



**INSPIRE NURTURE BELIEVE ACHIEVE**

*Working together to be the best that we can be.*

## **ENGLISH GRAMMAR, VOCABULARY, SENTENCE ORGANISATION AND GENRE PROGRESSION OF SKILLS**

**Happiness**

**Perserverance**

**Resilience**

**Kindness**

**Friendship**

**Respect**

These objectives relate directly to the National Curriculum and should be **embedded in writing across the curriculum** in enriched, topic based themes. *Words in BLUE directly link to the Grammar terminology for pupils in the Grammar index on the National Curriculum document.*

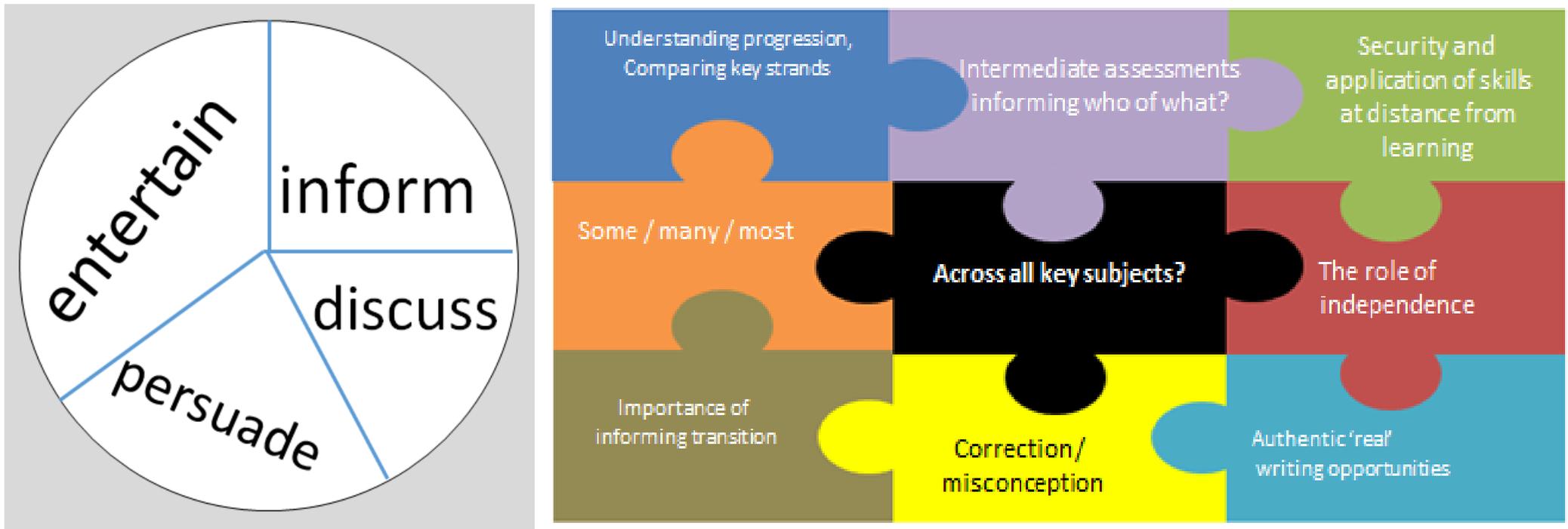
These skills must be taught explicitly in each year group with appropriate opportunities planned for children to explore their new learning through a range of games and tasks. By doing this, the knowledge will be secure and it will have the greatest impact on their writing.

For those requiring additional support, it is essential that they consolidate prior learning through rigorous and systematic teaching in order to catch up with their peers. This may be through specifically planned tasks as starters or through timely interventions.

Some children may have secured all the elements within the year group accurately – they will need to develop the ability to manipulate sentence structures and experiment with their skills. They must demonstrate consistency in these skills **across all areas of the curriculum.**

End of Key Stage expectations state that to be working at the expected level pupils demonstrate attainment **of all of the statements within that standard and all the statements in the preceding standards.**

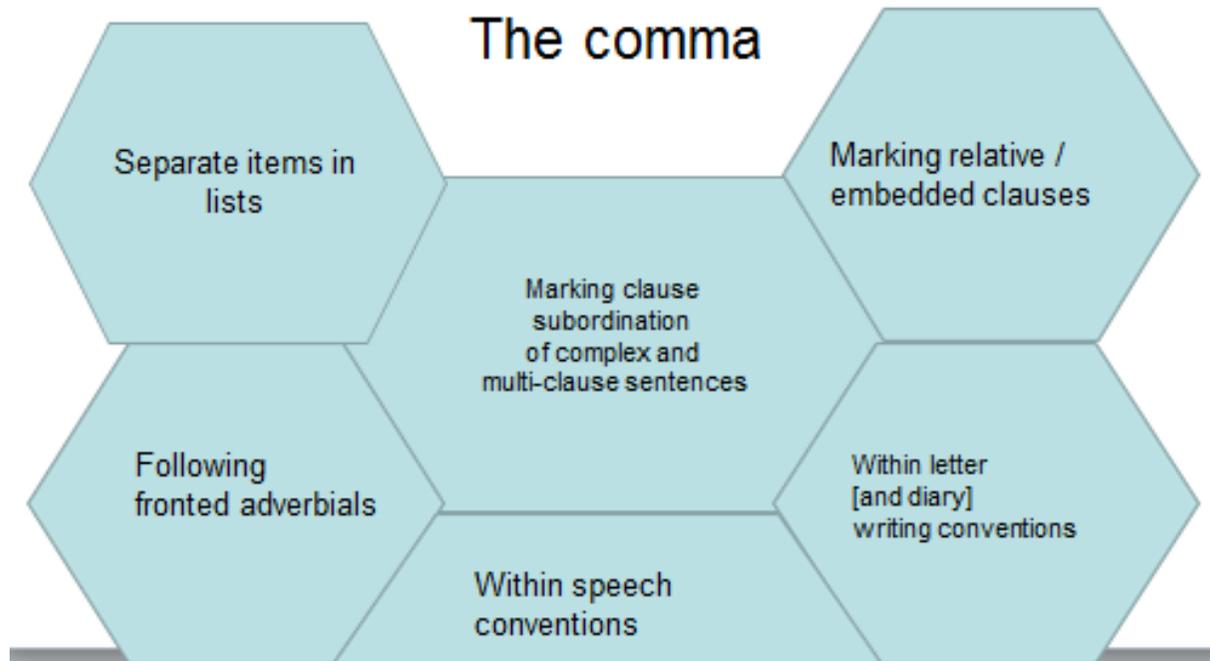
This guidance document (agreed by staff members and reviewed accordingly) should be used as a tool alongside **rich and engaging** writing opportunities to write with purpose for an audience across the whole curriculum.



Notes for Teachers → children should be taught to experiment with concepts and skills:

- *The little boy* fumbled frantically for the door because he heard the voices behind him.
- *Frantically*, the little boy fumbled for the door because he heard the voices behind him.
- *Fumbling frantically for the door*, the boy heard to the voices behind him.
- *Because he heard the voices behind him*, the little boy fumbled frantically for the door.

Teachers should always recap and build upon previous knowledge through explicit teaching in a rich and meaningful way to ensure that progression and understanding is clear e.g. When teaching the simple 'Comma', which skill comes first?



**Considerations when deciding if pupils have met Age Related Expectations (ARE):**

**Considerations for pupils at ARE:**

- What has the child demonstrated?
- What has the child demonstrated consistently outside of English lessons?
- What still needs to be recapped prior to children demonstrating it with confidence?
- What hasn't been taught / applied yet?

**Considerations for pupils not meeting ARE:**

- What's the main barrier?
- What spelling support does the child need?
- How far back is the 'unsecured' learning? Use the Grammar outline below to track gaps.
- What additional support / resources are available? Impact?

**Development Matters:**

**40-60 months**

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

**Early Learning Goal**

***Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.***

- Use phonic knowledge to attempt to spell words (understanding a word as a unit of meaning). e.g. *The cat sat on the mat.* might look like *T ct st on t mt.*
- Understand the components of a simple sentence (capital letter, full stop, finger space, sense)
- Write for a purpose independently (writing may be emergent but must carry meaning for the child)
- Retell events/ actions in order and be able to tell/retell a simple story (this may be oral).

**Children who achieve exceeding in writing often can:**

- Spell phonetically regular words of more than one syllable as well as many irregular but high frequency words. Use key features of narrative in their own writing. Assess work against a set of criteria. Make alternative choices for phonics sounds and change spellings accordingly.

**Before moving on to Year 1:**

Pupils entering Year 1 who have not yet met the ELG for Literacy should continue to follow their school's curriculum OR the EYFS to develop their word reading, spelling and language skills.

However, these pupils should follow Y1 programmes of study so that they develop their vocabulary and understanding of the grammar.

| <u>Year 1</u>   |   | <u>Year 2</u>  |  |
|---|---|--|--|
| Ensure children can meet the following objectives:                              |   | <u>In addition to Year 1 outcomes</u> , ensure children can meet the following objectives:                       |  |
| Outcome   | Teachers notes and examples:                              | Outcome  | Teachers notes and examples:   |
| Orally rehearse and remember a <a href="#">sentence</a> .                       | A sentence is a subject and a verb at its simplest level. | Write a range of simple sentences.   | <b><u>Simple</u></b><br>The boy cried.   |
| <a href="#">Words</a> in sentences have suitable spaces between them.           | <b>See handwriting policy for joins...</b>                | Improve a <a href="#">noun phrase</a> by adding more or one <a href="#">adjective</a>                            | First ensure that children understand that a noun is a naming word.<br><br>The terrified three year old boy...   |
| Recognise when a sentences makes sense and re-read to check this in their work. |   | Write a range of <a href="#">compound</a> sentences using <b><u>coordination</u></b> : and, but, or, so and yet. | <b><u>See Alan Peat BOYS sentences.</u></b><br><br>This is a compound sentence:<br><br><u>It was raining but we were indoors</u><br><br>(two <u>main clauses</u> coordinated with the word but). |

| <u>Year 1</u>   |   | <u>Year 2</u>  |  |
|---|---|--|--|
| Ensure children can meet the following objectives:                          |   | <u>In addition to Year 1 outcomes</u> , ensure children can meet the following objectives:                           |  |
| Demarcate <b>each sentence</b> with a <b>capital letter and full stop</b> . | Understand that these are a form of <b>punctuation</b> (see below also) | Write a range of sentences using <b>subordination</b> : because, when, if and then.                                  | Note:<br><br>This is a complex sentence where children are using two clauses (a <u>main clause</u> and a <u>subordinate clause</u> ).<br><br>I love the rain because I can wear my wellington boots.<br><br>(I love the rain = main clause; because I can wear my wellington boots = subordinate clause).  |
| Begin to experiment with <b>question mark and exclamation mark</b> .        | This can be recognised during GR sessions.                              | Use exclamation marks and question marks accurately, in particular, the teaching of an <b>exclamation sentence</b> . | Teach:<br><br>A <b>statement</b> uses a full stop.<br><br>It is raining.<br><br>A <b>question</b> sentences uses a question mark.<br><br>Where are you going?<br><br>An <b>exclamation</b> sentence starts with <b>How</b> or <b>What</b> and ends with an exclamation mark.<br><br><b>What</b> lovely eyes you have!<br><br><b>How</b> brightly the stars were shining! |

| <u>Year 1</u>  |  | <u>Year 2</u>  |   |
|--|--|--|---|
| Ensure children can meet the following objectives:   |  | <u>In addition to Year 1 outcomes</u> , ensure children can meet the following objectives:   |   |
| Begin to use capital letters for people, places, days of the week and I                    | Introduce the idea that these are nouns – this will be taught in Y2.                                 | Use <b>verbs</b> and recognise that <b>adverbs</b> give additional information about the verb.<br><br>Children must be able to write progressive present tense, progressive past tense and present perfect tense using accurate <b>verbs</b> . | A verb is a word for an action or a process – remember ‘to be’ and ‘to have’ are verbs.<br><br>Typically, children will be able to use manner adverbs e.g. happily, quickly (N.B remember, they will also be using sequencing words that are also adverbials e.g. Yesterday, Next, Finally...)<br><br>N.B. Year 2 Spelling content includes the suffix ‘ly’ |
| Join sentences together with ‘and’ to make a compound sentence.                            |  | Use <b>commas</b> in lists.  | Teach rule of 3:<br><br>She likes chocolate, apples and grapes.   |
| Use of <b>accurate present and past tense verbs</b> including the <b>progressive</b> form. | She walks....<br>She will walk....<br>She walked...<br>I paint...<br>I will paint...<br>I painted... | Begin to use <b>apostrophes</b> for contractions and singular possession.  | I’m<br><br>Don’t<br><br>Can’t<br><br>She’s /He’s<br><br>The girl’s pencil case  |

| <u>Year 1</u>                                      |  | <u>Year 2</u>  |   |
|--|--|--|---|
| Ensure children can meet the following objectives: |  | <b><u>In addition to Year 1 outcomes,</u></b> ensure children can meet the following objectives: |   |
|  |  | Use of consistent <a href="#">past or present tense</a> .  | <p>Recounting/re-telling (past tense including progressive/ continuous forms: is/are was/were/have/had).</p> <p>I skipped or I was skipping.<br/>I skip or I am skipping. Non Chronological or instruction writing for present tense.</p> |
|  |  | Refer to Y5 objective on <a href="#">Modal Verbs</a> :   | <b><i>N.B. Some modal Verbs are found on the Common Exception Word list at Y2.</i></b>  |

**Developing Vocabulary at Year 1:**

Children should recognise that words can be grouped into categories based on content e.g. nouns and verbs relating to a topic (such as transport).  
  
They should be taught to use words more specifically to make their meaning clear.

**Developing Vocabulary at Year 2:**

In addition to the Year 1 aims, children should use a range of imaginative and descriptive words in their writing.  
  
Teaching should help them to explore words for meaning and they should have experience of being able to work out what a new word means in the context of what they are reading or writing.

**Structure and organisation of texts:**  
**Wording from the curriculum**

Children will move from writing simple sentences to writing sentences that are linked together in a paragraph. They will then move on to writing a sequence of paragraphs that are cohesive across a piece of writing.

**How do we plan for sequencing and paragraphing?**

Story mountains/maps - fiction  
  
Boxing up – non-fiction  
  
Sue Palmer Skeletons – electronic versions for plans.

**In year 1**, we should encourage children to provide more than once sentence linked to a theme.

- *Sequencing sentences to form short narratives*

**In Year 1:**

Children can compose and write a series of sentences related to the same theme.

**In Year 2** some children will be able to connect ideas in a paragraph from a plan (story mountain, boxing up etc.) and sequence their ideas. Children will have exposure to it through GR or whole class teaching. The more able may be able to access it in a more formal way.

*It should not be at the expense of developing and securing sentence demarcation.*

In Year 2, their sentences should: *Encapsulate what children want to say sentence by sentence* and sequence their thoughts around a theme or idea.

**In Year 2:**

In narrative, children may typically organise their writing into a beginning, middle and end and this is evident on a page or they might write sections from a story mountain.

In non-fiction, they recognise and use simple organisational features in their own writing e.g. numbers and headings to collect the same information in a single place in their work.

**N.B. Be mindful of the importance of children needing regular experience of building sentences and changing details for clarity and precision. This should be an integral part of lessons.**

| <u>Year 3</u>   |   | <u>Year 4</u>  |  |
|---|---|--|--|
| In addition to KS1 outcomes, ensure children can meet the following objectives:   |   | In addition to KS1 and Y3 outcomes, ensure children can meet the following objectives:   |  |
| Outcome   | Teachers notes and examples:  | Outcome  | Teachers notes and examples:   |
| <p>Understand, recognise and write using a range of subordinating <b>conjunctions</b> when writing sentences: so, because, if, when, then, although, after, before, while.</p> <p><i>N.B Children can recognise it as a conjunction even when it is at the start of the sentence.</i></p> | <p>Note:</p> <p>When using sentences with more than one clause, check that children understand that one part is the main <b>clause</b> and that <b>the subordinate clause</b> won't make sense by itself.</p> <p>I use an umbrella <b>when</b> it is raining.</p> | <p>Use the <b>relative pronoun</b> which or who to create an embedded clause within a complex sentence.</p>  | <p><b><u>Noun Who, Which, Where Alan Peat</u></b></p> <p><b>Note: embedded clauses are sometimes called 'drop in' or 'relative' clause:</b></p> <p><b>The man, <u>who lived at number 10</u>, walked his dogs at 9am each morning.</b></p> <p><b>Every July, the garden, <u>which backed onto ours</u>, was a riot of colour.</b></p>  |
| <p>Use <b>adverbs</b> and adverbial phrases as sentence openers (when, how, where).</p>   | <p>Start with when and where adverbial phrases using <b>prepositions</b>.</p> <p><u>At 12 O' Clock</u>...</p> <p><u>Underneath</u> the book shelf...</p>  | <p>Understand, recognise and use a full a range of <b>coordinating and subordinating conjunctions</b> correctly: if, so, while, since, although, after, meanwhile, until</p> | <p>Children must build on and secure their understanding of the purpose different types of conjunctions and connecting devices and when they should be used e.g. coordinating, subordinating, reinforcing/opposition, explaining/listing, cause and effect.</p> <p>Children must understand that adverbials for 'when' (time) can connect paragraphs together.</p> <p>N.B. Children can experiment with subordinate clause at the start of a sentence and in the middle of a sentence; and know that when it is used at the start of a sentence it requires a comma after the subordinate clause: I had to stay indoors <b>until</b> it stopped raining. <b>Until</b> it stopped raining, I had to stay indoors.</p> |

| <u>Year 3</u>  |   | <u>Year 4</u>   |  |
|--|---|---|--|
| In addition to KS1 outcomes, ensure children can meet the following objectives:  |   | In addition to KS1 and Y3 outcomes, ensure children can meet the following objectives:  |  |
| To use adverbials such as: before, soon, later... to show links to previous sentences.   | Chronology (recounts) and early explanation of a process (instructions., recipe)  | Use a colon to introduce a list sentence or a topic.  | Note: read and explore play scripts in GR<br><br>Teach De:De sentence – Alan Peat  |
| To use <b>verbs</b> and adverbs chosen for variety, precision or clarity.<br><br>To use perfect present tense verbs / auxiliary verbs. | <u>really</u> sad,<br><br>alternatives for said/went/nice<br><br>Explore vocabulary through the use of Cleins.<br><br>was / were<br>is / are<br>is / am | Include how (manner), where (place), when (time) adverbs and <b>adverbial phrases</b> in a variety of positions within a sentence.  | Notes:<br><br>Open with a <u>fronted adverbial phrase</u> , and then use a comma.<br><br><u>Silently tiptoeing</u> towards the door, the burglar...<br><br><u>Underneath the rug</u> , a small mouse...<br><br><u>Yesterday</u> , the dentist extracted my tooth.                          |
| Improving a noun phrase by addition or replacement.  | Are we adding an adjective:<br><br>The beautiful butterfly<br><br>or replacing the noun:<br><br>The beautiful Cabbage White...                          | Children should understand <b>possessive pronouns</b> , understand what it means and can apply it in their work.<br><br>Children should choose and use a <b>range of nouns and Proper Nouns</b> within and across paragraphs and whole pieces of work to <b>aid cohesion and avoid repetition</b> . | Children should use them to aid cohesion and avoid repetition:<br>She's<br>Mine<br>Ours<br>Theirs etc...<br><br>Reference chains should be taught e.g. <b>name</b> , <b>noun phrase</b> , <b>pronoun</b> :<br><br><b>Martin Smith</b> ... <b>The unlucky teenager</b> ...<br><b>He</b> ... |

| <u>Year 3</u>  |   | <u>Year 4</u>   |  |
|--|---|---|--|
| In addition to KS1 outcomes, ensure children can meet the following objectives:  |   | In addition to KS1 and Y3 outcomes, ensure children can meet the following objectives:  |  |
| Being aware of first, second, third person and developing consistency of use throughout a piece of writing.  | Note:<br>Consider the range of sentence/ text types that provide children the opportunities to practise and apply this across the curriculum. | Children should understand the term <b>determiner</b> and vary how they use them.<br><br>Children should understand that a determiner acts as <b>modifier</b> by providing information about the noun.                        | There are groups of determiners that <b>specify the noun</b> in the sentences and they come before the noun or adjective (when used).<br><b>Article:</b> the/a/an<br><b>Demonstratives:</b> this/these/those<br><b>Possessive:</b> mine/yours/ours<br><b>Quantifiers:</b> some, every, all, most, three<br>e.g. <b>an</b> elephant is different to <b>all</b> elephants – the determiner adds shades of meaning. |
| Introduce inverted commas for direct speech.   | “ ” only.   | Introduce inverted commas and other punctuation to indicate direct speech.<br><br>It must include the rule ' <b>new speaker, new line</b> ', <b>the accurate use of a comma and manipulation of speech in different ways.</b> | e.g. the comma before opening speech marks and the punctuation before closing speech marks<br><br>The lady gasped, “Help! I need help!”<br>“Don’t worry madam, an ambulance is on the way.” the worried gentleman replied as calmly as he could.<br><br><i>N.B. Children will need to understand that the speech needs punctuation AND the end of the sentence needs punctuation.</i>                            |
| To recognise ellipsis in reading and begin to experiment with them in their writing where appropriate (definition found in Y6 – we have moved it). | Note:<br>At this stage, children often use an ellipsis to signify a cliff-hanger.   | Use of apostrophe to mark possession (singular and plural).   | The girl’s shoes<br><br>The girls’ shoes   |

| <u>Year 3</u>   |  | <u>Year 4</u>   |  |
|---|--|---|--|
| In addition to KS1 outcomes, ensure children can meet the following objectives: |  | In addition to KS1 and Y3 outcomes, ensure children can meet the following objectives:  |  |
|   |  | <p>Correct use of standard English verb forms in order that subjects and verbs agree.</p> <p>This should include <b>past perfect</b>.</p> | <p>was/were</p> <p>is / are</p> <p>is / am</p> <p>had</p>  |
|   |  | <p>Understand superlatives and comparatives.</p>  | <p>Strangest/most wonderful stranger/more wonderful</p> <p>Note: Children will have come across the spelling rules for the 'er' and 'est' suffixes in the Year 1 and 2 spelling content.</p> |
|   |  | <p>To use bullet points as an effective way of listing information (<i>definition from Y6 – we have moved it</i>).</p>                    |  |

### Year 3

In addition to KS1 outcomes, ensure children can meet the following objectives:

#### Before moving on to Y4:

Children should demonstrate an ability to use these across a range of writing.

They need to play with subordinating conjunctions and coordinating conjunctions in order to help them understand the effectiveness of linking and moving sentences around. This will support them in making the best choices in their writing.

They should have exposure to a comma being used after fronted adverbials – they could recognise this in GR sessions. They may experiment in their writing.

For children who are still struggling with previous learning, they will need to practise and consolidate this through rigorous and systematic teaching in order to catch up rapidly with their peers.

However, these pupils should access the programmes of study for Y4 so that they are able to develop and use their discussion techniques, vocabulary and understanding of the grammar in other writing and other areas of the curriculum.

### Year 4

In addition to KS1 and Y3 outcomes, ensure children can meet the following objectives:

#### Before moving on to Y5:

Children should demonstrate an ability to construct sentences with some conscious decisions to avoid repetition, enhance the writing and meet the needs of the reader.

Writing should be grammatically accurate – children should demarcate a range of sentences with increasing accuracy and be more consistent in their use of standard English e.g. ensuring subject/verb agreement. They might recognise that it is used wrongly for effect in some reading books but they are not expected to be able to do this.

In reading and/or writing, encourage them to discuss levels of possibility with might, should, could...

Have the opportunities to experience more formal language (GR tasks, discussions etc).

For children who are still struggling with previous learning, it is essential that they practise and consolidate prior learning through rigorous and systematic teaching in order to catch up with their peers.

However, as far as possible, these pupils should follow the Upper Key Stage 2 programmes of study in terms of accessing books and other writing so that they hear and learn new vocabulary and grammatical structures and have opportunities to talk about them.

### Developing Vocabulary at Year 3/4:

In addition to the Year 1 and 2 objectives, children should be taught strategies to use resources such as dictionaries and thesauruses to make refined choices of vocabulary. They should use '**word study**' / **clines** and their spelling knowledge (pre-fix and suffix meanings) to develop their understanding of words in order to build their vocabulary.

They should be given the opportunity to think about and explore the meaning of words that will appear in their GR text before being exposed to it.

### Structure and organisation of texts:

#### Wording from the curriculum

Children will move from writing simple sentences to writing sentences that are linked together in a paragraph. They will then move on to writing a sequence of paragraphs that are cohesive across a piece of writing.

It appears in Year 3/4 programmes of study:

- *Organising paragraphs around a theme.*
- *In non-narrative material, using simple organisational devices e.g. headings/subheadings, fronted adverbials and adverbial phrases for place and time.*

### How do we plan for sequencing and paragraphing?

Story mountains/maps - fiction

Boxing up – non-fiction

Sue Palmer Skeletons – electronic versions for plans.

### In Year 3/4:

Teachers **explain the rules of paragraphing (fiction and non-fiction)**. Children apply this with increasing accuracy in their independent writing.

They may rely on the same vehicle for paragraph shifting e.g. **time and place** and the transition between paragraphs may still be disjointed, awkward or abrupt.

N.B. Paragraphing must be **explicitly taught** through games and tasks such as 'Chopping up' and re-organising; this should be an integral part of lessons. Despite developing their understanding of paragraphing, explicit teaching to consolidate sentence structure must continue.

| <u>Year 5</u>  |  | <u>Year 6</u>  |   |
|--|--|--|---|
| In addition to being able to securely meet KS1, Y3 and Y4 outcomes, ensure children can meet the following objectives:   |  | In addition to being able to securely meet KS1 and Y3-5 outcomes, ensure children can meet the following objectives:   |   |
| Outcome  | Teachers notes and examples:   | Outcome  | Teachers notes and examples:  |
| Introduce <b>semicolon</b> and secure its for top groups.  | <p><b>First – separate items in a complicated, detailed list</b> e.g.</p> <p><u>Go to the supermarket to buy chestnuts, already roasted; fresh orange juice, without bits; and a melon.</u></p> <p><b>Some; Others - Alan Peat</b></p> | Use a variety of sentence lengths and types including sentences with more than one subordinate clause. Consciously controlling where and why Experiment with word/phrase/clause order and to meet the needs of the reader. | <p><b><u>Refer to previous outcome</u></b></p> <p><b>Note:</b></p> <p>Children should be choosing, using and applying a range of sentences e.g. one clause, two clauses, subordinate clauses but not at the expense of clarity.</p>   |
| Develop a variety of complex sentences using a wide variety of conjunctions including more explanatory or formal conjunctions: whereas, in addition to, in case, since, unless | <p><b>Paired Conjunction Sentences - Alan Peat</b></p>   | <p><b>Identify and use <b>passive and active</b> voice <b>confidently</b> to develop formal, impersonal style in a range of writing e.g. descriptive pieces and reports.</b></p>   | <p>Often you recognise the passive form when you see 'by' followed by the subject.</p> <p>Children should know that in an active sentence (you must do this carefully) the subject (you) comes before the object (this).</p> <p>In a passive sentence the <b>object</b> comes first and subject comes second, The verb doesn't move.</p> <p><u>Passive: This must be done carefully by you.</u></p> <p>(Sometime the <b>subject</b> is left out of the passive sentence entirely).</p> <p><u>You must do this carefully.</u></p> <p><u>Active: The school arranged a visit.</u></p> <p><u>Passive: A visit was arranged <b>by</b> the school.</u></p> |

## Year 5

In addition to being able to securely meet KS1, Y3 and Y4 outcomes, ensure children can meet the following objectives:

Accurate use of **brackets, dashes** and commas for **parenthesis and** commas for fronted adverbials.

Brackets: Inside/Outside sentences

**Name - Adjective Pair – Sentences**  
– Alan Peat

Taught in Y4 for **relative clauses** (embedded clauses **using relative pronouns** such as who, which, that)

Children must **recognise that punctuation** for parenthesis is exchangeable to aid cohesion.

Puppies – **energetic and inquisitive** – are keen explorers at 12 weeks old.

Puppies, **energetic and inquisitive**, are keen explorers at 12 weeks old.

Puppies (**energetic and inquisitive**) are keen explorers at 12 weeks old.

## Year 6

In addition to being able to securely meet KS1 and Y3-5 outcomes, ensure children can meet the following objectives:

Use **subjunctive verb forms** i.e. If I were David Beckham...

The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions.

For the subjunctive, we remove the final s at the end of the verb:

**I request that he *write* to her (instead of he *writes* to her)**

In the subjunctive we use the forms *I were* and *they be*:

**I wish I *were* able to fly (instead of I *was*)**

**She asked that they *be* told immediately (instead of they *were* told).**

The subjunctive isn't used in English very often. Nowadays is usually replaced with **modal verbs** like might, could or should.

## Year 5

In addition to being able to securely meet KS1, Y3 and Y4 outcomes, ensure children can meet the following objectives:

Recognise and have experience or writing in a **passive and active** voice to develop formal, impersonal style.

This is particularly useful in report writing or description:

The hotel is surrounded by beautiful ocean water.

Often you recognise the passive form when you see 'by' followed by the subject.

Children should know that in an active sentence (you must do this carefully) the subject (you) comes before the object (this).

In a passive sentence the **object** comes first and subject comes second, The verb doesn't move.

Passive: This must be done carefully by you.

(Sometime the **subject** is left out of the passive sentence entirely).  
You must do this carefully.

Active: The school arranged a visit.  
Passive: A visit was arranged **by** the school.

## Year 6

In addition to being able to securely meet KS1 and Y3-5 outcomes, ensure children can meet the following objectives:

Use **semi-colons, colons** or dashes to mark boundaries between two main clauses (or sentences)

First – separate items in a complicated, detailed list e.g.

Go to the supermarket to buy chestnuts, already roasted; fresh orange juice, without bits; and a melon.

Some; Others - Alan Peat

| <u>Year 5</u>  |  | <u>Year 6</u>  |   |
|--|--|--|---|
| In addition to being able to securely meet KS1, Y3 and Y4 outcomes, ensure children can meet the following objectives:                             |  | In addition to being able to securely meet KS1 and Y3-5 outcomes, ensure children can meet the following objectives: |   |
| More effective use of commas to clarify meaning and avoid <b>ambiguity</b> .   | I like eating my family and my dog.<br><br>Eats shoots and leaves  | Use <b>hyphens</b> to avoid ambiguity.   | Man eating tiger / Man-eating tiger<br>Children should understand the difference between a hyphen and a dash. |
| Use of <b>modal verbs</b> or adverbs for the degree of possibility or probability.<br><br>Can/Could/shall/should/will /would /may/might/must/ought | Reflecting/personal response in GR<br><br>Link to Maths/Science hypothesising<br><br><b><i>N.B. Some modal Verbs are found on the Common Exception Word list at Y2.</i></b>                        | Use ALL punctuation accurately (including <b>bullet points</b> and <b>ellipsis</b> for effect).                      |   |
| Experimenting with the use of simple, compound and complex forms to have an impact on the reader across a piece of writing.                        |  |  |   |
| Using different device to build <b>cohesion</b> within and across paragraphs.  | Reference chains should be taught e.g. <b>name</b> , <b>noun phrase</b> , <b>pronoun</b> :<br><br>Martin Smith...<br>The unlucky teenager...<br>He...<br>Marty...<br>The curious boy...<br>They... |  |   |

### Developing Vocabulary at Year 5/6:

In addition to all prior objectives, children should explore (in reading and writing) sophisticated vocabulary with multiple meanings. They should collect a range of vocabulary from their make more informed choices in their own writing.

### Structure and organisation of texts:

#### Wording from the curriculum

Children will move from writing simple sentences to writing sentences that are linked together in a paragraph. They will then move on to writing a sequence of paragraphs that are cohesive across a piece of writing.

In Year 5/6:

- *Use a wide range of devices to build cohesion within and across paragraphs.*
- *Using further organisational and presentational devices to structure texts and guide the reader e.g. headings, bullet points, underlining,*
- Use a glossary
- BEING AWARE OF PURPOSE AND READERSHIP – conscious decision making based on genre/audience/purpose. Are there sufficient opportunities for children to develop and apply this?

### How do we plan for sequencing and paragraphing?

Story mountains/maps – fiction  
Boxing up – non-fiction  
Sue Palmer Skeletons – electronic versions for plans.

#### In Year 5/6:

Children are developing the **overall organisation of different texts** (in different subjects). This is generally supported by paragraphs or sections which enable **coherent development or control of the content (by Year 6)**.

Relationships between paragraphs or sections give structure to the whole text and this sequence contributes to the overall effectiveness of the text However, some transitions may still be awkward or abrupt.

Some shaping of paragraphs may be evident highlighting or prioritising information e.g. provide chronological links, inject comment etc.

A range of **cohesive devices** are often used to develop and/or elaborate ideas both within and between paragraphs (**e.g. pronouns, adverbials, connectives, subject specific vocabulary, phrases, or chains of references (e.g. he, the boy, the teenager)**).

**Before moving on to Y6:**

Children should demonstrate the ability to manipulate them to meet the needs of the audience and have **conscious control** about which to use.

Children should consciously select and order words/phrases/clauses for precise effect and be increasingly accurate with internal demarcation. They should understand the meaning of a word and make conscious choices with their vocabulary. Children are increasingly able to establish and control their viewpoint and should be provided with opportunities to make decisions about how their ideas and content should be structured and presented.

**For children who are still struggling with previous learning, it is essential that they practise and consolidate prior learning through rigorous and systematic teaching in order to catch up with their peers.**

However, as far as possible, **these pupils should follow the Upper Key Stage 2 programmes of study in terms of accessing books and other writing** so that they hear and learn new vocabulary and grammatical structures and have opportunities to talk about them.

**To challenge:**

Children should be able to use/adapt and manipulate their skills across the curriculum with increasing **fluency/mastery**.

These children need to be provided opportunities to make choices about how they organise and present their work. They should confidently choose and use a range of devices (organisational, presentational, and cohesive) to meet the needs a widening audience and their differing needs (including personal and impersonal writing).

Children are able to **elaborate or nominalise information for interest, emphasis and succinctness**.

They **attempt ambitious sentence structures using a wide range of punctuation to order and prioritise meaning (with occasional error)**.

Their viewpoint conveys an individual voice that is generally sustained throughout a piece e.g. an authoritative expert view, a convincing characterisation, opposing opinions.

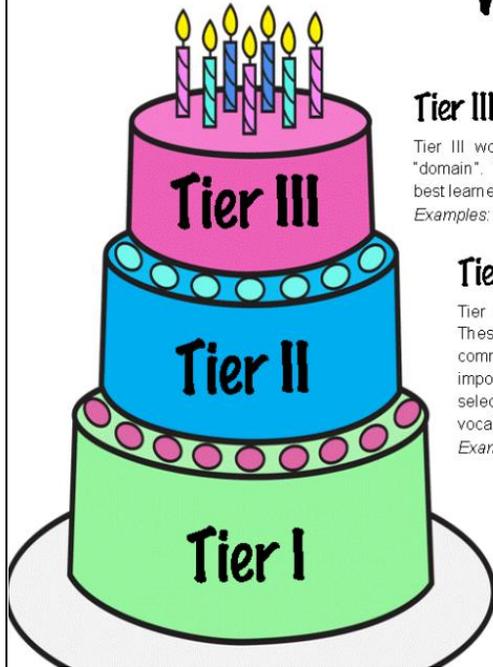
***By the end of Year 6, pupils reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across all subjects not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary.***

***They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are.***

Developing an understanding of unfamiliar VOCABULARY and expanding the children's range of VOCABULARY.

| Red word -<br>I have never heard of it. | Amber word -<br>I have heard of it but can't explain it well. | Green word -<br>I like this word and can use it confidently. |
|---|---|--|
|   |   |  |
|   |   |  |

Understanding and teaching TIER 1, TIER 2 and TIER 3 words.



### Vocabulary Instruction Choosing Words to Teach

#### Tier III

Tier III words are low-frequency words and are limited to a specific "domain". They often pertain to a specific content area. These words are best learned within the context of the lesson or subject matter.  
*Examples: atom, molecule, metamorphic, sedimentary, continent*

#### Tier II

Tier II words are high-frequency words that occur across contexts. These words are used by mature language users and are more common in writing than in everyday speech. Tier II words are important for students to know to enhance comprehension of a selected text. Tier II words the best words for targeted explicit vocabulary instruction.  
*Examples: hilarious, endure, despise, arrange, compare, contrast*

#### Tier I

Tier I words are the words we use everyday in our speech. These words are typically learned through conversation. These are common words that rarely require direct instruction.  
*Examples: come, see, happy, table*

ecosystem, germinate, photosynthesis, continent, omnivore

**Tier 3:**  
Domain Specific Language

emerge, classify, layers, function, priority

**Tier 2:**  
General Academic Language

in, out, house, dog, blue, book, animal

**Tier 1:**  
Everyday Speech

## Writing Expectations and Progression - Success Criteria for Writing NON-FICTION

These **Genres** of writing (and the accompanying **Grammar**) should be **taught explicitly** through an **enriched class topic** in their **Daily English lessons**.

Children should also have the opportunity to **apply the skills** from other non-focus genres they have **previously developed** (either in their current year group or previous year group) to write cross-curricular topic pieces for a purpose.

| Genre Specific Skills   |   |   |   |  |  |
|---|---|---|---|--|--|
| Overall Outcome: To be able to write a set of <b>INSTRUCTIONS</b> .   |   |   |   |  |  |
| Year 1  | Year 2  | Year 3  | Year 4  | Year 5   | Year 6   |
| <p>A List:</p> <ul style="list-style-type: none"> <li>Items written one underneath the other</li> </ul> <p>A set of Instructions:</p> <ul style="list-style-type: none"> <li>Sentences which are 'bossy' Imperative Verbs</li> <li>Numbers to show the order</li> </ul> | <ul style="list-style-type: none"> <li>'How to' Title</li> <li>'You Will Need' section</li> <li>Numbers</li> <li>Sentences which are 'bossy' Imperative Verbs</li> <li>Conjunctions (First, then , next, after, finally)</li> </ul> | <ul style="list-style-type: none"> <li>'How to' Title</li> <li>'You Will Need' section</li> <li>Numbered list</li> <li>Sentences which are 'bossy' Imperative Verbs</li> <li>Conjunctions (First, then , next, after, finally)</li> </ul> | <ul style="list-style-type: none"> <li>'How to' Title</li> <li>List of equipment / ingredients + bullet points</li> <li>Quantities / measurements</li> <li>Numbers to help you with the order</li> <li>TIME conjunctions</li> <li>Sentences which are 'bossy' Imperative Verbs</li> <li>Tips to the reader</li> </ul> | <ul style="list-style-type: none"> <li>'How to' Title</li> <li>Introduction</li> <li>List of equipment / ingredients + bullet points with quantities / measurements stated clearly</li> <li>Chronological order – Numbering</li> <li>Present Tense</li> <li>Sentences which are 'bossy' Imperative Verbs</li> <li>Time Conjunctions</li> <li>Adverbs – used for CLARITY, not effect</li> <li>Conclusion</li> </ul> | <ul style="list-style-type: none"> <li>'How to' Title</li> <li>Introduction – Questions for reader</li> <li>List of equipment / ingredients + bullet points with quantities / measurements stated clearly</li> <li>Chronological order – Sequences steps: Numbering</li> <li>Present Tense</li> <li>Imperative / Bossy Verbs</li> <li>Time Conjunctions</li> <li>Adverbs – used for CLARITY, not effect</li> <li>Conclusion</li> </ul> |

## Genre Specific Skills

**Overall Outcome: To be able to write a RECOUNT (biography / autobiography / diary / review/ newspaper article).**

| Year 1   | Year 2  | Year 3  | Year 4  | Year 5   | Year 6   |
|--|---|---|---|--|--|
| <ul style="list-style-type: none"> <li>• Use Conjunctions (First, then, next, after, finally)</li> <li>• Events in the correct order / sequence</li> </ul> | <ul style="list-style-type: none"> <li>• Set the scene (Use SOME of 5 Ws - who, where, what, why, when?)</li> <li>• Events in correct order / sequence</li> <li>• Use Conjunctions (First, then, next, after, finally)</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction sets the scene (Use SOME of 5 Ws - who, where, what, why, when?)</li> <li>• Events in correct order / sequence</li> <li>• Conclusion</li> <li>• Use Conjunctions (First, then, next, after, finally)</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction sets the scene (Use SOME of 5 Ws - who, where, what, why, when?)</li> <li>• Events in chronological order</li> <li>• Paragraphs</li> <li>• Past Tense</li> <li>• Conclusion</li> <li>• Use TIME Conjunctions (First, then, next, after, finally)</li> </ul><br><ul style="list-style-type: none"> <li>• Apply recount skills to write a drama recount based around 'a day in the life of'.</li> </ul> | <ul style="list-style-type: none"> <li>• Introductory Paragraph (who, where, what, why, when?)</li> <li>• Chronological Order</li> <li>• Paragraphs to show chronological order</li> <li>• Past Tense</li> <li>• First Person / Third Person</li> <li>• Time Conjunctions – structure chronological order</li> <li>• Conclusion – Closing statement</li> </ul><br><ul style="list-style-type: none"> <li>• Apply recount skills to write a drama recount based around 'a day in the life of'.</li> </ul> | <ul style="list-style-type: none"> <li>• Introductory Paragraph (who, where, what, why, when?)</li> <li>• Chronological Order</li> <li>• Paragraphs to show chronological order</li> <li>• Past Tense</li> <li>• First Person / Third Person</li> <li>• Time Conjunctions – structure chronological order</li> <li>• Conclusion – Closing statement</li> </ul><br><ul style="list-style-type: none"> <li>• Apply recount skills to write a drama recount based around 'a day in the life of'.</li> </ul> |

## Genre Specific Skills

### REPORTS

**Overall Outcome: To be able to write a REPORT**

Years 1 and 2 often call Reports 'Information Texts'

| Year 1   | Year 2  | Year 3   | Year 4  | Year 5   | Year 6   |
|--|---|--|---|--|--|
| <ul style="list-style-type: none"> <li>• Information about...</li> </ul> | <ul style="list-style-type: none"> <li>• Information about...TITLE</li> <li>• Subheadings</li> <li>• Topic sentences under subheadings</li> <li>• Conjunctions (and, so, but, because, then)</li> </ul> | <ul style="list-style-type: none"> <li>• Title</li> <li>• Introduction sentences</li> <li>• Subheadings</li> <li>• Paragraphs</li> <li>• Fact not opinion</li> <li>• Conjunctions (and, so, but, because, then)</li> </ul> | <ul style="list-style-type: none"> <li>• Title</li> <li>• Introduction – what is it about paragraph</li> <li>• Subheadings</li> <li>• Paragraphs</li> <li>• Give facts</li> <li>• Conjunctions – (mostly ADDING)</li> <li>• Conclusion</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Subheadings</li> <li>• Paragraphs</li> <li>• Non-Chronological order</li> <li>• Present Tense (not Historical Reports)</li> <li>• Technical Vocabulary</li> <li>• Facts, not opinion</li> <li>• Conjunctions to add information</li> <li>• Conclusion – summary of information</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Subheadings</li> <li>• Paragraphs – organised into clear structure</li> <li>• Non-Chronological order</li> <li>• Present Tense (not Historical character / item)</li> <li>• Technical Vocabulary</li> <li>• Facts, not opinion</li> <li>• FORMAL, not 'chatty'</li> <li>• Conjunctions to add information</li> <li>• Conclusion – summary of information</li> </ul> |

## Genre Specific Skills

**Overall Outcome: To be able to write an EXPLANATION**

| Year 1   | Year 2   | Year 3   | Year 4   | Year 5   | Year 6   |
|--|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Sentences to describe</li> <li>• Use conjunctions (if, so)</li> </ul> | <ul style="list-style-type: none"> <li>• Question Title(?)</li> <li>• Conjunctions (if, so, because)</li> <li>• Sentences to describe</li> </ul> | <ul style="list-style-type: none"> <li>• Question Title (?)</li> <li>• Introduction sentences</li> <li>• Ordered sentences to describe</li> <li>• Paragraphs</li> <li>• Conjunctions (if, so because, and, then, next, finally, first of all)</li> </ul> | <ul style="list-style-type: none"> <li>• Title – Introduces topic – question (?)</li> <li>• General Introduction sentence</li> <li>• Ordered series of steps</li> <li>• Paragraphs</li> <li>• Present tense</li> <li>• TIME and CAUSAL conjunctions</li> <li>• Conclusion</li> </ul> | <ul style="list-style-type: none"> <li>• Title – Introduces topic – question (?)</li> <li>• Introduction – overview / purpose of process / general statement to open</li> <li>• Paragraphs – series of steps in order</li> <li>• Present Tense</li> <li>• Time and Causal Conjunctions (move text along + how and why)</li> <li>• Technical / Scientific Vocabulary</li> <li>• Conclusion</li> </ul> | <ul style="list-style-type: none"> <li>• Title – Introduces topic – question (?)</li> <li>• Introduction – overview / purpose of process / general statement to open</li> <li>• Series of steps in ‘process’ order – Paragraphs to support this</li> <li>• Present Tense</li> <li>• THIRD person (It, they, them - not ‘I’)</li> <li>• Time and Causal Conjunctions (move text along + how and why)</li> <li>• Technical / Scientific Vocabulary</li> <li>• Time order – if appropriate</li> <li>• Conclusion</li> </ul> |

## Genre Specific Skills

**Overall Outcome: To be able to write a **PERSUASIVE** piece of writing**

**(exposure to persuasive adverts in order to understand genre).**

| Year 1  | Year 2  | Year 3   | Year 4  | Year 5  | Year 6  |
|---|---|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Give reasons</li> <li>• Use conjunctions (because, if, and)</li> </ul> | <ul style="list-style-type: none"> <li>• Sentences that give reasons</li> <li>• Describing words</li> <li>• Conjunctions (because, if, and)</li> <li>• A sentence to sum it up</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction sentence – what are you persuading reader to do?</li> <li>• Each point made is backed up with evidence</li> <li>• Describing words + commas in list of adjectives</li> <li>• Questions to reader</li> <li>• Conjunctions (because, if, and, THEREFORE)</li> <li>• Conclusion sentence</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction sentence – what are you persuading reader to do?</li> <li>• Clear arguments made in paragraphs</li> <li>• Back up arguments with evidence</li> <li>• Conjunctions – CAUSAL and ADDING mainly</li> <li>• Adjectives to describe</li> <li>• Special phrases – ‘surely...’, ‘Everybody knows that...’</li> <li>• Conclusion</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Present Tense</li> <li>• ADDING and CAUSAL conjunctions</li> <li>• Paragraphs – arguments clearly stated in TOPIC SENTENCES</li> <li>• Persuasion backed up with evidence and facts</li> <li>• ‘Stupid reader or clever reader’ tricks / special phrases (surely, it is clear to see that, everybody knows that, an intelligent person like you...)</li> <li>• Powerful language (adjectives, adverbs, verbs)</li> <li>• Questions to the reader make a point)</li> <li>• Conclusion – summarises</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Present Tense</li> <li>• ADDING and CAUSAL conjunctions</li> <li>• Paragraphs – arguments clearly stated in TOPIC SENTENCES</li> <li>• Persuasion backed up with evidence and facts</li> <li>• Use of RESEARCH for evidence – give facts and figures</li> <li>• CONSTRUCTIONS ‘Stupid reader or clever reader’</li> <li>• Powerful language (adjectives, adverbs, verbs)</li> <li>• Questions to the reader make a point)</li> <li>• REPETITION for effect (especially advertisements)</li> <li>• Conclusion – ends with restatement of case argued</li> </ul> |

## Genre Specific Skills

**Overall Outcome: To be able to write an ARGUMENT / DISCUSSION (including oral DEBATE)**

| Year 1   | Year 2  | Year 3   | Year 4  | Year 5  | Year 6   |
|--|---|--|---|---|--|
| <ul style="list-style-type: none"> <li>• Give reasons</li> <li>• Use conjunctions (because, if, and)</li> </ul> <p>* Orally – Two points of view (could be linked to a story character), two opinions.</p> | <ul style="list-style-type: none"> <li>• Introduction sentence</li> <li>• Give reasons</li> <li>• Use conjunctions (because, if, and)</li> </ul> <p>* Orally – Two sides / opinions</p> | <ul style="list-style-type: none"> <li>• Introduction sentences</li> <li>• Points FOR (+ reasons)</li> <li>• Points AGAINST(+ reasons)</li> <li>• Paragraphs separate For and Against</li> <li>• FACTS – not opinions</li> <li>• Conjunctions (but, HOWEVER, and, if)</li> <li>• Conclusion</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction paragraph</li> <li>• Points FOR (+ reasons)</li> <li>• Points AGAINST(+ reasons)</li> <li>• Paragraphs separate For and Against</li> <li>• FACTS – not opinions</li> <li>• OPPOSING conjunctions</li> <li>• THIRD person - (some might say...others would argue that...)</li> <li>• FORMAL writing</li> <li>• Conclusion</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction – what are we discussing</li> <li>• For and Against clearly separated – paragraphs</li> <li>• Each argument stated clearly and <b>BACKED UP with EVIDENCE</b></li> <li>• Conjunctions – especially Adding and Opposing</li> <li>• Fact – no personal opinions</li> <li>• Present Tense</li> <li>• Third person (some would say...others would argue that...)</li> <li>• Formal Vocabulary – not chatty</li> <li>• Conclusion</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction – what are we discussing</li> <li>• For and Against clearly separated – paragraphs</li> <li>• Each argument stated clearly and BACKED UP with EVIDENCE</li> <li>• Conjunctions – especially Adding and Opposing</li> <li>• Fact – no personal opinions</li> <li>• Present Tense</li> <li>• Third person (some would say...others would argue that...)</li> <li>• Passive voice (it could be argues that...)</li> <li>• Formal Vocabulary – not chatty</li> <li>• Conclusion / Summary</li> </ul> |

## Genre Specific Skills

**Overall Outcome: To be able to write LETTERS**

| Year 1  | Year 2   | Year 3  | Year 4  | Year 5  | Year 6   |
|---|--|---|---|---|--|
| <ul style="list-style-type: none"> <li>• Start formal letter with 'Dear'</li> <li>• End letter with 'from'</li> </ul> | <ul style="list-style-type: none"> <li>• Start formal letter with 'Dear' with comma after name</li> <li>• End letter with 'from'</li> <li>• Date letter</li> </ul> | <ul style="list-style-type: none"> <li>• Start formal letter with 'Dear' with comma after name</li> <li>• End letter with 'Yours sincerely'</li> <li>• Use spaces between paragraphs to denote new points made</li> <li>• Formal, not chatty.</li> <li>• Date letter</li> </ul> | <ul style="list-style-type: none"> <li>• Write own address in top right corner</li> <li>• Write date below own address</li> <li>• Start formal letter with 'Dear' with comma after name</li> <li>• End letter with 'Yours sincerely'</li> <li>• Use spaces between paragraphs to denote new points made</li> <li>• Formal, not chatty.</li> </ul> | <ul style="list-style-type: none"> <li>• Write own address in top right corner</li> <li>• Write date below own address</li> <li>• Start formal letter with 'Dear' with comma after name</li> <li>• End letter with 'Yours sincerely'</li> <li>• Use spaces between paragraphs to denote new points made</li> <li>• Formal, not chatty.</li> </ul> | <ul style="list-style-type: none"> <li>• Write own address in top right corner</li> <li>• Write addressee's address in top left</li> <li>• Write date below own address</li> <li>• Start formal letter with 'Dear' or 'To whom it may concern' with comma after name</li> <li>• End letter with 'Yours sincerely' or 'Yours faithfully'</li> <li>• Use spaces between paragraphs to denote new points made</li> <li>• Formal not chatty</li> </ul> |

**Text Specific Skills**

**Overall Outcome: NARRATIVE / STORY WRITING**

| Year 1   | Year 2   | Year 3  | Year 4   | Year 5   | Year 6   |
|--|--|---|--|--|--|
| <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> </ul> <p>** plus ongoing success criteria, depending on time of year:</p> <p>* Brave try at writing all sounds in a word</p> <p>* Finger spaces</p> <p>* Full stop at end of each sentence</p>          | <ul style="list-style-type: none"> <li>• Openings for effect (a question, or a noise for example).</li> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Conjunctions for longer sentences</li> <li>• Adjectives (describing words)</li> <li>• Speech (not too much)</li> <li>• Speech marks</li> </ul> | <ul style="list-style-type: none"> <li>• Openings for effect (a question, or a noise for example).</li> <li>• Build Up</li> <li>• Climax / Problem</li> <li>• Resolution</li> <li>• Ending (change character / lesson learned)</li> <li>• Conjunctions</li> <li>• Adjectives</li> <li>• Speech (5 max.)</li> <li>• Speech marks and conventions of speech layout</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Openings for effect (a question, a noise or speech for example).</li> <li>• Build Up</li> <li>• Climax / Problem</li> <li>• Resolution</li> <li>• Ending – Character change . lesson learned</li> <li>• Conjunctions – all types</li> <li>• Adjectives, -ly and –ing words</li> <li>• Similie</li> <li>• PAST tense</li> <li>• Speech (5 max.)</li> <li>• Speech marks and conventions of speech layout</li> <li>• Show not tell (sentences)</li> </ul> | <ul style="list-style-type: none"> <li>• Openings for effect (a question, a noise or speech for example).</li> <li>• Build Up</li> <li>• Climax / Problem</li> <li>• Resolution</li> <li>• Ending – Character change, lesson learned, find evidence</li> <li>• Conjunctions</li> <li>• Adjectives</li> <li>• Powerful Verbs ('doing' words)</li> <li>• Adverbs ('how' someone is doing something)</li> <li>• Speech – 5 max. Speech rules</li> <li>• PAST tense – LINK TO VERBS</li> <li>• Similies</li> <li>• Some Complex Sentences</li> <li>• Show not tell (sentences and paragraphs)</li> </ul> | <ul style="list-style-type: none"> <li>• Opening to grab attention (question to reader or a noise or SPEECH)</li> <li>• Build Up</li> <li>• Climax / Problem</li> <li>• Resolution</li> <li>• Ending – Character change . lesson learned / find evidence / take reader back to start</li> <li>• Conjunctions</li> <li>• Adjectives</li> <li>• Powerful Verbs ('doing' words)</li> <li>• Adverbs ('how' someone is doing something)</li> <li>• Speech – 5 max. Speech rules</li> <li>• Similies and Metaphors + other figurative language</li> <li>• PAST tense – LINK TO VERBS</li> <li>• Complex Sentences Show not tell (sentences and paragraphs).</li> </ul> |
| <p><b>Telling Sentence:</b><br/>It was an unusual cat.</p> <p><b>Showing Sentence:</b><br/>With yellow eyes glowing red, long, black fur that stood on end, a mouth full of sharp pointed teeth that emitted a yowl like a tiger, I knew that the small animal before me was no ordinary cat</p> |  | <p><b>Telling Sentence:</b><br/>The pizza was delicious.</p> <p><b>A Showing PARAGRAPH:</b><br/>Mushrooms and pepperoni sausage formed thick layers on top of one another while the white mozzarella cheese bubbled over the bright red tomato sauce. Each time I took a bite I planned it so that I got a taste of every luscious ingredient. My taste buds celebrated every single time! Oooh, so good.</p> |  |  |  |

## Genre Specific Skills

**Overall Outcome: To be able to write **PLAYSCRIPTS** KS2 Coverage = Y3/4 Curriculum**

| Year 1 | Year 2 | Year 3  | Year 4   | Year 5   | Year 6   |
|--------|--------|---|--|--|--|
|        |        | <ul style="list-style-type: none"> <li>•Character list</li> <li>•Scene is set - where / when</li> <li>•Characters speaking are clear (Name – gap - speech)</li> <li>•No speech marks for lines spoken</li> <li>•Stage directions:<br/>- include Adverbs</li> </ul> <p style="text-align: center;"><i>NC: preparing poems and play scripts</i></p> | <ul style="list-style-type: none"> <li>•Story outline has been planned carefully - use story mountain</li> <li>•Scene is set - where / when</li> <li>•Character list</li> <li>•Characters speaking are clear (Name - gap/colon - speech)</li> <li>•Stage directions stand out (in brackets when hand written)</li> <li>•Stage directions:<br/>- include Adverbs</li> <li><br/></li> <li>- are in present tense</li> <li><br/></li> <li>•No speech marks for lines spoken</li> </ul> <p style="text-align: center;"><i>NC: preparing poems and play scripts</i></p> | <p>Exposure to play scripts in Guided Reading and Topic Time.</p> <p>The opportunity to <b>write</b> a play script at one point in the year.</p> <ul style="list-style-type: none"> <li>• <i>Preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</i></li> </ul> | <p>Exposure to play scripts in Guided Reading and Topic Time.</p> <p>The opportunity to <b>write</b> a play script at one point in the year.</p> <ul style="list-style-type: none"> <li>• <i>Preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</i></li> </ul> |

**Genre Specific Skills**

**Overall Outcome: To be able to write CHARACTER PORTRAITS**

**(Character Portrait work supports KS1 SATs writing)**

| Year 1   | Year 2  | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--------|--------|--------|--------|
| <ul style="list-style-type: none"> <li>Describing words</li> </ul> | <ul style="list-style-type: none"> <li>Describing words for appearance</li> <li>Describing words for personality</li> <li>Conjunctions (and, so, because, but)</li> </ul> |        |        |        |        |

## Genre Specific Skills

**Overall Outcome: To be able to write **POETRY****

*recognising simple recurring literary language in stories and poetry*  
*expressing views about a wide range of contemporary and classic poetry*

| Year 1   | Year 2   | Year 3  | Year 4  | Year 5  | Year 6  |
|--|--|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Use of Patterns, rhyme and repetition</li> <li>• Select words linked to senses</li> </ul>   | <ul style="list-style-type: none"> <li>• Internal rhythm</li> <li>• Use of Patterns, rhyme and repetition</li> <li>• Select words linked to senses</li> </ul>  | <ul style="list-style-type: none"> <li>• Half or near rhyme</li> <li>• Internal rhythm</li> <li>• Use of Patterns, rhyme and repetition</li> <li>• Select words linked to senses</li> <li>• Explore poetry in Reading Sessions</li> </ul> | <ul style="list-style-type: none"> <li>• Half or near rhyme</li> <li>• Internal rhythm</li> <li>• Alliteration &amp; onomatopoeia</li> <li>• Use of Patterns and repetition</li> <li>• Select words linked to senses</li> </ul> | <ul style="list-style-type: none"> <li>• Half or near rhyme</li> <li>• Internal rhythm</li> <li>• Alliteration &amp; onomatopoeia</li> <li>• Use of Structure, Patterns and repetition</li> <li>• Select words linked to senses</li> <li>• Make each word count</li> <li>• Opening and Closure</li> </ul> | <ul style="list-style-type: none"> <li>• Half or near rhyme</li> <li>• Internal rhythm</li> <li>• Alliteration &amp; onomatopoeia</li> <li>• Metaphors &amp; Similies for personification</li> <li>• Use of Structure, Patterns and repetition</li> <li>• Unusual word combination</li> <li>• Select words linked to senses</li> <li>• Make each word count</li> <li>• Opening and Closure</li> </ul> |
| <ul style="list-style-type: none"> <li>• <i>recognising simple recurring literary language in stories and poetry</i></li> <li>• <i>expressing views about a wide range of contemporary and classic poetry</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>recognising simple recurring literary language in stories and poetry</i></li> <li>• <i>expressing views about a wide range of contemporary and classic poetry</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>recognising simple recurring literary language in stories and poetry</i></li> <li>• <i>expressing views about a wide range of contemporary and classic poetry</i></li> </ul>                  | <ul style="list-style-type: none"> <li>• <i>recognising simple recurring literary language in stories and poetry</i></li> <li>• <i>expressing views about a wide range of contemporary and classic poetry</i></li> </ul>        | <ul style="list-style-type: none"> <li>• <i>recognising simple recurring literary language in stories and poetry</i></li> <li>• <i>expressing views about a wide range of contemporary and classic poetry</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>recognising simple recurring literary language in stories and poetry</i></li> <li>• <i>expressing views about a wide range of contemporary and classic poetry</i></li> <li>• <i>Continue to explore and read aloud a wide range of poetry</i></li> </ul>  |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• <i>Explore poetry in Reading Sessions.</i></li> <li>• <i>Recognise simple and recurring language in a poem.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Explore poetry in Reading Sessions - listening to and discussing a wide range of fiction, poetry</i></li> <li>• <i>recognising some different forms of poetry [for example, free verse, narrative poetry]</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Explore poetry in Reading Sessions - listening to and discussing a wide range of fiction, poetry</i></li> <li>• <i>recognising some different forms of poetry [for example, free verse, narrative poetry]</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Continue to explore and read aloud a wide range of poetry</i></li> <li>• <i>Learning a wider range of poetry by heart.</i></li> <li>• <i>Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Learning a wider range of poetry by heart.</i></li> <li>• <i>Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</i></li> </ul> |
|--|---|--|--|--|--|

## Genre Specific Skills

Overall Outcome: **SPOKEN LANGUAGE**

These statements apply to all years.

The content should be taught at a level appropriate to the age of the pupils.

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------|--------|--------|--------|--------|--------|
|--------|--------|--------|--------|--------|--------|

### Notes and Guidance (NC):

- Pupils should build on the oral language skills that have been taught in preceding years.
- Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.
- They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, and large groups and as a whole class.
- Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.
- Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.
- Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

## Objectives:

- listen and respond appropriately to adults and their peers;
- ask relevant questions to extend their understanding and knowledge;
- use relevant strategies to build their vocabulary;
- articulate and justify answers, arguments and opinions;
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ;
- speak audibly and fluently with an increasing command of Standard English;
- participate in discussions, presentations, performances, role play, improvisations and debates ;
- gain, maintain and monitor the interest of the listener(s) ;
- consider and evaluate different viewpoints, attending to and building on the contributions of others;
- select and use appropriate registers for effective communication.

**REFER TO PROGRESSION IN LANGUGAE STRUCTURES FOR EACH YEAR GROUP TO DEVELOP SPOKEN LANGUAGE.**