



Reception

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology	Key Objectives
<i>Oral/verbal modelling and targeted teacher talk which will feed into future writing skills.</i>					
<p><b>INTRODUCE</b>  <b>Fiction</b>  <b>Planning Tool</b>                      - Story map /story mountain</p> <p><b>Whole class retelling of story</b>                      - Understanding of beginning/ middle / end</p> <p><b>Retell simple 5-part story</b>                      - Once upon a time                      - First / Then / Next                      - But - So                      - Finally, happily ever after</p> <p><b>Non-fiction</b>                      - Factual writing closely linked to a story                      - Simple factual sentences based around a theme.                      - Names - Labels                      - Captions                      - Lists                      - Diagrams                      - Message</p>	<p><b>INTRODUCE</b>  <b>Simple sentences</b>                      - Say a sentence, write and read it back to check it makes sense.</p> <p><b>Simple Conjunctions</b>                      - and /who /until /but</p> <p><b>Compound sentences</b>                      - using conjunctions (coordinating conjunctions)                      - and / but                      - using 'ly' openers e.g. luckily /unfortunately,</p> <p><b>Repetition for rhythm</b>                      e.g. He walked and he walked</p> <p><b>Repetition in description</b>                      e.g. a lean cat, a mean cat; a green dragon, a fiery dragon</p>	<p><b>INTRODUCE</b>  <b>Determiners</b>                      - the/ a / an - my / your                      - this / that - his / her                      - their                      - some /all</p> <p><b>Prepositions</b>                      - up /down                      - in/ into                      - out                      - to                      - onto</p> <p><b>Adjectives</b>                      - e.g. old, little, big, small, quiet</p> <p><b>Adverbs</b>                      - e.g. luckily, unfortunately, fortunately</p> <p><b>Similes</b>                      - using 'like' e.g. hot like a fire</p>	<p><b>INTRODUCE</b>  <b>Finger spaces to separate words</b></p> <p><b>Full stops</b></p> <p><b>Capital letters for own name and beginning of a simple sentence</b></p>	<p><b>INTRODUCE</b>  <b>Finger spaces</b></p> <p><b>Letter</b></p> <p><b>Word</b></p> <p><b>Sentence</b></p> <p><b>Full stop</b></p> <p><b>Capital letter</b></p> <p><b>Simile – 'like'</b></p> <p><b>5 rules of a sentence</b>                      - capital letter                      - listen for every sound in a word                      - finger spaces                      - full stop                      - makes sense</p>	<p><b>ENSURE</b></p> <ul style="list-style-type: none"> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Write own name and other things such as labels and captions</li> <li>• Use a capital letter for own name</li> </ul> <p><b>• Handwriting</b>                      Give meaning to marks they make as they draw, write and paint.</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>



Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology	Key Objectives
<p><b>CONSOLIDATE</b> Reception list</p> <p><b>INTRODUCE</b></p> <p><b>FICTION</b>  <b>Plan opening around character(s), setting, time of day and type of weather</b>  <b>Opening</b>            - Once upon a time...  <b>Build-up</b>            - One day...  <b>Problem / Dilemma</b>            - Suddenly/ Unfortunately,  <b>Resolution</b>            - Fortunately  <b>Ending</b>            - Finally,</p> <p><b>NON-FICTION</b>  <b>Planning tools</b>            - text map / washing line</p> <p><b>Heading</b></p> <p><b>Introduction</b>            - Opening factual statement</p> <p><b>Middle section(s)</b>            - Simple factual sentences around a theme  <b>Bullet points for instructions</b></p> <p><b>Labelled diagrams</b></p> <p><b>Ending</b>            - Concluding sentence</p>	<p><b>CONSOLIDATE</b> Reception list</p> <p><b>INTRODUCE</b></p> <p><b>Types of sentences</b>            - Statements            - Questions            - Exclamations</p> <p><b>More simple conjunctions</b>            - or, so because, so that then, that, while, when where  <b>Also as openers</b>            - While...            - When...            - Where...</p> <p><b>Writing embellished simple sentences using adjectives e.g.</b>            - The giant had an enormous beard.            Red squirrels enjoy eating delicious nuts.  <b>Writing compound sentences using coordinating conjunctions and/or/ but/so e.g.</b>            - The children played on the swings and slid down the slide.            - Spiders can be small or they can be large.            - Charlie hid but Sally found him.            - It was raining so they put on their coats.</p> <p><b>• Writing complex sentences</b>  <b>Use of 'who' (relative clause) e.g.</b>            - Once upon a time there was a little old woman who lived in a forest.            - There are many children who like to eat ice cream.</p>	<p><b>CONSOLIDATE</b> Reception list</p> <p><b>INTRODUCE</b></p> <p><b>More prepositions</b>            - inside            - outside            - towards            - across            - under</p> <p><b>More determiners</b>            - e.g. lots of            - many            - more            - those            - these</p> <p><b>Alliteration</b>            - e.g. dangerous dragon, slimy snake</p> <p><b>Similes using as....</b>            - e.g. as tall as a house, as red as a radish</p> <p><b>Precise, clear language to give information</b>            - First, switch on the red button.            - Next, wait for the green light to flash...</p> <p><b>Regular plural noun suffixes –s or –es</b>            - dog, dogs; wish, wishes</p> <p><b>Suffixes that can be added to verbs</b>            - helping, helped, helper  <b>How the prefix un- changes the meaning of verbs and adjectives</b>            - e.g. unkind, or undoing, untie the boat</p>	<p><b>CONSOLIDATE</b> Reception list</p> <p><b>INTRODUCE</b></p> <p><b>Capital Letters</b>            - to start a sentence            - for the personal pronoun I            - for names and places</p> <p><b>Full stops</b></p> <p><b>Question marks</b></p> <p><b>Exclamation marks</b></p> <p><b>Speech bubble</b></p> <p><b>Bullet points</b></p>	<p><b>CONSOLIDATE</b> Reception list</p> <p><b>Letter</b></p> <p><b>capital letter</b></p> <p><b>word</b></p> <p><b>singular</b></p> <p><b>plural</b></p> <p><b>sentence</b></p> <p><b>punctuation</b></p> <p><b>full stop</b></p> <p><b>question mark</b></p> <p><b>exclamation mark</b></p>	<p><b>ENSURE</b>  <b>CONSOLIDATE</b> Reception List</p> <ul style="list-style-type: none"> <li>• Composing a sentence orally before writing it</li> <li>• Read their writing aloud clearly enough to be heard by their peers and the teacher</li> <li>• Sequencing sentences to form short narratives</li> <li>• Leaving spaces between words</li> <li>• Joining words and joining clauses using "and" e.g. blue and yellow flower; The big dog barked and ran away</li> <li>• Capital letters for names and personal pronoun I</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Begin to form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0 – 9.</li> <li>• Understand which letters belong to which handwriting families (i.e. letters formed in similar ways) and practise these.</li> </ul>



Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology	Key Objectives
<p><b>CONSOLIDATE</b> Year 1 list</p> <p><b>INTRODUCE FICTION</b> <b>Secure use of planning tools</b></p> <ul style="list-style-type: none"> <li>- Story map</li> <li>- Story mountain</li> <li>- Story grids</li> <li>- 'Boxing-up' grid</li> </ul> <p><b>Understanding 5 parts to a story with more complex vocabulary</b></p> <ul style="list-style-type: none"> <li>- Opening e.g. In a land far away...One cold but bright morning...</li> <li>- Build-up e.g. Later that day</li> <li>- Problem / Dilemma e.g. To his amazement</li> <li>- Resolution e.g. As soon as</li> <li>- Ending e.g. Luckily, Fortunately,</li> <li>- Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</li> </ul> <p><b>NON-FICTION</b> <b>Secure use of planning tools</b></p> <ul style="list-style-type: none"> <li>- Text map</li> <li>- washing line</li> <li>- 'Boxing-up' grid</li> </ul> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- Heading</li> <li>- Hook to engage reader</li> <li>- Factual statement / definition</li> <li>- Opening question</li> </ul> <p><b>Middle section(s)</b></p> <ul style="list-style-type: none"> <li>- Group related ideas / facts into sections</li> <li>- Sub headings to introduce sentences/sections</li> <li>- Use of lists</li> <li>- what is needed / lists of steps to be taken</li> <li>- Bullet points for facts</li> <li>- Diagrams</li> </ul> <p><b>Ending</b></p> <ul style="list-style-type: none"> <li>- Make final comment to reader</li> <li>- Extra tips! / Did you know? facts / True or false?</li> </ul> <p><b>The consistent use of present tense versus past tense throughout texts</b></p>	<p><b>CONSOLIDATE</b> Year 1 list</p> <p><b>INTRODUCE</b> <b>Types of sentences</b></p> <ul style="list-style-type: none"> <li>- Commands</li> </ul> <p><b>'ly' sentence starters</b>, e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p><b>Vary openers to sentences</b></p> <p><b>Use adverbs</b> e.g. Tom ran quickly down the hill.</p> <p><b>Secure use of</b></p> <ul style="list-style-type: none"> <li>- <b>compound sentences using co-ordinating conjunctions:</b> and/ or / but / so</li> <li>- <b>Complex sentences using subordination</b> e.g. drop in a <b>relative clause who/which</b> Sam, <i>who was lost</i>, sat down and cried. The Fire of London, <i>which started in Pudding Lane</i>, spread quickly.</li> </ul> <p><b>Additional subordinating conjunctions</b></p> <ul style="list-style-type: none"> <li>- what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived</li> </ul> <p><b>Use long and short sentences</b></p> <ul style="list-style-type: none"> <li>- Long sentences to add description or information.</li> <li>- Use short sentences for emphasis.</li> </ul> <p><b>Expanded noun phrases</b></p> <ul style="list-style-type: none"> <li>- e.g. lots of people, a bright, sunny day</li> </ul> <p><b>List of 3 for description</b></p> <ul style="list-style-type: none"> <li>- e.g. He wore old shoes, a dark cloak and a red hat.</li> </ul>	<p><b>CONSOLIDATE</b> Year 1 list</p> <p><b>INTRODUCE</b> <b>More prepositions</b></p> <ul style="list-style-type: none"> <li>- behind above along before between after</li> </ul> <p><b>Two adjectives to describe the noun</b></p> <ul style="list-style-type: none"> <li>- e.g. The scary, old woman... Squirrels have long, bushy tails.</li> </ul> <p><b>Adverbs for description</b></p> <ul style="list-style-type: none"> <li>- e.g. Snow fell gently and covered the cottage in the wood.</li> </ul> <p><b>Adverbs for information,</b></p> <ul style="list-style-type: none"> <li>- e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</li> </ul> <p><b>Generalisers for information</b></p> <ul style="list-style-type: none"> <li>- e.g. Most dogs.... Some cats....</li> </ul> <p><b>Formation of nouns using suffixes such as –ness, –er</b></p> <p><b>Formation of adjectives using suffixes such as –ful, –less</b></p> <p><b>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</b></p>	<p><b>CONSOLIDATE</b> Year 1 list</p> <p><b>INTRODUCE</b> <b>Demarcate sentences</b></p> <ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stops</li> <li>- Question marks</li> <li>- Exclamation marks</li> <li>- Commas to separate items in a list</li> <li>- Comma after –ly opener e.g. fortunately, slowly,</li> <li>- Speech bubbles</li> <li>- speech marks for direct speech</li> <li>- Implicitly understand how to change from indirect speech to direct speech</li> </ul> <p><b>Apostrophes to mark contracted forms in spelling</b></p> <ul style="list-style-type: none"> <li>- e.g. don't, can't</li> </ul> <p><b>Apostrophes to mark singular possession</b></p> <ul style="list-style-type: none"> <li>- e.g. the cat's name</li> </ul>	<p><b>CONSOLIDATE</b> Previous lists</p> <p><b>noun, noun phrase</b></p> <p><b>statement, question</b></p> <p><b>exclamation</b></p> <p><b>command</b></p> <p><b>compound suffix</b></p> <p><b>adjective, adverb</b></p> <p><b>verb tense (past, present)</b></p> <p><b>apostrophe</b></p> <p><b>comma</b></p> <p><b>inverted commas</b></p>	<p><b>CONSOLIDATE</b> <b>YEAR 1 LIST</b></p> <p><b>ENSURE FOR WTS</b> The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• write sentences that are sequenced to form a short narrative (real or fictional)</li> <li>• demarcate some sentences with capital letters and full stops</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li> <li>• spell some common exception words</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form lower-case letters of the correct size relative to one another in some of their writing</li> <li>• use spacing between words.</li> </ul> <p><b>ENSURE FOR EXS</b> <b>All WTS targets plus:</b></p> <ul style="list-style-type: none"> <li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• write about real events, recording these simply and clearly</li> <li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>• use present and past tense mostly correctly and consistently</li> <li>• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if/ that / because) to join clauses</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower -case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul> <p><b>ENSURE FOR GDS</b> <b>All WTS and EXS targets plus:</b></p> <ul style="list-style-type: none"> <li>• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> </ul>



<p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>				<ul style="list-style-type: none"><li>• make simple additions, revisions and proof-reading corrections to their own writing</li><li>• use the punctuation taught at KS1 mostly correctly</li><li>• add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, ly)</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• use the diagonal and horizontal strokes needed to join some letters.</li></ul>
--	--	--	--	--



Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology	Key Objectives
<p><b>CONSOLIDATE</b> Year 2 list</p> <p><b>INTRODUCE FICTION</b> Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts: - <b>Introduction</b> -should include detailed description of setting or characters - <b>Build-up</b> - build in some suspense towards the problem or dilemma - <b>Problem / dilemma</b> - include detail of actions / dialogue - <b>Resolution</b> - should link with the problem - <b>Ending</b> - clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p><b>NON-FICTION</b> Paragraphs to organise ideas around a theme</p> <p><b>Introduction</b> - Develop hook to introduce and tempt reader in e.g. Who.....? What.....? Where.....? Why.....? When.....? How.....? <b>Middle Section(s)</b> - Group related ideas /facts into paragraphs - Sub headings to introduce sections / paragraphs - Topic sentences to introduce paragraphs - Flow diagram <b>Develop Ending</b> - Personal response <b>Extra information / reminders</b> - e.g. Information boxes/ five amazing facts/ Wow comment</p> <p><b>Use of the perfect form of verbs to mark relationships of time and cause</b> - e.g. I have written it down so I can check what it said.</p>	<p><b>CONSOLIDATE</b> Year 2 list</p> <p><b>INTRODUCE</b> <b>Vary long and short sentences</b> - Long sentences to add description or information. - Short sentences for emphasis and making key points e.g Sam was really unhappy. Visit the farm now.</p> <p><b>Embellished simple sentences:</b> - Adverb starters to add detail e.g. Carefully, she crawled along the floor .</p> <p><b>Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials)</b> - A few days ago, we discovered a hidden box.</p> <p><b>Prepositional phrases to place the action</b> - On the mat, behind the tree</p> <p><b>Compound sentences</b> - using for /and/nor/but/ or/yet/so (coordinating conjunctions)</p> <p><b>Develop complex sentences with range of subordinating conjunctions</b> - ing’ clauses as starters e.g. Sighing, the boy finished his homework. <b>Drop in a relative clause</b> using - who/whom/which/whose/ that e.g. The boy, <i>whose name is George</i>, thinks he is very brave.</p> <p><b>Sentence of 3 for description</b> - e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</p> <p><b>Power of 3 for persuasion</b> - e.g. Visit, swim,enjoy!</p> <p><b>Topic sentences to introduce non - fiction paragraphs</b></p>	<p><b>CONSOLIDATE</b> Year 2 list</p> <p><b>INTRODUCE</b> <b>Wider range of prepositions</b> - Next to, by the side of, In front of, during, through, throughout</p> <p><b>Powerful verbs</b> - e.g. stare, tremble, slither</p> <p><b>Boastful Language</b> - e.g. magnificent, unbelievable, exciting</p> <p><b>More specific / technical vocabulary to add detail</b> - e.g. Drops of rain pounded on the corrugated tin roof <b>Nouns formed from prefixes</b> - e.g. auto... super...anti...</p> <p><b>Word Families based on common words</b> - e.g. teacher –teach beauty – beautiful</p> <p><b>Use of determiners</b> a or an according to whether next word begins with a vowel - e.g. a rock, an open box</p>	<p><b>CONSOLIDATE</b> Year 2 list</p> <p><b>INTRODUCE</b> <b>Colon before a list</b> - E.g. What you need:</p> <p><b>Ellipses to keep the reader hanging on</b></p> <p><b>Secure use of inverted commas for direct speech</b></p> <p><b>Use of commas after fronted adverbials</b> - e.g. Later that day, I heard the bad news.</p>	<p><b>CONSOLIDATE</b> Previous lists</p> <p><b>preposition</b></p> <p><b>conjunction</b></p> <p><b>word family</b></p> <p><b>prefix</b></p> <p><b>clause subordinate clause</b></p> <p><b>direct speech</b></p> <p><b>consonant, consonant letter</b></p> <p><b>vowel, vowel letter</b></p> <p><b>inverted commas</b></p>	<p><b>ENSURE</b> <b>Consolidate Year 2 list</b></p> <ul style="list-style-type: none"> <li>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>Discuss genres of writing similar to that which they are learning/ planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>Organise paragraphs around a theme.</li> <li>In narratives, create settings, characters and plot</li> <li>In non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>Proofread for spelling and punctuation errors</li> <li>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.</li> </ul> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes needed to join letters and know which letters are best left un-joined when adjacent</li> </ul>



<p><b>Use of present perfect instead of simple past.</b> - He has left his hat behind (as opposed to: He left his hat behind)</p>	<p>- e.g. Dragons are found across the world.</p> <p><b>Dialogue</b> - powerful speech verb e.g. "Hello," she whispered.</p>				
---	--	--	--	--	--



Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology	Key Objectives
<p><b>CONSOLIDATE</b> Year 3 list</p> <p><b>INTRODUCE FICTION</b> Plan opening using description /action</p> <p><b>Paragraphs to organise each part of story</b> - to indicate a change in place or jump in time</p> <p><b>Build in suspense writing to introduce the dilemma</b></p> <p><b>Further develop 5 parts to story</b> - Clear distinction between resolution and ending. - Ending should include reflection on events or the characters.</p> <p><b>NON-FICTION</b> Logical organisation</p> <p><b>Group related paragraphs</b></p> <p><b>Develop use of a topic sentence</b> - Link information within paragraphs with a range of connectives.</p> <p><b>Appropriate choice of pronoun or noun across sentences to aid cohesion</b></p> <p><b>Use of bullet points, diagrams</b></p> <p><b>Ending</b> - could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p>	<p><b>CONSOLIDATE</b> Year 3 list</p> <p><b>INTRODUCE</b> <b>Develop long and short sentences</b> - Long sentences to enhance description or information - Short sentences to move events on quickly. e.g. It was midnight. It's great fun.</p> <p><b>Start with a simile</b> - e.g. As curved as a ball, the moon shone brightly in the night sky.</p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences (Coordination) using coordinating conjunction</b> For/and/nor/but/or/yet/so</p> <p><b>Further develop complex sentences with range of subordinating conjunctions and correct comma use.</b></p>	<p><b>CONSOLIDATE</b> Year 3 list</p> <p><b>INTRODUCE</b> <b>'ed' / 'ing' clauses as starters</b> - e.g. Frightened, Tom ran straight home to avoid being caught. - Grinning menacingly, he slipped the treasure into his rucksack.</p> <p><b>Drop in -'ing' clause</b> - e.g. Jane, laughing at the teacher, fell off her chair.</p> <p><b>Sentence of 3 for action</b> - e.g. Sam rushed down the road, jumped on the bus and sank into his seat.</p> <p><b>Repetition to persuade</b> - e.g. Find us to find the fun</p> <p><b>Dialogue - verb + adverb</b> - "Hello," she whispered, shyly.</p> <p><b>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</b></p> <p><b>Standard English forms for verb inflections instead of local spoken forms</b> (e.g. we were instead of we was, or I did instead of I done)</p>	<p><b>CONSOLIDATE</b> Year 3 list</p> <p><b>INTRODUCE</b></p> <p><b>Prepositions</b> - at underneath since towards beneath beyond</p> <p><b>Conditionals</b> - could, should, would</p> <p><b>Comparative and superlative adjectives</b> - e.g. small...smaller...smallest good...better...best</p> <p><b>Proper nouns</b> - refers to a particular person or thing. e.g. Monday, Jessica, October, England</p> <p><b>Commas to mark clauses and to mark off fronted adverbials</b></p> <p><b>The grammatical difference between plural and possessive – s</b> -Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural</p> <p><b>Full punctuation for direct speech</b> - Each new speaker on a new line - Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella! - Speech starts with capital letter</p>	<p><b>CONSOLIDATE</b> Previous lists</p> <p><b>determiner</b></p> <p><b>pronoun, possessive pronoun</b></p> <p><b>adverbial, fronted adverbial</b></p>	<p><b>ENSURE</b> <b>Consolidate Year 3 list</b></p> <ul style="list-style-type: none"> <li>• Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition</li> <li>• Using conjunctions, adverbs and prepositions to express time, cause and place.</li> <li>• Use a range of conjunctions to extend sentences with more than one clause</li> <li>• Using adverbial phrases to begin sentences (fronted adverbials)</li> <li>• Using extended noun phrases, including with prepositions</li> <li>• Using and punctuating correctly direct speech <ul style="list-style-type: none"> <li>• Use the possessive apostrophe accurately with plurals</li> </ul> </li> <li>• Adopt the features of existing texts to shape own writing</li> <li>• Build sentences with varied vocabulary and structures.</li> <li>• Develop detail of characters, settings and plot in narratives</li> <li>• Use simple organisational devices in non-fiction</li> <li>• Suggest improvements to grammar and vocabulary</li> <li>• Proofread own work for spelling and punctuation errors</li> <li>• Read aloud using appropriate intonation, tone and volume</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Increase fluency and speed of handwriting</li> </ul>



Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology	Key Objectives
<p><b>CONSOLIDATE</b> Year 4 list</p> <p><b>INTRODUCE FICTION</b> Secure independent use of planning tools</p> <p><b>Plan opening using description /action /dialogue</b></p> <p><b>Paragraphs</b> - Vary conjunctions within paragraphs to build cohesion - Use change of place, time and action to link ideas across paragraphs.</p> <p><b>Using 5 part story structure, writing could start at any of the 5 points.</b> - e.g. flashbacks Introduction - should include action / description of character or setting / dialogue</p> <p><b>Build-up</b> - develop suspense techniques</p> <p><b>Problem / dilemma</b> - may be more than one problem to be resolved</p> <p><b>Resolution</b> - clear links with dilemma</p> <p><b>Ending</b> - character could reflect on events, any changes or lessons, look forward to the future, ask a question.</p> <p><b>NON-FICTION</b> <b>Independent planning across all genres</b></p> <p><b>Secure use of range of layouts suitable to text.</b></p> <p><b>Use a variety of ways to open texts, draw reader in, and make the purpose clear.</b></p>	<p><b>CONSOLIDATE</b> Year 4 list</p> <p><b>INTRODUCE</b></p> <p><b>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</b></p> <p>Secure use of complex sentences with range of subordinating conjunctions and correct comma use. - Main and subordinate clauses with full range of conjunctions</p> <p>Elaboration of starters using adverbial phrases - e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.</p> <p>Develop Drop in –'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home.</p> <p>- lengthening or shortening sentence</p> <p><b>Sentence reshaping techniques</b> for meaning and /or effect - Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly ....through the lonely streets ....at midnight</p> <p><b>Use of rhetorical questions</b></p> <p><b>Stage directions in speech</b> (speech + verb + action) - e.g. "Stop!" he shouted, picking up the stick and running after the thief.</p> <p><b>Indicating degrees of possibility using modal verbs</b> - e.g. might, should, will, must or adverbs (perhaps, surely)</p>	<p><b>CONSOLIDATE</b> Year 4 list</p> <p><b>INTRODUCE</b></p> <p><b>Metaphor</b></p> <p><b>Personification</b></p> <p><b>Onomatopoeia</b></p> <p><b>Empty words</b> - e.g. someone, somewhere was out to get him</p> <p><b>Develop use of technical language</b></p> <p><b>Converting nouns or adjectives into verbs using suffixes</b> - e.g. –ate; –ise; –ify –</p> <p><b>Verb prefixes</b> e.g. dis–, de–, mis–, over– and re–</p>	<p><b>CONSOLIDATE</b> Year 4 list</p> <p><b>INTRODUCE</b></p> <p><b>Rhetorical question</b></p> <p><b>Dashes</b></p> <p><b>Brackets/dashes/commas for parenthesis</b></p> <p><b>Colons</b></p> <p><b>Use of commas to clarify meaning or avoid ambiguity</b></p>	<p><b>CONSOLIDATE</b> Previous lists</p> <p><b>modal verb</b></p> <p><b>relative pronoun</b></p> <p><b>relative clause</b></p> <p><b>parenthesis, bracket, dash</b></p> <p><b>cohesion</b></p> <p><b>ambiguity</b></p>	<p><b>ENSURE</b> <b>Consolidate Year 4 list</b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs</li> <li>• Use further organisational and presentational devices to structure text and to guide the reader</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> <li>• Use a thesaurus</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• Convert nouns or adjectives into verbs.</li> <li>• Use devices to build cohesion, including adverbials of manner, time, place and number</li> <li>• Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• Draft and write by: précising longer passages</li> <li>• Use passive verbs to affect the presentation of information in a sentence.</li> <li>• Use the perfect form of verbs to mark relationships of time and cause</li> <li>• Know differences in informal and formal language • Use of ellipsis</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> </ul>





					<ul style="list-style-type: none"><li>• Use brackets, dashes or commas to indicate parenthesis</li><li>• Use hyphens to avoid ambiguity</li><li>• Use semicolons, colons or dashes to mark boundaries between independent clauses</li><li>• Use a colon to introduce a list</li><li>• Punctuate bullet points consistently</li><li>• Use a dictionary to check spelling and meaning</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• Write legibly, fluently and with increasing speed, developing personal style</li></ul>
--	--	--	--	--	--



Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology	Key Objectives
<p><b>CONSOLIDATE</b> Year 5 list</p> <p><b>INTRODUCE</b></p> <p><b>FICTION</b> Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p>Maintain plot consistently working from plan</p> <p>Paragraphs -secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p><b>NON-FICTION</b> Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader - comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices - semantic cohesion (e.g. repetition of a word or phrase), - grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence) - Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p><b>CONSOLIDATE</b> Year 5 list</p> <p>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.</p> <p>Develop use of rhetorical questions for persuasion</p> <p>Secure expanded noun phrases to convey complicated information concisely</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing - the use of question tags, e.g. He's your friend, isn't he? - the use of the subjunctive in some very formal writing and speech. e.g. If I were to...</p>	<p>Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p> <p>How words are related as synonyms and antonyms e.g. big/ large / little</p>	<p><b>CONSOLIDATE</b> Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity, e.g. man-eating shark versus man eating shark, or recover versus re-cover</p>	<p><b>CONSOLIDATE</b> Previous lists</p> <p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis</p> <p>hyphen</p> <p>colon</p> <p>semi-colon</p> <p>bullet points</p>	<p><b>CONSOLIDATE</b> <b>YEAR 5 LIST</b></p> <p><b>ENSURE FOR WTS</b> The pupil can:</p> <ul style="list-style-type: none"> <li>• write for a range of purposes</li> <li>• use paragraphs to organise ideas</li> <li>• in narratives, describe settings and characters</li> <li>• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</li> <li>• use capital letters, full stops, question marks, commas for lists and apostrophes for</li> <li>• contraction mostly correctly</li> <li>• spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list</li> <li>• write legibly.</li> </ul> <p><b>ENSURE FOR EXS</b> The pupil can:</p> <ul style="list-style-type: none"> <li>• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>• in narratives, describe settings, characters and atmosphere</li> <li>• integrate dialogue in narratives to convey character and advance the action</li> <li>• select vocabulary and grammatical structures that reflect what the writing requires,</li> <li>• doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative;</li> <li>• using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• use verb tenses consistently and correctly throughout their writing</li> </ul> <p>use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</p> <ul style="list-style-type: none"> <li>• spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check</li> </ul>



					<p>the spelling of uncommon or more ambitious vocabulary</p> <ul style="list-style-type: none"><li>• maintain legibility in joined handwriting when writing at speed.</li></ul> <p><b>ENSURE FOR GDS</b></p> <p>The pupil can:</p> <ul style="list-style-type: none"><li>• write effectively for a range of purposes and audiences, selecting the appropriate</li><li>• form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</li><li>• distinguish between the language of speech and writing and choose the appropriate register</li><li>• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li><li>• use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li><li>• There are no additional statements for spelling or handwriting</li></ul>
--	--	--	--	--	---