designed to develop creativity (video stimulus, picture book stimulus, whole class text stimulus, a must do unit, a 'how to' unit and a unit focused on story structure). These units lead to different fiction genres being experienced. Finally, children in KS1 and KS2 will usually experience three poetry units in a year, one of which is focused on a specific poetry form (e.g. haikus, rap etc) and two units focus on responding to a specific poem (with each unit also looking at a range of associated poetry).

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Community	Once Upon a Time	Starry Night	Ready Steady Grow	Sunshine and Sunflowers	Animal Safari
Pumpkin Soup	Goldilocks and the Three Bears	Owl Babies	The Enormous Turnip	Ten Seeds	Rumble in the Jungle
Story Scribing Exploring mark making and role play writing Name writing Post card home	Story Scribing Own story maps Name writing Lists, messages and role-play writing Christmas cards	Story Scribing Own story maps Lists, messages and role-play writing Book review (World Book Day) Writing labels Recounts of holiday	Story Scribing Own story maps/edit story map Lists, messages and role-play writing Mother's Day and Easter cards Writing labels and captions Recount of spring walk	Story Scribing Own story maps and edit story map Lists, messages and role-play writing	Story Scribing Own story maps Lists, messages and role-play writing poems Father's Day cards Writing a letter to new teacher

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Childhood		Big Lights, Big City		School Days	
Dogger	Traction Man	Katie in London	The Bear and the Piano	What Do You Do with a Tail Like This?	Meerkat Mail
Poetry: List Poems	Poetry: Rhyming Poems	Poetry: Acrostic Poems	Poetry: Sound Poems	Poetry: Animal Poems	Poetry: Weather Poems

Non-fiction: captions about toys, positional language, class diaries Fiction: Sequencing stories. Throughout will be opportunities for story scribing.		Non-fiction: Adverts for a toy Fiction: Writing stories inspired by Traction Man Throughout will be opportunities for story scribing.		Non-fiction: Non-chronological reports about London Fiction: Describing settings Throughout will be opportunities for story scribing.		Non-fiction: Instruction Writing Fiction: Describing characters Throughout will be opportunities for story scribing.		Non-fiction: Non-chronological reports about animals Fiction: Journey Stories Throughout will be opportunities for story scribing.		Non-fiction: Recount of the School Trip Fiction: Adding another page to Meerkat Mail Throughout will be opportunities for story scribing.	
Year 2											
Autumn				Spring				Summer			
F	Must Do	Dreamtime Stories		F	Class Text	The Twits		F	How to	Create likeable and unlikeable characters: The Pilgrim's Progress	
F	Picture Book	Amelia Earheart		F	Story Structure	A Losing Tale – The Flower		F	Video Stimulus	The Girl and the Robot	
NF	Non-chronological Reports	Habitats		NF	Instructions	How to grow a plant		NF	Recount	Our Great Trip	
NF	Explanation	Life cycles		NF	Persuasive	Holiday Brochures and Posters		NF	Discussion	Henry VIII – Good or Bad?	
P	Opening Doors	A List for Happiness		P	Opening Doors	Hurt No Living Thing		P	Poetry	Words I Like	
Year 3											
Autumn				Spring				Summer			
F	Picture Book	The Spider and the Fly		F	Class Text	Pippi Longstocking		F	Must Do	Fables	
F	How to	Use the senses to describe settings		F	Video Stimulus	Pompeii Writing		F	Story Structure	A Warning Tale – Gladiators	
NF	Instructions	Recipes		NF	Recount	Class Trip		NF	Non-chronological report	Roman Way of Life	
NF	Persuasive	House selling		NF	Explanation Text	How is a volcano is formed?		NF	Discussion	Boudicca – Hero or Villain?	
P	Haiku and Kennings	Animals		P	Opening Doors	Wind		P	Opening Doors	Leisure	
Year 4											
Autumn				Spring				Summer			
F	How to	Make characters sound like real people		F	Picture Book	I Talk Like a River		F	Video Stimulus	Adventure Stories inspired by adventurers	
P	Form	Conversation Poems		F	Must Do	Write from a real experience – rock climbing		F	Story Structure	A Finding Story	

NF	Instruction	How to build a boat	NF	Non chronological reports	Fact book about mountains	NF	Discussion	Archaeologists – right or wrong?
NF	Explanation	Digestive System	NF	Persuasive	A trip along a river leaflet	NF	Recount	Newspaper Reports
F	Class Text	Beowulf	P	Opening Doors	A Coloured Print	P	Opening Doors	Prince Kano
Year 5								
Autumn			Spring			Summer		
F	Picture book	The Proudest Blue	F	How to	Create Suspense – The Allotment Mystery – What is in the shed?	F	Class Text	Street Child
F	Video Stimulus	Science Fiction Settings – Pandora	F	Story Structure	Rags to Riches	F	Must Do	Greek Myths
NF	Explanation	Times Zones	NF	Persuasive	Land Use Letters	NF	Discussion	Class system and the right to vote
NF	Non-chronological reports	Planets	NF	Instructions	Recipes	NF	Recount	The Greek Experience
P	Opening Doors	Voices on the Sharp Air	P	Opening Doors	The Dong with the Luminous Nose	P	Rap	The Fresh Prince of Bel-Air
Year 6								
Autumn			Spring			Summer		
NF	Biographies	Fantastically Great People	F	Story Structure	Wishing Stories – The Monkey’s Paw	F	Must Do	Write from real experiences: WW2 Announcement
NF	Recount	Residential Writing	F	How to	Integrate character, settings, atmosphere and dialogue	F	Video Stimulus	Beyond the Lines
NF	Persuasive	I Have A Dream	NF	Explanation	How are animals adapted to live in different environments?	NF	Non-chronological Report	Life in World War Two
F	Class Text	Highland Falcon Thief Suspect Interview	NF	Persuasive	Tourism in Antarctica	NF	Revise and Edit	Revising and editing a piece of non-fiction writing
P	Opening Doors	Sympathy				P	Opening Doors	The Door
Vocabulary, Grammar and Punctuation Curriculum								
Content has been divided into which term the content is taught and the expectation is it will be revised in the following terms. The content should be taught and applied through all fiction and non-fiction of English taught in that term where possible to provide them with enough time to grasp the skills/knowledge. The majority of new content will occur in the autumn and spring term. This allows the summer term to allow time to consolidate these skills to ensure that children are confident with all content before the start of the following year.								

Year 1	Autumn	Spring	Summer
Word	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
Sentence	How words can combine to make sentences	Joining words and joining clauses using and	
Text	Sequencing sentences to form short narratives		
Punctuation	Separation of words with spaces Introduction to capital letters and full stops Capital letters for names and for the personal pronoun I	Introduction to question marks and exclamation marks to demarcate sentences	
Terminology	letter, capital letter word, singular, plural sentence punctuation, full stop	question mark, exclamation mark	
Year 2	Autumn	Spring	Summer
Word	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]	Formation of adjectives using suffixes such as –ful, –less	Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Sentence	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Subordination (using when, if, that, because) and co-ordination (using or, and, but) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	
Text	Correct choice and consistent use of present tense and past tense throughout writing	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	

Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	
Terminology	noun, noun phrase, compound, suffix, adjective, adverb, verb, tense (past, present), comma	statement, question, exclamation, command, apostrophe	
Year 3	Autumn	Spring	Summer
Word	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Formation of nouns using a range of prefixes [for example super-, anti-, auto-
Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]	Expressing time, place and cause using adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	
Text	Headings and sub-headings to aid presentation Introduction to paragraphs as a way to group related material	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	
Punctuation		Introduction to inverted commas to punctuate direct speech	
Terminology	Conjunction, prefix, clause, subordinate clause, consonant, consonant letter vowel, vowel letter	Preposition, word family, direct speech, inverted commas (or 'speech marks')	
Year 4	Autumn	Spring	Summer
Word	The grammatical difference between plural and possessive -s	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	

Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Fronted adverbials [for example, Later that day, I heard the bad news.]	
Text	Use of paragraphs to organise ideas around a theme	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	Use of commas after fronted adverbials	
Terminology	pronoun, possessive pronoun	Determiner, adverbial	
Year 5	Autumn	Spring	Summer
Word	Verb prefixes [for example, dis-, de-, mis-, over- and re-]	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]	
Sentence	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	
Text	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	
Punctuation	Brackets, dashes or commas to indicate parenthesis	Use of commas to clarify meaning or avoid ambiguity	

Terminology	relative pronoun relative clause parenthesis, bracket, dash, cohesion,	Ambiguity, modal verb	
Year 6	Autumn	Spring	Summer
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]	How words are related by meaning as synonyms and antonyms [for example, big, large, little].	
Sentence	Secure use of simple / embellished simple sentences Secure use of compound sentences Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)	Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated. Developed use of rhetorical questions for persuasion	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He’s your friend, isn’t he?, or the use of the subjunctive in some very formal writing and speech) as in If I were you .
Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]		
Punctuation	Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] Use of the colon to introduce a list and use of semi-colons within lists	
Terminology	Subject, object, Synonym, antonym, ellipsis, ellipsis, hyphen, bullet points	Active, passive, colon, semi-colon,	

Writing Progression English Curriculum

This document has been provided to clearly show the progression for transcription, handwriting, planning, drafting, editing and performing. Many of the skills are the same for each year of a particular phase and therefore children should be developing the skill in their first year and mastering it in the second year of study.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	<p>* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <ul style="list-style-type: none"> • 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. 	<p>*write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>*write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>*write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>*write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>*use the first three letters of a word to check spelling, meaning or both in a dictionary. *use a thesaurus.</p>	<p>*use the first four letters of a word to check spelling, meaning or both in a dictionary. *use a thesaurus.</p>
Handwriting	<p>*Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD)</p> <p>* Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>*Form lower-case and capital letters correctly. (LIT)</p>	<p>*sit correctly at a table, holding a pencil comfortably and correctly</p> <p>*begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>*form capital letters</p> <p>*form digits 0-9</p> <p>*understand which letters belong to which handwriting ‘families’ and to practise these</p>	<p>*form lower-case letters of the correct size relative to one another</p> <p>*start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>*write capital letters and digits of the correct size, orientation and relationship to one</p>	<p>*use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>*increase the legibility, consistency and quality of their handwriting</p>	<p>*use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>*increase the legibility, consistency and quality of their handwriting</p>	<p>*choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>*choose the writing implement that is best suited for a task</p>	<p>*choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>*choose the writing implement that is best suited for a task</p>

	*Know how to write the taught letters (LIT)		another and to lower-case letters *use spacing between words that reflects the size of the letters.				
Planning	*Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) *Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L) *Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)	*say out loud what they are going to write about *compose a sentence orally before writing it	*plan or say out loud what they are going to write about	*discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar *discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	*discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar *discus and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	*identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *note and develop initial ideas, drawing on reading and research where necessary *in writing narratives, considering how authors have developed characters and settings in what people have read, listened to or seen performed.	*identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. *note and develop initial ideas, drawing on reading and research where necessary *in writing narratives, considering how authors have developed characters and settings in what people have read, listened to or seen performed.
Drafting	*To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) 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 ready by others.	*sequence sentences to form short narratives	*write down ideas and/or key words, including new vocabulary *encapsulate what they want to say, sentence by sentence	*organise paragraphs around a theme *in narratives, create settings, characters and plot *in non-narrative material, use simple organisational devices (headings & subheadings)	*organise paragraphs around a theme *in narratives, create settings, characters and plot *in non-narrative material, use simple organisational devices (headings & subheadings)	*select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action *precising longer passages *use a wide range of devices to build cohesion within and across paragraphs	*select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action *precising longer passages *use a wide range of devices to build cohesion within and across paragraphs

						*use further organisational and presentational devices to structure text and to guide the reader	*use further organisational and presentational devices to structure text and to guide the reader
Editing	*To check written work by reading and make changes where necessary.(LIT)	*re-read what they have written to check that it makes sense *discuss what they have written with the teacher or other pupils	*evaluate their writing with the teacher and other pupils *re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form *proofread to check for errors in spelling, grammar and punctuation	*assess the effectiveness of their own and others' writing and suggest improvements *propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences *proofread for spelling and punctuation errors	*assess the effectiveness of their own and others' writing and suggest improvements *propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences *proofread for spelling and punctuation errors	*assess the effectiveness of their own and others' writing *propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning *ensure the consistent and correct use of tense throughout a piece of writing *ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register *proofread for spelling and punctuation errors	*assess the effectiveness of their own and others' writing *propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning *ensure the consistent and correct use of tense throughout a piece of writing *ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register *proofread for spelling and punctuation errors
Performing	*Think of, say and write a simple sentence, sometimes using a capital letter and full stop	*read their writing aloud clearly enough to be heard by their peers and the teacher	*read aloud what they have written with appropriate intonation to make the meaning clear	*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.	*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	*perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	*perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

**St James' Primary
Progression for Fiction Writing**

To support writing, we use the progression papers for non-fiction units take from Herts for Learning. This document has been created to support fiction writing. Broken into the three areas of composition, it breaks down the skills needed in order to provide high quality fiction writing in each year group. These should be planned for and taught and then revisited regularly in order for the children to have mastered these skills by the end of the year. Some of these skills (e.g. using subordination) should be evident in all pieces of writing while others (e.g. the use of passive) will not. It is important to be led by the purpose and audience of the piece of writing to identify the skills needed.

Year 1

Composition - Structure

Composition – Grammar and Punctuation

Composition - Vocabulary

<ul style="list-style-type: none"> ● Simple story maps are used to plan narratives and non-fiction text types are orally planned in simple sections. ● Sequenced simple sentences to form a short narrative with a start, middle and end are apparent. ● Sentences start through use of time openers such as then, next, after and later etc. ● Some compound sentences using and, then or but are evident. 	<ul style="list-style-type: none"> ● Sentences are composed orally before writing down and written from memory. ● Writing is reread to check it makes sense. ● Capital letters and full stops are used with accuracy to demarcate a sentence. ● Capital letters for the names of people, places, days of the week and the personal pronoun “I” are becoming evident. ● Question or exclamation marks in independent writing are used. 	<ul style="list-style-type: none"> ● Story language from shared stories is used, such as once upon a time, in the end, it was a, one sunny day etc. ● Use of some adjectives to modify nouns. ● Use and explanation of the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, capital, question mark, exclamation mark
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Year 2

Composition - Structure	Composition – Grammar and Punctuation	Composition - Vocabulary
<ul style="list-style-type: none"> ● Written planning outlines the content of writing and is referenced to. ● Ability to write a sequenced short story with a clearly defined start, middle and end. ● Developing use of subordination (when, if, that or because) and secure coordination (or, and or but) to link words and phrases ● Fluency in changes in sentence openers, such as variations between pronouns, subjects and prepositions with a variety of time openers. 	<ul style="list-style-type: none"> ● Usually consistent use of past and present tenses within all forms of writing. (has/had, was/were) ● Use of the progressive form of verbs to mark actions in progress (she is drumming or he was shouting). ● Controlled use of statements, questions, exclamations or commands. ● Consistent use of full stops, capital letters, question marks and exclamation marks. ● Evidence of commas within a list. ● Use of the apostrophe to mark where letters are missing in spelling and mark singular possession in nouns. ● Experimentation with inverted commas. ● A growing ability to accurately proofread to check for errors in grammar and punctuation is evident. 	<ul style="list-style-type: none"> ● Use of simple/comparative adjectives and well-chosen verbs in narratives. ● Expanded noun phrases for description and specification (the blue butterfly or the man in the moon) ● Writing uses both description and dialogue for characters and setting to engage the reader. ● Some use of adverbs

Year 3

Composition - Structure	Composition – Grammar and Punctuation	Composition - Vocabulary
<ul style="list-style-type: none"> ● orally, planning is sequenced with a clear structure linked to the text type in developed story maps or under paragraph headings. ● Ability to write a generally well balanced 5 part narrative where the main conflict/problem is solved. ● Endings of narratives are carefully thought out. ● Settings, characters and plot are developed through description. 	<ul style="list-style-type: none"> ● Consistent use of the first and third person. ● Use of the present perfect form of verbs instead of the past. (He has gone out to play instead of He went out to play) ● Accurate use of inverted commas for direct speech. ● Correct use of the possessive apostrophe. 	<ul style="list-style-type: none"> ● Growing awareness of language choices that grip the reader’s interest. ● Use of specific nouns (terrier instead of dog) ● Adverbs are used carefully to detail actions. ● Action verbs provide interest, such as cackled instead of laughed.

<ul style="list-style-type: none"> ●Consistent use of paragraphs in narrative. ●Conjunctions to express time, place and cause (when, before, after, while, so or because). ●Use of Adverbs (then, next, soon, therefore) or prepositions (before, after, during in, because of) within compound sentences. 	<ul style="list-style-type: none"> ● Evidence of improvements made through editing to make changes to grammar and vocabulary. ● Proofreading eliminates simple errors and is an embedded part of the writing process. ● Secure use of the forms a or an when writing a sentence. (I would like an apple, not I would like a apple) ● Use of embedded clauses (The pirate, with his cutlass clenched in his teeth, swung onto the ship) ● Variation of long and short sentences for description. 	<ul style="list-style-type: none"> ● Use of phrases and words that take time to describe characters and events without moving on abruptly. ● Some evidence of words chosen to introduce opinion or add clarity.
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Year 4

Composition - Structure	Composition – Grammar and Punctuation	Composition - Vocabulary
<ul style="list-style-type: none"> ●Produce carefully thought out plans that match finished independent pieces. ●Narratives (e.g. historical, imaginary worlds and dilemmas) are well paced, with a build-up and complication that lead to a defined ending. ●Descriptions in narratives are made up of detail to help the reader gain a better understanding about the way the narrative is unfolding through character and setting. ●Characters are created with interaction to reveal feelings. ●A variety of sentences are used made up of phrases and different clause types. ●Paragraphs organise ideas around a theme or open with topic sentences in recounts, reports and explanations. ●Subordination connectives are used between, at the beginning and within sentences. (We wore our wellies when we played in the puddles) ●Cohesion in sentences is achieved through ●using appropriate nouns and pronouns. 	<ul style="list-style-type: none"> ● Accurate tense and person is employed across different text types. ● Noun phrases are expanded by the addition of modifying adjectives, nouns and preposition phrases (the teacher becomes the strict maths teacher with curly hair). ● Fronted adverbials are evident with correct use of the comma (later that day, I heard the bad news) ● Verb inflections are secured (we were instead of we was or I did instead of I done) ● Direct speech is punctuated with inverted commas and other punctuation accurately. ● Apostrophes accurately mark plural possession (the girl’s name or the girls’ names) ● Editing makes changes to whole paragraphs, precise vocabulary or errors in tense or person. ● Evidence of a growing ability to comment on sound effects (repetition/alliteration) visual effects (simile, personification and metaphor) and surprising word combinations is evident. 	<ul style="list-style-type: none"> ● Confident use of adjectives and adverbs and an attempt to think of different ones to use in different situations. ● Use of fronted adverbials for effect (Majestically the swan glided onto the river) ● Words are chosen carefully to describe events, characters and feelings. ● Powerful verbs add impact. ● Word use is lively and imaginative, intended to amuse, entertain or inform. ● Pronouns and nouns are carefully chosen across sentences to aid cohesion and avoid repetition. ● In stories with historical settings vocabulary is chosen to describe in detail.

Year 5

Composition - Structure	Composition – Grammar and Punctuation	Composition - Vocabulary
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<ul style="list-style-type: none"> ● Planning takes account of the audience and purpose of the writing. ● Narratives (Significant authors, myths and stories from other cultures) effectively develop characters, settings and atmosphere through detailed description. ● Paragraphing is controlled to organise writing into different information or events. ● Causal and logical connectives are used in addition to time openers (however or therefore). ● Cohesion in paragraphs is built up through the use of then, after, that, use of then, after, that, this or firstly or varying the length. ● Adverbials of time (later), place (nearby) or number (secondly) are used to link ideas across paragraphs or tense choices may do this (he had seen her before) ● Short sentences are used to speed up action in narratives. ● Dialogue and reactions from other characters is used to add interest to a character. ● Writing shows evidence of the writer's viewpoint through comments about the characters and/or events. 	<ul style="list-style-type: none"> ● Evidence of the varied use of pronouns to refer to the first, second and third person both singularly and in plural form. ● There is correct subject and verb agreement when using singular and plural. ● Brackets, dashes or commas are used to indicate parenthesis. ● Commas are used to clarify meaning or avoid ambiguity. ● Editing attempts to reorganise sentences to give writing a greater impact or to clarify meaning. ● Evidence of an ability to perform own compositions using appropriate intonation, volume and movement so that meaning is clear. ● Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. 	<ul style="list-style-type: none"> ● Adverbs (perhaps or surely) and modal verbs (might, should, will or must) are used to indicate degrees of possibility. ● Evidence of the use of stylistic devices such as similes, metaphors and personification to create effects. ● Precise detail adds interest and engages the reader. ● Modal verbs indicate degrees of possibility. (might, may, must & could) ● Adverbs and adverbials are used to make links within paragraphs. ● Distinguishes between the formal and informal spoken and written language. ● Some expanded noun phrases may be used to add well thought out detail to writing.
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Year 6

Composition - Structure	Composition – Grammar and Punctuation	Composition - Vocabulary
<ul style="list-style-type: none"> ● The appropriate form and register are apparent for the text type. ● Main ideas in fiction are sustained and developed logically. ● Planning uses paragraphs to structure the plot in narrative (suspense, flashbacks and quest) showing changes in time, place and events. ● Cohesion across paragraphs is clear using repetition of a word or phrase, adverbials (on the other hand, in contrast or as a consequence) or ellipsis. ● Uses a wide range of sentence starters to create specific effects or developed noun phrases to add 	<ul style="list-style-type: none"> ● Evident use of the passive to affect the presentation of information in a sentence (I broke the window in the green house versus The window in the green house was broken (by me) ● Identify the word class of a word (noun, verb, adjective, conjunction, pronoun, adverb, preposition & determiner) ● Clear application of the differences between informal speech and formal speech when writing. ● The full range of punctuation is controlled. ● Use of the semi -colon, colon and dash to mark boundaries between independent clauses (It's raining; I'm fed up) 	<ul style="list-style-type: none"> ● Use of synonyms and antonyms ● Expanded noun phrases add well thought-out detail to writing. ● Vocabulary is chosen to match the audience and purpose of the writing and to ensure the correct degree of formality. ● Personal comments, flash backs and hooks may be used to engage the reader. ● Conjunctions chosen relate to the text type. ● Adverbials of place are evident (walked wearily into the deep dark forest). ● Ability to use a variety of linguistic terms, to confidently discuss their writing.

<p>detail. (participles, conversations/dialogue , adverbs or adjectives)</p> <ul style="list-style-type: none">● Characters, dialogue and action advances narrative writing.● Complex sentences are controlled to manipulate clauses for specific effects.● Some sentences start with conjunctions although, despite, as, since or whenever	<ul style="list-style-type: none">● Use of hyphens to avoid ambiguity (recover versus recover or man eating shark versus man-eating shark.● Use of fronted adverbial phrases● Proof reading and editing is embedded as a process to further develop compositions	<ul style="list-style-type: none">● Both adjectives and adverbs provide detailed description and information.● Figurative language is evident, such as The wind wrapped me like a cloak
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